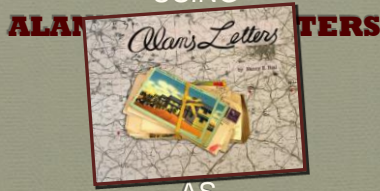


Primary Sources Personalize  
HISTORY:  
USING



AS  
as an Introduction to World War II

Nancy E. Rial, LMS

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PLEASE READ



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what can we learn from a  
primary source?

- What information did we learn from the letter we just read?
  - What do we know for sure about the writer?
  - What do we know for sure about the situation?

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## what questions do you have about the primary source?

- What questions do you have after reading the letter?
- What would you like more information about?
  - What are you curious about?

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## questions I had...

- What was his personality like?
- What was daily life like for him?
- Had he wanted to go to war/fight? Why had he enlisted?
- Why had Alan gone to France in June, 1944 when his Division was not called until December, 1944?
- Where was he when he said in a letter, "I am in a bunker that belonged to the Germans, but now it belongs to us"?

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## biggest question...??

- What was going on in the world around him while he was writing the letters?
  - saw "more planes..."

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## Most people who have read the book...

- WHO is Jennie?
- What happened to her?



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## After finding the letters....

- Read, and sorted the letters (sequential order used, but other systems possible: family members, Camp Blanding, etc.)
- Took Notes; date; topic; names of friends, places
- Created Time-Line including information I knew
- Created map of path across France

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## ...created over time



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# Is there anybody still living who knew A...?

- Relatives, friends
- List of names, with soldier's serial numbers
- Former members of soldiers' military unit
  - Military Unit reunions
  - Official Military Unit History Reports
  - Personal Memoirs from the Unit

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## on the farm...

- earliest information..
- found most recent




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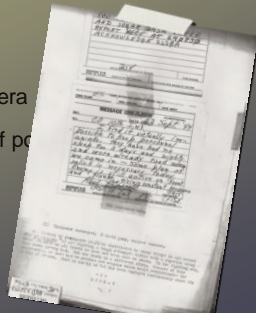
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## What is a primary source?

### LETTER/NOTE

- Must be of original era
- Studied in person, if possible




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## OTHER DOCUMENTS and news articles

- Military reports



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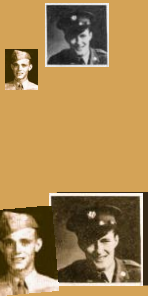
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## PHOTOS



- Should own the photo
- Copyright use/Archives

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## MAPS

- must be originals



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## Artifacts...



...Tell stories

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## Interviews



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## why are primary sources important?

- Eye-witness to history.
- Personalizes historical events. We are history.
- History is constantly being revised. Each revision needs interpretation of events that are long past. Examination of all viewpoints is important to attempt the interpretation.

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## CREATE TIME-LINES/MAPS

- WHOLE CLASS TIMELINE/MAP
  - Especially good if information is scanty
  - Creating a map together may relate/link sources or experiences; enhance class interest;
- INDIVIDUAL TIMELINES/MAPS
  - Individual work may then be added to class charts, & overlaps would be noticed.

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## more ways to report out

- Descriptive report/booklet, (individual, class, school). (Use PAGES with my book as model or other illustrative program).
- Technology/Slide show; Computer Journey (use Google Earth program); Video short (see book trailer made by iMovie); Examples are shown on website, along with other ELA and Social Study ideas..
- Art exhibition of WWII posters, and/or Music/Dance evening cabaret event- complete with swing lessons.
- Reader's Theatre Production -(for letter/note collections). List cast needed; selected letters- (both received/written) are read by various characters seated onstage; or juxtapose letter reading with narrator reciting the WWII history.

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## assessment

- How has the PRIMARY SOURCE enhanced one's understanding of the historical period? What perception about WWII was altered because of it?
- How has the written information found about WWII answered the questions one had about the PRIMARY SOURCE? What perception might be altered because more information was found explaining it?
- How has each individual's contribution added to the knowledge of the group?

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website:

- [www.alansletters.com](http://www.alansletters.com)

- contact: [nancy@alansletters.com](mailto:nancy@alansletters.com) for on-going support for class projects-

- *...just ask, and DO TELL me!*

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