

Teaching with Primary Sources. Edited by Christopher J. Prom and Lisa Janicke Hinchliffe. Chicago: Society of American Archivists, 2016. 216 pp. Softcover. \$34.99. \$24.99 for SAA members.

Teaching with Primary Sources, part of the Society of American Archivists' *Trends in Archival Practice* series, is an incredibly practical selection to have in the professional library of not only archivists who are incorporating more teaching into their day-to-day duties, but also those who might be thinking of undertaking this endeavor. The book was the first title selected by SAA in July 2016 to kick off the "One Book, One Profession" series.¹ This series encourages colleagues to read a single book together, work through the study guide questions, and help each other arrive at a deeper understanding of the content. To supplement the series, SAA also provides related readings on the topic from *The American Archivist*, *Archival Outlook*, and other online resources.

The book itself is a compilation of three individual modules: module 9, "Contextualizing Archival Literacy"; module 10, "Teaching with Archives: A Guide for Archivists, Librarians, and Educators"; and module 11, "Connecting Students and Primary Sources: Cases and Examples." While SAA makes these modules available individually, the value of having all three within one volume is that the content in one module often overlaps and complements that in another module. For example, having practical cases to model is very helpful, but also understanding what archival literacy entails will make primary source classes that much richer. In the first module, the authors quote Peter Carini, college archivist at Dartmouth College, who succinctly sums up these efforts: "The first, and most important, concept that must be imparted is that archives exist and are there to be used. Along with this comes the importance of drawing students into, and exciting them about, the use of the primary sources" (p. 11).

Module 9, "Contextualizing Archival Literacy," was written by Elizabeth Yakel and Doris Malkmus. This module is rich in background information concerning the efforts of archivists who are bringing primary source materials into the classroom. The module's sections include background information on the concept of archival literacy in the classroom, how archivists can identify and work with stakeholders, teaching primary source and archival literacy skills, how to assess the impact of instruction, standards relating to archival and primary source literacies, and future directions and needs. The list of further readings, as well as the footnotes, provides a wealth of compiled resources including those written by historians, archivists, and librarians. In an interdisciplinary field such as this, it is important to research and understand the intersections of these disparate fields.

Module 10, "Teaching with Archives: A Guide for Archivists, Librarians, and Educators," was written by Sammie L. Morris, Tamar Chute, and Ellen Swain. This module is of great assistance to those archivists who have not yet begun teaching with primary sources, or who have begun but would like to refine their courses. The module includes a recap of the background information on teaching archival literacy and then moves on to the planning and preparation of courses, forming partnerships, a discussion of the levels of partnership for the archivist, teaching and instructional design, and

how to continue and grow the instructional program. Along with additional reading and resources, the authors have included sample archival literacy competencies, a lesson plan template, sample course descriptions, and sources of funding for digital humanities teaching and learning projects. These provide a practical starting place, as many archivists are not trained educators and need assistance interpreting their collections' value in relation to the needs of teachers in the classroom. In addition, educators can use this module as a common reference point to begin working with local archivists to increase the success of their students in learning the lessons, whether to simply acquire domain knowledge or to practice thinking critically about primary sources.

Module 11, "Connecting Students and Primary Sources: Cases and Examples," was also written by Tamar Chute, Ellen Swain, and Sammie L. Morris. Continuing with the practical side of developing and teaching, the authors delve deeper into the process of creating lesson plans for students and working with teachers. This module discusses issues such as balancing the support of the institution and the goals of the archives, who instructs the classes, the levels of involvement, partnering with faculty members, how to select materials, the logistics of instruction, using technology to deliver primary sources, assessment, and conclusions and recommendations. The appendices include further readings and resources, sample assignments on learning how to analyze and incorporate multiple primary source materials, a special collections instruction request form, primary source workshop guidelines, assignments from a "cold cases" website where students learn to organize and describe daily life in Antarctica, a *Wikipedia* assignment, and a middle school social studies legacy project. Part of what might hamper archivists from beginning such projects is the thought of having to create lessons from scratch and of being unaware of similar classes already available. This module provides the names of specific institutions and archivists who have undertaken and published their work with classes so that others can review their work and evaluate whether or not it could apply to their institutions. In addition, discussion points are provided that the reader can use to evaluate the lessons and how to refine them. For example, the section on selecting material addresses questions such as "How much material is too much?" (pp. 162–65) and "How much do you let students choose vs. selecting collections for them?" (pp. 170–71). Of prime importance in this module is the idea of developing a strong working relationship with the faculty, so that students not only feel a sense of accomplishment, but also so that faculty can better understand the collections and how the materials can enrich their courses. Robin Katz of the University of California, Riverside, interviewed for this module stated that "students thrive in the archives when they have a clear understanding of why they are there (beyond it being a 'cool experience') and how the visit relates to the broader aims of the course. This is especially true in courses that don't traditionally work with primary sources" (p. 158). A brief example from my own experience is an advanced Spanish conversation and composition class that came to visit and research in the school's archival collections. The students researched the namesakes of several buildings on campus and gave an oral presentation of their research. As the teacher pointed out, "These students must be able to converse on any subject by this point, and they will develop a deeper bond with the school by learning more about the people behind the names."

Interspersed throughout all the modules is the distinction between primary source literacy and archival literacy—an important one to be aware of when planning lessons for students. Archival literacy is defined as “the knowledge, skills, and abilities an individual needs to effectively and efficiently find, interpret, evaluate, and ethically use archival primary sources” (p. 76). Primary source literacy, on the other hand, is “the ability to interrogate evidence (documents, images, objects) for credibility, trustworthiness, and accuracy using sourcing, contextualization, and corroboration” (p. 10). In addition, domain knowledge, as Yakel and Malkmus point out, provides an underlying framework for assessment. These are important distinctions to keep in mind when creating and modifying lessons for students in conjunction with educators, and this volume provides concrete examples of ways to incorporate these concepts into instruction.

This book was created so that archivists could either read about the topic of primary source instruction as a whole or delve directly into particular issues with which they most need help, such as creating a lesson or assessing the effectiveness of an existing course. All of the authors are well known in their field and have extensive in-the-trenches knowledge of using primary sources for instruction, so their work in pulling all of this information together is extremely appreciated and highly valued. The book also demonstrates that an archivist can start with a small project and work outward from there, rather than having to begin with large-scale classroom experiences. In fact, the authors show through the resources described in the book that a smaller, well-thought-out classroom lesson plan refined over time is a wonderful starting point for similar projects at local institutions or schools. This is especially good news for lone arrangers or those archivists who might not have the initial support to take on large-scale instructional projects. I appreciated the fact that this book is geared toward working with K–12 teachers as well as those at the college and university level. Ideally, those students exposed to archives and primary sources at the K–12 level can then delve deeper into archives at the next level of education.

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1. Society of American Archivists, “One Book, One Profession,” 2016, <http://www2.archivists.org/one-book-one-profession-2016>.