**Things to Consider When Using Primary Sources in Your Classroom**

* **Interest:** What kinds of sources are of particular interest to my students?
* **Reading Level:** How difficult is the reading level of the primary source compared to my students’ abilities? What might help my students comprehend this material (vocabulary support, for example)?
* **Length:** How long is the source? Do I need to excerpt a portion of the source given my students’ abilities and/or classroom time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?
* **Point of View:** Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved balance among the competing points of view?
* **Variety of Sources:** Have I included a variety of types of sources (e.g. text, visual, artifacts, etc.)?
* **Location:** Where can I, or my students, find the sources we need (the school or public library, the local historical society, the Internet)?