

TEACHER SUGGESTIONS FOR USE OF INFORMATION IN SOURCE DOCUMENTS INDEX

Primary Documents are presented in the Source Documents section of the Albuquerque Historical Society website (www.albuqhistsoc.org). These documents have been collected to provide teachers of New Mexico History classes with resources to enhance the understanding and appreciation of our rich New Mexico history. Primary documents are actual records that identify what happened, the time an event occurred, and where it occurred. Examples of primary records are historical documents defining the event, newspaper articles covering the initiation of the event, photos or videos of the event, and oral accounts.

The intention for use of primary documents is to provide baseline factual information about an event. Primary documents might be used by students to:

- Develop annotated timelines for different eras.
- Write essays to express his/her beliefs.
- Participate in panel discussions addressing specific topics.
- Participate in debates addressing specific topics.
- Develop a set of articles focused on a prominent issue.
- Participate in role playing activities.
- Prepare videos addressing specific topics.
- Provide resource material for preparing graphic displays.

Primary documents might be used by students to provide accurate references for formulating questions or to provide resource information for developing reflective questions while preparing for oral interviews. The interviews might become primary documents.

Primary documents are offered in the website for nearly 60 events that have occurred in New Mexico since statehood. These are listed as events and sub-events in the Source Documents Index. In many cases there are multiple documents for a single sub-event. Teachers might want to include some of the primary documents in study components of lesson plans.

It should be realized that primary documents alone probably are not sufficient to define the origin and character of an historical event. There are reasons for things to happen and there are responses and actions resulting from the event that may not be covered in primary documents. Other resources such as secondary documents should be used to expand a study topic into a meaningful investigation where the student can learn and appreciate the salient features and historical significance of a particular event. Teachers are expected to provide guidance on obtaining missing information.

Given this general introductory guidance, the teacher can best use the Source Documents Index by having the students evaluate selected statements and questions from the enclosed activity list. A fundamental requirement for using this list is that there is a defined theme for use in the study. Another requirement is that clearly worded study objectives are defined so students can focus the research within the theme. A theme might come from a single document or in combining a number of primary documents. The social studies curriculum map may be a useful reference in defining a theme. Assuming the theme and objectives are properly defined, there should be a teacher defined process for students to evaluate the theme and reach the objectives. Often this is in a lesson plan.

Suggested Activities:

1. Define the theme for a particular lesson.
2. Define the study or performance objectives relevant to the theme.
3. Look as the Source Documents Index for relevant topics or statements. There are opening statements for each of the documents that explain what is present. This should help the teacher decide if that item is useful.
4. Utilize the following to help collect ideas for forming the teacher defined study process:
 - Who
 - Who were the principal participants and what were their affiliations?
 - Who was most influenced by the event and how were lives or social or political groups changed?
 - Who produced the primary document?
 - What
 - What were historical or social reasons for the initiation of the event?
 - What were the participants thinking when they became involved in the event?
 - What is readily known about the event?
 - What is not known about the event?
 - What were natural, social, or political environments associated with the event?
 - What were social, political, geographic, or economic features associated with the event?
 - Was the event a result of a governmental action on any level? If so, what entity was involved and what was its role?
 - What are spin-off topics that can be investigated based on the primary event.
 - What were transformations of social or political practices resulting from the event?
 - What were changes in citizens' rights resulting from the event?
 - What were factors affecting the location of the event?
 - What are legal statutes that may relate to the event?
 - When
 - When did the event start?
 - When did the event end?
 - Was time an important factor in the occurrence of the event?
 - When was the primary document produced?
 - Where
 - Where did the event take place?
 - What were factors affecting the location of the event?
 - Where was the primary document produced?
 - Why
 - If the document discussed the enabling of an event, why was it produced?
 - Why did the event occur at the particular location?
 - Why did the event occur at a particular time or time period?
 - Was the event centered around use of resources such as land, air, water, energy, or minerals?
 - Did the event highlight economic factors like: mining, ranching, agriculture, tribal gaming, tourism, or high technology?
 - Was the event influenced by technological developments?
 - Did the event reflect impacts of international tensions?
 - Were military conflicts part of the event?
 - Were art, music, or religious factors in the initiation of the event?

- How
 - How has history treated the event?
 - How is the event recorded and displayed for historical inspection or appreciation?
- 5. Evaluate the Source Documents Index:
 - Do available primary documents in the Source Documents Index identify enough of the topic to us useful in developing the theme? If not, what is needed?
 - What secondary documents are needed to evaluate the theme? Define in the study process.
 - Are any of the source documents not reliable?
 - What are teacher suggestions for improving the Source Documents Index?
 - As a teacher, would you be able to suggest additional documents or links that might be discussed in a forum with the goal of improving the Source Documents Index? If so, contact us at www.albuhistsoc.org.
 - Reference date for [Teacher Suggestions](#) evaluation: June 2, 2015.