These lessons correlate to the Indiana State Academic Standards as outlined by the Indiana Department of Education, as of 02/25/2009, at: http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

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The Value of Primary Documents

Indiana State Curriculum Standards:

Responding to Art
H.2 Students compare artwork from various time periods and cultures, analyzing influences on style.

Historical Thinking
USH.9 Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

World History
WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Historical Perspectives of Biology
B.2 Students gain understanding of how the scientific enterprise operates through examples of historical events.

CMP.2.5 Write historical investigation reports that use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. Analyze several historical records of a single event, examining critical relationships between elements of the topic. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

Objective:
• To understand what primary documents are, and begin to comprehend how to use and analyze them for research, and where to find them.
• Students should be able to select primary and secondary materials for a research project after completing this lesson.

Prep Time: 5 minutes to upload a photograph and webpage (or print the image and document for the class).

Materials:
• A computer and screen to display an image and a webpage (or copies of the image and document to be passed around during class).
• Paper and Pencil
• Image of Book – The Itinerary of John Leland the Antiquary (1745) Thomas Hearne, Ed. (The primary source surrogate).
• A website entry on John Leland’s Itinerary (The secondary source).

Average Lesson Time: 45 minutes

Activities:
1. Discussion
a. Ask the students to define the difference between seeing Leonardo Da Vinci’s *Mona Lisa* in the Louvre and seeing the *Mona Lisa* on a t-shirt. (This question can be tailored to each subject, i.e. for science, reading a theoretical work about an experiment and reading a firsthand account of an experiment; for literature, reading what someone has written about viewing the records of Shakespeare’s baptism and marriage and reading the records of Shakespeare’s baptism and marriage.)

b. The discussion should be prompted by a comparison and contrast of each object’s monetary value, the materials that make up the objects (i.e. oil and canvas or cotton and ink), the importance of each object as an individual work to our society (i.e. The *Mona Lisa* hangs in a museum and is protected while a t-shirt is hung in the closet and eventually discarded), and what each object may say about its creator (i.e. The *Mona Lisa* shows how Da Vinci used his brush, what colors he chose, his subject, etc. and the t-shirt shows how the creator wanted to have a representation that could be seen anywhere, promote Da Vinci’s work, or make money from the fact that our society values the original work).

c. Explain that the way that they can determine the difference between primary documents and secondary sources is similar to identifying the differences between the original work by Da Vinci and the representation of Da Vinci’s work on t-shirt.

d. Explain that if the students were researching the *Mona Lisa*, Da Vinci’s work in the Louvre is a primary source because it is the original work of the creator and that the t-shirt is a secondary source because it is a different person’s perspective of Da Vinci’s work, but that an image of the *Mona Lisa* on the Internet could be a primary source surrogate if it could be viewed large and clear enough to see the brush strokes.

e. Explain that a primary source can be used to examine the author’s or artist’s work in its original form, but that when this is not available, a primary source surrogate can be used with the understanding that it may not represent the author’s or artist’s original wording, documentation, or intent. For example, an image of the *Mona Lisa* can be as viewable as the original, but the colors interpreted by a computer monitor or printer, or even digital image manipulation can still occur. A secondary source can be used to discover what other people think or believe about the author’s work, and often use one or more sources in their own work.

2. Examining a Primary and Secondary Document

a. Pass the book image around or open the image on a computer.

b. Ask the students to examine the image and then write five facts about the document that they can establish from the image. Ask the students to write down whether they believe that the image is taken of a primary, surrogate primary, or secondary source.

c. Next, provide an entry from a website source and ask the students to write five facts that they can establish from the entry and to write whether they believe it is a primary or secondary source.
d. Ask the students to reveal some of their facts about the book image and compare or contrast them with the website entry.

e. Ask them which content seems more valuable and trustworthy based on the information they have available to them and the facts that they have written.

f. Ask the students whether they believe that the sources are factual, when the sources may have been created, how the sources may have been created, and who might have created the sources and why.

g. Ask which source they would use to find out what may have been the author’s original thought. Ask which source would help them discover more search terms to find more reliable information about the author or the work – and ask why.

h. Explain that although the book image is a surrogate primary source, it is more reliable than the secondary web source because it is an image of a later edition of an original work, while the web source is a hand-typed encyclopedic work written about the original source and often does not provide an author, the sources of the information, or the edition of book used.

3. Discuss the Examples and Locations of Sources

a. Ask the students, based on what they now know, what types of materials might be primary and secondary sources and where they think that they could find either of these materials. Discuss the examples below.

**Examples of Primary Sources:**
- Newspapers
- Films
- Letters
- Sculptures
- Sheet music
- Jewelry
- Legal and government documents

Where you can find them:
- Museums
- Libraries
- Archives
- Historical Societies

**Examples of Surrogate Primary Sources:**
- Images of any primary source
- An original work published after the first edition
- Photocopies or scans of primary sources
- Transcriptions

Where you can find them:
- Digital Libraries
- Digital Archives
- Websites
- And all of the locations mentioned under primary sources

**Examples of Secondary Sources:**
- Journal articles
- Dictionaries
- Encyclopedias
- Textbooks

Where you can find them:
- All of the locations mentioned under pri-
4. Assign a Research Project Using Primary and Secondary Sources

In order to determine comprehension of the primary and secondary source discussion, a research assignment relevant to the class focus should be completed using at least one primary and one secondary source.

Resources:

Links to the materials used in this lesson

• http://www.fromoldbooks.org/Hearne-LelandItinerary-Vol1/pages/021/

Links to further information on Primary and Secondary Sources

• University of North Carolina Teacher’s Toolkit provides a primary source comparison and contrast chart and an analysis sheet: http://docsouth.unc.edu/classroom/lessonplans/toolkit.html
• Library of Congress on primary and secondary sources: http://memory.loc.gov/learn/lessons/psources/source.html#record
• American Library Association on primary sources on the web: http://www.ala.org/ala/mgrps/divs/rusa/sections/history/resources/pubs/usingprimarysources/index.cfm

• Yale on primary sources: http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
LELAND’S ITINERARY.

Herthil: and sum say ignaranilly that Beverley ys also. But Beverley men take them self a as an b except place.

Lekingsfeld is a large House, and stondith within a great Mote yn one very spatius Courte. 3. Partes of the House, having the meane Gate that is made of Brike, is al of tymbre. The 4. Parte is fair made of Stone and ium Brike.

I saw in a little studiyng Chaumber ther caullid Paradise the Genealogie of the Percy’s.

The Park therby is very fair and large and meately welle woddid.

There is a fair tour of Brike for a Logge yn the Park.

From Lekingsfeld to Beverle 2. Miles.

These Thinges I notid yn Beverle.

The Collegiate Chirche of S. John of a fair uniforme making, wherin, beside the Tumbes of Sainctes, be 3. Tumbes most notable on the North side of the Quier: yn one of them with a 1. Chapel archid over it is buried Percy Erl of Northumberlond, and his Sun Father to the lat Erle.

In another is buried Eleanor, Wife to one of the Lord Percy’s. And yn another of White Alabaster Idonea Lady Percy, Wife to one of the Lord Percy’s.

Under Eleanor’s Tumbe is buried one of the Percy’s a Preste.

The Prebendaries Houses stand round aboute S. John’s Chirche Yard. Wherof the Bishop of York hath one motid, but al yn Ruine.

The fairest Part of the Provostes House is the Gate and the Front.

There be besides yn 2. the Chirch of 3. Nicolas by the Holm, wher the Gut for the 4. Catchis is 5. Chirch, at the North Ende of the Toune, is 3 large, and fair, and crosse filid.

In the Toune were of late 2. Houfis of Freres.

The Blak Freres, as sum say, of one Goldsmithes Foundation, and so of the Townes: but the Lord Darcy of late Tyme strove for the Patronage of it with the Toune.

The Gray Freres of the Foundation of the Hothomes Gentilmen of Scorbury by Lekingsfeld. The latste Erle of Northumbr. have one strave for the Patronage of it.

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a As an exempt place. Burt. b exempt St. & G. c this is of S. Mary Chirch, St.

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Indian State Curriculum Standards:

Visual Literacy

**H.3** Students use appropriate terminology to analyze effectiveness of works of art based on established criteria. They utilize problem solving and critical inquiry in constructing insightful and well-supported interpretations.

Historical Thinking

**USH.9** Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

**WH.9.5** Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Media

**JRN.3** Students analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet, and in other media.

**JRN.1.7** Explain how new technologies (online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones) have affected the dissemination of information in the United States.

**Objective:**
- To understand why films are preserved
- To understand the significance of the film archivist career
- Students should be able to define why films are appreciated as objects of cultural study and preserved, and why a film archivist preserves film

**Prep Time:**
- 20 minutes to choose a film or film clip relevant to the current class content
- 5 minutes to set up the film or film clip

**Materials:**
- A computer with Internet access or a DVD player
- A screen or television to show a film
- A film from a digital archive or a copy of a film held in a local archive or museum (A DVD of a film can suffice) – See the list of resources for help finding a film
- A pen or pencil and paper

**Average Lesson Time:** Varies depending on the length of the film, 30-60 minutes for the additional activities

**Activities:**
1. Discussion
a. Before viewing the film with the class, read this quote from The National Film Preservation Foundation:

Since Thomas Edison's invention of the kinetoscope in 1893, Americans have traveled the world using motion pictures to tell stories, document traditions, and capture current events. Their work stands as the collective memory of the first century witnessed by the moving image. By saving and sharing these motion pictures, we can illuminate our common heritage with a power and immediacy unique to film.

Preservationists are working against the clock. Made on perishable plastic, film decays within years if not properly stored.

Already the losses are high. The Library of Congress has documented that fewer than 20% of U.S. feature films from the 1920s survive in complete form in American archives; of the American features produced before 1950, only half still exist. For shorts, documentaries, and independently produced works, we have no way of knowing how much has been lost.

Fortunately the major studios now invest in the protection of their film libraries. With the development of television, home video, DVD, and cable, Hollywood sound films have become valuable assets and have many markets after their initial release.

Still at-risk are documentaries, silent-era films, avant-garde works, ethnic films, newsreels, home movies, and independent works. We call these orphan films because they fall outside the scope of commercial preservation programs. Orphan films often exist as one-of-a-kind copies in archives, libraries, museums, universities and historical societies. These organizations are the first line of defense for saving American films made outside of Hollywood.

Film preservation is expensive. In 2002 making a new master and viewing print of a black-and-white seven-reel silent feature cost about $32,000, assuming that no special restoration work was required. Making a preservation copy of a sound feature costs even more.

Film deterioration can be combated through an integrated, three-pronged strategy. This involves:

- printing old film onto new, more stable film stock
- storing film materials under cool-and-dry conditions, and providing access through modern copies

By integrating these processes, the public can study and enjoy access copies on film and video and archives can conserve the original source material and preservation master so that they will be available for years to come.

(from Why Preserve Film?: http://www.filmpreservation.org/ )

b. Ask the students what they are watching at the theater, at home, or on their computers.

c. Ask the students if they have ever rented or borrowed any film or television DVD that they had seen before. Then, discuss with them what it might be like to not be able to view a film or program again because it had deteriorated.

d. Prompt more discussion by asking what they believe that society might lose if there were not records of current YouTube videos or popular films for future generations to study or enjoy.

2. Viewing the Film

a. Have the students answer these questions on a sheet of paper while watching the clip:

i. What time period does the film seem to represent?

ii. What time period does the film seem to have been made?

iii. What is the genre of the film?

iv. What is the subject of the film?
v. What is the message of the film?
vi. How is the message conveyed (i.e. narrative, effects, lighting, camera angles, acting, etc.)?

vii. What does the film say about the society that created it?

viii. Why do the filmmakers want to convey this message?

b. Only after the film has been viewed, provide the students with the title of the film, the director, the year the film was made (if known), and how it relates to your current study topic (i.e. if literature, the adaptation; if history, the significance).

c. Discuss why film archivists are preserving film materials so that they can be used to study and understand the culture in which they were made.

3. Essay

a. Have the students write a short essay regarding what the future study of film would be like if the film they viewed was not available and what films or videos they would like to see preserved from their generation for the future.

Resources:

Materials for this lesson:

• Internet Archive, Moving Image Archive: http://www.archive.org/details/movies

Help finding films or further information:

• Moving Image Collections: http://mic.loc.gov/index.php
3  Digital Collections

Indiana State Curriculum Standards:

**BMS.T.6.1** Technology as an Information Research Tool: Students use technology to access, review, evaluate, and select information from multiple resources for reporting purposes. Students write appropriate research reports.

**RT.3.1** Students demonstrate knowledge of the historical developments of the industry

**WH.9.5** Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

**JRN.1.7** Explain how new technologies (online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones) have affected the dissemination of information in the United States.

**CMP.2.5** Write historical investigation reports that use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. Analyze several historical records of a single event, examining critical relationships between elements of the topic. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. Include a formal bibliography.

Objective:

- To define a digital collection
- To understand how to use a digital collection for research assignments
- Students will be able to recognize and use digital collections and understand how they can benefit from them

**Prep Time:** 15-20 minutes to find relevant class materials from a provided list of several digital archives

**Materials:**

- A computer with Internet access or a computer room for students to follow along on their individual computers
- A screen to display the digital resources
- A piece of paper and pen or pencil

**Average Lesson Time:** 30-60 minutes

**Activities:**

1. **Discussion**

   a. Explain to the class:

   Digital collections of archival materials can be found on library, museum, archive, and other historical organization websites.
These collections are often excellent examples of surrogate primary sources, easily accessible and readily available for research purposes. Digital collections are objects of historical, cultural, or artistic value that have been photographed, scanned, or converted for digital access.

2. Accessing and Using Digital Resources

   a. Opening three of the digital collection resources, explore the sites and the type of material that they contain. Demonstrate where to find citation information and how to cite the material according to your preferred method of citation (links are also provided).

3. Assignment

Either assign homework requiring the use of at least three digital objects from three different reputable sources or have them complete a short in-class assignment, which can be completed together as a group or individually.

Assignment Instructions:

1. Find a reputable website with a digital collection (i.e. search for the locations where digital collections may be contained, or for “digital collection” – .gov or .edu sites are almost always reputable).

2. Use three digital objects to answer the questions below, with relevance to a topic currently being discussed in the class (these questions will allow the students to understand the benefits and limitations to using digital collections).

   a. When was the object created?
   b. Who created the object?
   c. How was the object made?
   d. Why was the object created? What is the object’s purpose?
   e. Why was it digitized?
   f. From where did the object come?
   g. How was the object used? How can the digital object be used?
   h. What does the object weigh? How tall is the object?
   i. What does the object convey about the culture that created it?
   j. What does the digitization of the object convey about our culture?

3. Discuss some of the students’ answers to these questions and establish that further research, using both primary and secondary sources is usually required to fully comprehend the object that you are viewing or hearing through a digitized record.

Resources:

Digital Collections:

- NY Public Library: http://www.nypl.org/digital/
- Museum: http://www.hermitagemuseum.org/
- NASA: http://images.jsc.nasa.gov/
- Music: http://hcl.harvard.edu/libraries/loe-
bmusic/collections/digital.html

• Smithsonian Digital Library: http://www.sil.si.edu/Galaxy.cfm?id=1.1

Local Digital Collections:


• Indiana University Digital Library Program: http://www.dlib.indiana.edu/collections/index.shtml (This link contains a long list of all of the IU digital collections)

• Mathers Museum: http://www.indiana.edu/~mathers/collections/index.html

Citing Electronic Sources:

• Several Styles: http://owl.english.purdue.edu/owl/resource/584/01/

• APA: http://www.apastyle.org/elecref.html

• MLA: http://www.thewritesource.com/mla/
Comic Books and Graphic Novels

Indiana State Curriculum Standards:

Visual Literacy

H.4 Students apply theories of art and incongruities in theories when making informed judgments. They consider different responses to works of art and analyze challenges to their personal preferences, reading, comparing, and discussing views of various critics and aestheticians.

Media Analysis

JRN.3 Students analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet, and in other media.

JRN.1.7 Explain how new technologies (online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones) have affected the dissemination of information in the United States.

Objective:

• To understand how to analyze a comic book for research purposes
• Students will comprehend the societal value of different types of art and be able to identify why they are significant and how they can be used for research

Prep Time: 5 minutes to set up materials

Materials:

• A comic book or a digital comic book (select your own at the Wowio link provided or use the graphic novel, Albert Einstein Graphic Biography at: http://www.wowio.com/users/product.asp?BookId=2420
• Paper and a pen

Average Lesson Time: 30-60 minutes

Activities:

1. View the comic or graphic novel with your students
2. Have the students answer these questions about the material:
   a. What type of document is this?
   b. Does it contain any qualities that are unique to its type?
   c. Who is the target audience? How do you know?
   d. What does this document tell you about our culture?
   e. Why was this document created? How do you know?
   f. What is the purpose of this document? How do you know?
g. How does this document convey information that a textbook might not?

h. Why would someone read this document?

i. How is the information different from hearing a lecture or reading plain text?

j. How could this document be used for research?

k. Do the images or the text convey more information?

3. Discuss the students’ answers with the class through open dialog

4. Have the students write a comparison and contrast analysis of the comic or graphic novel to a drawing they have seen and a textbook that they have read, by asking how the materials are different and how that they are the same and why they believe that each was created in the chosen format.

Resources:

• Wowio: http://www.wowio.com/index.asp

• Wowio comics and graphic novels: http://www.wowio.com/users/CategoryPage.asp
Indiana State Curriculum Standards:

Visual Literacy

H.4 Students apply theories of art and incongruities in theories when making informed judgments. They consider different responses to works of art and analyze challenges to their personal preferences, reading, comparing, and discussing views of various critics and aestheticians.

Historical Thinking

USH.9 Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Objective:

• To understand how to analyze a photograph for research purposes
• Students will be able to recognize important features in a photograph during future research

Prep Time:

• 5 minutes to open the photograph on a computer or to print and pass out one or several examples of the photograph.

Materials:

• A copy of the photograph or the digital photograph located at:
  http://webapp1.dlib.indiana.edu/dlsearch/results/detail.do?fullItemID=/lilly/hohenberger/Hoh010.000.0049

• Or any photograph from the Frank M. Hohenberger collection at:
  http://www.letrs.indiana.edu/cgi-bin/ead-idx.pl?type=browse&part=imagesonly&size=First+100

• Paper and a pen

Average Lesson Time:

30-60 minutes

Activities:

1. Pass the copy of the photograph around the room or open it on a computer and screen for students
2. Have the students work in groups to answer these questions on a sheet of paper:
   a. When was the photograph taken? How do you know?
b. What type of person is in the photograph? How do you know?

c. Why do you believe the photograph was taken?

d. Who took the photograph?

e. What is unusual about the photograph?

f. What type of photograph is it?

g. Was this shot designed to look as it does or shot on the spur of the moment? How do you know?

h. What time of year and day was the photograph taken? How do you know?

i. What would you like to know about the photographer or subject?

j. Does this image convey a feeling or emotion?

3. Discuss the lighting, the shadows, the clothing, the surroundings, positioning of the subjects in the frame, and any other defining characteristics.

Resources:

• The Indiana University Digital Program Collection: http://www.dlib.indiana.edu/collections/index.shtml
Using Archives for Research

Indiana State Curriculum Standards:

Information Literacy 7 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information in a democratic society.

History 6.1 Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Objective:

• To understand protocol when using an archive for research
• Students will be able to understand the terminology and what to expect when researching at an archive

Prep Time:

• 5 minutes to set up materials

Materials:

• Several Pairs of white gloves
• Copy of any paper documents and photographs in several manila file folders

Average Lesson Time: 30-60 minutes

Activities:

• This assignment should be started as soon as the students walk into class and prior to visiting an archive or beginning a research assignment.

1. Ask the students to sign a sheet as they come into the room (They may provide a fake name and address). Tell them that the sheet is a contract stating that they will use the materials for research purposes only and that they agree to the rules of the archive.

2. Ask the students to leave their bags or purses by the door before sitting down.

3. Allow the students to have a pencil and some paper.

4. Ask the students a series of questions regarding the material for which they are looking (i.e. What subject, period, location).

5. Bring them a folder with material as you watch over them.

6. You can choose to hand them some gloves, or not because some archives use gloves and some do not. Explain that the
gloves are to protect the material, especially for photographs, but that some archivists believe that the gloves do more harm than good.

7. Allow each student to carefully open the folder and inspect the documents. Be certain that they handle the documents with care. Each student can make notes about the documents if they like.

8. Tell them not to discuss the document, as they should be quiet enough not to disturb the other patrons.

9. Tell the students that they are not able to take the documents home and that they will have to rely on their notes or request photocopies in order to complete their research.

10. Discuss the reasons why archives have the rules:

   a. Ask the students why they believe that archivists have these rules and what they do or do not like about them.

   b. Explain that archivists have these rules in order to keep the documents safe and available to everyone for a long time.

   c. Ask them if there are any rules they would add or if they have any further questions about what is appropriate behavior in an archive.

11. Provide the students with this Glossary developed by the Society of American Archivists, Indiana University Student Chapter:

Archivist: An individual responsible for handling, preserving, and providing access to documents and materials of long-term importance.

Collection: A group of materials with some unifying characteristic.

Curator: An individual responsible for oversight of a collection or exhibition; typically works in a Special Collection library.

Diary: A document, usually bound, containing a personal record of the author’s experiences, attitudes, and observations.

Digital Library: A collection of information resources in electronic format.

Document: Any written or printed work.

Ephemera: Materials, usually printed documents, created for a specific, limited purpose, and generally designed to be discarded after use (Examples: tickets, brochures, receipts).

Exhibition: An organized display of materials.

Genealogy: The study of ancestry (a person’s family tree).

Journal: An impartial record of an organization’s events, proceedings, and actions...

Manuscript: A handwritten document.

Oral History: An interview that records an individual’s personal memories of the past and historical events.

Primary Source: Material that contains firsthand accounts of events and that was created at the time of those events or later recalled by an eyewitness.

Repository: A place where documents (primary and secondary sources) can be stored and maintained, such as an archive.
or special collection.

**Secondary Source:** A work that is not based on direct observation of or evidence directly associated with the subject, but instead relies on sources of information.

**Resources:** None