



The Historic
New Orleans
Collection

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Exploring
Primary
Sources

Music
in New Orleans



Mahalia Jackson with the Eureka Brass Band at the New Orleans Jazz & Heritage Fair

359/15A

Michael P. Smith, 1970

Teacher's guide: grade levels 5–12

Number of class periods: 1

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A Note to Teachers: This activity set can be used as an individual resource or in combination with lecture, discussion, or writing assignments. It is designed to take between one and two hours of class time and is intended to serve three purposes: to enable teachers to incorporate more primary sources in their teaching, to suggest activities that focus on analysis and critical thinking, and to provide new and exciting ways to bring history into the classroom.

Metadata

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Common Core Standards

CCSS.ELA-LITERACY.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Louisiana Social Studies Grade-Level Expectations

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Cover: *Mahalia Jackson with the Eureka Brass Band at the New Orleans Jazz & Heritage Fair*; April 22–26, 1970; photoprint by Michael P. Smith; *The Historic New Orleans Collection*, 2007.0103.2.203

Lesson Objectives

1. Students will learn how to identify and evaluate primary and secondary historical sources.
2. Students will analyze primary sources from The Historic New Orleans Collection's holdings.
3. Students will search for and evaluate primary historical sources.

Materials

Handout: "Introduction to Primary and Secondary Sources"

Handout: "Music in New Orleans"

Handout: "Finding and Using Historical Sources"

Procedures

1. Distribute "Introduction to Primary and Secondary Sources." Share read the text, then have students complete the exercises in small groups or as a class.
2. Distribute "Music in New Orleans." Briefly examine each image as a class, and then have students respond to the questions individually or in small groups. Reconvene as a class to discuss their responses together.
3. Distribute "Finding and Using Historical Sources." If possible, visit each of the websites and demonstrate to students how to search for sources. If students have access to the internet, have them complete the exercises individually or in small groups. If not, the class can choose an object as a group and complete each exercise individually or as a small group.

Name: _____ Date: _____

Handout One

Introduction to Primary and Secondary Sources

Historians rely on a variety of sources to help them learn about the past. Each source can provide key pieces of information about people, ideas, and events. Historical sources can take many forms, such as letters, newspaper articles, photographs, and objects. The two main categories of sources are primary and secondary. Both are valuable, but they yield different types of information, so it's important to know whether you're working with a primary or secondary source. The Library of Congress defines them as follows:

- Primary sources are the raw materials of history—original documents and objects which were created at the time under study.
- Secondary sources [are] accounts or interpretations of events, created by someone without firsthand experience.

Based on the descriptions above, decide whether the following sources would be primary or secondary:

- _____ Christmas card sent by Louis Armstrong
- _____ Louisiana history textbook
- _____ 1920 census roll from Orleans Parish
- _____ documentary on the history of jazz in New Orleans
- _____ biography of Danny Barker

Each type of source has strengths and weaknesses. For example, letters can yield important historical information, but the information may be biased by the author's opinions. See the following chart for more examples of strengths and weaknesses of letters as primary sources.

Letters

Strengths	Weaknesses
<ul style="list-style-type: none"> • Can provide detailed information about events, ideas, and/or historical figures • Can give insight to the emotions and thoughts of historical figures 	<ul style="list-style-type: none"> • Can provide faulty and/or biased information • Can be difficult to read or decipher • Do not usually include images

Name: _____ Date: _____

Consider the following types of sources and weigh the potential strengths and weaknesses of each.

Photographs

Strengths	Weaknesses

Newspaper Articles

Strengths	Weaknesses

Objects (for example, clothing or artwork)

Strengths	Weaknesses

Name: _____ Date: _____

Depending on what topic you're researching, certain sources may be more useful than others. Match each one of the following sources to the project for which it would be most useful.

Sources

- A. The diary of a man who traveled from France to New Orleans in the 1720s
- B. Furniture, artwork, and architectural elements decorated with images of plants and animals
- C. A variety of coins and bills printed in Louisiana during the early nineteenth century
- D. Personal advertisements from Southern newspapers in the 1860s and 1870s
- E. Clothing, weapons, medals, and other objects used by New Orleanians from 1914 to 1919

Projects

- ____ 1. Exploring how formerly enslaved people tried to reunite with loved ones after being freed
- ____ 2. Analyzing the changes in printing and circulation of money
- ____ 3. Examining how World War I affected people from New Orleans
- ____ 4. Investigating the culture and economy of colonial Louisiana
- ____ 5. Observing how the natural world has been depicted in objects

Name: _____ Date: _____



1. What is this document? _____

2. What is its purpose? _____

3. What facts can we learn from this document? _____

4. When analyzing this document, what questions come to mind that would require further research? _____

Name: _____ Date: _____

Source 2: *The Historic New Orleans Collection, 92-48-L.2*<http://hnoc.minisisinc.com/thnoc/catalog/3/1215>

Washington 5/13/38
Hon - Supreme Justice of U.S.A.
your Honor

!! as a last resort I thought I would inquire of you, to be directed in the right channels of protection which I dont seem to be able to find.

I have written musical compositions under my name, published by Melrose music, Co. Chicago. in the neighborhood of 30 numbers, several were considered very big hits, my name appears on compositions, contracts on royalty basis,

I have been unable to collect royalties on any of these tunes since 1929, most of these tunes were on all the best mechanicals, orchestration's sheet music & every form of the present day output of financial gain, all over the world.

I wrote Mr Melrose some time ago his respond was not satisfactory with an understanding that I would get no money. These tunes may be traced through the copyright dept. library of congress.

Name: _____ Date: _____

I have spoken to many attorneys
from time to time, I was made to under-
stand that, nothing could be done, at any
other place, only Chicago.

I have recently gain some authoritative
information, that Mr. Melrose, has his
Catalogue up for sale for \$75,000
Seventy five Thousand Dollars, have had
one offer, (according to information) from
Joe Davis, of N.Y.C. \$50,000 but refused,

I am here financially unable to
go to the scene to try & protect my interest
which would mean much to my depend-
ants & myself, I would like to know
what would become of my rightful property,
that is why I take the courage to write to
you, realizing this is not in your
department, & not able to find any
laws that able to protect me, due to
financial condition, which have been
tremendously embarrassing, if action isn't
taken immediately, I fear it will be of
no use, as I understand his intentions
are to live in Europe, I anxious await
your direction, which I am sure will prove
justifiable. Very Truly yours
Fred Horton

names on compositions
Fred Horton.
Jelly Roll Morton.

1. Who was the author of the letter? To whom was the letter sent? _____
2. Where was the author? _____
3. What was the nature of their relationship? _____
4. What was the purpose of the letter? _____

Name: _____ Date: _____

Source 3: *The Historic New Orleans Collection*, 2007.0103.4.392
<http://hnoc.minisisinc.com/thnoc/catalog/1/192346>



Kermit Ruffins and Wynton Marsalis face off at the Little People Place

3492/8

Michael P. Smith, 1996

1. Identify the photographer and the people in the photograph. _____

2. When was the photograph taken? _____

3. Describe what's taking place in the photograph. _____

4. What else can we learn from the photograph? _____

Name: _____ Date: _____

Source 4: *The Historic New Orleans Collection, 2007.0103.2.203*
<http://hnoc.minisisinc.com/thnoc/catalog/1/199385>



Mahalia Jackson with the Eureka Brass Band at the New Orleans Jazz & Heritage Fair 359/15A Michael P. Smith, 1970

1. Identify the photographer and the people in the photograph. _____

2. When and where was the photograph taken? _____

3. Describe what's taking place in the photograph. _____

4. What else can we learn from the photograph? _____

Name: _____ Date: _____

Handout Three

Finding and Using Historical Sources

There are many places to find primary sources. Archives and libraries often provide public access to primary sources, and many of these institutions are now making digital copies of their materials available online. In this activity, you'll visit some primary source databases and examine different types of sources that you find there.

- The Historic New Orleans Collection: <http://hnoc.minisisinc.com//THNOC>
- Hogan Jazz Archive: <https://jazz.tulane.edu/>
- The Library of Congress: <http://www.memory.loc.gov/ammem/index.html>
- Rutgers Institute of Jazz Studies: <https://www.libraries.rutgers.edu/jazz>
- Smithsonian's History Explorer: <https://historyexplorer.si.edu/artifacts>

Visit one of the sites listed and choose a primary source document.

What is the document?	
Who created it, and when?	
List three pieces of information from the document.	
What is a strength of this source?	
What is a weakness of this source?	

Name: _____ Date: _____

Visit one of the sites listed and choose a primary source object.

What is the object?	
Who created it, and when?	
List three observations you can make about the object.	
What is a strength of this source?	
What is a weakness of this source?	

Visit one of the sites listed and choose a primary source image.

What does the image depict?	
Who created it, and when?	
List three observations you can make about the image.	
What is a strength of this source?	
What is a weakness of this source?	