

# PRIMARY SOURCES + PLACE-BASED WRITING

Writing & Exploration at  
the Hagley Museum



# ICE BREAKER

What do any of the following mean to you / look like in your instruction?

Primary  
Sources

Place-Based  
Writing

Artifacts

Museums

Inquiry



# SCHEDULE

## AM (9:00 - 11:00): Writing with Primary Sources

- Why use Primary Sources?
- Explore Hagley artifacts
- Find and discuss primary sources in The Nation of Inventors

Lunch (11:00 - 11:30)

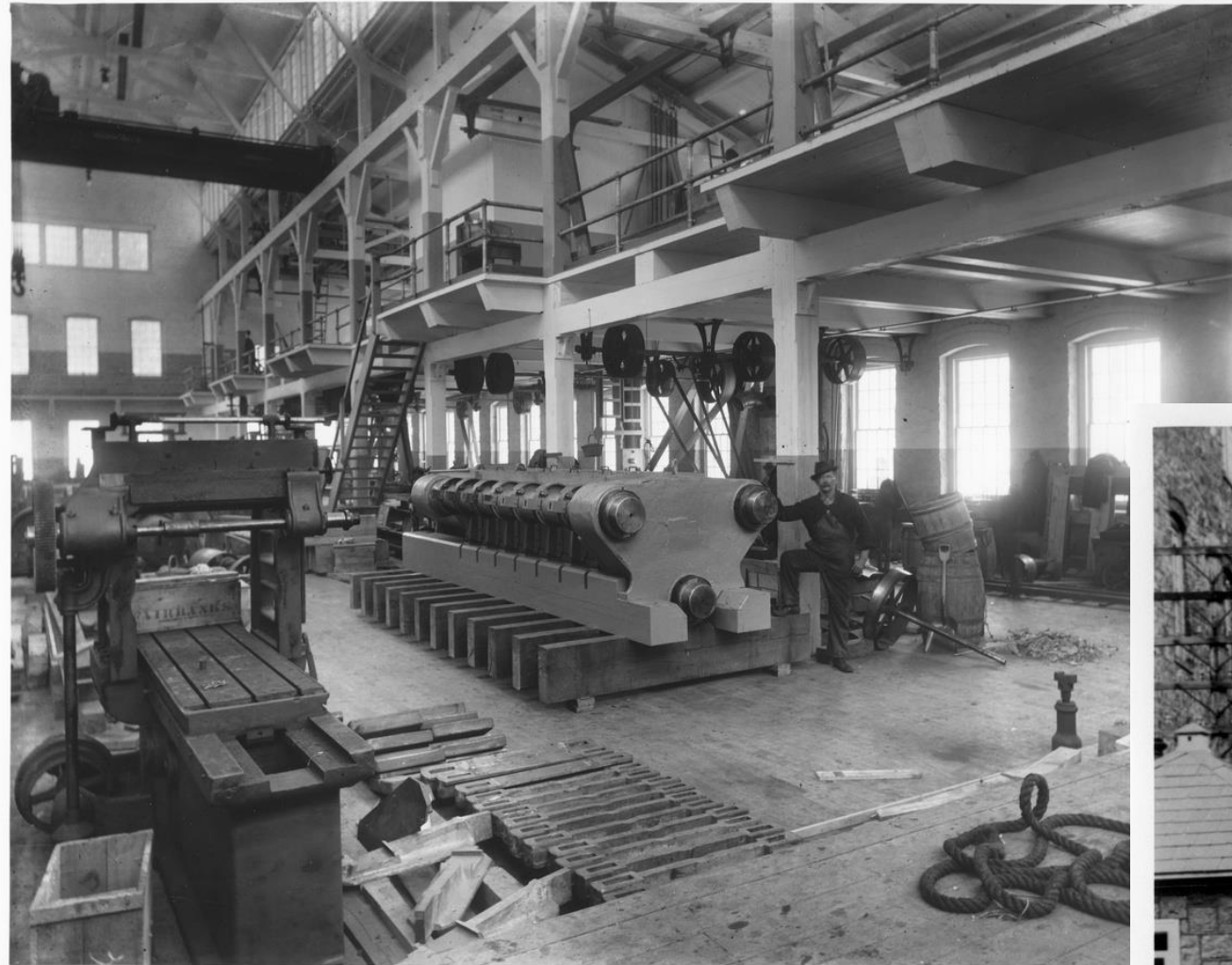
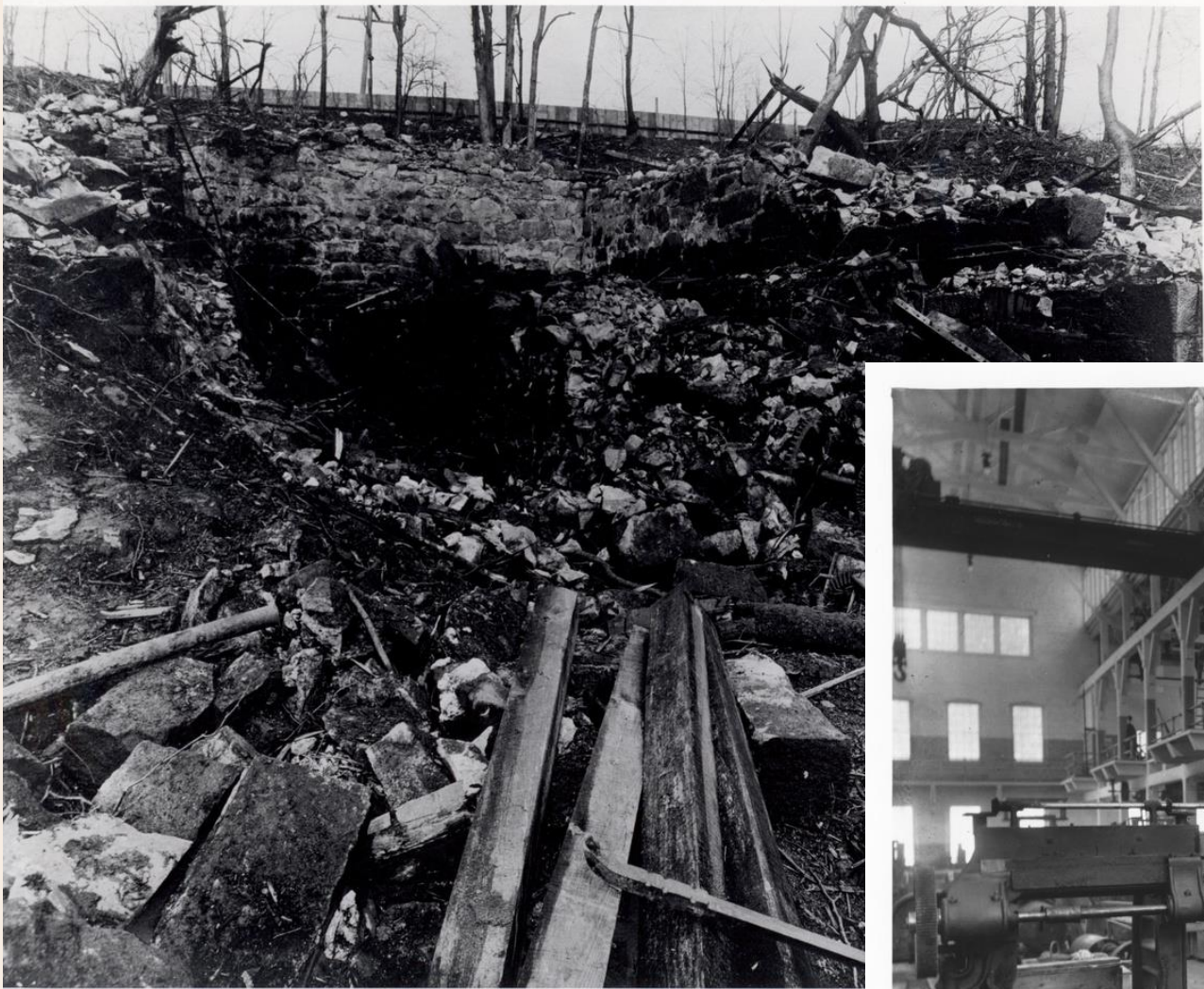
## PM (11:30-2:00): Place-Based Writing

- Why Place-Based Writing?
- Explore Workers Hill and The Powder Yard
- Share writing + reflection





# OBSERVE



What do you notice?

Describe what you see. · What do you notice first? · What people and objects are shown? · How are they arranged? · What is the physical setting? · What, if any, words do you see? · What other details can you see?

Well



# OBSERVE → REFLECT

What do you think?

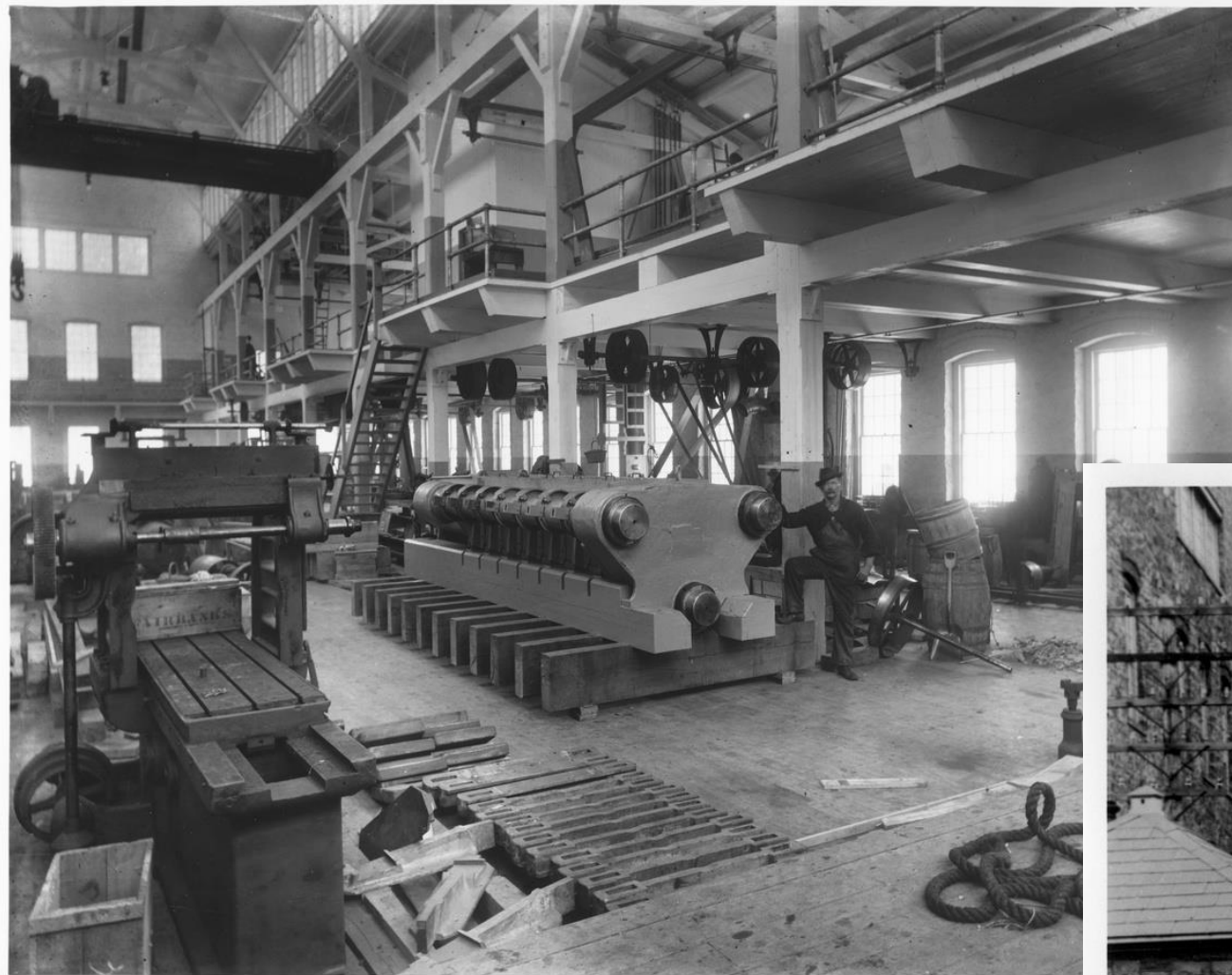
Why do you think this image was captured?

What's happening in the image? · When do

you think it was captured? · Who do you

think was the audience for this image? ·

What can you learn from examining this image? ·



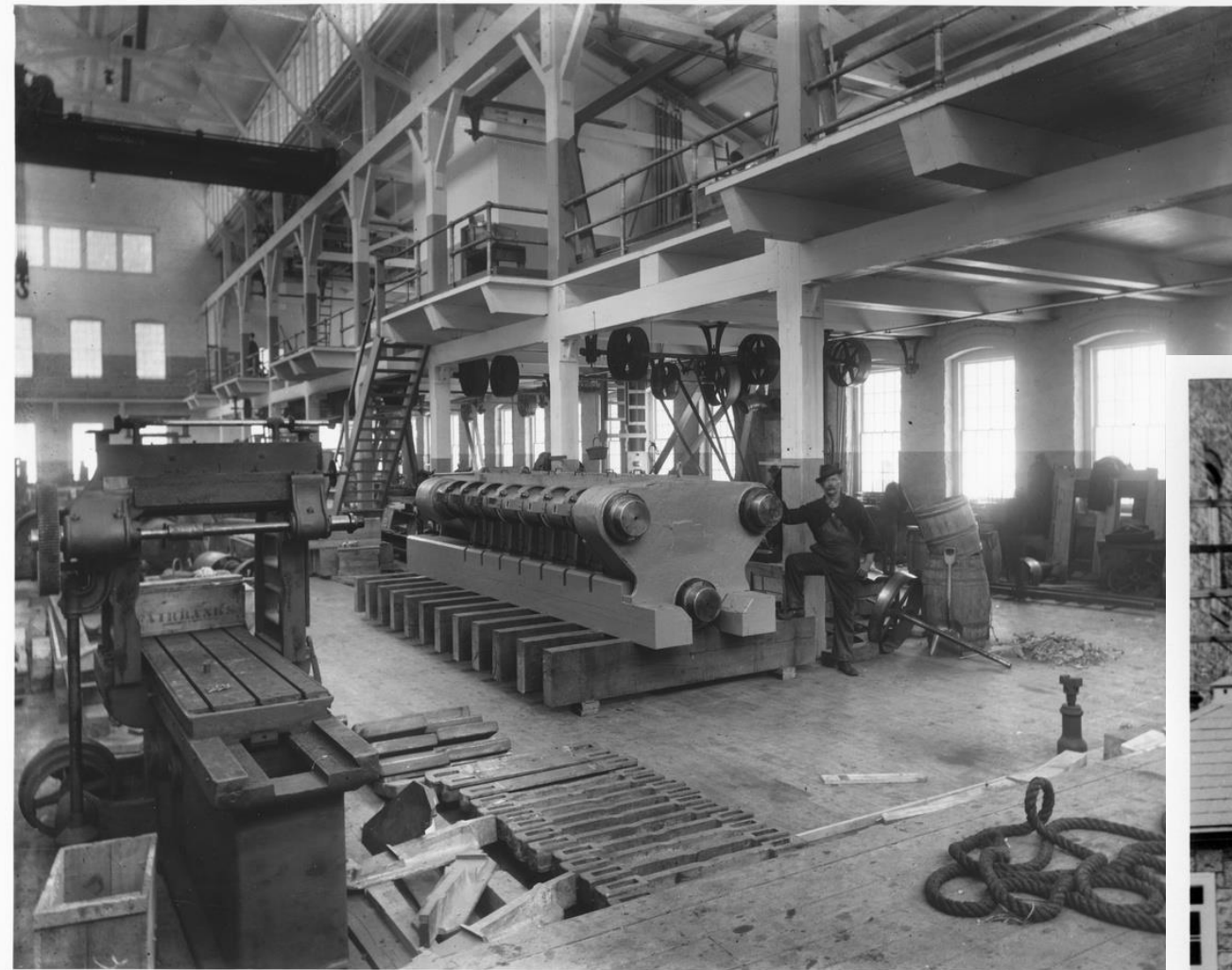
Well



# OBSERVE → REFLECT → QUESTION

What do you wonder?

What do you wonder about... who? .  
what? . when? . where? . why? .  
how?



20



# TIME TO READ:

## Why Primary Sources?

Thinking about your students and content, read and annotate “Getting Started with Primary Sources”, then consider:

- How can primary sources fit into your curriculum?
- What can you ask your students to do with primary sources?

## LIBRARY

LIBRARY OF CONGRESS

» Teachers

Share

PROGRAM  
Teachers

Menu

### Getting Started with Primary Sources



#### What are primary sources?

Primary sources are the raw materials of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place.

#### Why teach with primary sources?

Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a sense of what it was like to be alive during a long-past era. Helping students analyze primary sources can also prompt curiosity and improve critical thinking and analysis skills.

Primary sources expose students to multiple perspectives on significant issues of the past and present. In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials. Interacting with primary sources engages students in asking questions, evaluating information, making inferences, and developing reasoned explanations and interpretations of events and issues.

[Skip to main content](#)



# PRIMARY SOURCE OBJECTS:

## 19TH CENTURY TOYS + TOOLS

Observe → What do you notice?

Reflect → What do you think is the purpose of this object?

Sell it → Create an advertisement selling this object!

Consider the following:

- Name - what's it called?
- Audience - who would use this object?
- Purpose - why would they use it?

McCLURE'S MAGAZINE

Special Offer to 1000 subscribers of  
McClure's Magazine

\$20 *Zon-o-phone*  
(Substituted for our Gram-o-phone  
which is abandoned)

**Sent on Approval without Deposit**

Science, experience and a happy accident have revealed to us a new and wonderful principle of recording, whereby sound waves are now reproduced which up to three months ago were entirely lost.

THE NEW ZON-O-PHONE RECORDS ARE READY, and so is our new machine to reproduce the records—the new and beautiful Zon-o-phone substituted for the old Gram-o-phone. The new outfit captivates all who hear its results, and experts are amazed at its revelations. We want you to realize that soprano solos executed with operatic trills and cadences; the superb band work of Herbert; the even balance of our peerless quartettes; the shrill, swift vibrations of the piccolo, etc., etc., are all faithfully rendered by this wonderful discovery. Yours on trial for the asking, with no other obligations than to first give the Zon-o-phone and its wondrous records a fair trial at your own fireside, and then to return to us in 24 hours if you are not satisfied.

**CONDITIONS:** Limited to one thousand as above. Goods ours until returned or paid for. Offer limited to territory east of the Rocky Mountains. The outfit—consisting of a Zon-o-phone, complete, with horn, sound box, 200 needles, four Zon-o-phone records—for \$20 cash, or on installments as agreed upon, small payment down and monthly thereafter.

**Warning**  
The public generally is warned against all attempts to revive or sell the abandoned Gram-o-phone, which has been enjoined by the U. S. Circuit Court. The Zon-o-phone is the only legitimate talking machine using disc records, and our machines and records are protected by the allied patents of the four great talking machine corporations.







# PRIMARY SOURCE EXPLORATION:

USE THE ANALYSIS TOOL

- Find a primary source → consider one you might be able to explore with your students.
- Use the Primary Source Analysis Tool to observe and note



## PRIMARY SOURCE ANALYSIS TOOL

NAME:



OBSERVE

REFLECT

QUESTION

FURTHER INVESTIGATION:

ADDITIONAL NOTES:

LIBRARY  
LIBRARY OF CONGRESS

LOC.gov/teachers





TIME FOR LUNCH!



# REFLECT

"What we hope to convince you of in *A Place To Write* is that asking students to write in the world outside the classroom about the world outside the classroom uniquely positions them to do authentic, meaningful work in a way other writing often struggles to achieve."

What are some of your most memorable learning experiences from outside the classroom?





# What Makes a Place “a Place”?

- Agnew (1987):
  - **Location** (fixed address or map coordinates)
  - **Locale** (the individual features that make up a location)
  - **Sense of place** (the identity or feelings evoked by a particular location)
    - This also includes “non-places”: Places that are anonymous, transient, and where “particular histories and traditions are not relevant” (Augé, 1995, p. 10).

**What PLACES can you and your students easily access?**





# A PLACE TO WRITE: WRITING IN MUSEUMS



AS YOU LISTEN TO ROB AND AMANDA MONTGOMERY DISCUSS THEIR CHAPTER, JOT DOWN ANY THOUGHTS THAT COME TO MIND.





# Five Potential Benefits of Place-Based Writing

- **Personal/Purposeful:** Students write about a topic with personal relevance
  - **Agentive:** Students have ownership of topic, content, form, etc.
  - **Engaging:** Students are invested in the writing they're doing
  - **Audience-oriented:** Students write for an audience other than the teacher as assessor
  - **Promotes change:** Students write to make a positive difference in their local community about an issue that matters to them
- 
- It's great for writing assignments to possess **any** of these five benefits.
  - The more benefits the assignment possesses, the more authentic it is.

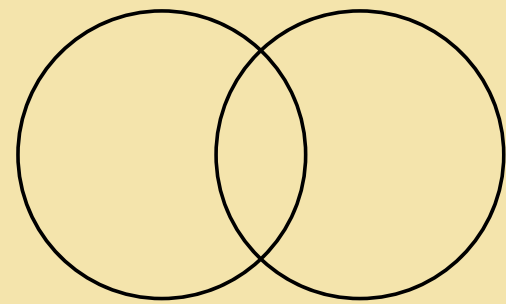


# TIME TO EXPLORE:



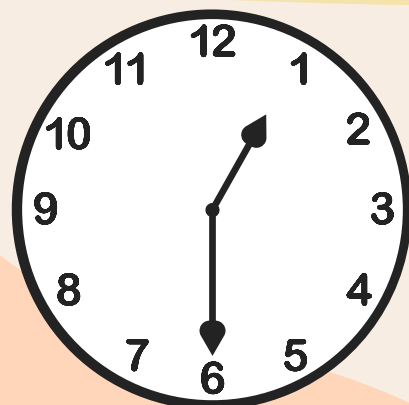
## Workers Hill

**Writing prompt:** Note your observations in a venn diagram comparing 19th century homelife to modern homelife. Then try writing a two voice poem (or anything else creative).



## Powder Yard

**Writing prompt:** Note your observations of the working conditions in the Powder Yard. Then show what you learned by writing a help wanted ad (or anything else creative).





# TIME TO SHARE!

HOW DID IT GO? WHAT DID YOU LEARN, NOTICE,  
WONDER, WRITE? WHAT IDEAS DO YOU HAVE FOR YOUR  
TEACHING? WHAT PLACES CAN YOU TAKE YOUR  
STUDENTS TO WRITE?



Thank You!

Feedback?!?!

