

# Heritage Resources Instruction Program

## Summary

Heritage Resources wants to ensure that every student who graduates from Western is able to find, understand, and interpret primary source material in various contexts throughout their lives. This is a life-long learning skill and a critical component of both information and academic literacy. To that end, our staff have developed a curriculum that allows students to discover and use these unique resources while providing engaging methods for accessing, researching, and interpreting those materials.

The primary sources collected by our programs are valuable teaching and learning tools that can enhance, enrich and enliven research in nearly every subject. Our job is to make sure those resources are used in any way that can further the educational mission of Western. The Heritage Resources instruction program supports the following institutional and departmental priorities:

### *University Strategic Goal*

- Foster and promote life-long learning and success in an ever-changing world

### *GUR Competency*

- Analyze and interpret information from varied sources, including print and visual media
  - Know when there is a need for information, and be able to identify, locate, evaluate and effectively and responsibly use and share that information for the problem at hand, and simultaneously extract and construct meaning through interaction and involvement with the information.

### *Library Learning Outcomes*

- Explain different information environments
- Recognize the availability of assistance in locating resources
- Identify and articulate information needs
- Identify a variety of information resources
- Develop effective search strategies
- Analyze and critically evaluate information

Our instruction program is intended to provide a consistent experience for students and faculty of all academic fields; however, it is also flexible and may be tailored to suit specific course needs and/or faculty requests. Our staff will work closely with faculty, instructors and students to ensure that course goals and objectives are established and met. Please contact us at [Heritage.Resources@wwu.edu](mailto:Heritage.Resources@wwu.edu) if you'd like to learn more about these services or schedule an instructional session.

## **Activities and Lesson Plans**

Instructional activities may include homework assignments, field trips, and hands-on exercises designed to emphasize active learning, group discussion, and reflection. Through these activities students will be able to:

- Articulate what primary sources are and why they are valuable for research.
- Understand the three Heritage Resources departments and the scope of their collections.
- Navigate search and access tools to find primary sources that support and are relevant to their research.
- Know the basic rules for using primary source materials and be comfortable communicating with staff to facilitate research requests.
- Understand the importance of **context** in primary source materials, and how this impacts the way archival resources are arranged and described (i.e. differently than library material).
- Critically approach sources, considering why they were created, whether or not they contain bias or a particular point-of-view, and the relevance/reliability of the information they contain.

We will ask instructors to work with us in selecting materials and developing lesson plans as appropriate for the onsite visits. Those sessions generally begin with a brief introduction to the operations and types of materials housed by each program, instruction on how to access and use those resources, and a "behind the scenes" tour of facilities. We recommend allowing at least 1.5 hours of class time to allow for this initial orientation while leaving plenty of time for students to work hands-on with the resources.

A possible framework for class activities includes:

- Instructors define a topic or series of topics appropriate to the theme of a class, and work with Heritage Resources staff to choose a selection of relevant materials.
- Following a tour of or general orientation to Heritage Resources facilities, students work in groups at a table/workstation containing a selection of materials. These workstations could include items relating to a particular topic, or in a certain format.
- Students collaborate to find information or "clues" on a given topic, or to answer a set of guidance questions. Students could also be assigned topics before visiting the facilities, and asked to outline their own questions.
- Group discussion and/or follow-up assignment analyzing the resources and information found, challenges encountered and any questions students wish to address.

### **Introductory Session (Sample Lesson Plan – 1-1.5 hours)**

#### *Lesson Overview*

Students will learn to distinguish primary source material from other kinds of resources. They will also get an introduction to three Heritage Resources programs, become familiar with finding aids and other access tools, and practice searching for and using them to connect with primary source collections.

#### *Objectives*

- Articulate what primary sources are and why they are valuable for research.

- Understand the importance of context in primary source materials, and how this impacts the way archival resources are arranged and described (i.e. differently than library material).
- Understand the three Heritage Resources departments and the scope of their collections.
- Navigate search and access tools to find primary sources that support and are relevant to their research.

### *Preparation*

1. Watch “Accessing Primary Sources on Campus” web tutorial.
2. Look up definitions of “primary sources” and “archives,” and attempt to define primary sources in your own words and/or from your own experiences. Bring those definitions/examples to initial class session.

### *Activities*

1. Heritage Resources overview.
2. Introduction to primary sources
  - a. Share ideas about and definitions of primary sources.
  - b. Break into small groups and look at examples of primary and non-primary resources. Evaluate what kinds of sources looking at and sort them according to type.
  - c. Report back on findings.
3. Introduction to finding aids.
4. Finding aids search and retrieval activity.
5. Closing thoughts, questions, and reflection.

## **Special Collections Session (Sample Lesson Plan – 1-1.5 hours)**

### *Lesson Overview*

Students will learn generally about the nature of special collections in all libraries and develop information literacy skills analyzing specific objects in Western Libraries’ Special Collections.

### *Objectives*

Students will begin to understand the uniqueness of Special Collections and the institutional commitment to preservation and access.

- Analyze objects in Special Collections
- Extract context and meaning from objects
- Use worksheets to observe, reflect, and question

### *Activities*

1. Introduction to Special Collections.
2. Students divide into groups at tables, one object per table.
3. Distribute question and answer worksheet, explaining the process of observe, reflect, and question. (see APPENDIX F)
4. Distribute library guide for each object.

5. Small groups elect a recorder who takes notes for the group.
6. When worksheet is completed, each recorder reports for the group to the class.
7. General discussion facilitated by instructors.
8. Tour of Special Collections storage area.

### **Archives Session (Sample Lesson Plan – 1-1.5 hours)**

Students will become familiar with the processes and protocols for accessing archival collections, get to work hands-on with primary source material from the Center for Pacific Northwest Studies, University Archives, and Washington State Archives (Northwest Regional Branch), and learn how to critically analyze primary sources in an archival setting.

#### *Objectives*

- Understand the importance of **context** in primary source materials, and how this impacts the way archival resources are arranged and described.
- Critically approach primary sources, considering why they were created, whether or not they contain bias or a particular point-of-view, and the relevance/reliability of the information they contain.
- Know the basic rules for using primary source materials and be comfortable communicating with staff to facilitate research requests.

#### *Activities*

1. Introduction to the Archives Building and overview of the three programs.
2. Instructors briefly explain the resources represented on the tables.
3. Divide into groups with 2-3 objects and their corresponding finding aids at each table.
4. Instructors distribute primary source analysis worksheet and explain assignment.
5. Each group selects a recorder to fill out worksheet and report results back to the larger group at the end of class.
6. In small groups, work with the resources provided and fill out the “Primary Source Analysis” worksheet, building a case regarding the who, what, where, when, and why of the resource (building a context). (see APPENDIX E)
7. Report back to the larger group followed by general discussion/Q&A facilitated by the Instructors.
8. Tour of the stacks area if time permits.

### **World War II: Understanding Primary Sources and Relating Past to Present (Lesson Plan – 1.5-2 hours)**

Developed by Jordan Sterland, Heritage Resources Independent Study student, Spring 2015.

#### *Lesson Overview*

Students will learn about the variety of primary resources available to them in the holdings of Western Libraries Heritage Resources, as well as how to search for, access, and analyze those materials.

#### *Objectives*

- Interact with primary documents and other unique materials, and recognize the value of information they contain (context and meaning).
- Learn about people from different times and places, and relate their experiences to those of today.
- Understand basic rules for accessing and using archival and special collections, including how those rules support preservation goals.

### *Preparation*

Arrange resources at workstations according to the following three categories:

#### Station A – Personal Views of War Time (5 sources)

- Hall (Claude C.) Papers (Box 1/Folder 8) – Dec. 6<sup>th</sup> 1944 Letter (Claude)
- Hall (Claude C.) Papers (Box 1/Folder 8) – Dec. 19<sup>th</sup> 1944 Letter (Claude)
- Thompson Family Papers (Box 19/Folder 2) – Harriet & Harriet Photo
- Thompson Family Papers (Box 7) – Mar. 16<sup>th</sup> 1942 Letter (Harriet)
- Thompson Family Papers (Box 7) – Apr. 6<sup>th</sup> 1942 Letter (Harriet)

#### Station B – Propaganda (6 sources)

- Hall (Claude C.) Papers (Box 1/Folder 15) – Battle of the Aleutians
- Thompson Family Papers (Box OV – G) – Newspaper 12/8/1941 p.18
- Thompson Family Papers (Box OV – G) – Newspaper 12/8/1941 p.11
- Rockey Scrapbooks (Vol. 9 1941) – “That is the Question”
- Rockey Scrapbooks (Vol. 15 1942) – “Did you ever see a dream walking?”
- Rockey Scrapbooks (Vol. 15 1942) – “Zip your lip!”

#### Station C – Impact on Society (5 sources)

- Hall (Claude C.) Papers (Box 1/Folder 10) – ID Cards
- Thompson Family Papers (Box 7) – “War Damage Corporation”
- Biery (Galen) (ID#: 2968) – Plane spotting tower
- Klipsun 1942 – 1943
- Leedy Family Papers (Box 12/Folder 10) – “Aircraft Warning Service”

### *Introduction (15-30 minutes)*

1. Explain the three Heritage Resources programs.
2. Go over rules and regulations of the facilities.
3. Provide an introductory tour.
4. Explain hands-on activity.

### *Activity (45 minutes-1 hour)*

1. Divide class into three groups, one at each station.
2. Pass out discussion questions.

3. Allow students to observe resources and consider the questions provided. Encourage them to discuss these with their groupmates (the questions should encourage students to consider the resources in relation to one another).
4. Rotate stations (15-20 minutes per station) and repeat.

### *Questions for Hands-On Activity*

#### Station 1 – Personal Views of War Time

1. What stands out, e.g. language, visuals, appearances?
2. How do the sources relate within the station?
3. Do any words or phrases used in the text raise further questions?
4. Would this be different if created today? Would it be in a different form?
5. What additional resources (primary or secondary) might you look for in order to answer these questions?

#### Station 2 – Propaganda

1. What stands out, e.g. language, visuals, appearances?
2. When was the resources created? By who, and for what audience?
3. How are these resources representative of the time period?
4. How did this impact society when it was created? Was it a positive or negative influence?
5. Would this be different if created today? Would it be in a different form?
6. Do any words, phrases or visuals raise additional questions? Where could you find more information to help answer those questions?

#### Station 3 – Impact on Society

1. What stands out? (Language, visuals, appearances)
2. How are these resources representative of the time period?
3. How do the sources relate within the station?
4. Would this be different if created today? Would it be in a different form?
5. Do the visuals, or physical properties of these sources raise additional questions?
6. Where might you look to find information explaining these visual or physical properties?

### *Concluding Discussion (20-30 minutes)*

After each group has visited all stations, reconvene the class as a whole. Instructor facilitates follow-up discussion with archivists' assistance.

#### Discussion Questions

1. How might these sources be used for topics other than WWII?
2. How do all of these stations relate to one another?
3. Do any of the sources support each other?
4. How do these sources help you to understand the people of the 1940s?
5. Any further questions about the materials, the collections, or Heritage Resources in general?

*Optional Follow-up Assignment*

Choose a source (or sources) used in this lesson plan that stood out to you. What additional sources (primary or secondary) would be useful to understanding the material better? Where might you look to find this information? Find a couple of secondary sources related to this resource/topic that help support/provide context for the information presented. (This is meant to get students thinking about where else to look to find information supporting their topic).

## Possible Topics/Suggested Resources and Collections

### **Environmentalism and Sustainability**

- Collection of Aerial Photographs: flights documenting areas in Western Washington including Whatcom County, Mt. Baker and surrounding areas, circa 1930-1970.
- Whatcom Land Trust Records: collection documenting the ongoing conservation interests and activities of the Whatcom Land Trust, including files pertaining to specific land preservation projects, outreach materials, publications, and photographs, circa 1983-2000.
- Skagitonians Against Nuclear Power Plants Records: collection documenting the activities of a local grassroots organizations formed in opposition to the proposed construction of a nuclear power plant at Baccus Hill near Sedro-Woolley. Also contains materials from Skagit Citizens for Nuclear Disarmament and Skagit Peace Education Fund.
- Nessel Farm Environmental Stewardship Project Records: Huxley College of Environmental Studies student project to provide detailed studies of Nessel Farm in the following categories: a site plan for creation of a county park; a historical study of the way in which the Nessel family lived and worked on the land; an ecological study of the site; a recreation use study of the site; and an interpretive and educational plan for the park.
- Garlick (George and Lois) Family Papers: material created and collected by George and Lois Garlick relating largely to their environmental work in Whatcom County, especially shoreline management, nature preservation, and bird rehabilitation.
- Rand Jack Papers: collection relating to the work of Whatcom County lawyer and environmentalist Rand Jack, who also worked as an independent steward for Forestal Trillium S.A.'s Rio Condor project (an attempt to establish a sustainable forestry project on Chile's Tierra del Fuego).
- People for Puget Sound Records: a collection of records documenting the founding and activities of a Seattle-based non-profit environmental organization focused on improving the health of the Puget Sound.

### **Indigenous Perspectives of Place**

- Howard Buswell papers: maps showing boundaries of National Forests and Native American Reservations, 1926.
- P.R. Jeffcott papers: manuscript titled "Some History of Names in the Mt. Baker Mining District," 1964; maps showing locations of various Native American Tribes in Whatcom County, 1966.
- Oliver N. Wells oral histories: oral history interviews containing content related to Pacific Coast Native American culture, 1958-1968.
- Northwest Tribal oral histories: testimonies from members and elders of Native American tribes in Washington State who provide information on long-standing traditions such as language, education, genealogy, politics, religion, as well as hunting and fishing practices, 1963-1973.
- Northwest Ethnohistory collection: oral histories, manuscripts, and maps by or about Coast Salish tribes of the Pacific Northwest, including materials documenting political Conflict on the Colville Reservation, the impact of hydrodevelopment in the Cascade Mountains on Native Americans, and the North Cascades National Park, circa 1853-1990s.
- CPNWS Pamphlet collection. U.S. Department of the Interior: North Cascades Study Report, 1965. "Welcome: Colville Indian Reservation" brochure, undated. Article: "The Amax-Colville Deal: Leading the Indians to 'Disaster' or an 'Economic Colossus'?" 1981.

## **The Evergreen Playground: Recreation in the North Cascades**

- Cascade Wilderness Club scrapbook: membership lists, newsletters, newspaper clippings and photographs of a club formed in 1963 to promote and encourage the use of wilderness areas around Mt. Baker and the North Cascades, 1963-1967.
- Galen Biery papers: subject files compiled by an amateur historian related to the North Cascades Highway, 1972.
- Al Swift Congressional papers: papers documenting the career of Congressman Al Swift, who served in the U.S. House of Representatives between 1978 and 1994, specifically files on the North Cascades, 1985-1987.
- Mt. Baker Club records: materials from a club formed to promote tourism and recreational development in the Mount Baker region, 1925-1931.
- Henry C. Engberg photographs: album and loose photographs taken by a Bellingham pharmacist, depicting glaciers and peaks on Mount Baker and other Whatcom/Skagit County locations, 1909-1918.
- Eldon Barrett papers: records of a former United Press International reporter, including research files on the North Cascade Park and Highway, circa 1950s-2008.
- CPNWS Pamphlet collection: brochure titled "Your Stake in the North Cascades," undated.

## **Extractive Industries and Natural Resource Development in the Pacific Northwest**

- Elmer Smith logging and shingle mill photographs: photographs depicting individuals and equipment at the Grady Lake and Marona shingle mills, and Jameson and Tate logging camps, 1888-1940.
- Collection of photographs on Washington State: photographs covering various topics such as fishing and forestry, local towns and settlements, and railroad construction, circa 1858-1960. Many of the photographs were taken by I.G. Davidson.
- Les Hanvey mining records: records documenting the operations of Highland Chrome, Inc. and other mining companies owned and operated by Les Hanvey and his brother Forest, 1935-1970.
- O.C. Scudder photographs: photographs documenting people, scenes and structures throughout the Bellingham area and Washington State, including Concrete and the North Cascades wilderness areas, 1910-1945.
- George P. Jessup photographs of the Lower Baker River Dam: photographs documenting the construction of the Lower Baker River Dam at Concrete, Washington, 1924-1925.
- Bellingham Bay Improvement Company records: map of Whatcom County and Mt. Baker Gold Mining District, undated.
- Jack Metcalf papers: papers documenting the two decade-long political career of Washington State Congressman Jack Metcalf, including legislative issues files on Thunder Creek Mines (North Cascades National Park), 2000.
- CPNWS Pamphlet collection: final Report of the Board of State Road Commissioners of the State of Washington (proposed North Cascades road), 1896.

## **Historian as Detective**

*Hovander Family* (19<sup>th</sup> and early-20<sup>th</sup> century Swedish immigrants and farming, Northwest homesteading, landscape, built environment of Bellingham, gender roles, socio-cultural history)

- Hovander Family Papers
- County and state property and local government – park and its history (Washington State Archives)

*Benjamin Cohen – Rabbi at the first Temple Beth Israel* (immigration, religion, and social/cultural history)

- Sanborn Maps – date temple was built, also shows personal residence
- Polk City Directories – show Cohen’s occupation and listing of temple
- CPNWS Pamphlet Collection – “From the Shtetl to Bellingham – The History of New Whatcom’s Jewish Community 1908-1984 Beth Israel Synagogue”
- Naturalization and census records (Washington State Archives) – gives residence, points of migration and immigration, occupation, etc.
- Whatcom Genealogical Society Cemetery Index

### **Bellingham Waterfront**

- Whatcom Falls Mill Company Records
- Pacific American Fisheries Records
- Georgia-Pacific Corporation, Bellingham Division Records
- Waterfront Oral History Project Records
- Citizen’s Dock Photographs
- Bellingham Bay Improvement Company Records

### **Western’s Built Environment / Outdoor Sculpture Collection**

- George R. Bartholick Papers
- Ibsen Nelsen Papers
- University Planning Records
- Outdoor Sculpture Acquisition Committee Records
- Campus History Materials
- Western Student Newspaper

### **The Cold War**

- Twentieth Century Club
- KVOZ Channel 12 Film Collection
- Frederick E. Smith Papers
- WWU Centennial Oral History Project Records
- CPNWS Pamphlet Collection

### **Fish and Fishing**

- Alaskan Packers Association Records
- Pacific American Fisheries Records
- Fish Trap Location Maps
- Northwest Ethnohistory Collection

- Galen Biery Papers and Photographs
- Archie Shiels Papers and Photographs
- Howard Droker and Keith A. Murray Collection on Native American Fishing Rights
- Women's Maritime Association Records
- Women in Commercial Fishing Research Collection

### **The Great Depression**

- Olsen (Vic and Mae) Civilian Conservation Corps Collection: materials documenting the history of the Civilian Conservation Corps (CCC) in Washington State, circa 1930-2000.
- Western Washington University's "The Great Depression and Its 50 Year Shadow" Symposium Records: records of a grant based project designed to document the effects of the Great Depression in Whatcom County including audio tapes and transcripts of oral history interviews with local figures on their Depression-era experiences, 1981-1982.
- Washington Women's Heritage Project Records.
- Bellingham Centennial Oral History Project Records.

### **LGBTQ+ Experiences**

- Robert Ashworth Collection on the Union of Sexual Minorities Center
- Gay and Lesbian Miscellaneous Manuscripts Collection
- David Mason Papers
- Motherlode Records
- Northwest Proud Records

### **Transportation**

- Initiative 256 records
- Bellingham Centennial Oral History Project Records
- Nooksack River Bridge Photographs
- Congressional Railroad Survey Map
- Railroad Commission Maps

### **Women's History**

- Monday Club Records
- Aftermath Club Records
- Women in the Commercial Fishing Industry Research Collection
- Washington Women's Heritage Project Records
- League of Women Voters Records
- Young Women's Christian Association of Bellingham Records
- National Association for Women Records
- Women's Christian Temperance Union Records
- Older Women's League Records

### **World War II**

- Thompson Family Papers (WWII correspondence, Red Cross Nurse's Aides)
- Bellingham Centennial Oral History Project records (WWII testimonies)
- Claude C. Hall Papers (Pacific Huts for housing soldiers in Aleutian Islands)
- Pacific American Fisheries Records (WWII boat building materials)
- Mothers Club of World War Veterans Records
- Franz X. Gabl Papers (WWII photographs)
- Larrabee Family Papers (WWII materials)
- Leedy Family Papers (WWII correspondence)

## Sample Classroom Materials

### **Special Collections – Evidence and Analysis Worksheet**

INSTRUCTIONS: Use the questions on this sheet to help you analyze the resources provided. You may wish to discuss your ideas with your classmates. Not every item you look at will offer the same amount of information. For some things you be largely guessing. However, there are some online resources that can assist you such as Google, Wikipedia, and the Oxford Reference Online ([tinyurl.com/ko4mxdh](http://tinyurl.com/ko4mxdh)). Several other resources are mentioned specific to certain questions.

- What is the title/type of the resource and when was it created? (If no date is given, consider approximating a date range i.e. “circa 1900-1910”, otherwise mark as “undated.”)
- Who authored this resource and why might they have authored it? Who was the intended audience? Consider what might have been going on at the time of its creation and what cultural (political, social, aesthetic) significance the work might have had. Use HstoryOrb (<http://www.historyorb.com/today/events.php>) or another historical site to pull out a few key events that happened during that year.
- How would you rate the condition of the item? Is it torn, fragile, new, unreadable, etc.? Has it been rebound or repaired?
- If a publication, tell us something about the publication. Is it self-published, small press, large popular press? What else can you determine about its publication? Does it state, or can you determine how many were printed? How rare is the item? You can often determine some of this on [abebooks.com](http://abebooks.com) or [viaLibri.net](http://viaLibri.net).
- What information does the resource provide? Is it “factual,” personal opinion/observation, fiction, poetry or something else?
- Is it in English? Is the English contemporary?
- How/why do you think this resource came to be in Special Collections? In other words, why might something be designated for a Special Collections rather than the Library’s circulating collection?
- How might you continue research related to this item? What would your next steps be?

## Archival Resources – Evidence and Analysis Worksheet

INSTRUCTIONS: Use the questions on this sheet to help you analyze the resources provided. You may wish to discuss your ideas with your classmates.

- What is your general topic? What kinds of resources are at your workstation?
- Consider one of the items at your workstation. Who authored or created the resource and why might they have created it? Who was the intended audience?
- What time period was the resource created? (If no date is obvious, consider approximating e.g. “circa 1900-1910”, otherwise mark as “undated.”)
- What information/evidence does the resource provide and what is missing? Is there information you expect or want that isn’t there? Consider where else you might go to find or supplement that information.
- What are the strengths and weaknesses of these resources as evidence? What do you know versus what can you infer? What conclusions or speculations about the topic you make?
- How/why do you think these resources came to be in the Archives? Do you have any additional thoughts about the kinds of records that get kept versus those that are lost (or never created in the first place)?
- How might you continue research related to your topic? What would your next steps be?
- Compare your item with others at your workstation and consider these same set of questions. How do the sources relate? How are they different? Can you infer certain things from the resources on their own or is it more helpful to analyze them in relation to one another?