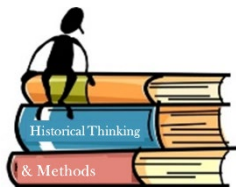


## Primary Source Curator Project Guidelines, Rubric, & Samples

By L. M. Stallbaumer-Beishline



The courses History 290 (Historical Thinking and Methods) and History 390 (Capstone Research and Writing Seminar) bring you closest to doing history, being a historian. In these courses, you develop and complete a research project. BU History Alumni have regularly spoken about how completing these projects prepared them for a variety of professions. They acknowledged that the work was hard, yet perseverance paid off. They practiced essential career readiness skills: organizing their time, developing and completing a project, reading critically, analyzing claims, writing effectively and persuasively, and communicating orally. The study of history hones the skills crucial to navigating your way through this age of information overload.



When historians embark on research projects, we anticipate sharing the results with our colleagues through publication and conference presentations. You will have opportunities to share: Regional Phi Alpha Theta Conferences, professional conferences with student panels, BU's Frederick Douglass scholar conferences, Liberal Arts Symposium, Poster Sessions, etc.

### How will successful completion of the Primary Source Curator Project contribute to your historiography project?

If there are no historical records to research, there is no project. So, to say with confidence that you can take your project into Capstone Research and Writing Seminar (History 390), you need to know that there is a sufficient variety and depth of records available and accessible to explore. You will curate a list of potential primary sources by evaluating what other historians have used by studying footnotes and bibliography, and you will search for print or digital archived collections, some of which may be edited to make them easily accessible. In this course, you will not be studying the curated documentary evidence, but you need to know there is enough to take this project into History 390. So, as you read and evaluate how historians have interpreted your project, called historiography, you develop sound historical questions knowing what potential primary sources are available and accessible that will be the focus of your work in History 390.



**Goal of assignment:** To curate a list of documents and document collections that will define the focus of your historiography project; hopefully, this becomes the foundation of your project for Capstone Research and Writing Seminar (History 390). In addition to providing your curated collection, you will be asked to reflect on the following questions:

1. What steps did you take to build this collection? In what ways, if any, did you find the steps outlined below useful to building your collection?
2. What more do you plan to do to add to the collection?
3. What feedback would you most want from me?



Topic selection is a critical part of thriving in History 290 and 390. In selecting a topic for historiography, you will want to know that you can pursue it for Research and Writing.

You will not be expected to study these documents in 290 but you must know that they exist and most importantly that you can get access to them!

### What is a document (a.k.a. primary source)?

- ❖ The use of the word document can sometimes be confused with a "word document," that is any writing composed through Microsoft Word or Google Docs.

- ❖ To a historian, a document is a primary source; it can take many shapes: letters, memos, textiles, artwork, diaries, film, poetry, novels, congressional speeches, congressional committee reports, British parliamentary debates, a papal encyclical, magazine and newspaper articles, emails, advertisements, radio stories, government decrees, political tracts, artifacts, sculptures, currency, etc.
- ❖ The most essential defining feature of a document: it originated or was produced in the time period being researched. There is one exception: memoirs written by individuals, who experienced the event but are reflecting upon it years later.
- ❖ Just an FYI, the distinction between primary and secondary sources is more fluid than being suggested here. For example, if your historical question is to explore the career evolution of a historian, suddenly their books and articles, normally secondary, have become primary! Or would you treat a journalist's history of a contemporary event as a primary or a secondary source. For example, J. J. McLaurin, a journalist near Johnstown when the flood occurred in 1889, published an account that same year. Is this primary or secondary? The answer would depend upon the researcher's goals.

<b>What is an archival collection?</b>	<b>What is an edited collection?</b>
<ul style="list-style-type: none"> <li>❖ A collection is a gathered set of records that represent the <u>extant</u> documents existing or publicly accessible on a topic, individual, theme, etc. It is managed by archivists for researchers to sift through. Hereafter referred to as <b>archival collection(s)</b>.</li> <li>❖ Documentary collections are available in several formats: printed and published; microfilm and microfiche; digitized and online; special collections in libraries; and archives.</li> <li>❖ You are within easy walking distance of two archives: BU University Archives and Special Collections and the Columbia County Historical Society. Does your hometown or county have a historical society with collections that can be researched?</li> <li>❖ When you begin to develop a project, you will want to know what archives, museums, presidential libraries, organizations have to offer in the way of digital collections compared to those that will require a visit.</li> </ul>	<ul style="list-style-type: none"> <li>❖ You will more often encounter document "collections" that have been assembled by a historian or publisher organized around a theme or for an intended audience. For example, Fordham University's <a href="#">Internet Modern History Sourcebook</a> is an online document reader that many faculty might use to teach undergraduate history courses. The <a href="#">German History in Documents and Images</a> offers select documents, not always available in English, on German history from 1500-2009. Professional historians were instrumental in the selection, yet this collection is edited. A more comprehensive edited collection is Yale University's <a href="#">Avalon Project</a> which "mount digital documents relevant to the fields of Law, History, Economics, Politics, Diplomacy and Government." Museums and Presidential libraries might offer virtual exhibits that tell story through documents, provide access to digital collections, and finding aids for what can be accessed in house. These collections can be quite extensive, and you need to be aware of what shaped their choices, as you add these to your list.</li> <li>❖ You may find single documents in a variety of locations (books with documents selected and edited by single or multiple authors, editors, or compilers, an indices/databases of magazines or newspaper articles, secondary sources with document excerpts, reliable internet sites, etc.)</li> </ul>

	<p>that you can identify and make part of your own collection.</p> <ul style="list-style-type: none"> <li>❖ In curating from published collections in print or digital, be sure you learn about their editorial process, the purpose of the collection, and to what extent the individual documents have been edited. Often you are looking at excerpts, and you need to know if the editors are reliable or advancing some sort of nefarious agenda such as Holocaust denial. For example, there are many websites to help teachers incorporate primary sources into their history classes. Yet, these are heavily edited documents much like what you would encounter in the Internet Modern History Sourcebook.</li> </ul>
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### Can I curate my own collection?

- ❖ Yes. It will likely be essential unless you can go to an archive to conduct research.
- ❖ Be sure that you know the origins of the sources and that they are reliable. Students have easily been misled by website collections that are clearly advancing an agenda or only providing excerpts.
- ❖ Odds are that you will have to curate a collection out of a variety of individual documents and edited collections that are dispersed throughout a number of locations and found in many formats (e.g. published in book format, on the internet, newspaper collections, on microfilm, microfiche, etc.).
- ❖ While a single diary or memoir is not a collection, you can curate a collection out of a large number of diaries or memoirs that are relevant to your topic. (Please note: the list of diaries and memoirs are a single type.)
- ❖ While a single magazine, magazine article, newspaper, newspaper article, painting, photo, etc. is not a collection, a diverse group of them can make up a collection. (Please note: a list of magazine articles or newspaper articles or photos is a single type.)
- ❖ While a single letter is not a collection, you can build a collection if you can find larger collections and the provenance is trustworthy.
- ❖ The types of documents that make up a created collection depend upon the topic that you selected and the potential historical questions you hope to answer in Research and Writing (History 390). You will refine your topic over time, so it is best to have too many individual documents or located numerous edited collections in your curated collection to increase your confidence that the project can be taken into 390, and to earn a passing grade.

## Assignment Requirements:

### Part 1 (5 points)

Review the bibliography and footnotes of a book and/or two journal articles on your topic. Most journal articles are limited to footnotes, whereas books should have footnotes and bibliography. Ideally, select something that has been published recently, in the last ten years. The book or journal articles must be scholarly. To select the book and/or journal articles, you do need to know how to use the library databases to differentiate between scholarly and amateur.

Provide the citation of the book and/or journal article, trying to follow Turabian citation methods.

If a book, try to locate a page range or chapter that seems especially relevant then respond to the following questions. If a journal article, presumably the entire article is relevant. Provide screen shots to support your responses.

1. What are your tentative historical questions? And your tentative historiographical questions?
2. What archives are named or hinted at through the footnotes or listed in the bibliography?
3. What documents and document collections are being cited? Provide the footnote numbers.
  - a. You do not have to provide a comprehensive list.
  - b. These will definitely show up in the footnotes for either a book or a journal article.
  - c. In historical monographs, the author routinely lists archives visited in the bibliography.
4. Could you realistically access these documents or document collections?
  - a. It's possible they are available digitally so do some exploration and write an informed response.
5. Would you need to be able to read in a language other than English? Can you?
6. What are you discovering about your research project from reviewing the bibliography and/or footnotes?

Submit to Brightspace Folder Part 1 Curator

## Part 2 (10 points)

1. Provide tentative historical and historiographical questions.
2. You must curate your own collection with a minimum of three types of documents and/or existing collections, not just three documents. See the Warsaw Ghetto example below: the list of diaries is one type; the published collection of photos is a second type; the edited collection of underground newspaper articles is a third type; the Stroop report is a fourth type since it originates from the German commandant as opposed to the Jewish resisters. Please note, this example is not exhaustive, but illustrative.
 

Three Types! – Not three different documents!
3. The document types that you list and the information that you provide about them must reveal the potential to help you answer the tentative historical questions that you are raising. In the example below of the Warsaw Ghetto, the tentative historical question, what was life like in the Warsaw Ghetto (during World War II), is simplistic and needs refinement, but if I only list documents created by German perpetrators such as the Stroop report, and I do not list any diaries, memoirs, etc., then I have failed a fundamental requirement of the assignment.
4. If you list an individual document, published or online edited collection, or archival collection, you are telling me that you can realistically access these, that the website is reliable, and they are relevant to your topic interest.

5. Then provide evidence that the individual document, published or online edited collection, or archival collection is accessible. You can take photos, scan, provide links. You do not have to follow the Turabian guidelines for citing primary sources. For example:

- if you find published individual documents or edited collections, give bibliographic information, explain some of the content, and indicate if Commonwealth U Libraries has or how many libraries hold the item (if only one library holds the item, odds are you cannot get it through Inter-Library Loan).
- if you found a website with individual documents or edited collections, provide the URL of the website and the separate documents, information about who maintains the website (is it a legitimate source?), the list of documents you plan to use, and explain why you think this link will be useful.
- if you find magazine articles through Readers Guide to Periodical Literature, photocopy or photograph the relevant pages from the index and include the image, explain why you think it will be useful. We will presume that the Library can get copies of any of these magazines or has them as microfilm or in a digital collection.
- if you find newspaper or magazine articles through a library database then print, photocopy, photograph, or scan the list.
- if you locate individual documents to add to your project:
  - ❖ Name the individual item by giving specific information. Some examples: **painting**: name, artist, year; **film**: name, director, year; **novel**: title, author, year of publication, edition; **diary**: author, title, year of publication; **letter**: from whom-to whom and date of letter; **government decree**: official title of decree and date; **magazine article**: title of article, author, name of magazine, date of magazine, volume, issue number, page number.
  - ❖ For each item, indicate how many libraries own the item. (At issue: if CU Libraries do not hold the item, can it be obtained through Interlibrary Loan? If only one item exists worldwide, it is unlikely that you can get the source through ILL.)
- if you locate an archival collection (either housed in an archive or published in its entirety in print, microfiche, digitally, etc.):
  - Describe the size of the collection (e.g. how many pages, microfilm frames or reels, boxes).
  - Name the location of the collection: what archives or libraries possess it; include library call numbers or provide the web address where the documents can be accessed.
  - Provide the following information, which can be cut and pasted if found on the web, however, do read what you cut and paste!
    - What years does the collection span?
    - Who created the collection and for what purpose(s)?
    - What sort of information do you expect to find?
    - Does the collection have a finding aid or index that allows you to pinpoint your research?
    - Can you gain access to the collection? If not, is an edited/abridged collection available from which you could create a collection?
  - Be realistic here! If the only location is an archive and you have no plans to travel there, then don't list the item.



6. Respond to the following questions:

- A. What steps did you take to build this collection? In what ways, if any, did you find the steps outlined below useful to building your collection?
- B. What more do you plan to do to add to the collection?
- C. What feedback would you most want from me?

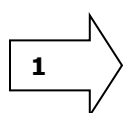
Rubric to Assess Part 2			
<b>Name:</b>		<b>Topic:</b>	
<b>Date returned to student:</b>			
<p>This assignment will be graded on a sliding scale. If you get it right the first time, you earn 10 points, if you must resubmit a second time, 8.5 points, third time, 7 points, fourth time, 6 points. And I encourage you to meet with me even if you pass on the first attempt.</p>			
Yes	Not Yet	No	Standard
			Project demonstrates that the student understands the difference between primary sources or documents in comparison to secondary or tertiary sources.
			Primary sources convince me that the topic can be viable for History 390 though additions may be in order. The document types that you list and the information that you provide about them must reveal the potential to help you answer the tentative historical questions that you are raising.
			Student has demonstrated that individual documents, edited or archival collections exist and are accessible to the student.
			If the collections is digital, student provides URL links that work and take me to the source(s).
			Student provides sufficient information to allow me to reconstruct his/her research techniques.
			A minimum of three <u>types</u> of primary sources were listed. See the Warsaw Ghetto example in the assignment guidelines below and aspire to the maximum!
			Names the location of the individual documents, edited collections, archival collections. (Reduce your work for 390.)
			Provides useful factual description of the individual document, edited collections, archival collections that helps reader visualize the source(s). (Reduce your work for 390.)
			Provides relevant commentary about how s/he believes it will be useful given the tentative historical questions posed.
			The websites of edited collections appear to be reliable and legitimate, rather than a site advancing a political agenda.
			In researching the student's topic, I found illogical gaps; results suggest a superficial effort to fulfill assignment.
			Responds thoughtfully in less than a page to the following prompts: <ol style="list-style-type: none"> <li>1. What steps did you take to build this collection?</li> <li>2. What more do you plan to do to add to the collection?</li> <li>3. What feedback would you most want from me?</li> </ol>
<b>Instructor Comments:</b>			



## Where to begin your search?

Create a fact sheet that includes a timeline of events, identify people and places, and define terms that are relevant to your topic.

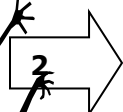
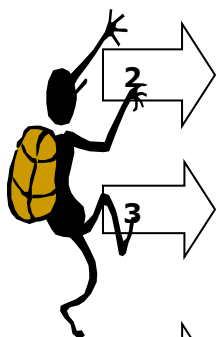
### Four Approaches to Pursue Simultaneously



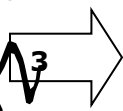
Commonwealth University Libraries → Research Guides → [History Research](#)

#### **Underexploited Source to Track Down Magazine Articles:**

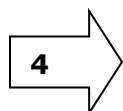
Reader's Guide to Periodical Literature. Because of costs, CU has the hardcopy located in the Reference Collection, Call Number: A 1 R 48. If you are a state employee, you can get a Commonwealth Library Card that gives you access to a digitized version of this database and others not available at BU. A tutorial describing how to use the printed version at Andruss Library is available on my website: <http://facstaff.bloomu.edu/lstallba> --> Readers Guide to Periodical Literature



Revisit Part 1 of this assignment. Mine even more footnotes and bibliographies books and journal articles on your topic. You might even begin with a textbook, i.e. tertiary source, for a list of references.



Wikipedia can be a starting point for research but remember that the factual content can be altered relatively easy. Still the factual background can be useful, and you might find links to documents and references to secondary sources.



Google it? Again, this can be a starting point for your research. Tip: use advance searching options where you can limit the domain to .edu and .org. Add words such as "document", "personal narrative", etc. Careful with using google as well. It generates results based on a complicated algorithm that is influenced by quantity of hits. What is most popular is not always the most reliable! What is more, not all .org sites are reliable, e.g. Institute for Historical Revision, a Holocaust denial site, has a .org url.



**Tip:** because you will hopefully take this project with you into History 390, it is in your best interest to describe in detail and considerable accuracy these sources, their locations, and how you found them. Make your work retraceable to save yourself time in the future! Then do not lose your work!

## Assignment Sample for Part 1

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**Breitman, Richard, and Allan J. Lichtman. *FDR and the Jews*. Cambridge, Massachusetts: Belknap Press of Harvard University Press, 2013.**

Since I am thinking about focusing on the Holocaust years, I looked at the notes for the chapter entitled, "Wartime America" (chapter 10 begins on page 185) and the notes begin on page 373).

1. Historical Question: Did Roosevelt do enough to help Jews during the Holocaust?  
Historiographical Question: How have historians interpreted the US role in the rescue of Jews during the Holocaust?
2. Footnote #2 National Archives and Records Administration;  
footnote #7 Roosevelt Library, Hyde Park, NY;  
footnote #13 Hoover Institution for War, Revolution, and Peace in Palo Alto, California; Library of Congress; and Herbert Hoover Presidential Library
3. Footnote #2 Letter or memo that dates to 18 October  
Footnote #3 Special State Department Interrogation and a RG number is given  
Footnote #7 reference is made to a letter with the designation PSF, Diplomatic Box 38. I need to figure out what PSF stands for.  
Footnote #13 references *Los Angeles Times*, a newspaper  
Footnote #13 references are made to American First Committee Records at Hoover Institute and some are located at Library of Congress. Personal correspondence at Hoover Presidential Library between Hoover and the Milbanks (not sure who they are).  
Footnotes #15-17 cite *Los Angeles Times* and the *New York Times*
4. Can I realistically access these documents?
  - a. The newspapers definitely.
  - b. I don't think that I can travel to any of the archives, but I am going to look for digital collections as I complete Part 2. Glancing through a file dated from August 1941, I see correspondence asking the FDR administration to come to the defense of Jews more openly. [Selected Digitized Documents Related to the Holocaust and Refugees, 1933-1945 | Franklin D. Roosevelt Presidential Library & Museum](http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=collections/findingaid&id=505&q=holocaust&rootcontentid=141728#id141728)<http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=collections/findingaid&id=505&q=holocaust&rootcontentid=141728#id141728>
  - c. The Library of Congress and the Hoover Institution in California do have digitized collections revolving around many diplomatic issues, but the Hoover presidential library seems less relevant to the historical question.
5. Another language? Depends upon my focus. I can only read in English, so I will have to keep this in mind.
6. Discoveries? I need to know more specific details and read secondary sources. I need to focus without being too narrow. The Roosevelt Presidential library had a file that got my curiosity piqued. I saw that letters were written to the White House asking Roosevelt to bring more public attention to the plight of Jews "under Hitlerism". Might a historical question be revised into How did Jews appeal to the Roosevelt Administration? How did the FDR Admin respond? And why? How did the press report on the FDR Admin response to Jewish calls for help?



National Archives and Records Administration, College Park, Maryland (henceforth NARA).

3. Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (New York: Cambridge University Press, 2005), 250. Ian Kershaw, *Hitler, 1936–1945: Nemesis* (New York: Norton, 2000), 443. Also, Special State Depart-

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ment Interrogation of Erich Kordt, 7 January 1946, copy in RG 226, entry 19, XL 34409, NARA.

4. On the campaign generally see Christopher R. Browning with Jürgen Matthäus, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939–March 1942* (Lincoln: University of Nebraska Press, 2004); on the significance of the conference of 16 July and general killings of Jews by early August see Friedländer, *Nazi Germany and the Jews*, 206.

5. Brief description in Richard Breitman, *The Architect of Genocide: Himmler and the Final Solution* (New York: Alfred A. Knopf, 1991), 212.

6. Goebbels's speech quoted by Herf, *Jewish Enemy*, 122; on Germany's efforts at secrecy see Richard Breitman, *Official Secrets: What the Nazis Planned, What the British and Americans Knew* (New York: Hill and Wang, 1998), 64–67, 74–78, 84–87.

7. In early June Roosevelt had written that he was bringing the country along slowly but surely with his view. FDR to the Murrays, 2 June 1941, PSF, Diplomatic, box 38, Arthur Murray, Franklin D. Roosevelt Library, Hyde Park, New York (henceforth Roosevelt Library). Japan did not join Germany and Italy in the war against the Soviet Union.

8. David Reynolds, *From Munich to Pearl Harbor: Roosevelt's America and the*

13. Hufty to Ethyle Stevenson, 19 September 1941, America First Committee Records, box 1, Hoover Institution for War, Revolution, and Peace, Palo Alto, California; America First Committee, press release, 25 September 1941, Philip C. Jessup Papers, box A 207, Library of Congress, Washington, D.C. (henceforth LC); Hoover to Mr. and Mrs. Jeremiah Milbank, 14 September 1941, Post-Presidential, Individual Files, box 124, Herbert Hoover Presidential Library, West Branch, Iowa (henceforth Hoover Library).

14. Philip Roth, *The Plot Against America* (New York: Vintage, 2004), 8; Doenecke, *In Danger Undaunted*, 30.

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15. "President Denies Movies Pressure," *New York Times*, 17 September 1941, p. 12.
16. "President Hits Film Inquiry," *Los Angeles Times*, 17 September 1941, p. 1.
17. "Jews Listed Fifth in Pro-War Groups," *New York Times*, 24 October 1941, p. 7.
18. Davis, *FDR: The War President*, 329. Morris to Secretary of State, 18 October 1941, RG 59, 862.4016/2206, NARA.
19. Davis, *FDR: The War President*, 335–338; "FDR's War Plans!" *Chicago Tribune*, 4 December 1941, p. 1. According to Garry Clifford, to whom we are grateful, the *Washington Times-Herald* published this account at the same time.
20. Davis, *FDR: The War President*, 340, 347–352.
21. Kershaw, *Hitler: Nemesis*, 446. Davis, *FDR: The War President*, 352.
22. Doenecke, *In Danger Undaunted*, 469; Lindbergh to "Members of the America First Committee," 14 December 1941, Robert E. Wood Papers, box 9, Hoover Library. Hoover to Robert Taft, 8 December 1941, Taft Papers, box 286,

## Two Assignment Samples for Part 2

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### Topics: Warsaw Ghetto and the Sand Creek Massacre

Please read the Comment Boxes as Well

**Topic: Warsaw Ghetto**

## Creating a Collection from Printed Works supplemented by Website Sources

L. M. Stallbaumer-Beishline

**Tentative Historiographical Question:** How have historians interpreted the behavior of Warsaw Ghetto inmates or inhabitants?

**Tentative Historical Question:** What was life like in the Warsaw Ghetto?

Bartoszewski, Wladyslaw. *The Warsaw Ghetto: A Christian's Testimony*. Translated by Stephen G. Cappellari. Boston: Beacon Press, 1987.

The title makes it clear that this is from the perspective of a non-Jew. It looks like it will reveal some details about the Uprising. Will it help me understand daily life within the ghetto given the author is Christian? I will be able to access this through Andruss Library DS 135 P62 W253413 1987. Searched Andruss Library's Pilot; search term Warsaw Ghetto

Czerniakow, Adam. *The Warsaw Diary of Adam Czerniakow: Prelude to Doom*. Edited by Raul Hilberg, et al. Translated by Staron, et al. New York: Stein and Day, 1979.

Czerniakow was the head of the Jewish Council and so he observed a lot. How much will he note about daily life, relations with Germans and Poles, etc.? Available at Andruss Library. Searched Andruss Library's Pilot; search term Warsaw Ghetto

Keller, Ulrich, ed. *The Warsaw Ghetto in Photographs: 206 Views Made in 1941*. New York: Dover Publications, 1984.

In the preview of the book, I learned that these photos were taken by German army reporters. There is an informative introduction that might point me to more diaries and memoirs.

Korczak, Janusz. *The Ghetto Years, 1939-1942*. Tel Aviv: Ghetto Fighters' House, 1980. [no translator listed.]

I know that Korczak took care of orphans in the ghetto and he chose to be deported to Treblinka with them where he died in 1942. His concerns about children should provide a useful perspective. Andruss Library holds this edition. Searched Andruss Library's Pilot; search term Warsaw Ghetto

Krall, Hanna. *Shielding the Flame: An Intimate Conversation with Dr. Marek Edelman, the Last Surviving Leader of the Warsaw Ghetto Uprising*. Translated by Joanna Stasinska and Lawrence Weschler. New York: Henry Holt, 1986.

As the title points out Edelman was in the uprising. I wonder how much this will reveal about daily life. Also, need to look for how much the interviewer's voice intervenes. I'll be able to get this book through Andruss Library. Searched Andruss Library's Pilot; search term Warsaw Ghetto

Lewin, Abraham. *A Cup of Tears: A Diary of the Warsaw Ghetto*. Translated by Christopher Hutton. Oxford: Basil Blackwell, 1988.

Lewin wrote a diary about his experience. He lived from 1893-1943. He was killed the year of the Warsaw Ghetto Uprising so I wonder if he experienced that event. His observations should contribute to my understanding of daily life. Available at Andruss Library. Searched Andruss Library's Pilot; search term Warsaw Ghetto

Ringelblum, Emanuel. *Notes from the Warsaw Ghetto*. Translated by Jacob Sloan. New York: Schocken Books, 1974; New York: McGraw-Hill, 1958.

Ringelblum was in charge of the Oneg Shabbat project of documenting the ghetto. He should provide considerable insight on daily life. How does his account compare to the Oneg Shabat project? He died in 1944, and so he must have seen the demise of the ghetto. Access through Andruss Library . . . Searched Andruss Library's Pilot; search term Warsaw Ghetto


Ringelblum, Emanuel. *Polish-Jewish Relations during the Second World War*. Edited by Joseph Kermish and Shmuel Krakowski; Translated by Dafna Allon, et al. Evanston, Illinois: Northwestern University Press, 1974, 1992. Searched Andruss Library's Pilot; search term Warsaw Ghetto

Well this will obviously be important if I decide to examine the specific problem of Polish-Jewish relations, which must have shaped the ability of Jews to respond to persecution by Germans. How much, if any, did Poles participate in the persecution? Available at Andruss Library.

## **The Stroop report :** the Jewish quarter of Warsaw is no more! /

Jürgen **Stroop**

1979 1st American ed.

**English**  Book ca. [250] p. : ill. ; 26 cm.

New York : Pantheon Books, ; ISBN: 0290504437 : 9780290504438

Search Term in WorldCat: Jurgen Stroop. This report was made by the SS commander responsible for ending the Warsaw Ghetto Uprising of 1943. What will his observations entail? Are there other Germans who wrote about the Jews of the Warsaw Ghetto?

Weintraub, Jacob. *Jacob's Ladder: From the Bottom of the Warsaw Ghetto to the Top of New York's Art World: An Autobiography*. Lanham, Maryland: Madison Books, 1994.

Well the title suggests that the ghetto will take up only a portion of the memoir. What is more, it sounds like the author will write in triumphant tones given his reference to the "top". It will be interesting to compare his perceptions of the ghetto to others who wrote post-war memoirs. I wonder how much the time of life in which the author writes affects what they remember and how they recall?

Jewish Virtual Library → Library → Holocaust → Warsaw Ghetto.

This website has selected and edited documents, which can supplement the memoirs that I am collecting. Below are two examples.

From Ha-Shomer Ha-Za'ir newspaper in the Warsaw Underground *Jutrznia* ("Dawn"), March 28, 1942. Call to Armed Self-Defense (March 28, 1942)

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/calltoarm.html>

Chaim Kaplan on The Warsaw Judenrat (April 23, 1941)

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/Kaplan1.html>

The Kaplan excerpt is from his diary located in the Moreshet Archives. I wonder if it is available in print?

Because of the select nature of these documents, these documents can only supplement.

Survivor Testimonies are available at the Website of the United States Holocaust Memorial Museum. [http://inquiry.ushmm.org/uia-cgi/uia\\_query](http://inquiry.ushmm.org/uia-cgi/uia_query)

Search term: "Warsaw Ghetto", limited to Survivor testimonies.

There were 60 testimonies that have been collected since the 1990s; biographical sketches of the survivor are offered. The testimonies only last a few minutes, but

they could supplement. I wonder how much the passage of time has influenced their understanding. Are they describing what they witnessed? Or what they have read about?

**Topic: Sand Creek Massacre (1864)**  
**Creating a Collection from the US Congressional Series, Archive of Americana and Early American Newspapers**

**L. M. Stallbaumer-Beishline**

**Tentative Historiographical Question: How have historians interpreted the Sand Creek Massacre?**

**Tentative Historical Question: What happened at Sand Creek? Why did the massacre occur? Did racism shaped behavior?**

**Archive Location: United States Congressional Serial Set**  
**Search Term: Sand Creek Massacre**

Report of the Joint Committee on the Conduct of the War, at the second session Thirty-eighth Congress. [Part 3.] Sherman-Johnston. Light-draught monitors. Massacre of the Cheyenne Indians. Ice Contracts. Rosecrans's campaigns. Miscellaneous. Serial Set Vol. No. 12124 Session Vol. No. 4, 38<sup>th</sup> Congress, 2<sup>nd</sup> Session, S. Rpt. 142 pt. 3. 554 p. Washington: Government Printing Office, 1865

[http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p\\_product=SERIAL&p\\_theme=sset2&p\\_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p\\_action=doc&p\\_docnum=1&p\\_queryname=4&p\\_docref=v2:0FD2A62D41CEB699@SERIAL-1090B890984ED2F8@2402238-@0](http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p_product=SERIAL&p_theme=sset2&p_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p_action=doc&p_docnum=1&p_queryname=4&p_docref=v2:0FD2A62D41CEB699@SERIAL-1090B890984ED2F8@2402238-@0)

I will be able to gain access to this collection; it is available entirely on the internet. While the Report of the Joint Committee is 546 pages in length. In skimming through the pages, the section on the Sand Creek Massacre includes testimonies and reports of several military personnel who were involved in the massacre. This report spans from page 4-108. The collection has a finding aid by searching for key terms that might pop up in the report. I have to be careful that I use the language of the time, not our language to search (e.g. did they call it a massacre). It spans the year 1864-1865. I expect to find an account from the military's perspective. And to perhaps know from the questions posed what concerns the Joint Committee had regarding the events.

Serial Set Vol. No. 1277, Session Vol. No.2  
 39th Congress, 2nd Session  
 S.Exec.Doc. 26

**Title:** Report of the Secretary of War, communicating, in compliance with a resolution of the Senate of February 4, 1867, a copy of the evidence taken at Denver and Fort Lyon, Colorado Territory, by a military commission, ordered to inquire into the Sand Creek Massacre, November, 1864. February 14, 1867. -- Read, referred to the Committee on Indian Affairs, and ordered to be printed.

228 pages; testimony is being given by military participants.

[http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p\\_product=SERIAL&p\\_theme=sset2&p\\_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p\\_action=doc&p\\_docnum=2&p\\_queryname=4&p\\_docref=v2:0FD2A62D41CEB699@SERIAL-1090B890984ED2F8@2402238-@0](http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p_product=SERIAL&p_theme=sset2&p_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p_action=doc&p_docnum=2&p_queryname=4&p_docref=v2:0FD2A62D41CEB699@SERIAL-1090B890984ED2F8@2402238-@0)

[ryname=4&p\\_docref=v2:0FD2A62D41CEB699@SERIAL-1097B6271F1467D8@2403012-@0](http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p_product=SERIAL&p_theme=sset2&p_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p_action=doc&p_docnum=3&p_queryname=4&p_docref=v2:0FD2A62D41CEB699@SERIAL-1097B6271F1467D8@2403012-@0)

This entire document is committed to the Sand Creek Massacre; it dates from 1864-1867. I will need to compare this testimony to those offered in the 1893 documents below. I can gain access through Andruss Library website. I will want to read the entire document. The search engine allows me to search for names, etc. This collection was created by Secretary of War apparently conducting an investigation into the Sand Creek Massacre. I should get the military's perspective and what information the Secretary of War was seeking through the types of questions posed.

Serial Set Vol. No. 3122, Session Vol. No.13  
52nd Congress, 2nd Session  
H.Misc.Doc. 96 pt. 4

**Title:** The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies. [Trans-Mississippi Theater: Price's Missouri Expedition/Correspondence on other matters in the Trans-Mississippi West; October-December 1864; Series 1, Vol. 41, Chapter 53, Part 4] Washington: GPO, 1893.

Did search for "Sand Creek Massacre" within this document, results were zero. But 14 hits when I search for "Cheyenne", the Native American victims of the Sand Creek Massacre. These references to "Cheyenne" are located on pp. 23-24, 259, 290, 292, 320, 337, 357, 622, 709, 771, 797, 801, 842, and 919. These documents belong to the context of numerous dispatches from the western territories back to various headquarters. All types of references are made to encountering and combating various tribes. May provide revelations on how the military perceive their role in "settling the west"; perhaps there are individual differences in how personnel behaved, how different tribes were treated, or how different military divisions in the west treated Native Americans. If you read the document description at the time it was considered "Trans-Mississippi" theater as though they were on a legitimate military campaign.

[http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p\\_product=SERIAL&p\\_theme=sset2&p\\_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p\\_action=doc&p\\_docnum=3&p\\_queryname=4&p\\_docref=v2:0FD2A62D41CEB699@SERIAL-111C958FE5299C60@2412465-@0](http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p_product=SERIAL&p_theme=sset2&p_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p_action=doc&p_docnum=3&p_queryname=4&p_docref=v2:0FD2A62D41CEB699@SERIAL-111C958FE5299C60@2412465-@0)

Serial Set Vol. No. 3119, Session Vol. No.10  
52nd Congress, 2nd Session  
H.Misc.Doc. 96 pt. 1

**Title:** The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies. [Trans-Mississippi Theater: Sully's Expedition against the Sioux in Dakota Territory/Price's Missouri Expedition/Sand Creek Campaign; July-December 1864; Series 1, Vol. 41, Chapter 53, Part 1] Washington: GPO, 1893.

Contains a Table of Contents; the word campaign is being used, not massacre. Searched for "Sand Creek Campaign" zero results; search for "Sand Creek" 45 pages with search term. In a summary of skirmishes, Sand Creek is listed on 11 August 1864 and on 29 November 1864. References on pages 3, 8, 237-239 (events of 11 August 1864), 813, 948, 949, 951, 953, 955-959, 963, 965, 967-969, 971-972, several times in the index pages. On page 948, "November 29, 1864 – Engagement with Indians on Sand Creek, Colorado Territory. Includes Reports by Chivington, Anthony, Kennedy, Dunn, Shoup, Bowen, Sayr, Cree, Wynkoop. This may be a reproduction of reports given in the congressional series above.

[http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p\\_product=SERIAL&p\\_theme=sset2&p\\_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p\\_action=doc&p\\_docnum=4&p\\_queryname=4&p\\_docref=v2:0FD2A62D41CEB699@SERIAL-111C9593A17A0D98@2412465-@0](http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p_product=SERIAL&p_theme=sset2&p_nbid=H64C4FDIMTI0NjEyMDQ0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&p_action=doc&p_docnum=4&p_queryname=4&p_docref=v2:0FD2A62D41CEB699@SERIAL-111C9593A17A0D98@2412465-@0)

Results of the Early American Newspapers searching "Sand Creek Massacre"

1.

**Weekly Champion and Press**, page [2], vol. 8, iss. 28

Publication Date:

August 17, 1865

Published as:

Freedoms Champion

Location:

Atchison, Kansas

Headline:

The Chivington Massacre

Article Type:

News/Opinion

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2.

**Philadelphia Inquirer**, page 3

Publication Date:

August 19, 1865

Published as:

The Philadelphia Inquirer

Location:

Philadelphia, Pennsylvania

Headline:

General McCook on the Sand Creek Massacre

Article Type:

News/Opinion

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3.

**Daily Ohio Statesman**, page [2], vol. XXXIII, iss. 46

Publication Date:

August 22, 1865

Published as:

The Daily Ohio Statesman

Location:

Columbus, Ohio

Headline:

Gen. Mccook on the Sand Creek Massacre

Article Type:

News/Opinion

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4.

**Macon Weekly Telegraph**, page [1], iss. 93

Publication Date:

August 26, 1865  
Published as:  
The Macon Daily Telegraph  
Location:  
Macon, Georgia  
Headline:  
The Great Indian Massacre  
Article Type:  
News/Opinion  
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5.  
**Weekly Champion and Press**, page [2], vol. 8, iss. 39  
Publication Date:  
November 2, 1865  
Published as:  
Freedoms Champion  
Location:  
Atchison, Kansas  
Headline:  
The Indian Council  
Article Type:  
News/Opinion  
[View Article](#)  
[View Full Page](#)

6.  
**Telegraph**, page [2], vol. II, iss. 16  
Publication Date:  
November 30, 1865  
Published as:  
The Semi-Weekly Telegraph.  
Location:  
Salt Lake City, Utah  
Headline:  
The Late Treaties with the Plains Indians  
Article Type:  
News/Opinion  
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7.  
**Weekly Champion and Press**, page [2], vol. 8, iss. 45  
Publication Date:  
December 14, 1865  
Published as:  
Freedoms Champion  
Location:  
Atchison, Kansas  
Headline:  
The Sand Creek Massacre  
Article Type:  
News/Opinion  
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8.

**Telegraph**, page [2], vol. II, iss. 28

Publication Date:

January 11, 1866

Published as:

Semi-Weekly Telegraph.

Location:

Salt Lake City, Utah

Headline:

Harney on Sand Creek

Article Type:

Letters

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9.

**Sun**, page [2], vol. LXI, iss. 51

Publication Date:

July 16, 1867

Published as:

The Sun

Location:

Baltimore, Maryland

Headline:

The Indian War

Article Type:

News/Opinion

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10.

**Weekly Champion and Press**, page [2], vol. 10, iss. 35

Publication Date:

October 10, 1867

Published as:

Freedoms Champion

Location:

Atchison, Kansas

Headline:

Latest News by Telegraph. Reported [Illegible] for the Daily Champion

Article Type:

News/Opinion

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11.

**Macon Weekly Telegraph**, page [1], vol. II, iss. 49

Publication Date:

November 1, 1867

Published as:

Georgia Weekly Telegraph

Location:

Macon, Georgia

Headline:

Still Going - Shooting a Polecat

Article Type:

News/Opinion

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12.

**Weekly Champion and Press**, page [1], vol. 11, iss. 19

Publication Date:

June 18, 1868

Published as:

Freedom's Champion

Location:

Atchison, Kansas

Headline:

Old "Sand Creek" Redivus

Article Type:

News/Opinion

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13.

**Flake's Bulletin**, page 3, vol. IV, iss. 153

Publication Date:

December 17, 1868

Published as:

Flake's Bulletin

Location:

Galveston, Texas

Headline:

The Late Head Chief of the Cheyennes

Article Type:

News/Opinion

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14.

**Flake's Bulletin**, page 6, vol. VI, iss. 88

Publication Date:

December 19, 1868

Published as:

Flake's Bulletin

Location:

Galveston, Texas

Headline:

The Late Head Chief of the Cheyennes

Article Type:

News/Opinion

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15.

**New-Hampshire Patriot**, page [2], iss. 3131

Publication Date:

January 20, 1869

Published as:

The New Hampshire Patriot

Location:

Concord, New Hampshire

Headline:

New York, Jan. 18

Article Type:

News/Opinion

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16.

**Macon Weekly Telegraph**, page [3], vol. XLIII, iss. 11

Publication Date:

January 29, 1869

Published as:

Georgia Weekly Telegraph

Location:

Macon, Georgia

Headline:

Letter from Washington. The Alabama Claims Treaty - Provisions of the Protocol

Article Type:

Letters

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17.

**Salt Lake Tribune**, page 5

Publication Date:

June 23, 1887

Published as:

The Salt Lake Weekly Tribune

Location:

Salt Lake City, Utah

Headline:

The Rahway Mystery Solved. One of the Murderers Confesses to Having Killed the Young Girl

Article Type:

News/Opinion

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18.

**State**, page [1], vol. I, iss. 345

Publication Date:

February 1, 1892

Published as:

The State

Location:

Columbia, South Carolina

Headline:

**Claim** and Counter Claim. The Terrible Sand Creek Indian Massacre Recalled

Article Type:

News/Opinion

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19.

**Philadelphia Inquirer**, page 10, vol. 141, iss. 131


Publication Date:

November 8, 1899


Published as:

The Philadelphia Inquirer  
Location:  
Philadelphia, Pennsylvania  
Headline:  
Awful Carnage In 1861  
Article Type:  
News/Opinion  
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Questions that I have about more potential documentary collections. I will need to continue to search Archive of Americana and Early American Newspapers; for newspaper search I need to be aware of the language/terminology used at the time. Are there any records of the events from the perspective of the Cheyenne? What about the Bureau of Indian Affairs? Any diaries or memoirs?



## U.S. CONGRESSIONAL SERIAL SET



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1. Serial Set Vol. No. 1214 Session Vol. No. 4  
38th Congress, 2nd Session  
S.Rpt. 142 pt. 3  
554 p.

[Report of the Joint Committee on the Conduct of the War, at the second session Thirty-eighth Congress. \[Part 3.\] Sherman - Johnston. Light-draught monitors. Massacre of the Cheyenne Indians. Ice contracts. Rosecrans's campaigns. Miscellaneous.](#)

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[The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies. \[Trans-Mississippi Theater. Price's Missouri Expedition/Correspondence on other matters in the Trans-Mississippi West; October-December 1864; Series 1, Vol. 41, Chapter 53, Part 4\]](#)

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4. Serial Set Vol. No. 3119 Session Vol. No. 10  
52nd Congress, 2nd Session  
H.Misc.Doc. 96 pt. 1  
1158 p.

[The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies. \[Trans-Mississippi Theater. Sully's Expedition against the Sioux in Dakota Territory/Price's Missouri Expedition/Sand Creek Campaign; July-December 1864; Series 1, Vol. 41, Chapter 53, Part 1\]](#)

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- [Totopotomoy Creek \(Battle of, 1864\)](#)
- [Atlanta Campaign \(U.S. Civil War, May-September 1864\)](#)
- [Mine Creek \(Battle of, 1864\)](#)
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- [Sand Creek \(Colorado\)](#)
- [Colorado](#)

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**Court Cases**

- [Smoot Sand and Gravel Corporation v. Washington Airport \(1931\)](#)

**Treaties**

- [Geneva Convention \(1864\)](#)
- [Agreement with the Muskogee or Creek Tribe of Indians \(1900\)](#)

**Act Names**

- [Act Making Additions to the Fifteenth Section of the Act Approved July 2, 1864, Entitled "An Act To Amend an Act Entitled "An Act To Aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean".... \(1874\)](#)

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- Weekly Champion and Press**, page [2], vol. 8, iss. 28  
 Publication date: 1865-08-17  
 Published as: Weekly Champion and Press, Atchison  
 Headline: The Chivington Massacre  
 Classification: Unclassified  
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- Philadelphia Inquirer**, page 3  
 Publication date: 1865-08-19  
 Published as: Philadelphia Inquirer, Philadelphia  
 Headline: General McCook on the Sand Creek Massacre  
 Classification: Unclassified  
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- Daily Ohio Statesman**, page [2], vol. XXXIII, iss. 46  
 Publication date: 1865-08-22  
 Published as: Daily Ohio Statesman, Columbus  
 Headline: Gen. Mccook on the Sand Creek Massacre  
 Classification: Unclassified  
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- Macon Weekly Telegraph**, page [1], iss. 93  
 Publication date: 1865-08-26  
 Published as: Macon Weekly Telegraph, Macon  
 Headline: The Great Indian Massacre  
 Classification: Unclassified  
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- Weekly Champion and Press**, page [2], vol. 8, iss. 39  
 Publication date: 1865-11-02  
 Published as: Weekly Champion and Press, Atchison  
 Headline: The Indian Council  
 Classification: Unclassified  
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[Message of the President of the United States, and accompanying documents, to the two Houses of Congress, at the commencement of the first session of the Thirty-ninth Congress.](#)

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2. Serial Set Vol. No. 127539th Congress, 2nd Session December 3, 1866  
632 p.

[Journal of the Senate of the United States of America, being the second session of the Thirty-ninth Congress: begun and held at the City of Washington, December 3, 1866, in the ninety-first year of the independence of the United States.](#)

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3. Serial Set Vol. No. 1276, Session Vol. No. 1 1867  
39th Congress, 2nd Session  
12 p.

[Index to the Senate Executive documents for the second session of the Thirty-ninth Congress of the United States of America, 1866-'67. In two volumes. Volume I.](#)

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4. Serial Set Vol. No. 1277, Session Vol. No. 2 1867  
39th Congress, 2nd Session  
12 p.

[Index to the Senate Executive documents for the second session of the Thirty-ninth Congress of the United States of America, 1866-'67. In two volumes. Volume II.](#)

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5. Serial Set Vol. No. 1277, Session Vol. No. 2 February 14, 1867  
39th Congress, 2nd Session  
S.Exec.Doc. 26  
228 p.

[Report of the Secretary of War, communicating, in compliance with a resolution of the Senate of February 4, 1867, a copy of the evidence taken at Denver and Fort Lyon, Colorado Territory, by a military commission, ordered to inquire into the Sand Creek Massacre, November, 1864. February 14, 1867. -- Read, referred to the Committee on Indian Affairs, and ordered to be printed.](#)

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