

Rubenstein Time Machine: Destination 1970

ACCESS THIS RUBENSTEIN LIBRARY INSTRUCTION SESSION GUIDE ONLINE AT:

guides.library.duke.edu/RL-Time-Machine/1970

BRIEF OVERVIEW

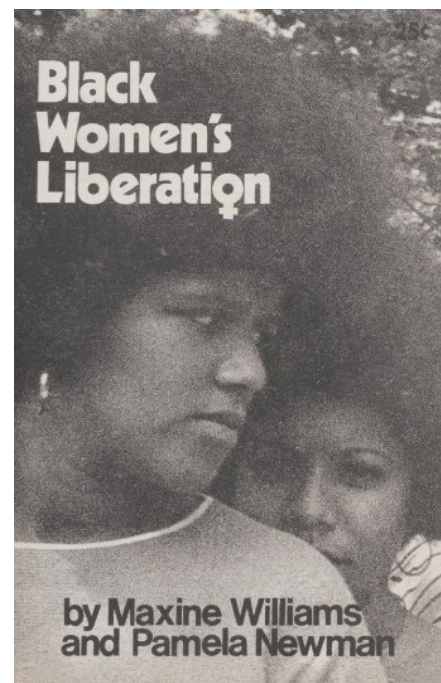
This instruction module uses a selected set of primary documents dated from the year 1970 across the Rubenstein Library's collections to introduce a variety of formats and perspectives from one point in time.

LEARNING OBJECTIVES

- Students will be able to **recognize** and **identify** a variety of primary source formats available at the Rubenstein Library.
- Students will be able to **describe** and **interpret** a historical document.
- Students will **compare and contrast** sources from different points of view.

BEFORE CLASS

- Watch [The Rubenstein Library's Collections](#) and [Using Duke's Digital Collections: An Introduction](#).



SESSION OUTLINE

Activity:

This activity highlights selected primary documents from the year 1970 across the Rubenstein Library's collections representing a variety of viewpoints, issues, and historical events related to women's history. Students will choose or be assigned one document to examine closely with a series of guiding questions. Students will then be placed in small groups to discuss and compare their materials. Finally, each group will choose an issue represented in one of the items, and work together to identify ways to research more about that topic.

This activity is called a think-pair-share exercise, and it can be used for class sessions that are synchronous (e.g., a Zoom class session that includes breakout rooms) or asynchronous (e.g., a multi-step discussion on a Sakai forum).

1. Individually: read the assigned or selected document closely and make notes about your observations. Guiding questions are included on the document analysis worksheet.
2. In small groups (3–4 people): Each person will briefly introduce their item to the group. The group will then choose one of the discussion questions as a prompt to consider. (This can be done as a Zoom breakout room or Sakai discussion forum posts.)
3. Each group will share a few highlights from their documents and their conversations with the whole class, either through comments on Sakai posts or by an informal report at the end of the Zoom session.

Group Discussion Questions:

- What did you find notable about the document's message, author, or intended audience?
- What do these documents tell you about life in 1970? Consider race, gender, geographic location, and/or age when you think about how different people experienced big events as well as everyday life in 1970. How does this compare to your own experience today?
- Identify one topic from these sources that interests you. How would you begin learning more about that topic from sources created around the same time period? Where else could you find context about that topic, including related events and additional perspectives?
- A single primary source sometimes raises more questions than it answers. What questions do you still have about the item you reviewed? Spend some time brainstorming with your group mates about how to find answers.

Class Materials:

- [Archival Material](#)
- Worksheet: [Document Analysis](#)

Suggested Follow-Up Assignment:

- Find an item to add to the primary source set from one of these sources:
 - [Duke University Archives Flickr Album of photographs from the 1970s](#)
 - [Duke University Department of African and African American Studies records, 1966–1981](#)
 - [Duke Digital Repository](#)
 - [Digital Public Library of America Primary Source Sets \(Social Movements, Post-war United States, 1945–1970s\)](#)
- Create a timeline of events including things that happened on the Duke campus, in Durham, in North Carolina, the United States, and internationally in 1970.

Additional selections may be added or substituted by the instructor or in consultation with librarians to tailor the content of this session as needed.

QUESTIONS?

special-collections@duke.edu

DEVELOPED BY:

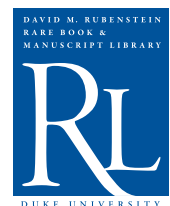
Kelly Wooten

Sallie Bingham Center for Women's History
and Culture

kelly.wooten@duke.edu



DUKE UNIVERSITY
LIBRARIES



THIS WORK IS LICENSED UNDER THE CREATIVE COMMONS ATTRIBUTION-NONCOMMERCIAL 4.0 INTERNATIONAL LICENSE. TO VIEW A COPY OF THIS LICENSE, VISIT [CREATIVECOMMONS.ORG/LICENSES/ BY-NC/4.0/](https://creativecommons.org/licenses/by-nc/4.0/) OR SEND A LETTER TO CREATIVE COMMONS, PO BOX 1866, MOUNTAIN VIEW, CA 94042.