

# **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

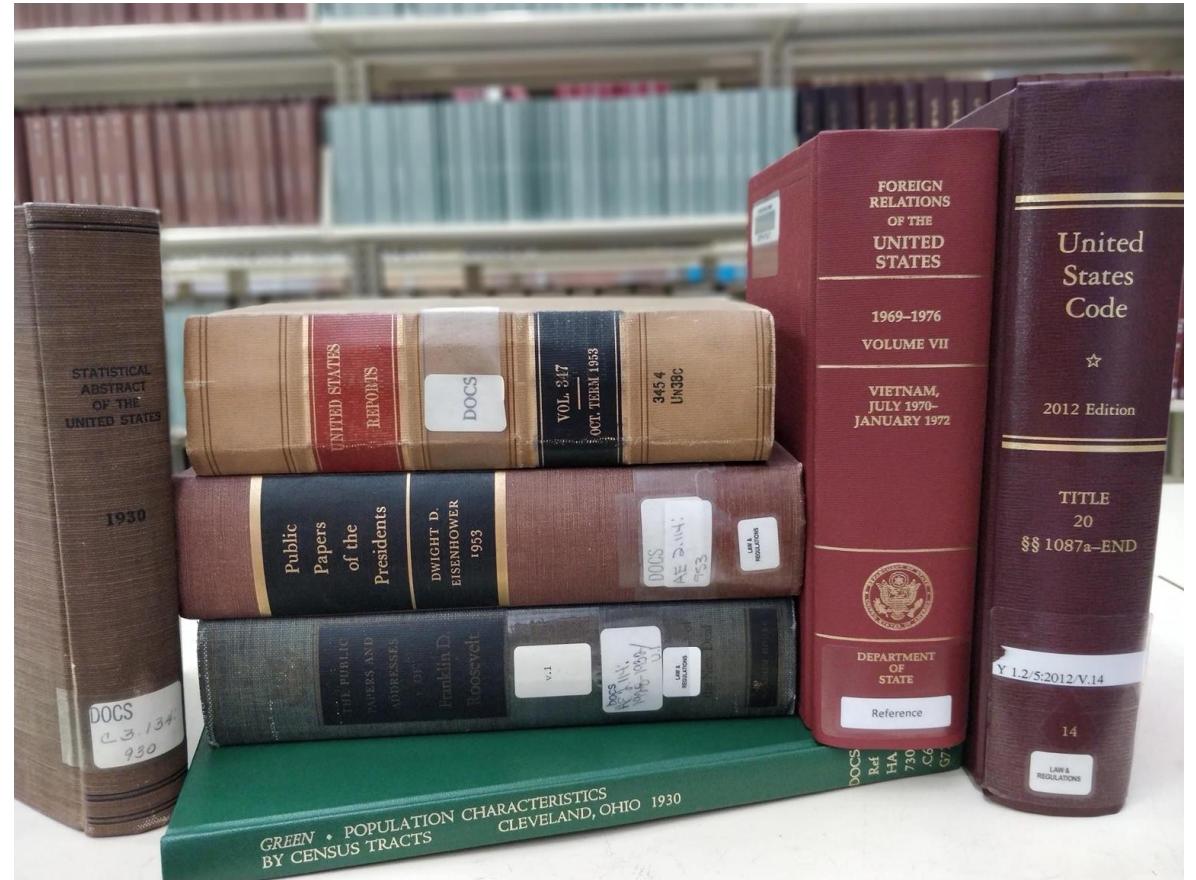
- Tell us about a time when you used government documents as primary sources.
- Why did you turn to government documents?
- What makes a “good” primary source document in your collections?
- What were your greatest difficulties in using government documents as primary sources?
  - How do you mitigate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

# Introductions - Sarah

- Cleveland Public Library – Selective FDLP 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

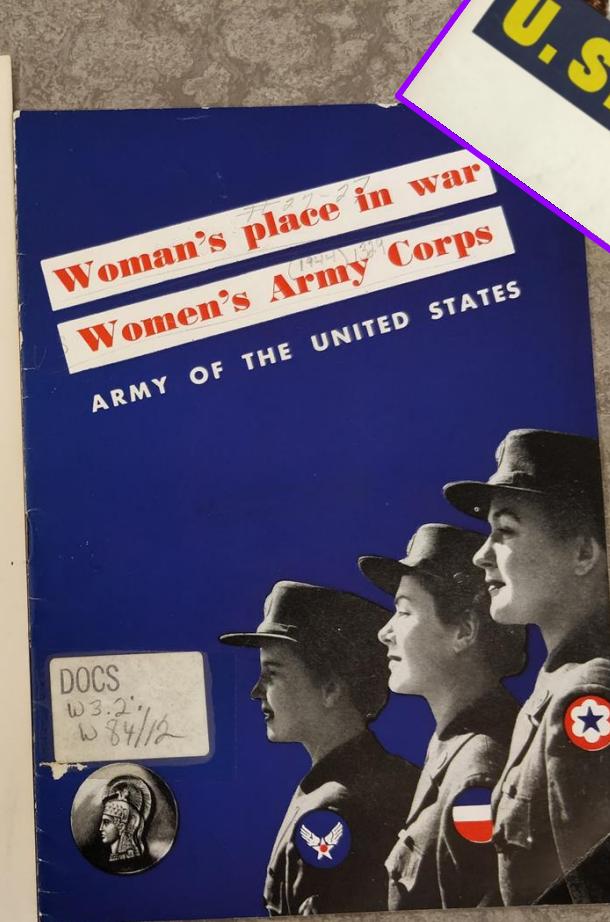
## Research Day

- 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)		
Identification code 017-1109-0-1-051	2019 annual	2019 total
Budget Authority	2,275	2,275
Outlays, gross (total)	2,275	2,275
Budget authority net, detail	2,275	2,275
Outlays, net	2,275	2,275
Expenditures:		
Budget Authority	2,275	2,275
Overseas contingency operations:		
Budget Authority	2,275	2,275
Total:		
Budget Authority	2,275	2,275
Outlays	2,275	2,275
Program and Planning (in millions of dollars)	2019 actual	2019 total
Outlays, gross (total)	2,275	2,275
Budget authority net, detail	2,275	2,275
Outlays, net	2,275	2,275
Expenditures:		
Budget Authority	2,275	2,275
Overseas contingency operations:		
Budget Authority	2,275	2,275
Total:		
Budget Authority	2,275	2,275
Outlays	2,275	2,275
Object Classification (in millions of dollars)		
Identification code 017-1109-0-1-051		
Direct obligations:		
Treaty and transportation of persons	21.0	21.0
Transportation of things	1	1
Communications, supplies, and miscellaneous charges	22.2	22.2
Administrative assistance services	23.3	23.3
Advisory services from non-Federal sources	25.1	25.1
Other goods and services from non-Federal sources	25.3	25.3
Other goods and services from Federal sources	25.3	25.3
Other services from non-Federal sources	25.3	25.3
Operation and maintenance of equipment	25.8	25.8
Development contracts	26.9	26.9
Supplies and materials	27.8	27.8
Land and structures	28.0	28.0
Reimbursable obligations		
Total new obligations, unexpired accounts	2,275	2,275
For construction, procurement, and modification of aircraft and equipment		
ing armor and armament, specialized ground handling equipment, and		
devices, spare parts, and accessories therefor; specialized equipment, and		
public and private plants, Government-owned equipment and installations		
such plants, erection of structures, and acquisition of land, for the foreign		
and such lands and interests therein, may be acquired, and construction thereon		
prior to approval of title; reserve plant and Government-owned		
equipment layaway; and other expenses necessary for the foreign		
including rents and transportation of things, \$17,112,537,000 [16,767,		
\$162,250,000 shall be available for the Air National Guard and Air Force		
(Department of Defense Appropriations Act, 2019.)		

# Implementation

How do we do it?

# CPL Center for Local and Global History

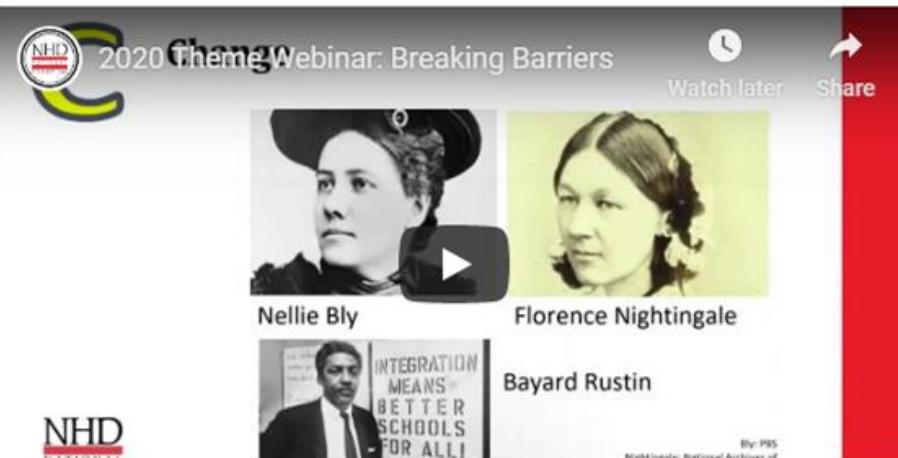
## History Day start to finish

- 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



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*.



2020 Theme Webinar: Breaking Barriers

Watch later Share

Nellie Bly Florence Nightingale

Bayard Rustin

INTEGRATION MEANS BETTER SCHOOLS FOR ALL!

Nightingale: National Archives of

NHD NATIONAL

## 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.

# Common Print Government Documents used for NHD research

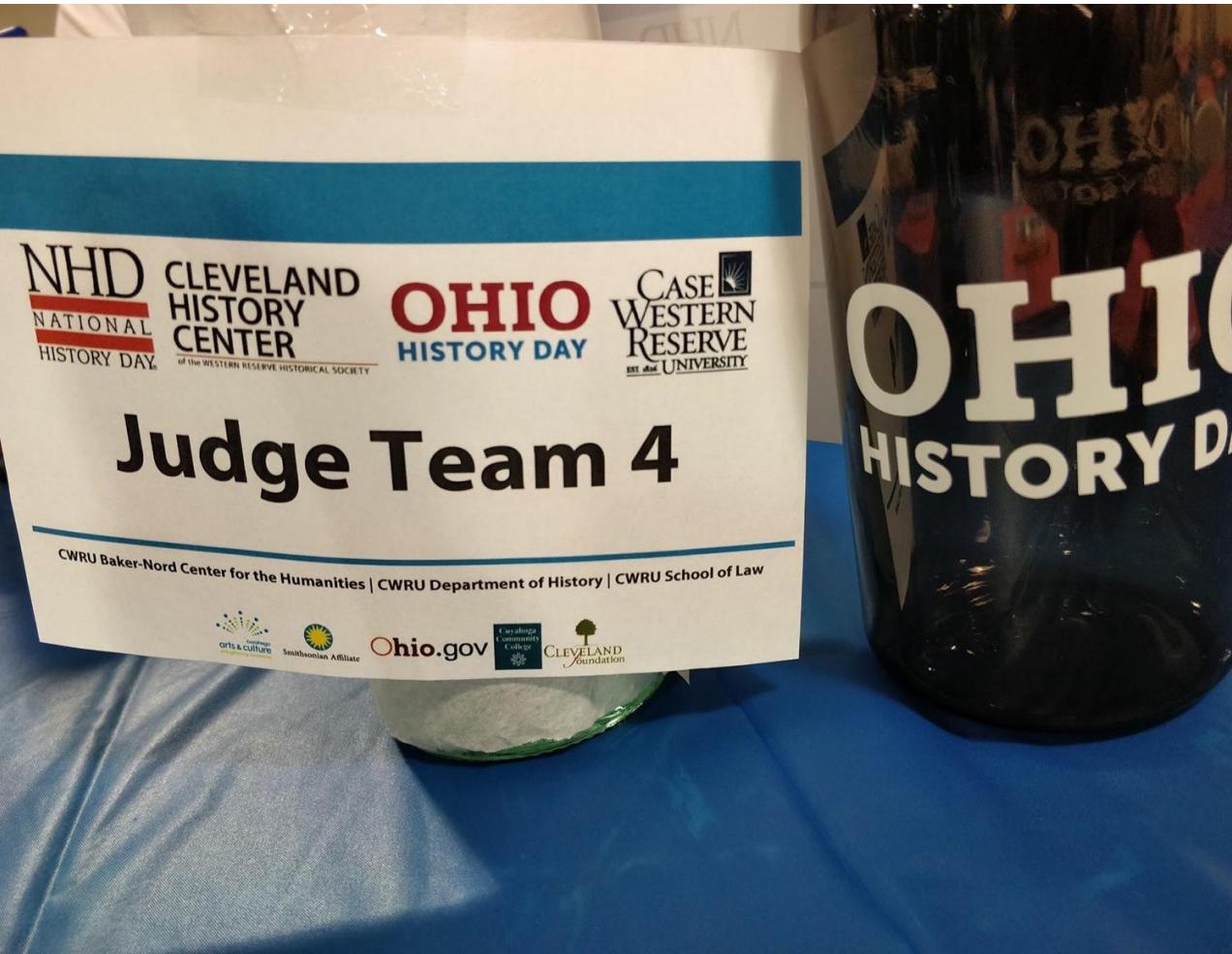
- US Census - demographics both local and national
- *United States Code* - laws, especially ADA, Title IX, ACA
- *United States Reports* - *Brown v. Board*, *Roe v. Wade*
- *Statistical Abstract of the United States* - what did the US economy look like?
- *Foreign Relations of the United States*\*
- *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





CLEVELAND  
HISTORY  
CENTER  
of the WESTERN RESERVE HISTORICAL SOCIETY

OHIO  
HISTORY DAY

CASE  
WESTERN  
RESERVE  
UNIVERSITY

**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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## Junior Group Performance

Photo Credit: James DeCamp



Judging is not as easy  
as it looks...

Photo Credit: James DeCamp



Olivia and I furiously finishing our evaluations.

We wrote until our wrists felt like they were about to fall off!

© James D. DeCamp | 614-367-6366



## 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 Patricia Prestinary, University Archivist

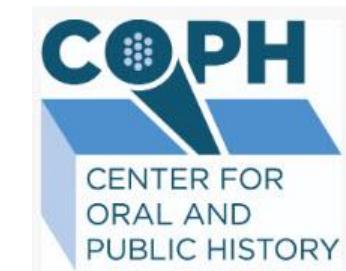




## POLLAK LIBRARY

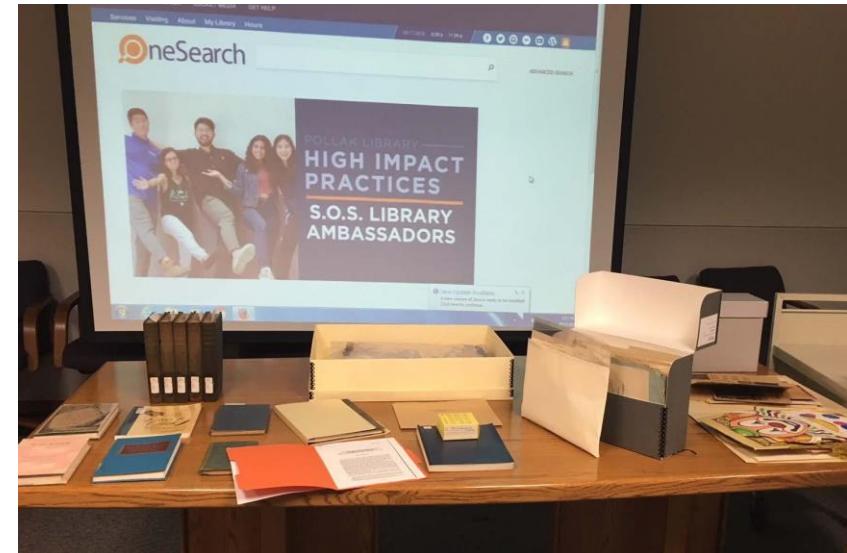
### CASE STUDY 2

- +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

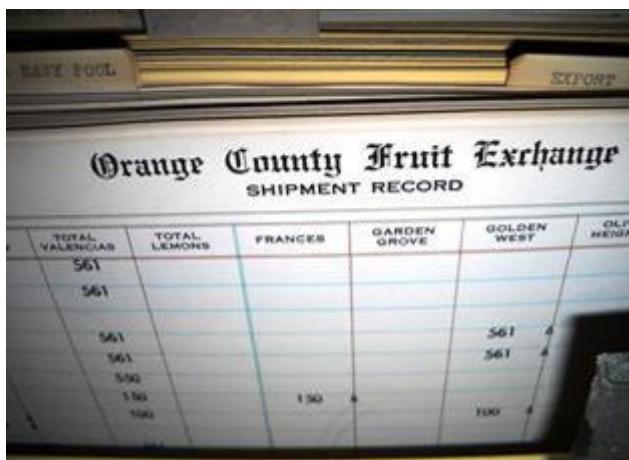
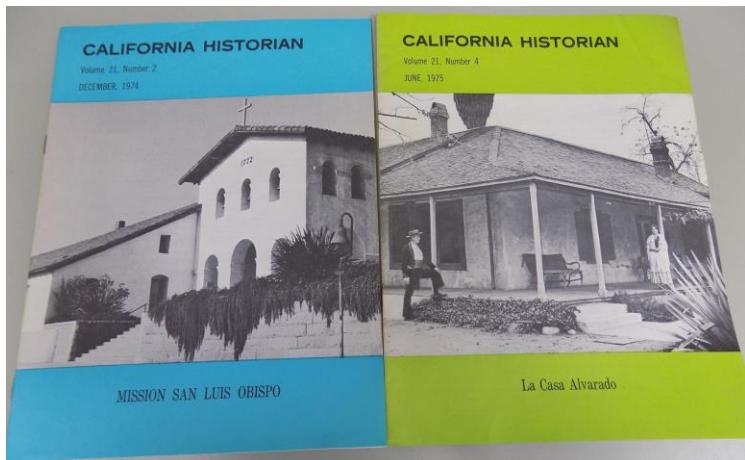
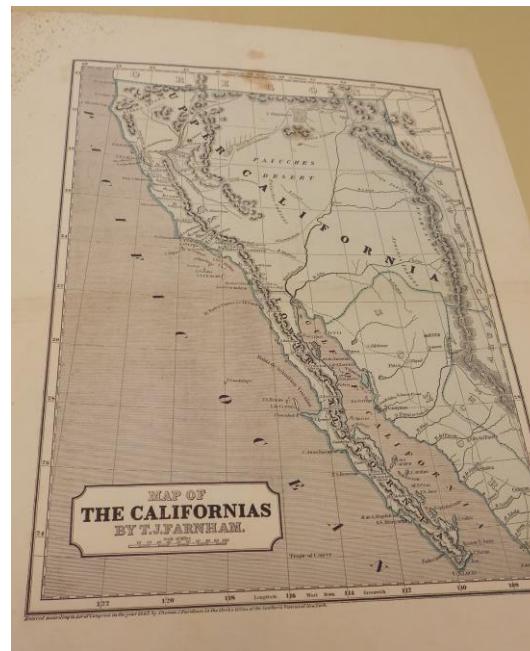
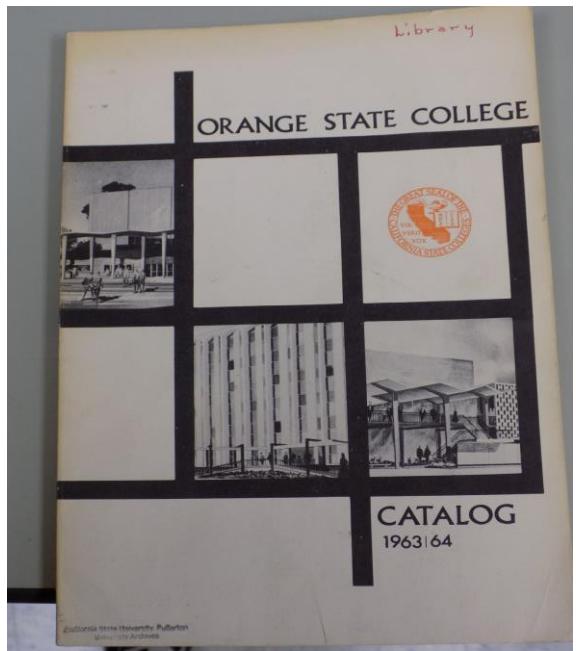
- Outcomes based on ACRL Framework for Information Literacy in Higher Education
- Learners put multiple types of primary source content into conversation
- Activities engage with course curriculum and relate to individual research topics
- Students are able to distinguish among the wide range of sources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

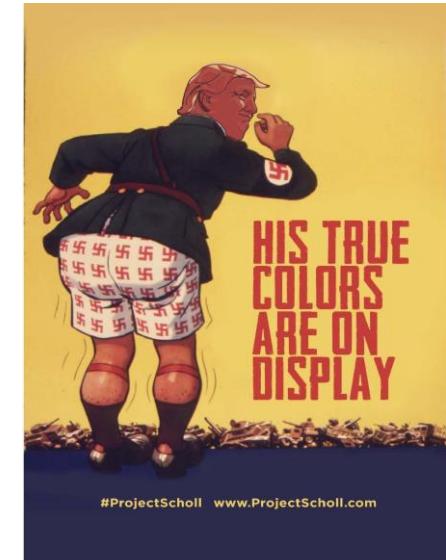
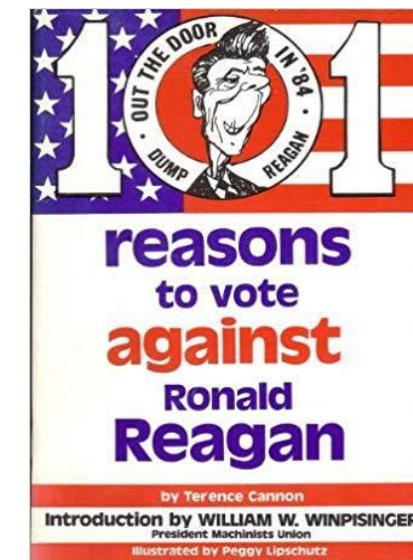
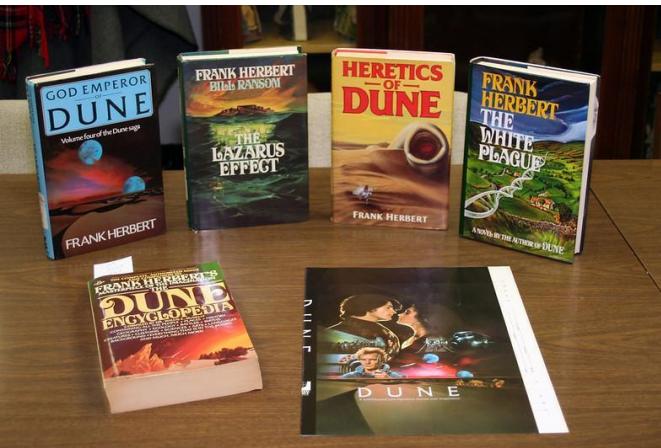
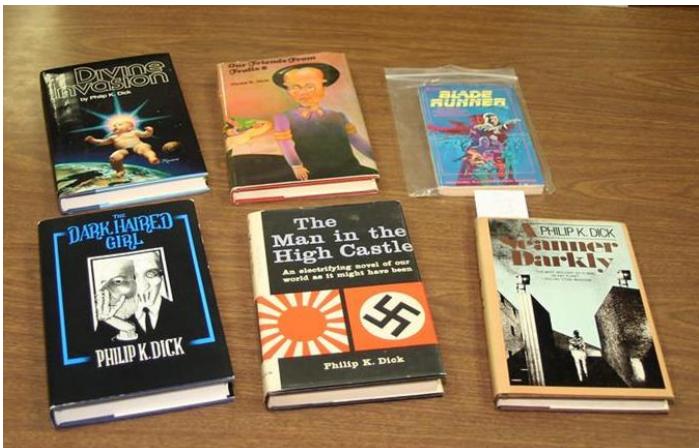
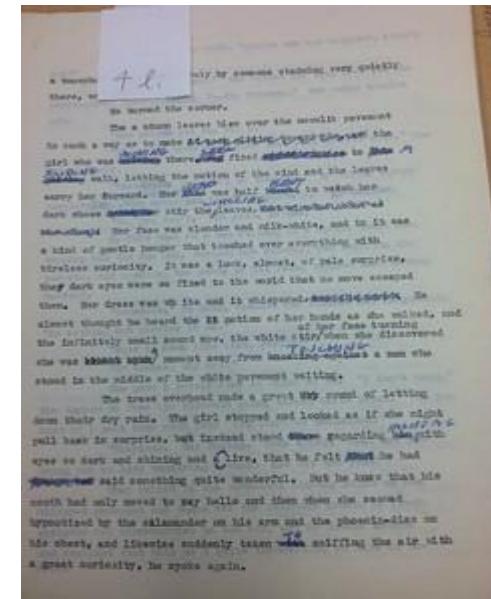
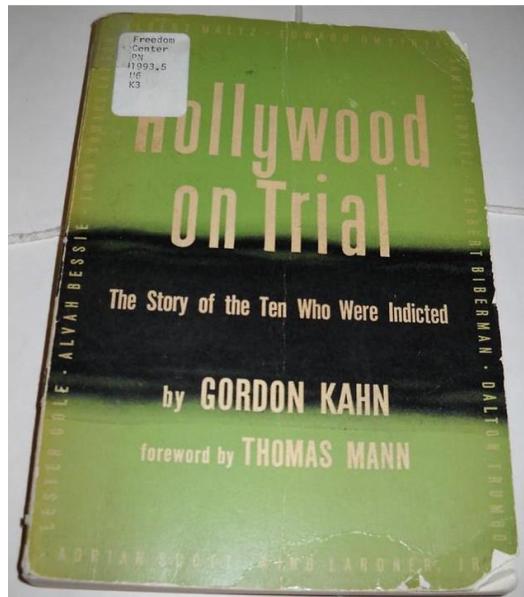
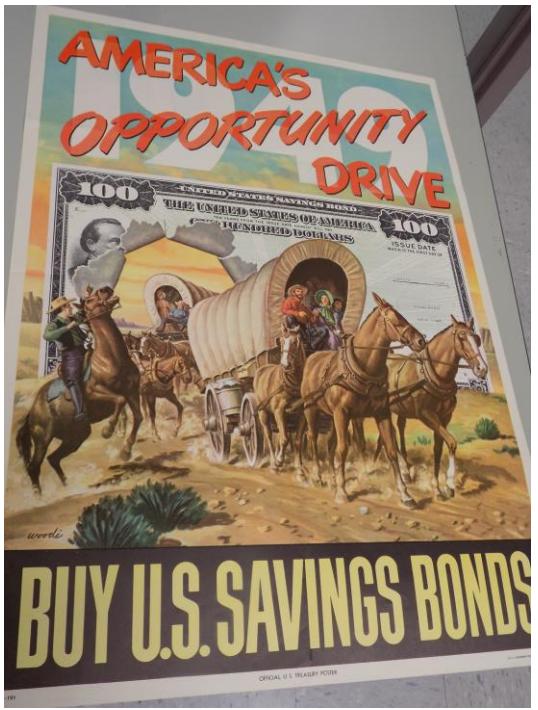


## CASE STUDY 2 DISPLAYS & ACTIVITIES

- 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







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



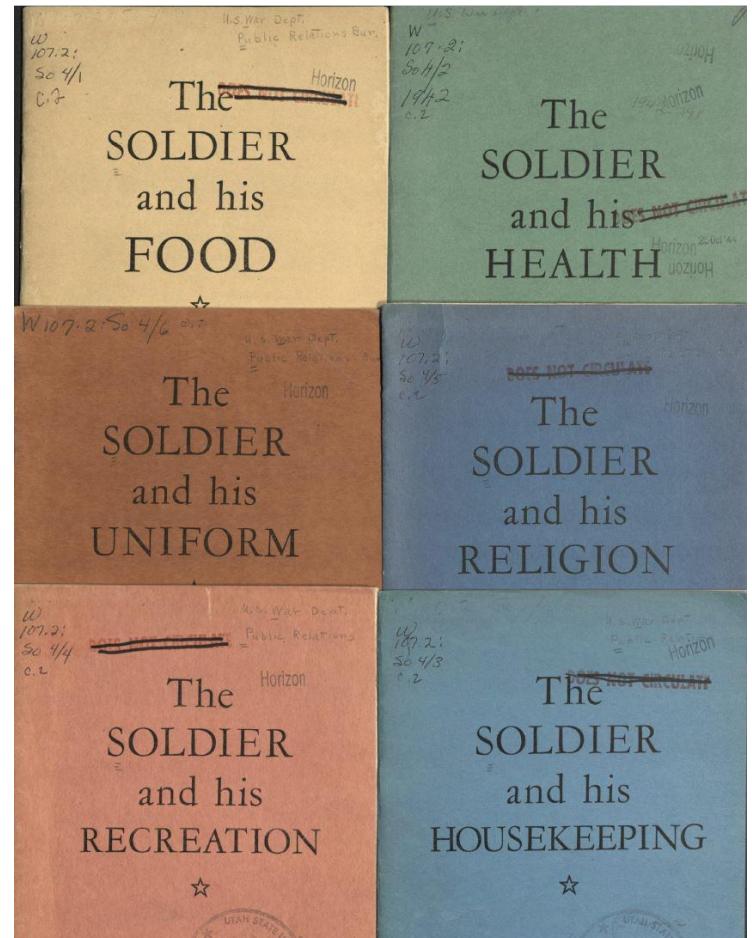


# Case Study 3 - Discussion Questions

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

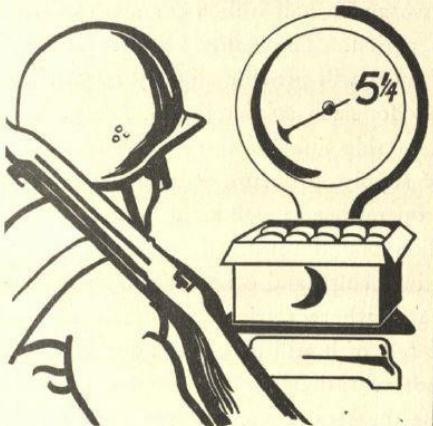
# Case Study 3 – America at War

- 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)

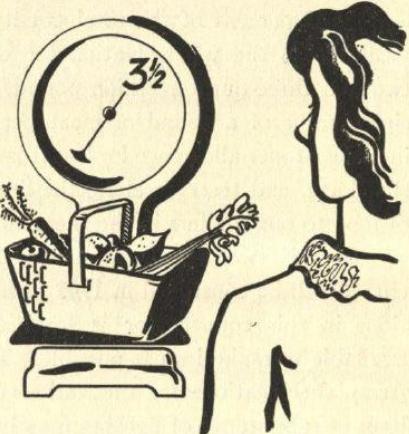


## AMOUNT OF FOOD CONSUMED PER DAY

5 $\frac{1}{4}$ LBS. PER DAY EACH SOLDIER



3 $\frac{1}{2}$ 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

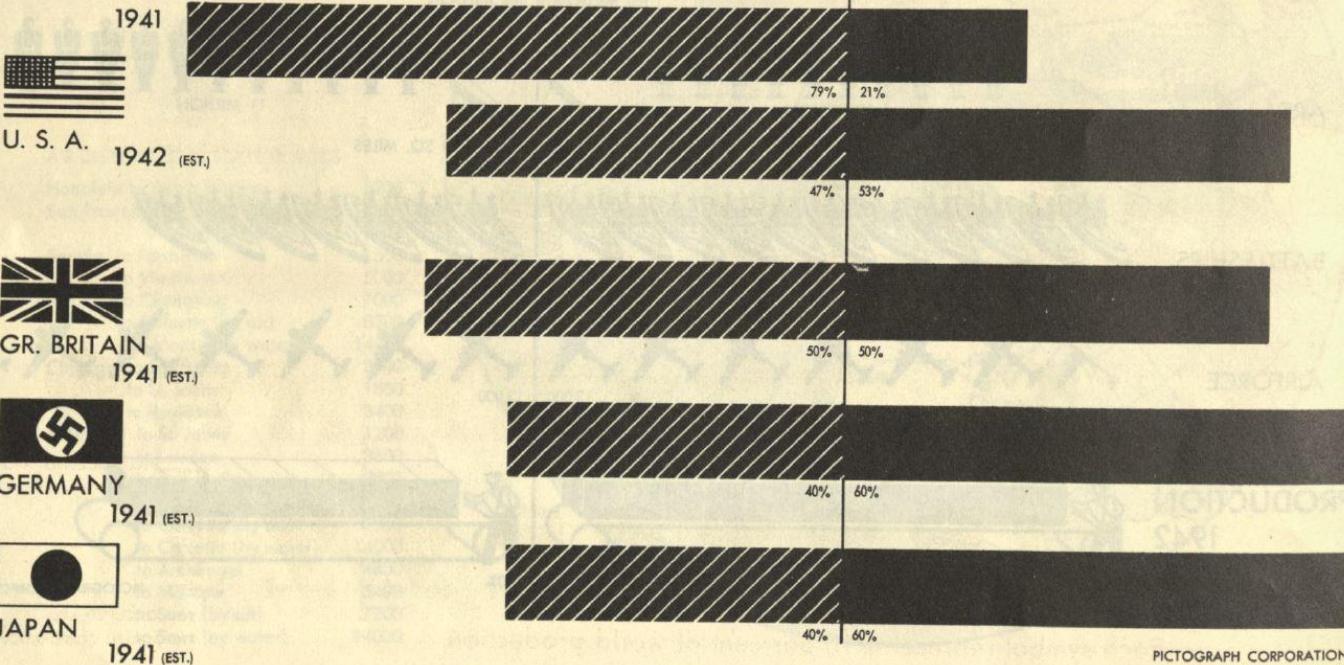
The war effort has been concentrated on the production of war materials and equipment for the Allies. This has left only a small percentage left to produce for the civilian population.



CIVILIAN PRODUCTION



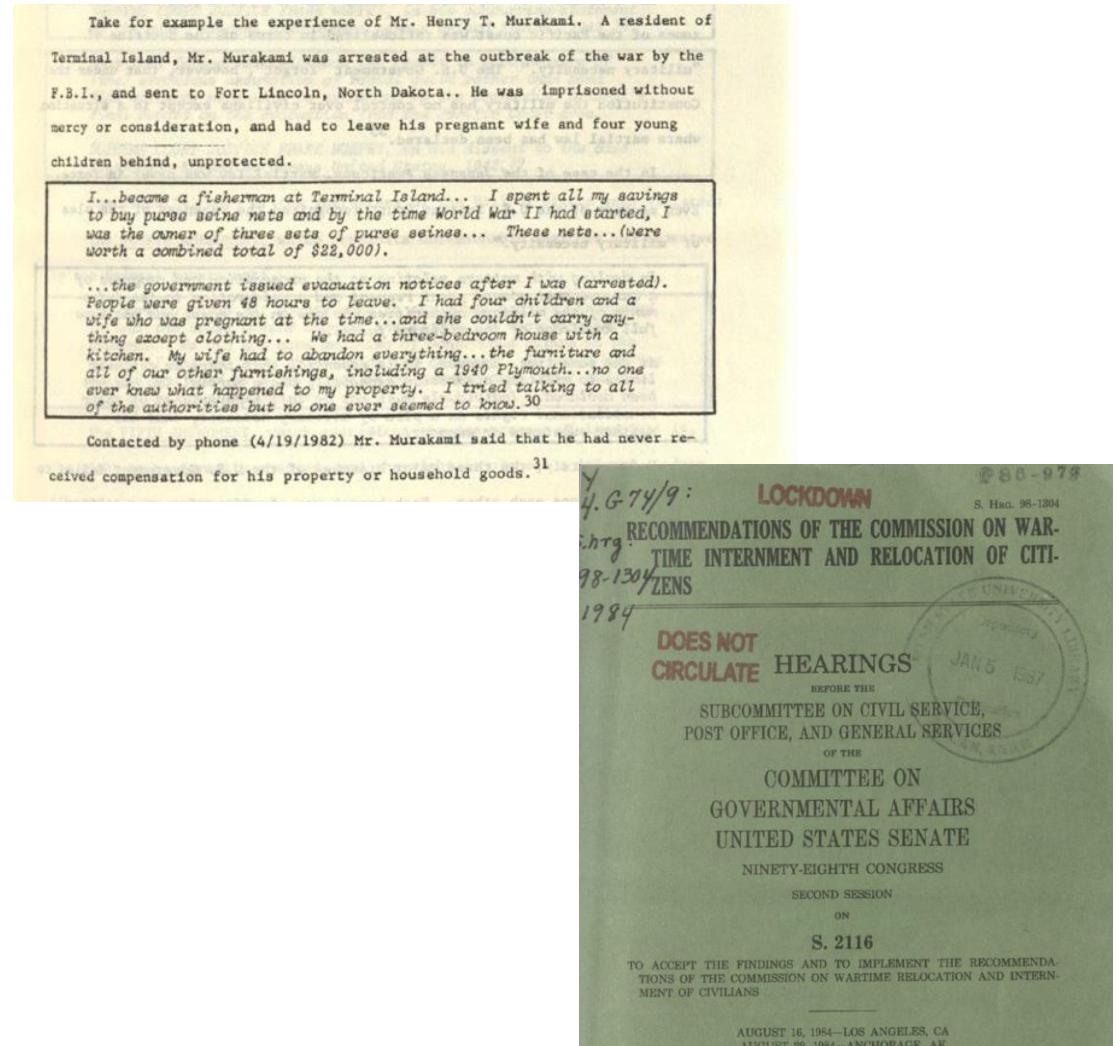
WAR PRODUCTION



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

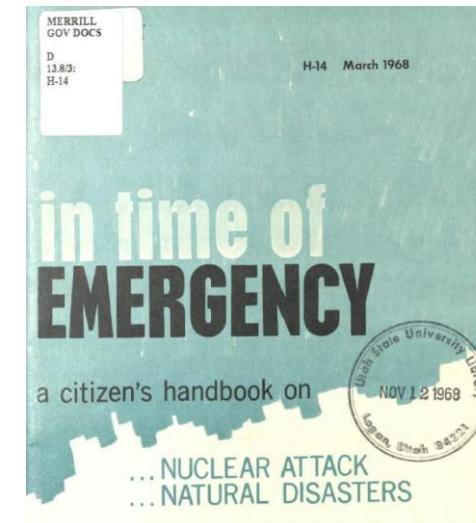
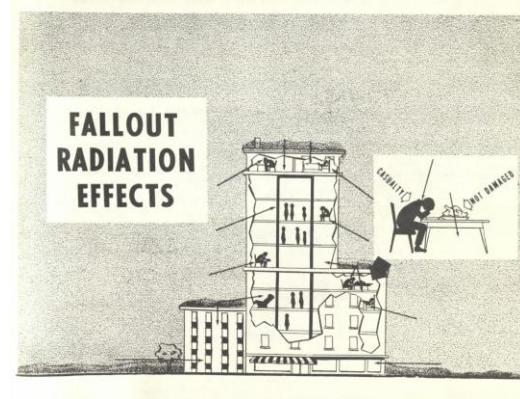


# Case Study 3 - Discussion Questions

- 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



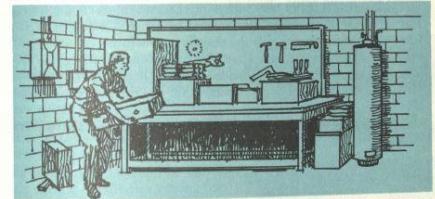
## Improvising a Basement Shelter

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.

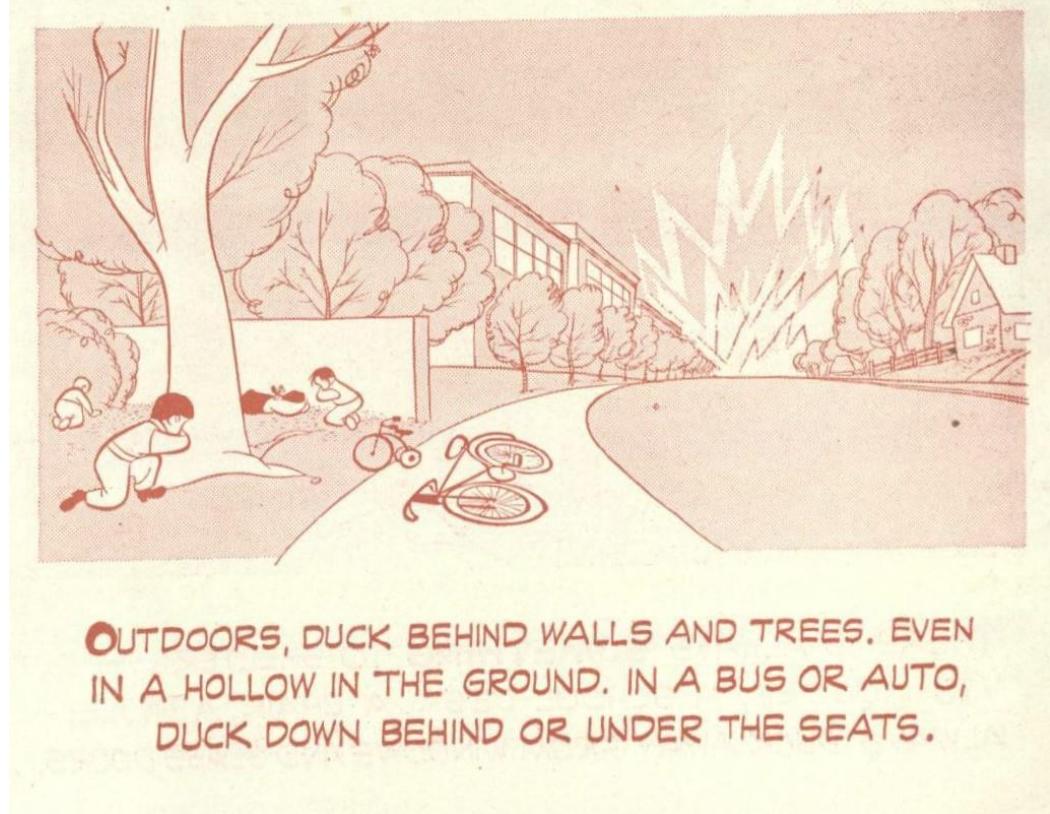


If you don't have a large table or workbench available—or if more shelter space is needed—place furniture or large appliances in the corner of the basement so they will serve as the "walls" of your shelter.

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.





# 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:

Jen Kirk, [jen.kirk@usu.edu](mailto:jen.kirk@usu.edu), 435-797-8033

Megan Graewingholt, [mewagner@fullerton.edu](mailto:mewagner@fullerton.edu), 657-278-3094

Sarah Dobransky, [sarah.dobransky@cpl.org](mailto:sarah.dobransky@cpl.org), 216-623-2939

