

Primary Sources in the Science Classroom

How do scientists and engineers practice in the real world?



Cellular structure of cork plant and cells of a honeycomb, Robert Hooke, 1665.



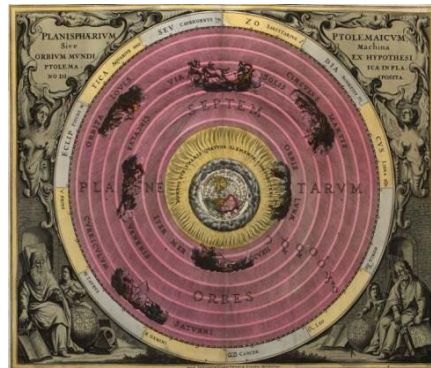
Alexander Graham Bell Notebook, 1875 to 1876.



Crumpled glider wrecked by the wind on Hill of the Wreck, Wright Brothers, 1900.

How do scientific ideas change over time?

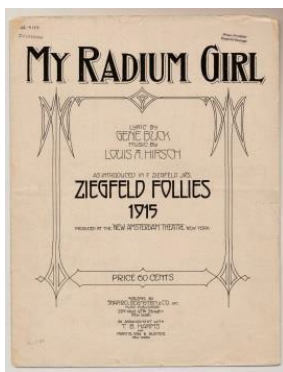
First periodic table of elements, Dmitry Ivanovich Mendeleev, 1869.



Ptolemy's model of the universe, from Harmonia Macrocosmica, 1708.

Ad for Electric Car: The Washington Herald, Aug. 19, 1917.

How is science related to society at large?



My Radium Girl [sheet music] Shapiro, Bernstein & Co. Inc, 1915.



The Johnstown calamity. "A slightly damaged house."



"Streptothricosis Germ on the Run". The San Francisco Call, Nov. 7, 1913.

Primary Sources in the Science Classroom

What is primary source analysis?

Close observation of historical photographs, drawings, manuscripts, multimedia, and more where students:

- Engage in close, detailed observations,
- Develop hypotheses based on those observations, and
- Formulate questions that can be used for further research or experimentation.

Teachers tell us that primary source analysis helps students:

- Become and stay engaged,
- Think critically,
- Construct knowledge on their own, and
- Inspire additional research.

To learn more, and for additional resources, visit our Teacher's Page (www.loc.gov/teachers)

