Beginner
Primary Source Literacy
100 Level
“Access”

<table>
<thead>
<tr>
<th>Archival principles</th>
<th>Differentiates between primary and secondary source. Identifies creator, audience, and date. Recognizes advantages and disadvantages of digital surrogates.</th>
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<tbody>
<tr>
<td>Access</td>
<td>Accesses a collection description strategically and efficiently via institutional search tool (IU Archives Online) and identifies appropriate resource in finding aid. Accesses digital surrogates strategically and efficiently via institutional search tools. Accesses original physical documents in repository or classroom; mediated by archivist or librarian.</td>
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<tr>
<td>Interpretation</td>
<td>Interprets the message or meaning of a primary source (summarizes). Cites primary source appropriately.</td>
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| Assignments                     | *Provide students with primary source material. Ask them to answer: What do you know? What do you think? What do you wonder?  
*Answer predetermined questions related to observation of the source: type of document, date, creator, audience, physicality, is there anything that would be lost/different by not using real thing. At each step, write an interpretative summary and how does additional information revise your summary/interpretations? Who wrote that letter? What is the context?  
*Example: 100-level Education course on how to use museum materials for teaching, present letters as objects – what can you learn from them? Students then develop instructional materials for different grade levels. (Materials that are not necessarily recognizable in today’s world but were common household objects, e.g. candle snuffer. Viewing a photo of the candle snuffer would not provide the same information as handling the object itself) |
**Archival principles**

- Demonstrates understanding that collections are arranged and maintained by repositories with respect to their provenance.
- Recognizes need for flexible research process due to nature of archival collections.

**Access**

- Uses appropriate tools and search strategies to access relevant scholarly resources.
- Accesses more than one collection description via a non-localized search tool (Worldcat.org or ArchiveGrid.org) and identifies appropriate sources in finding aids.

**Interpretation**

- Articulates and refines a question or argument that can be addressed or supported by using primary sources.
- Identifies multiple complementary primary sources and appropriately uses the information.
- Extracts necessary information from primary sources.
- Recognizes that there are silences and underrepresented perspectives in the archives.
- Evaluates authority, tone, authenticity, audience of the source and how these influence interpretation.
- Interprets (summarizes) and creates a narrative (synthesizes) to accurately and logically articulate information discovered in multiple sources and perspectives.
- Able to recognize when sources point to other collections or resources.
- Cites multiple sources consistently and accurately.

**Assignments**

- *Analyze preselected documents with different perspectives related to same presorted, predetermined topic. What are the “facts” (i.e., what is agreed upon in the various sources); what are the discrepancies? What is the historical context, chronology or relationships between sources? How would you corroborate your research? Are there gaps in the available sources?*

  *Example: In a 200-level Communication and Culture class on rhetorical architecture, students review documentation and oral histories regarding the 1960s renovation of Wylie House. Students produce a multi-page paper analyzing what decisions were made and providing their own recommendations for the house renovations.*

  *Example: 1960s campus protests – read perspectives of both New Left and conservative students on a specific protest. Fill in details.*

Created by Carey Beam (Wylie House Museum), Katie Kearns (Center for the Study of Innovative Teaching and Learning), and Dina Kellams (University Archives), adapted from work by Brian Winterman (Information Literacy and Assessment Librarian), 2014.
Expert
Primary Source Literacy
300 level +
“Relevance” and “Develop a thesis”
“The most complete story I can write about this event is...”

| Archival principles | Arrangement determined by archivist or creator
|                     | Original order |
| Access              | Uses tools strategically and efficiently to access relevant scholarly resources.
|                     | Effectively communicate research question, context, and desires to archivist/librarian. |
| Interpretation      | Create a narrative (theory or argument).
|                     | Identify the most significant sources of information.
|                     | Provides evidence from sources which support claim or observation.
|                     | Provides new understandings from primary sources.
|                     | Understands ethical issues related to use and portrayal of primary source materials.
|                     | Recognizes gaps in source materials.
|                     | Identifies further areas of research. |
| Assignments         | *“Authentic task”, e.g., From a predetermined chapter of a text/secondary source, choose a footnoted or cited primary source and physically locate it at the archives. Note what aspects of the item were used by author and what were not. |
|                     | *Example: Write about the hazards of 19th century fires at universities and colleges using IU as an example; Write about university decision making; Look at the story from a journalistic perspective – how did news and rumor travel and change? Economic impact – loss of buildings, scientific collections, rebuilding, employment; Can take several writing paths; synthesize the sources provided about the 1883 fire to tell a story of your choice |
|                     | *Example: In a 300-level English course on female authors, compare the first-person experiences reported by an academic-turned-Homesteader who farmed bees in early 20th Century Wyoming with character experiences from the fictional literature we have read. |
|                     | *Example: In an upper-level History course on Indiana History, students develop a personal characterization of Andrew Wylie based on letters, biographies, memoirs, and obituaries. What can students glean from these various sources about Wylie’s personality, values, and philosophy? What voices are missing from these perspectives and where might these be found? (e.g. church documents, correspondence from his children.) |

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