

Gov Docs are Special Too!

Primary Source Instruction using Government Information Collections

Panelists:

Jennifer Kirk, Government Information Librarian, Utah State University, Merrill-Cazier Library

Megan Graewingholt, Social Sciences & Government Documents Librarian, CSU Fullerton Pollak Library

Sarah Dobransky, Government Documents Supervisor, Cleveland Public Library



Today's Topic

- Introduction - 3 Presenters
- Case Studies and Lesson Plans
- Discussion Questions
 - Selecting Sources
 - Addressing Challenges
 - Outcomes
- Recommended Resources
- Questions/Discussion

Discussion Questions

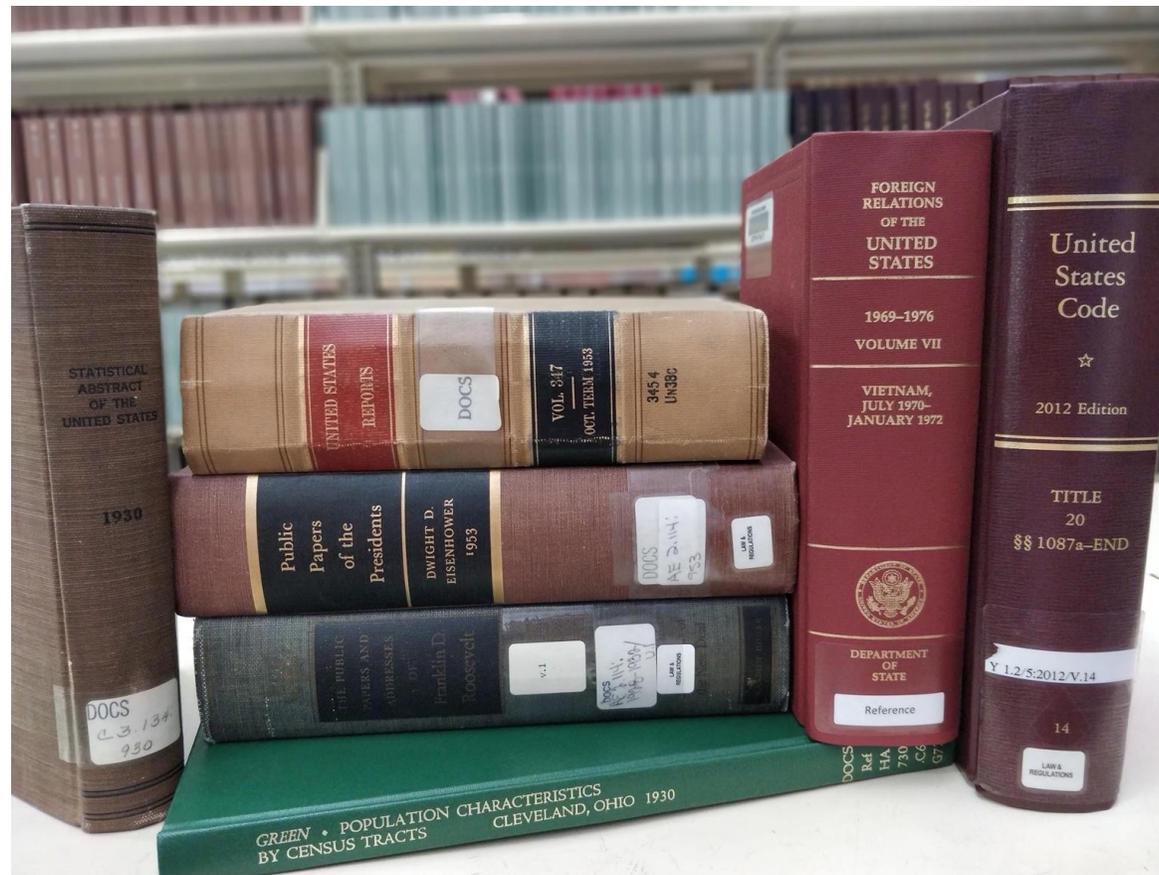
- Tell us about a time when you used government documents as primary sources.
- Why did you turn to government documents?
- What makes a “good” primary source document in your collections?
- What were your greatest difficulties in using government documents as primary sources?
 - How do you mitigate them?
- How did students respond to your lesson? How did your colleagues respond to your lesson?

Introductions - Sarah

- Cleveland Public Library – Selective FDL P depository
- Government Documents Supervisor
- What is your primary role/focus?
 - Manage the government documents collection (print and electronic), supervise staff, provide reference assistance, collaborate with other departments for programs.

Case Study 1 - Ohio History Day

- Audience
 - Middle and High School Students
- Summary
 - Library sessions for local students on using library materials and primary resources contribute to exhibits, documentaries, websites, etc. for regional and state history days, and possibly the National History Day competition in College Park, MD.



Summary

Spend a day with us!

NHD @ CPL

School Visits

- Local schools (hopefully) contact CPL to arrange for tour/time in departments
- Teachers gather student topics and forward to library staff
- Departments gather materials for each topic
- Staff help students find resources

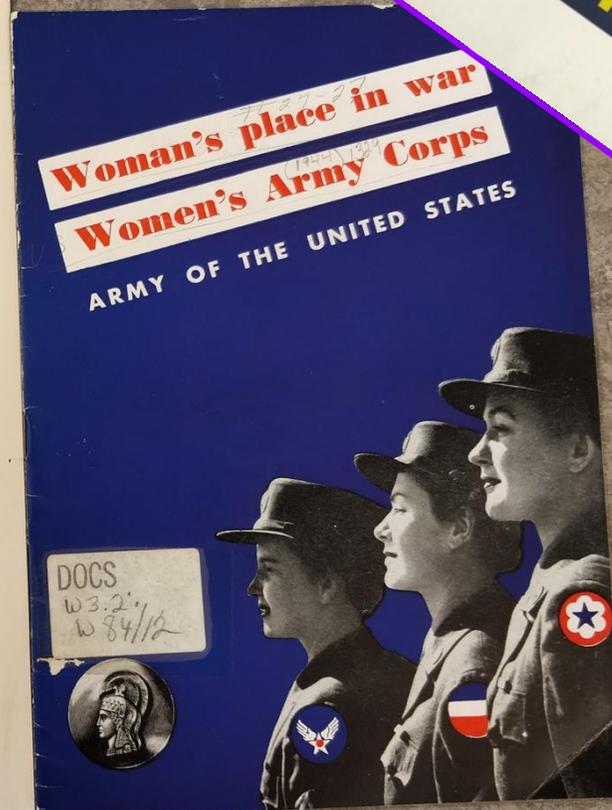
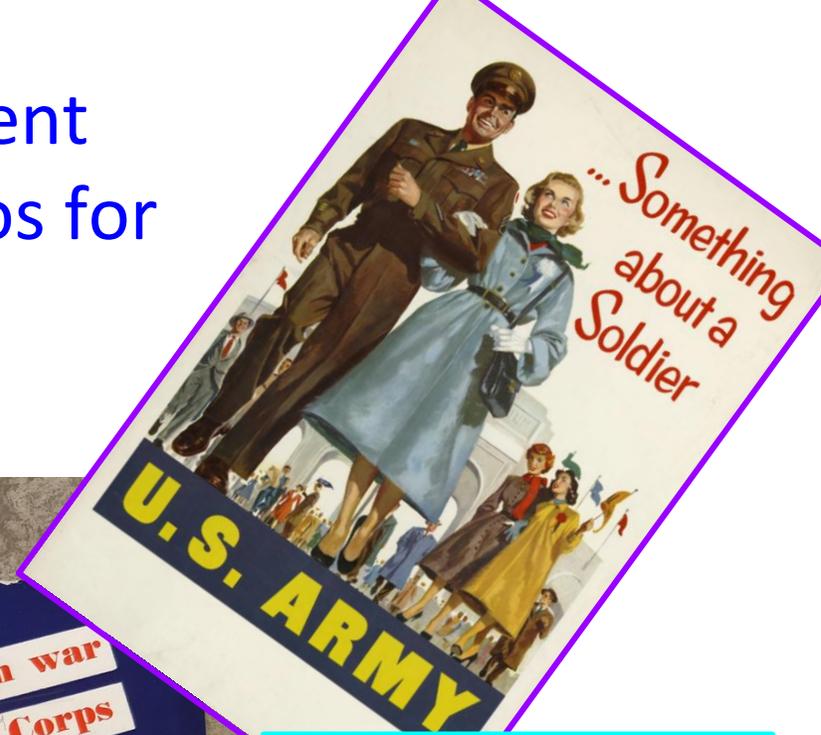
Research Day

- One Saturday in Nov/Dec
- Individual students sign-up online with name and topic
- Region 3 Coordinator (Western Reserve Historical Society) meets with students
- Students are given time slots to visit departments
- Time is not limited to school hours!

We like to mix government documents with CPL photos for NHD research.



Above: Cleveland Public Library Photograph Collection, Martin Luther King at Glenville High School, 1967



Summary of Budget Authority and Outlays (in millions of dollars)	
4110	Outlays, gross (total)
4120	Budget authority, gross (total)
4130	Outlays, net (total)
Object Classification (in millions of dollars)	
Identification code 017-1109-0-1-051	
2019 actual	
2020 actual	
2021 actual	
2022 actual	
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Implementation

How do we do it?

CPL Center for Local and Global History

History Day start to finish

- Pick a date
- Attend relevant events with other organizations
- Advertise
- Set up registration page with topic information
- Send out registration link
- Send out student topics to departments
- Set up appointments with R3 Coordinator and Photo department
- Set up appointments with department librarians
- Reserve room in library for NHD research
 - Check-in
 - Appt. with R3 Coordinator
 - Librarian on hand for one-on-one general questions
 - Place to keep your bags

BREAKING BARRIERS IN HISTORY



2020 CONTEST THEME BOOK

Download the *Breaking Barriers in History* theme book.

Download as a PDF.

SEARCH ORGANIZER

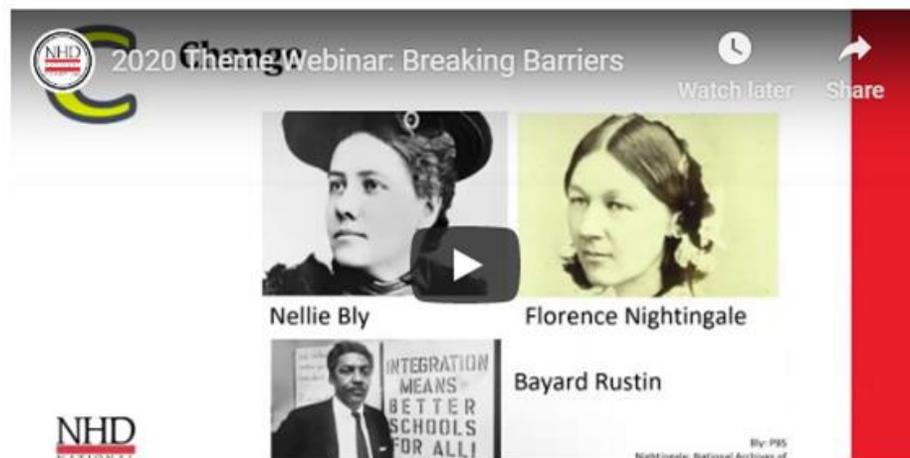
This graphic organizer helps students examine historical context within the theme *Breaking Barriers in History*.

Download as a PDF.

THEME NARRATIVE

This PDF contains the 2020 theme narrative as well as some topic suggestions.

Every year National History Day® frames students' research within a historical theme. The theme is chosen for the broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The 2019-2020 theme is *Breaking Barriers in History*.



Common Print Government Documents used for NHD research

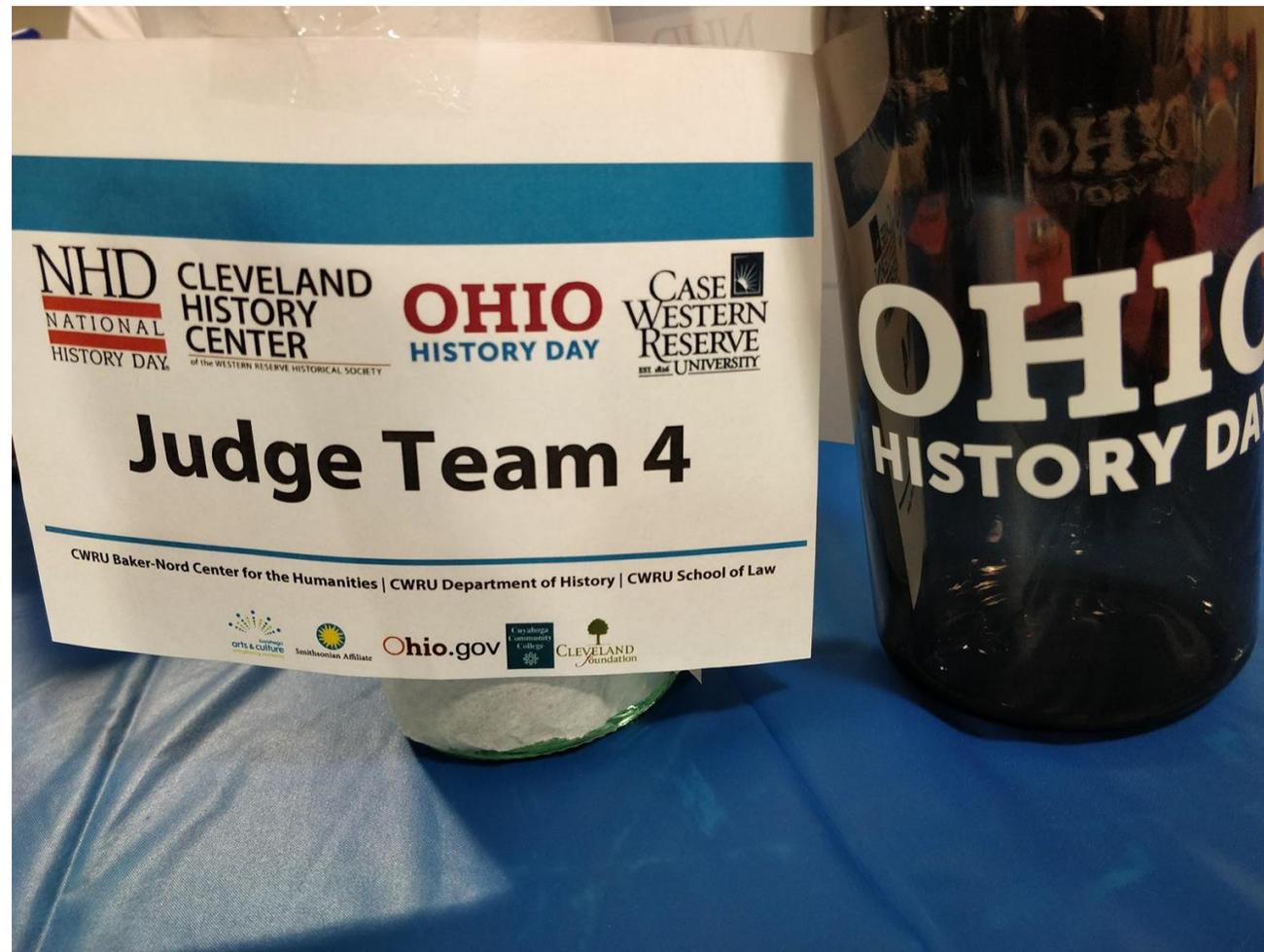
- US Census - demographics both local and national
- *United States Code* - laws, especially ADA, Title IX, ACA
- *United States Reports* - *Brown v. Board*, *Roe v. Wade*
- *Statistical Abstract of the United States* - what did the US economy look like?
- *Foreign Relations of the United States**
- *Public Papers of the President**
 - Both of these are great for recreating dialogue and scenes between important political figures

Outcomes

The judgement...

Ohio History Day Region 3 @ Western Reserve Historical Society & CWRU

March 16, 2019



Junior Group Website

First Place

The Challenger Disaster

Abby Feyedelem, Elise Kavalchek

School: Menlo Park Academy

Teacher(s): Frank O'Grady

Second Place

How a Burning River Started an Environmental Revolution-The Cuyahoga

River Fires and Clean Water Act

Haley Svec, Alexis Verdell

School: Berea-Midpark Middle School

Teacher(s): Jinnifer Roach

Third Place

Triumph of the Flying Tigers: Rescuing China From Tragedy

Amy Li, Eliana Yang, Yian Shang

School: Birchwood School of Hawken

Teacher(s): Joseph Parrino and Connie Miller

Senior Group Website

First Place

"The Man with the Muck-rake:" Literature and the Chicago Meatpacking Industry

Aidan Koenigsberger, Mathew Boardman, Arlo Braman

School: Shaker Heights High School

Teacher(s): Sarah Davis and Joseph Konopinski

Second Place

Jesse Owens and America's Discrimination

Athena Vadnal, Lauren Sheperd, Andrea Harrison

School: Shaker Heights High School

Teacher(s): Sarah Davis and Joseph Konopinski

Ohio History Day @ Ohio Wesleyan University April 27, 2019



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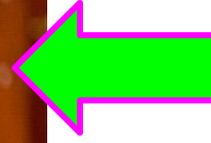
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Junior Group Performance

Photo Credit: James DeCamp



Olivia and I furiously finishing our evaluations.
We wrote until our wrists felt like they were about to fall off!



Judging is not as easy
as it looks...





POLLAK LIBRARY

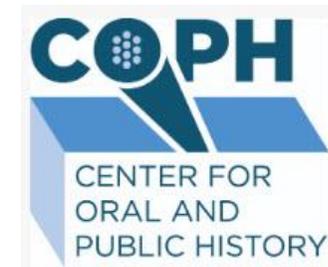
INTRODUCTION

- Megan Graewingholt, MLIS MA
Social Sciences & Government Documents Librarian
- Pollak Library - Selective FDLP Depository since 1963
- Coordinator of Government Documents Collection
- Provide library instruction for American Studies, Political Science, American History, and courses with law/legal focus
- Coordinate Reference unit and oversee Research Center
- Co-teach with Patrisia Prestinary, University Archivist



CASE STUDY 2

- +700 library sessions annually
- Range from 1hr 15mins to 2hrs 45mins
- Co-taught with University Archives and have expanded
- Drives use of collections and research consultations
- Provide “white glove” instruction focused on experiential learning with primary source content
- Provides exposure to various service points, resources, and library collections



CASE STUDY 2

LEARNING OBJECTIVES

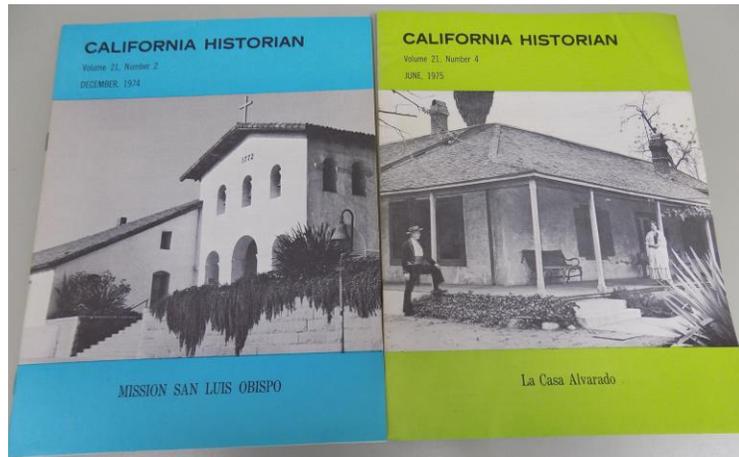
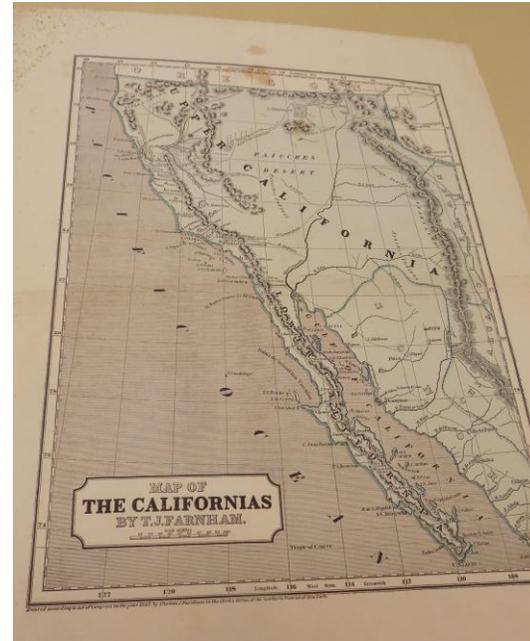
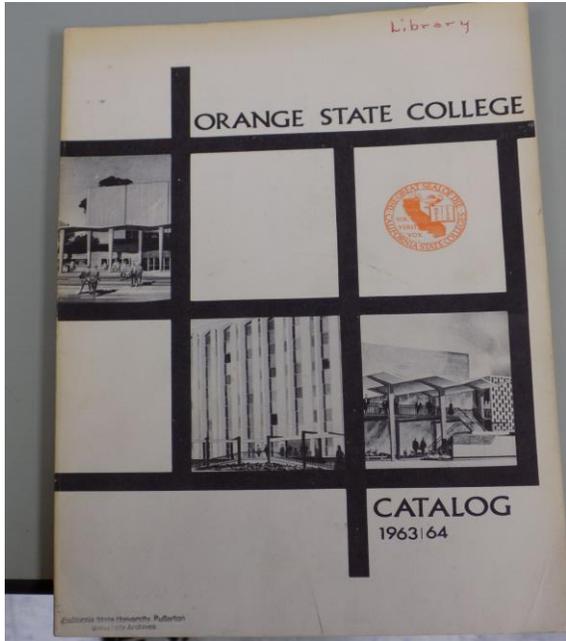
- Outcomes based on ACRL Framework for Information Literacy in Higher Education
- Learners put multiple types of primary source content into conversation
- Activities engage with course curriculum and relate to individual research topics
- Students are able to distinguish among the wide range of sources
- Identify the research support and related services offered by our library and beyond



CASE STUDY 2 DISPLAYS & ACTIVITIES

- Government Documents focused on complimentary social or historical topics
- Largely pulled for connections with known research interests and course themes
- Freedom Center Collection
- Benedict Collection
- Local History Collection
- Explore both print material and how to locate the material available online
- Students wear gloves and interact with material in groups, discuss with class





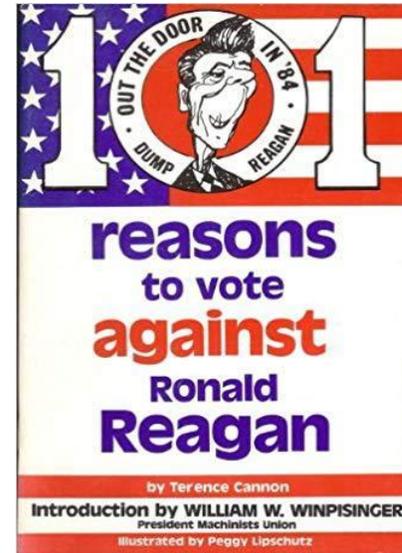
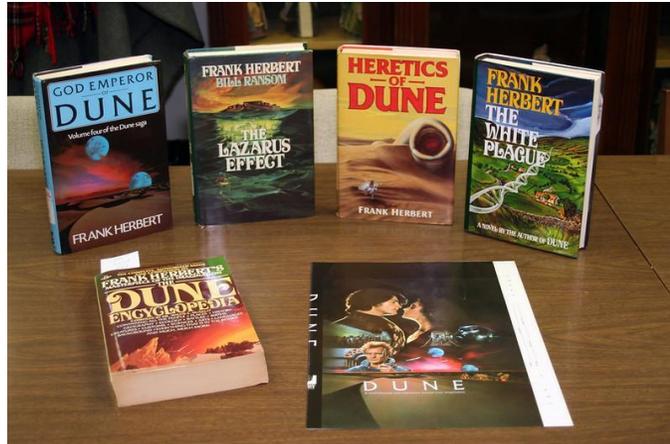
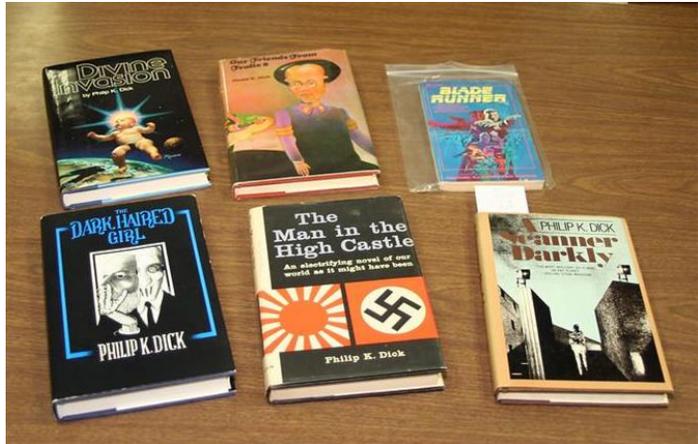
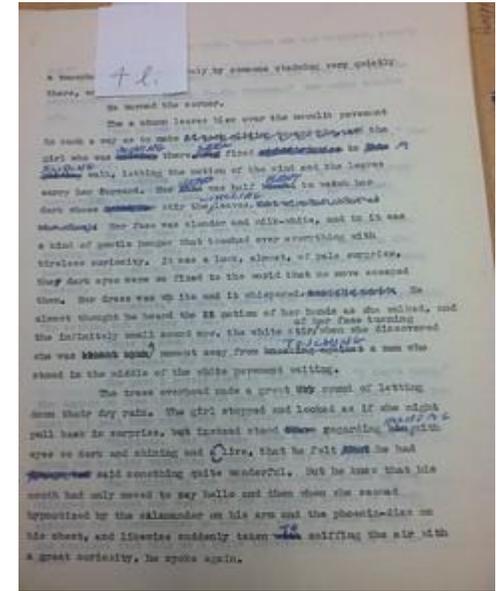
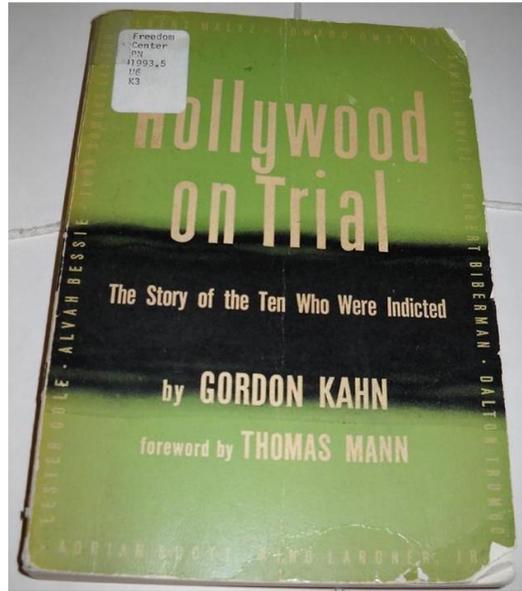
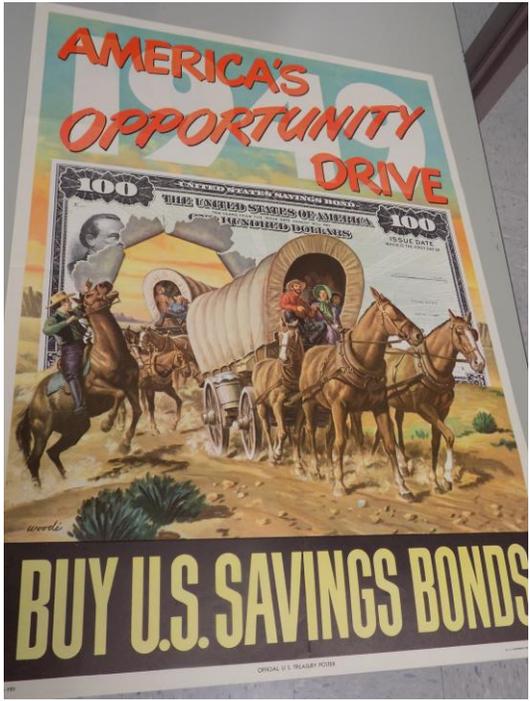
DATE POOL EXPORT

Orange County Fruit Exchange

SHIPMENT RECORD

TOTAL VALENCIAS	TOTAL LEMONS	FRANCES	GARDEN GROVE	GOLDEN WEST	OLIVE HEDGHT
561					
561					
561				561	
561				561	
500					
100		100			
100				100	





RECEPTION & CHALLENGES

- Students and faculty have responded positively with increased interest in all showcased collections
- Circulation challenges due to condition
- Mitigated by changes to access policies when possible and reasonable
- Understanding historical context and the government perspective
- Increased outreach and exposure
- Colleagues responded by seeking further collaborations



Analye Dharuba and Afeni Shakur

Introductions - Jen

- Utah State University – Regional FDLDP depository
- Government Information Librarian
- What is your primary role/focus?
 - Providing reference service and instruction for government information, managing collection acquisitions and maintenance, overseeing staff

Case Study 3 - Primary Source Visits

- Audience
 - Undergraduate Students
- Summary
 - Incorporate government document primary sources into a course through repetitive visits to the library



Implementation

What did it look like?

Case Study 3 – Lesson Plan

Section	Description	Time
Introduction	<ul style="list-style-type: none">● Introduce topic/subject area	5 min
Station 1: Interact with materials	<ul style="list-style-type: none">● Introduce materials● Encourage students to view documents● Allow students to pick up and touch items (as appropriate)● Ask or answer questions about documents as students circulate● Rotate students to other material area	8 min
Station 2: Interact with materials	<ul style="list-style-type: none">● Introduce materials● Encourage students to view documents● Allow students to pick up and touch items (as appropriate)● Ask or answer questions about documents as students circulate● Rotate students to other material area	8 min
Analysis & Discussion	<ul style="list-style-type: none">● Groups of students discuss materials using provided handout● Instructor/librarian serve as facilitators● Provide facsimiles of materials if available to support discussion	20 min

Case Study 3 – Learning Outcomes

- Examine a primary source, which may require the ability to read a particular script, font, or language, ... or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.
- Understand that a primary source may exist in a variety of iterations, including excerpts, transcriptions, and translations, due to publication, copying, and other transformations.
- Critically evaluate the perspective of the creator(s), including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s)
- Identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships... [including] how they impact the research process
- Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals... potentially limiting the sources available for research.

Case Study 3 – America at War

- Primary Sources:
 - World War I Materials
 - Various Handbooks. Topics include:
 - Small Arms
 - Musketry
 - Machine Gun
 - Radio
 - Cavalry & Horseshoeing
 - Baking
 - Sanitary Troops
 - *A Handbook: First-Aid Treatment for Injuries from Chemical Agents* (1931, W 91.2:F 51)
 - *The War with Germany: A Statistical Summary* (1919, W 2.2:G 31/2)



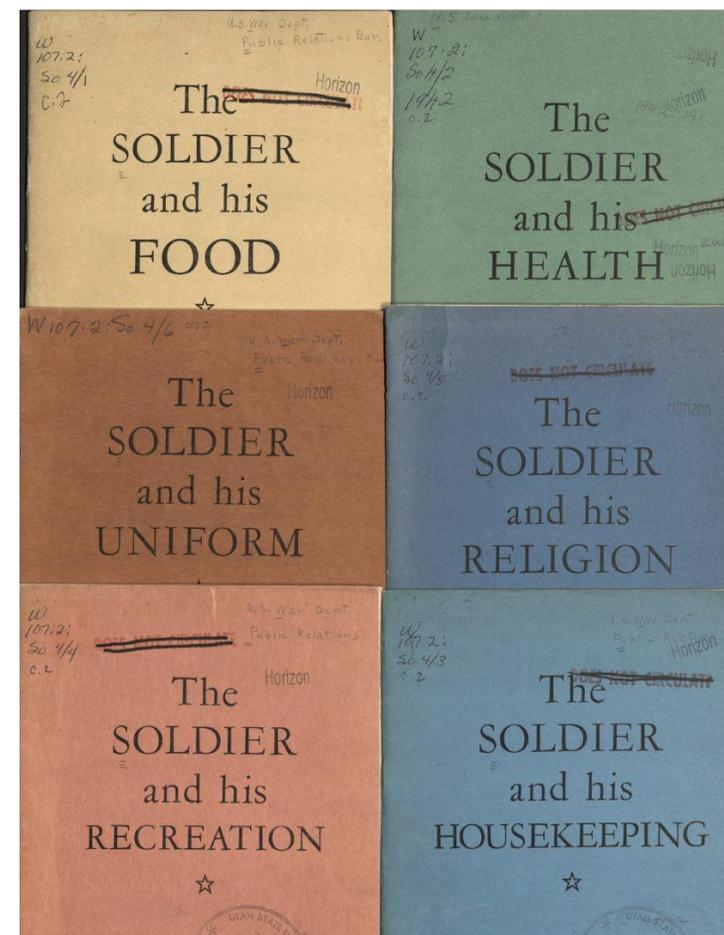


Case Study 3 - Discussion Questions

- Who created these materials?
- How do the materials differ from each other?
- Did you experience any difficulties when reviewing these materials?

Case Study 3 – America at War

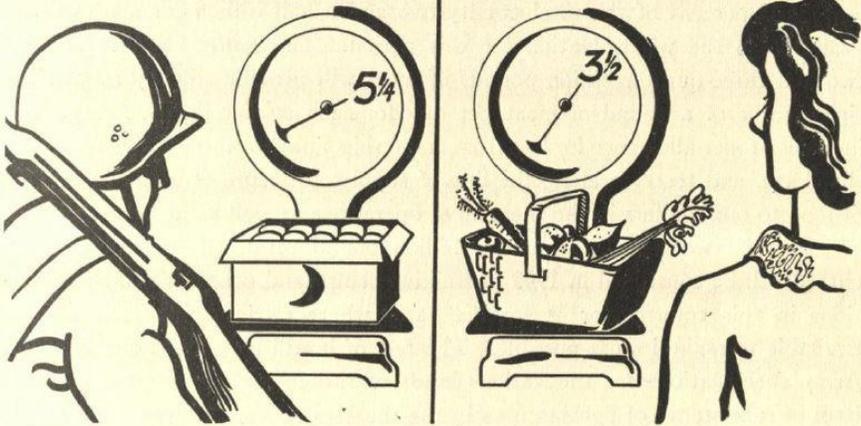
- Primary Sources:
 - WWII - The Homefront
 - “The Soldier & His” Series (W 107.2:So 4/)
 - Food
 - Health
 - Housekeeping
 - Uniform
 - Religion
 - Recreation
 - *Food for the Army* (W 109.2: F 73)
 - *A Graphic History of the War till May 10, 1942* (W 107.2: W 19)



AMOUNT OF FOOD CONSUMED PER DAY

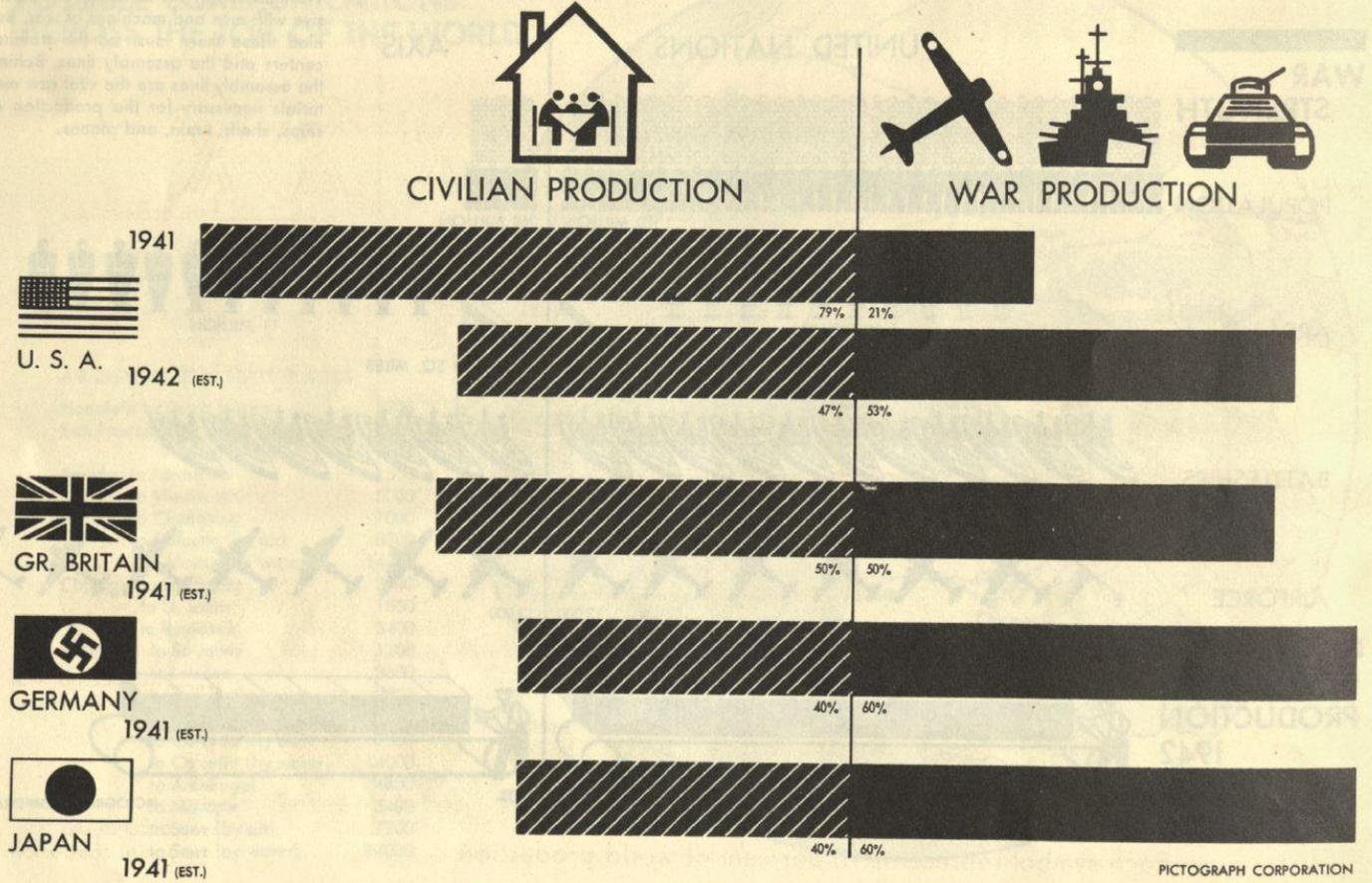
5 1/4 LBS. PER DAY EACH SOLDIER

3 1/2 LBS. PER DAY EACH CIVILIAN



THE EXTRA FOOD REQUIRED TO SUSTAIN OUR ARMY IS A SMALL FACTOR IN OUR NATION'S FOOD SUPPLY

UNITED NATIONS VS. AXIS—THE WAR EFFORT



PICTOGRAPH CORPORATION

Case Study 3 – America at War

- Primary Sources:

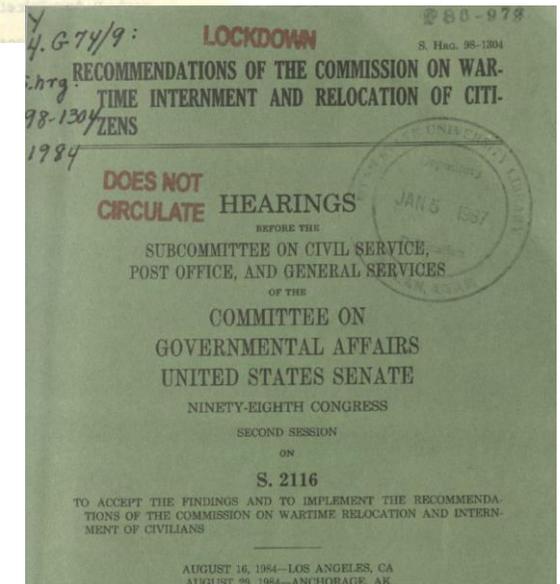
- *Recommendations of the Commission on Wartime Internment and Relocation of American Citizens* (S Hrg 98-1304)
 - August 16, 1984 & August 29, 1984
 - Includes first-hand accounts of Japanese-Americans
- Manuscript collection from soldier stationed in the Pacific

Take for example the experience of Mr. Henry T. Murakami. A resident of Terminal Island, Mr. Murakami was arrested at the outbreak of the war by the F.B.I., and sent to Fort Lincoln, North Dakota.. He was imprisoned without mercy or consideration, and had to leave his pregnant wife and four young children behind, unprotected.

I...became a fisherman at Terminal Island... I spent all my savings to buy purse seine nets and by the time World War II had started, I was the owner of three sets of purse seines... These nets... (were worth a combined total of \$22,000).

...the government issued evacuation notices after I was (arrested). People were given 48 hours to leave. I had four children and a wife who was pregnant at the time...and she couldn't carry anything except clothing... We had a three-bedroom house with a kitchen. My wife had to abandon everything...the furniture and all of our other furnishings, including a 1940 Plymouth...no one ever knew what happened to my property. I tried talking to all of the authorities but no one ever seemed to know.³⁰

Contacted by phone (4/19/1982) Mr. Murakami said that he had never received compensation for his property or household goods.³¹



Case Study 3 - Discussion Questions

- What perspectives are present in these sources?
- What was missing? Why do you think that was missing?
- What other information do you need to better understand these items?
- What did your pamphlet highlight?
 - What do you think women gained from reading these pamphlets?
 - What is lacking?

Case Study 3 – America at War

- Primary Sources:
 - Civil Defense
 - *In Time of Emergency*
 - D 13.8/3:H-14
 - *Fallout Shelter Program*
 - D 13.2:F 19/3
 - *Bert the Turtle says Duck and Cover*
 - FCD 1.2:B 95



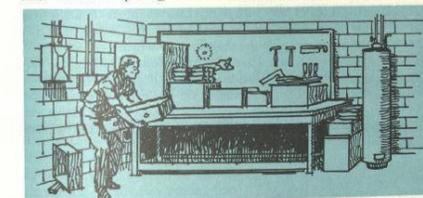
Improvising a Basement Shelter

Here are two ways of improvising fallout protection in the basement of a home:

Set up a large, sturdy table or workbench in the corner of your basement that is most below ground level.

On the table, pile as much shielding material as it will hold without collapsing. Around the table, place as much shielding material as possible.

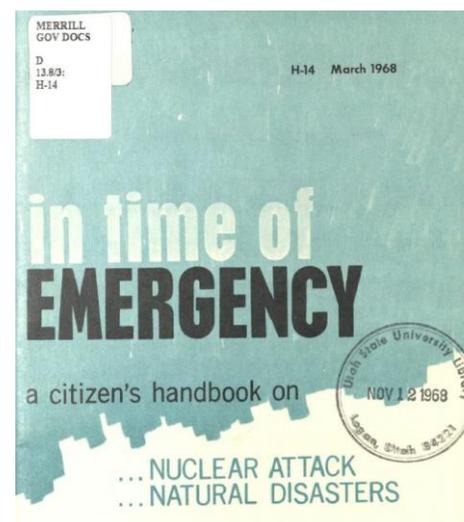
When family members are "inside the shelter"—that is, under the table—block the opening with other shielding material.



If you don't have a large table or workbench available—or if more shelter space is needed—place furniture or large appliances in the corner of the basement so they will serve as the "walls" of your shelter.

As a "ceiling" for it, use doors from the house that have been taken off their hinges. On top of the doors, pile as much shielding material as they will support. Stack other shielding material around the "walls" of your shelter.

When all persons are inside the shelter space, block the opening with shielding material.



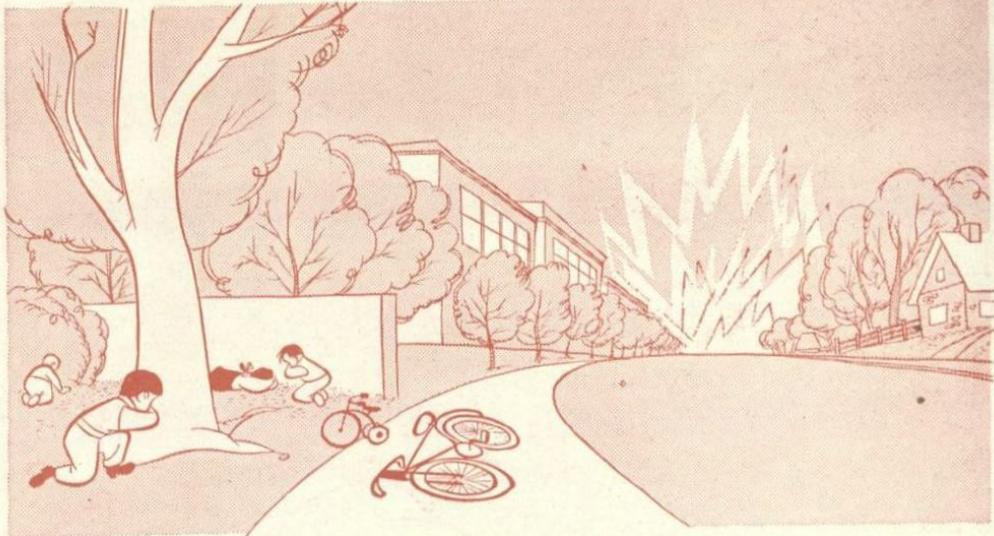
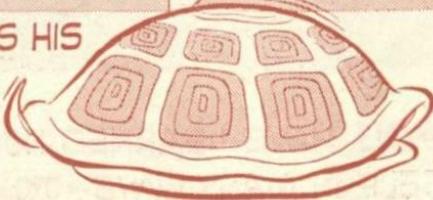


OH MY! **DANGER**

BERT DUCKS and COVERS

HE'S SMART, BUT **HE** HAS HIS SHELTER ON HIS BACK..

YOU MUST LEARN TO FIND SHELTER



OUTDOORS, DUCK BEHIND WALLS AND TREES. EVEN IN A HOLLOW IN THE GROUND. IN A BUS OR AUTO, DUCK DOWN BEHIND OR UNDER THE SEATS.

Case Study 3 - Discussion Questions

- Who created the materials? What was their intended audience?
- In what context were these documents created?
- How do you think people felt reading these documents when they were released?
- Do you know of any individuals that you might interview about this time period?
- How do you feel talking about these topics today?

Outcomes

- Class discussions
- Assignments
 - Reflection Papers
- What did the students gain?
- Challenges
 - Focus on pamphlets, images, and excerpts
 - Congressional materials can be difficult, even in upper level classes
- Strong support from instructors

Recommended Resources

- [Census History Lesson Plans](#)
- [Edu Lesson Plans](#)
- [EPA Lesson Plans](#)
- [LOC Teacher's Portal](#)
- [NARA DocsTeach](#)
- [National History Day](#)
- [NEH Lesson Plans & Activities](#)
- [SAA & ACRL Guidelines for Primary Source Literacy](#)

Audience Q&A

For more information contact:

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Sarah Dobransky, sarah.dobransky@cpl.org, 216-623-2939

