

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

By L. M. Stallbaumer-Beishline

The courses History 298 (Historiography and Historical Methods) and History 398 (Research and Writing) bring you closest to doing history, being a historian. In these courses, you have the potential to develop and complete a research project. When historians embark on these projects, we anticipate sharing the results with our colleagues through publication and conference presentations. You will have limited opportunities to share: Regional Phi Alpha Theta Conferences, professional conferences with student panels, and BU's Frederick Douglass scholar conferences, Liberal Arts Symposium, Poster Sessions, etc. You may be inclined to see History 298/398 as hurdles to jump over to earn your degree. However, these courses can improve your research and writing skills, reading skills, and skills of analysis which serve you well no matter what your future holds. The study of history hones the skills crucial to navigating your way through this age of information overload.



**How do historians begin a project, that is take those first steps?** Oh, the possibilities are limitless. Perhaps while reading history, questions pop into our heads that are not being answered by the author, or we might stumble upon a collection of documents while searching an archival index or actually looking through archival boxes. We have an "aha!" moment, start reading more secondary sources, wondering if anyone has addressed our questions, or if anyone has discovered the documents that we found. So we explore the potential to turn our project into something publishable: we review and evaluate the literature, called historiography, develop sound historical questions, and search for available and accessible documents in archives or edited collections. We do this to determine if we can make an original and significant contribution to the historical record and to determine if the project is plausible.



On a micro-scale, 298 and 398 will afford you this opportunity, under the guidance of your professors, to do history like the professionals! So, while we will not explore the primary sources in 298, knowing the existence and accessibility of documents is crucial to your selection of a project for this course so you can with you into 398. By the way, knowing when you plan to take 398 and from whom also makes a difference since some faculty may place chronological, geographical and/or topical limits.

**Goal of assignment:** To develop a collection of documents that will define the focus of your historiography project and hopefully become the foundation of your project for Research and Writing, and to reflect upon by writing informally about addressing 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 Historiography and Research and Writing. 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 298 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 the variety of editions of Microsoft Word.
- ❖ 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, etc, etc .... These are just some of the types that I am referring to when I say you need to have a minimum of three types.
- ❖ 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 (e.g. if your historical question is to explore the career evolution of a historian, suddenly her books and articles, normally secondary, have become primary!)

What is an archival collection?	What is an edited collection?
<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> </ul>	<ul style="list-style-type: none"> <li>❖ You will more often encounter document "collections" that have been assembled by a historian or publisher who has selected <u>only</u> a small representation of documents usually assembled for a defined, limited purpose (e.g. Internet Modern History Sourcebook or Avalon Project or published document "readers" frequently used in upper-division history courses) to explore a theme, help students develop their analytical skills, and to increase awareness of potential extant collections.</li> <li>❖ These are not genuine, "archival collections" and hereafter will be referred to as <b>edited collections</b>.</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) that you can identify and make part of your own collection.</li> <li>❖ In consulting web-based edited collections, be sure you learn about their editorial process.</li> </ul>

### Can I create my own collection?

- ❖ Yes. It will likely be essential unless you can go to an archive to conduct research.
- ❖ Odds are that you will have to create 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 create 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: the list of magazine articles is a single type.)
- ❖ The types of documents that make up a created collection depend upon the topic that you selected and the potential questions you hope to answer. You will refine your topic over time, so it is best to have too many individual documents or located numerous edited collections in your created collection to increase your confidence that the project can be taken into 398, and to earn a passing grade.

Rubric to Assess this Assignment		
<b>Name:</b>		<b>Topic:</b>
<b>Date returned to student:</b>		
<p>This assignment will be graded on a <b>pass-fail scale</b>. You either earn 10 points or you do not. If you do not pass, then you will have one additional attempts to pass within two weeks of when the graded work was returned but you will only earn 7.5 points. If you fail to pass on the first attempt, you are expected to meet with me to discuss the challenges.</p>		
Yes	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 398 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.
		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 types of primary sources were listed. See the Warsaw Ghetto example in the assignment guidelines: the list of diaries are 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.
		Names the location of the individual documents, edited collections, archival collections.
		Provides useful factual description of the individual document, edited collections, archival collections that helps reader visualize the source(s).
		Provides relevant commentary about how s/he believes it will be useful given the tentative historical questions posed.
		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>
		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.
<b>Instructor Comments:</b>		

Commented [LS1]: Do not stop at the minimum, aspire to the maximum!

Commented [LS2]: You want to be able to find these sources for 398!



## 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.

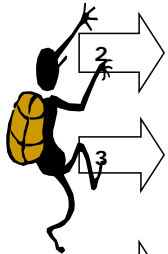
### Four Approaches to Pursue Simultaneously



Andruss Library Home Page → Research Guides → History Research (<http://guides.library.bloomu.edu/primary?hs=a&qid=7324>) OR Andruss Library Home Page → Special Topic Guides → Government Documents@Andruss Library (<http://guides.library.bloomu.edu/govinfo>)

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

Reader's Guide to Periodical Literature. Because of costs, BU 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



Mine the bibliographies of 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 easily. 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 advanced 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.

### Assignment Requirements:

Three Types! – Not three documents!

- ❖ Provide your name; tentative historiographical questions; and tentative historical questions.
- ❖ To earn a passing grade, you must create your own collection with a minimum of three types of documents and/or existing collections (not three documents *per se*). See the Warsaw Ghetto example below: the list of diaries are 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.

- ❖ 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 Strop report, and I do not list any diaries, memoirs, etc, then I have failed a fundamental requirement of the assignment.
- ❖ 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.
- ❖ 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 BU 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 (presumably 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, 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 BU library does 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):
    - o Describe the size of the collection (e.g. how many pages, microfilm frames or reels, boxes).

- o 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.
- o 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?
- o Be realistic here! If the only location is an archive and you have no plans to travel there, then don't list the item.



**Tip:** because you will hopefully take this project with you into History 398, 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!

## Two Assignment Samples

### 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

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**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.

**Commented [LS3]:** At the beginning of a project, these questions are inevitable broad and generic. As I would read more, I would narrow down and develop more sophisticated questions. In 298, the historiographical question will be developed, refined, and answered. In 398, the historical question is developed, refined, and answered.

**Commented [LS4]:** As noted in the "Subjects" category on Pilot.

**Commented [LS5]:** Include the call number and save yourself some effort down the road!

**Commented [LS6]:** Please note that Andruss Library has quite an extensive collection of Holocaust sources. Since this is a sample, I did not list all that was available.

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: 0394504437 : 9780394504438

Search Term in WorldCat: Jurgen Stroop. This report was made by the SS commander responsible for ending the Warsaw Ghetto Uprising of 1943. What

**Commented [LS7]:** The subtitle suggests that this book is an interview. I would not know unless I looked it up.

**Commented [LS8]:** I know this from Pilot who lists the author's life span.

**Commented [LS9]:** All of this inferred from the bibliographic information noted on Pilot.

**Commented [LS10]:** Notice that I did cut and paste this in, but I did take time to look at the record and make some brief observations about its potential usefulness.



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**

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**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

**Commented [LS11]:** Presently, this topic is quite generic, but as I look through the documents, historical questions have begun to pop into mind. How was the massacre portrayed to the public through newspaper accounts? How did the "frontier soldiers" perceive the Native Americans? What concerns did Congress have when it investigated the massacre? What interested the Bureau of Indian Affairs? These are crude questions, that hold many assumptions, but asking questions is the beginning of the research. It is "problematizing".  
In 298, the historiographical question will be developed, refined, and answered. In 398, the historical question is developed, refined, and answered.

[http://infoweb.newsbank.com.ezproxy.bloomu.edu/iw-search/we/Digital/?p\\_product=SERIAL&p\\_theme=sset2&p\\_nbid=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MToxNToxNDguMTM3LjE4OC4yNTE&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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MToxNToxNDguMTM3LjE4OC4yNTE&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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MToxNToxNDguMTM3LjE4OC4yNTE&p\\_action=doc&p\\_docnum=2&p\\_queryname=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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MToxNToxNDguMTM3LjE4OC4yNTE&p_action=doc&p_docnum=2&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 Andrus 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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&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=H64C4FDIMTIONjEyMDO0My4zMDY1NjQ6MT0xNT0xNDguMTM3LjE4OC4yNTE&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

**Commented [LS12]:** Notice that below, I just copied and pasted from the database. That is acceptable.

**Commented [LS13]:** Another possible search term.

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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Commented [LS14]: Search for his name more.

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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[View Full Page](#)

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](#)

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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

**Commented [LS15]:** Another potential search term for this database, which is dependent upon the terminology used at the time.

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:

**Commented [LS16]:** Look for other newspaper reports about the Cheyenne during the era of "pacification"

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. 1, 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 In1861

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?

**Commented [LS17]:** Notice that this article title suggests a more complex consideration of the event.





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Put phrases in quotation marks, e.g., "gun control"

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**Searched for: Sand Creek Massacre (1864):**

<p>1. Serial Set Vol. No. 1214 Session Vol. No. 4 38th Congress, 2nd Session S. Rpt. 142 pt. 3 554 p.</p> <p><a href="#">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.</a></p> <p>► <a href="#">Full Citation</a> ► <a href="#">First Page</a></p>	1865	<div style="border: 1px solid gray; padding: 2px; font-size: 8px;">                     Includes:                      • Illustrations                      • Tables                 </div> <p><input type="checkbox"/> Add to My Collection</p> <p style="text-align: center;">February 14, 1867</p>		<p><b>Also Consider These Topics:</b></p> <p><b>Subjects</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Sand Creek Massacre (1864)</a></li> <li>• <a href="#">Sand Creek Campaign (November 1864)</a></li> <li>• <a href="#">Indian wars</a></li> <li>• <a href="#">U.S. Civil War (1861-1865)</a></li> <li>• <a href="#">Rivers, creeks, streams, etc.</a></li> <li>• <a href="#">Totopotomoy Creek (Battle of, 1864)</a></li> <li>• <a href="#">Atlanta Campaign (U.S. Civil War, May-September 1864)</a></li> <li>• <a href="#">Mine Creek (Battle of, 1864)</a></li> <li>• <a href="#">Peachtree Creek (Battle of, 1864)</a></li> <li>• <a href="#">Swift Creek (Battle of, 1864)</a></li> </ul> <p style="text-align: right;"><a href="#">more...</a></p> <p><b>Geographic Names</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Wyoming</a></li> <li>• <a href="#">Nebraska</a></li> <li>• <a href="#">Montana</a></li> <li>• <a href="#">Sand Creek (Colorado)</a></li> <li>• <a href="#">Colorado</a></li> </ul> <p style="text-align: right;"><a href="#">more...</a></p> <p><b>Organizations, etc.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cheyenne Indians</a></li> <li>• <a href="#">Arapaho Indians</a></li> <li>• <a href="#">Dakota Indians</a></li> <li>• <a href="#">Ojibwa Indians</a></li> <li>• <a href="#">Creek Indians</a></li> </ul> <p style="text-align: right;"><a href="#">more...</a></p> <p><b>Court Cases</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Smoot Sand and Gravel Corporation v. Washington Airport (1931)</a></li> </ul> <p><b>Treaties</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Geneva Convention (1864)</a></li> <li>• <a href="#">Agreement with the Muskogee or Creek Tribe of Indians (1600)</a></li> </ul> <p><b>Act Names</b></p> <ul style="list-style-type: none"> <li>• <a href="#">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)</a></li> </ul>
<p>2. Serial Set Vol. No. 1277 Session Vol. No. 2 39th Congress, 2nd Session S. Exec. Doc. 26 228 p.</p> <p><a href="#">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.</a></p> <p>► <a href="#">Full Citation</a> ► <a href="#">First Page</a></p>		<div style="border: 1px solid gray; padding: 2px; font-size: 8px;">                     Includes:                      • Maps                      • Tables                 </div> <p><input type="checkbox"/> Add to My Collection</p>		
<p>3. Serial Set Vol. No. 3122 Session Vol. No. 13 52nd Congress, 2nd Session H. Misc. Doc. 96 pt. 4 1310 p.</p> <p><a href="#">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)</a></p> <p>► <a href="#">Full Citation</a> ► <a href="#">First Page</a></p>	1893	<div style="border: 1px solid gray; padding: 2px; font-size: 8px;">                     Includes:                      • Maps                      • Tables                 </div> <p><input type="checkbox"/> Add to My Collection</p>		
<p>4. Serial Set Vol. No. 3119 Session Vol. No. 10 52nd Congress, 2nd Session H. Misc. Doc. 96 pt. 1 1158 p.</p> <p><a href="#">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)</a></p> <p>► <a href="#">Full Citation</a> ► <a href="#">First Page</a></p>	1893	<div style="border: 1px solid gray; padding: 2px; font-size: 8px;">                     Includes:                      • Maps                      • Tables                 </div> <p><input type="checkbox"/> Add to My Collection</p>		

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**America's Historical Newspapers,**  
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1. **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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2. **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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3. **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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4. **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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5. **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.

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39th Congress, 2nd Session  
12 p.

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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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