

# *Engaging Students with Personal Narratives and Oral Histories*



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# Welcome



Today we will:

- Engage in an exercise comparing historical narratives to uncover multiple perspectives
- Discuss the use of primary sources to help students think critically and learn to reflect upon historical accounts.
- Locate narratives and oral histories from the Teacher Resources Page at the Library of Congress Website, [www.loc.gov/teachers](http://www.loc.gov/teachers)

# CCSS to be addressed in today's presentation



## **Key Ideas and Details:**

CCSS.ELA-LITERACY.RI.K-5.1

(With prompting and support, K-3) **Ask and answer questions about key details in a text.** (And refer and quote/cite textual evidence to support analysis, 4-5th)

CCSS.ELA-LITERACY.RH.6-8.1

**Cite specific textual evidence** to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

**Determine the central ideas or information** of a primary or secondary source; provide an accurate summary of the source **distinct from prior knowledge or opinions.**

CCSS.ELA-LITERACY.RI.K-5.3

(With prompting and support, K-3) **Describe and explain the relationships or interactions between two or more individuals**, events, ideas, or concepts in a historical text based on specific information in the text.

## **Craft and Structure:**

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that **reveal an author's point of view or purpose** (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

## **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RI.K-5.8

(With prompting and support, K-3) **Identify the reasons an author gives to support points in a text.** (5th and explain how an author uses reasons and evidence to support particular points in a text)

CCSS.ELA-LITERACY.RI.K-5.9

(With prompting and support K) **Identify similarities in and differences between two texts** on the same topic. (And compare and contrast 2-3rd) (And integrate, 4-5th) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RH.6-8.8

**Distinguish among fact, opinion, and reasoned judgment** in a text.

## **Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.6-8.1

**Engage effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

# What is narrative writing?



Writing that tells a story  
or recounts an event.

The narrator shares his/her  
experiences, observations, thoughts,  
feelings and motivations.

# Today's Narrators



## Title

[A Woman's War Record, 1861-1865](#)

## Creator

Collis, [Septima Maria Levy](#), 1842-1917.

## Notes

- Mrs. Collis was the companion of her husband at the front. He raised a company of [zouaves](#) at the outbreak of the war, which was later augmented to a regiment, the 114th Pennsylvania.
- Transcribed from: [A woman's war record, 1861-1865 / by Septima M. Collis \(Mrs. Genl. Charles H.T. Collis\) New York : London : G.P. Putnam's Sons ; Knickerbocker Press, 1889.](#)



## Title

[A Yankee trader in the gold rush; the letters of Franklin A. Buck, compiled by Katherine A. White with Illustrations, Boston and New York, Houghton Mifflin Company, The Riverside Press Cambridge, 1930](#)

## Creator

[Buck, Franklin Augustus, 1826-1909.](#)

## CREATED/PUBLISHED

Boston, New York, Houghton Mifflin [company](#), 1930.

## SUMMARY

A native of Maine, Franklin [Augustus](#) Buck was working in New York City when he heard of the gold strikes and set out for California in January 1849. A Yankee trader in the gold rush (1930) contains Buck's letters to his sister in Maine. They chronicle his first dozen years in the West: a voyage round the Horn to San Francisco; prospecting and storekeeping in various gold camps and the towns of Sacramento, [Downieville](#), North Fork, Marysville, and Weaverville; and a trading voyage to Tahiti and Hawaii. Politics interest Buck, and he pays close attention to the issues in the 1852 election, local secessionist debate, and the impact of the Civil War. In the 1860s, Buck turns to agriculture, raising fruit and cattle at farms in Weaverville, Oakville, and Red Bluffs. Discoveries of silver lead him back to mining at Treasure City, Meadow Valley, and [Pioche](#), Nevada.

## NOTES

Letters written from 1846 to 1880.

[Introduction by his daughter, Mary Sewall Buck Carr.](#)

## Title

[Diary, 1864-1865 :](#) (transcript) / [LeConte, Emma](#).

## Creator

[LeConte, Emma](#).

## SUMMARY

Diary of Emma [LeConte](#) while she was living in Columbia, S.C. In the diary, [LeConte](#) reflected on the Civil War and other matters and wrote about various activities and events, such as the burning of Columbia.

## NOTES

- Emma Florence [LeConte](#) was the daughter of scientist Joseph [LeConte](#).
- Published as "When the World Ended: The Diary of Emma [LeConte](#)" (Earl Schenk [Miers](#), ed., 1957).
- Transcribed from: A journal, kept by Emma Florence [LeConte](#), from Dec. 31, 1864 to Aug. 6, 1865, written in her seventeenth year and containing a detailed account of the burning of Columbia, by one who was an eyewitness / transcript prepared by the Historical Records Survey of the Works Progress Administration, May, 1938. 86 p. From the manuscript (#420) in the Southern Historical Collection, University of North Carolina at Chapel Hill.

## Title

[Thirty-six years in the White House, by Thomas F. Pendel, door-keeper; Lincoln-Roosevelt.](#)

## Creator

[Pendel, Thomas F. b. 1824.](#) (Thomas [Franses](#))

## Created / Published

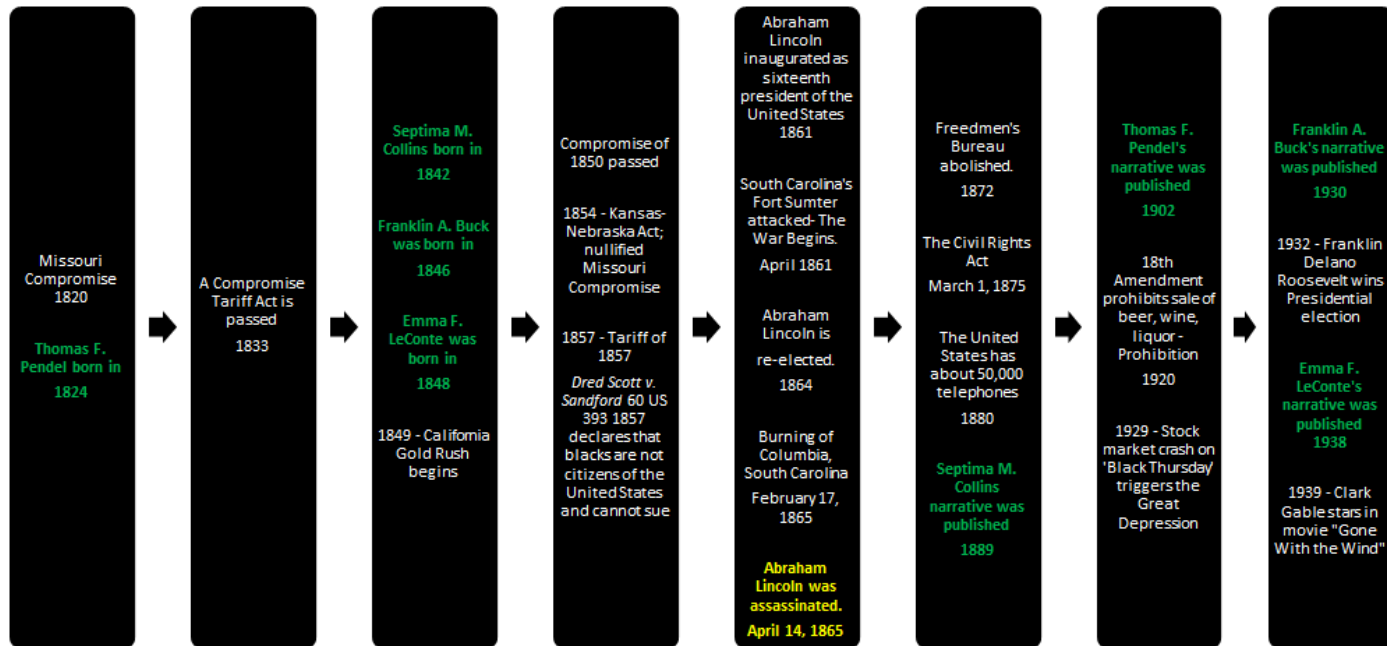
Washington, The Neale Publishing Company, 1902.



# Background Information



TIMELINE 1820s- 1930s (related to narratives), Map



1820's	1830's	1840's	1850's	1860's	1870 - 1899 19 year span	1900 - 1929 19 year span	1930 →
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Dates related to narrators GREEN TEXT

# More Background Information



# Exercise with Narratives



## Event:

President Abraham Lincoln's Assassination

### 1. Observe:

Underline 3 important words or phrases that will help you understand the narrator's point of view of Abraham Lincoln and his assassination.

### 2. Reflect:

In the margins of your paper, annotate or write why you believe the words or phrases are important.



# Let's Discuss!



## Event:

President Abraham Lincoln's Assassination

1. Using the words and phrases from the narrative, what was the author's point of view of President Lincoln's assassination?
2. Discuss and explain how the points of view are similar and/or different.

\*Hint: Use the timeline, map and their words to help you explain. ;-)

## On your own:

Write about one thing that surprised you and one idea of what the narratives tell you about life in the U.S. at the time of President Lincoln's death in 1865.

# Why study narratives and oral histories?



As tools, they help students to:

- Identify points of view through words and phrases
- Identify and question multiple perspectives of the same event
- Learn that stories can be unreliable
- Learn that telling stories is important in our culture

# Integrating All Types of Primary Sources



The Journey of the President-Elect and Lincoln's Long Journey Home,  
<http://www.loc.gov/exhibits/lincoln/special-presentations.html>

## Tar and Feathers

*New-York Times*  
April 21, 1865

Serial and Government  
Publications Division, Library of  
Congress

reports are true against WILKES, EDWIN and himself will be compelled to leave the stage."

GEORGE STONE was tarred and feathered at Swampscott, on Saturday, for cheering at the death of the President; and Major OTIS WRIGHT, of Lowell, Superintendent of the Middlesex Horse Railroad, narrowly escaped hanging for expressing joy at Mr. LINCOLN'S death. Fifteen minutes were finally given him in which to leave the city, never to return.

A Copperhead blacksmith at Brookfield expressed joy at the death of President LINCOLN, and on Monday morning he was given his choice of a coat of tar and feathers or immediate departure from the town, never to return again. He chose the latter.

It is said that Ex-President MILLARD FILLMORE'S house in Buffalo displayed no mourning, on Monday, in striking contrast with other houses in that vicinity. The people gathered a crowd and covered the front of the house with ink.

A Baptist clergyman from Bellingham, Mass.,

With Malice  
Lincoln's Long

[Back to Special](#)



Follow  
Lincoln  
Springfield  
in 1865  
track  
congress  
through  
president  
the

MAY 4

PREVIOUS DAY

{ BACK TO MAIN MAP }

NEXT DAY

Washington, D.C.



LINCOLN'S LONG JOURNEY HOME: WASHINGTON TO SPRINGFIELD, 1865

START OVER ?

# Searching LOC.gov



- Searching from the main page
- Searching for narratives
- Searching for oral histories
- The Teacher Resources Page at [LOC.gov](https://www.loc.gov/teachers/)

Thank you!

Questions?



Feel free to contact us later with any questions about teaching with or locating primary sources!

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