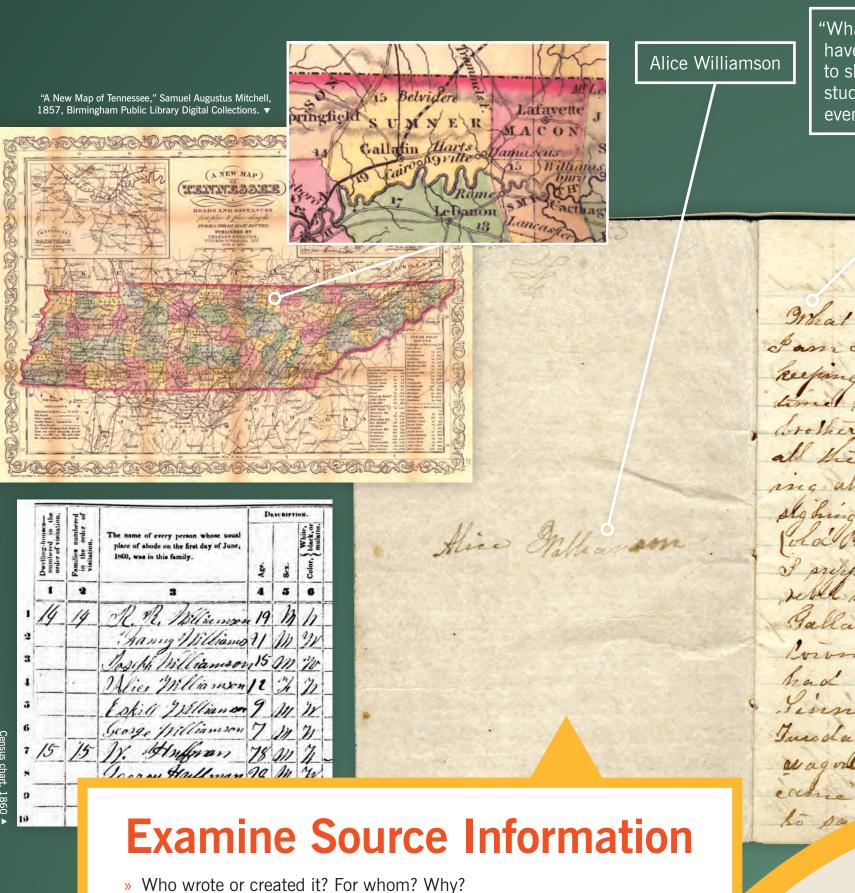
· History is an Argument About the Past .

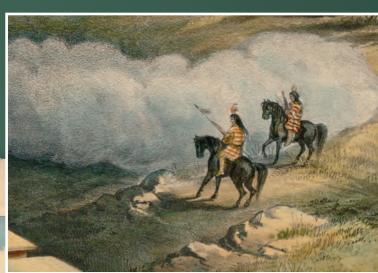


"What a negligent creature I am I should have been keeping a journal all this time to show to my rebel brothers. I have been studying all the morning and talking all the evening seeking & sighing for rebels."

Feb. 19th 1864

Inhat a neglicioni - creature Fam I should have been keeping a journal all this timed to Show to me rebel brothers, I have been studing all the morning und state ing all the evening seeking & sly hing for nebels, Que King (old Odyne has jais! flussed I preprise he has feilled every sell an tring miles of Gallatin and burn Lowry Coron. Pour fellow! you had beller be forwaring old Tuesday, Frednesday Three al agores traded with himselies







ACROSS THE CONTINENT.

Analyze Primary Sources

- » Texts: Consider the kind of source, tone, and word choice.
- » **Images:** Look at each section separately and as a whole.
- » Music & Film: Listen or watch several times. What do you see & hear?
- » **Objects:** What can you tell about how they were made? How they were used?
- » Data: Look for patterns and ask how the data was collected.

"Sioux Indians in the Battle of Wounded Knee, 1891, Denver Public Library. ▼ Birds Eye View of Battle Field Wounded," INDIAN WAR AT LAST. TALES OF RUTCHERY.

» When and where did it appear?

» Where was the source discovered?

» How was it used?

THE SEVENTH CAVALRY AT-TACKED IN THE BAD LANDS. CAPTAIN WALLACE AND 50 SOLDIERS TREACHEROUSLY SLAIN.

The Hostiles Had Been Captured, and No Further Trouble Was Expected From Them-The Graphic Story of the Uprising -Intense Excitement All Over the North West-Extermination of Big / t's Band Now a Certainty.

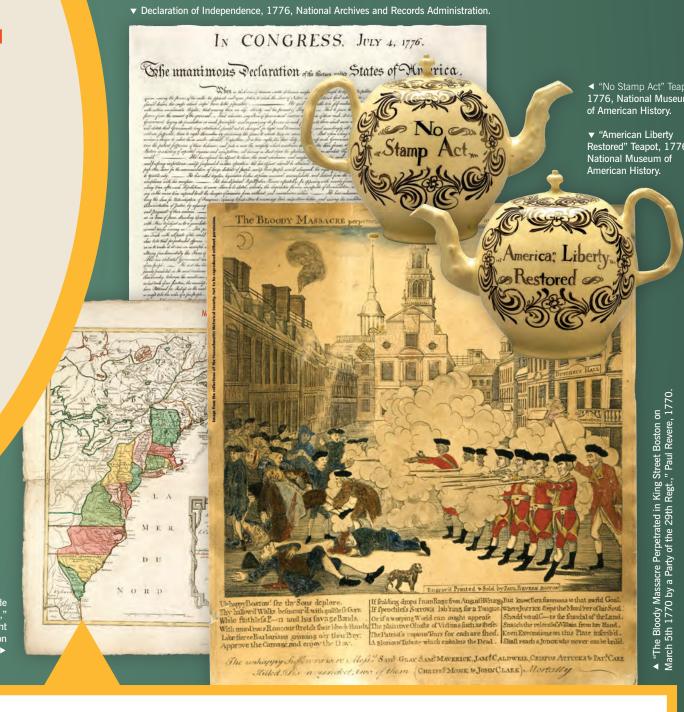
Boston Daily Advertiser, December 30, 1890.

The Indians Tell Commissioner Morgan About the Slaughter at Wounded

WASHINGTON, Feb. 11.-The Sioux Indian conference was concluded to-day, and the Indians will to-morrow or Friday start for home, going by way of Philadelphia and Carlisle. The feature of to-day's meeting was the story of the fight at Wounded Knee, which was told by Turning Hawk and American Horse.

▲ "Tales of Butchery," Bismarck Daily Tribune, February 12, 1891.

How do we know what we know about the past?



Read Multiple Accounts

After examining one source, ask where else you could look to learn about agree? Disagree? If they tell different stories, why might that be?

& Perspectives

this topic or event. Then compare multiple sources. Where do the sources

Use Evidence to Support Claims

When making a historical argument, always use evidence to support your claims.

"Woman Fingerprinted. Mrs. Rosa Parks," 1956, Library of Congress. ▶ Mont gomery, Alabama Deer Sir: The Tomen's Political Council is very grateful to you and the City Commissioners for the herring you ellowed our representatives during the month of March, 1954, when the "city-bus-f-re-increase case" was being reviewed. There were several things the Council esked for: A city lew that would make it possible for Negroes to sit from back toward front, and whites from front toward back until all the seats are taken: 2. Thet Negroes not be asked or forced to pry fore at front and go to That busses stop at every corner in residential sections occupied by Negroes as they do in communities where whites reside. ere happy to report that busses have begun stopping at more corners now n some sections ther Negroes live then previously. However, the a me practices in seating end boarding the bus continue. Eryor Gryle, three-fourths of the ridess of those public conveyences are Negroes. If Negroes did not petroni e them, they could not possibly operate. More and more of our people are already erranging with neighbors and friends to ride to keep from being insulted and humilisted by bus drivers. There has been telk from twenty-figur or more local organizations of planting a city-wide beyout of huses. We, str. or it full that forceful measures are negessary in bargaining for a convenience which is right for all bus passengers. the Council, believe that when this matter has been put before you and the Commissioners, that agreeable terms own be met in a quiet and anx unostensible manner to the satisfaction of all concerned. 6 Many of our Southorn cities in neighboring states have practiced the policies we sek without incident whatsoever. Atlanta, Ercon and Savannah in Georgia have done this for years. Even Mobile, in our own state, does this and all the passengers Please consider this ples, and if possible, not favor ably upon it, for even now plans are being made to ride less, or not at all, on our busses. We do not Respectfully yours, MEDI Women's Political Qouncil JUL 26 1954 To ann Rollings 6

Make your claim: The 1955 Montgomery [AL] bus boycott was a planned, organized act.

Evidence 1: Jo Ann Robinson's 1954 letter to Mayor W. Gayle, "There has been talk from twenty-five or more local organizations of planning a city-wide boycott of busses...even now plans are being made to ride less, or not at all."

Evidence 2: Rosa Parks had attended the Highlander Folk School, a center for training civil rights activists and labor organizers, and was the secretary of the local chapter of the National Association for the Advancement of Colored People (NAACP).

Evidence 3: A number of individuals were arrested around the same time for refusing to follow segregation laws. Reverend Ralph Abernathy, remembering the first mass meeting of the Montgomery Improvement Association (MIA), said, "Mrs. Rosa Parks was presented to the mass meeting because we wanted her to become symbolic of our protest movement."

Understand Historical Context

Consider the historical time and events, paying close attention to when something happened and where it took place. What else was happening at this time? What happened before and after this moment? Why does it matter where it happened?

- **Primary sources** are materials created in the past by people living at the time, including photographs, paintings, documents, advertisements, music, films, and objects.
- **Secondary sources** are writings by historians and others who use available sources to interpret the past. They provide analysis and summary, placing events, people, and evidence in historical context and asking questions about their meaning and significance.

Ask Questions! Read, Analyze, Write! **Think Historically!**

FOR MORE RESOURCES, VISIT teachinghistory.org



▲ Jo Ann Robinson, "Letter to Mayor W.A

Mugshots, Civil Rights Protestors, 1961, Montgomery Public Archives. ▶

Gayle," May 21, 1954.

Doing History is Like Solving a Mystery!

. What did kids do in the 1850s? .



Use these clues to ask and answer good questions...

Examine your primary sources carefully! Ask questions and take notes.

Person >

Who are you? What do you do all day?

Object ▶

When were you created? Why were you created? Who created you? Who used you? How?

Text ▶

Who wrote you? Why? Who read you? Where were you discovered?

Image ▶

Who or what do you show? Who created you? Who saw you?



Primary sources give us many clues about the past. They are the evidence—such as letters, newspapers, drawings, photographs, tools, or clothes—from the time you are investigating.

Keep looking for more clues! Ask questions of all of your sources.

Library ▶

Research and read about children's lives in the 1850s.



Museum

Look at clothing or toys used by children in the 1850s and see what curators say about them.



Secondary sources are written by historians who use available materials, such as primary sources and other secondary sources, to interpret the past. They provide analysis, summary of historic moments, and change over time.

Now put your clues together. Use the evidence you gathered from your primary and secondary sources to solve the mystery!



by historians.