

Lesson: Why Primary Sources Matter

<p>Learning Objectives:</p> <p>Students learn that primary sources can help us understand people, places, and events from the past.</p> <p>Students use critical reading and thinking skills to make claims, state their reasons, and support the reasons with evidence from the primary sources.</p>	<p>Learning Outcomes:</p> <p>Students gain an understanding of how scholars (such as historians and archaeologists) use primary sources to interpret the past. They learn about the importance of primary sources in understanding the past while also exploring first-hand the strengths and limitations of these sources. Through encounters with primary sources from SBTHP and from their own classmates, they also recognize that they and their families “make history” and develop a better sense of their own relationship to the histories they learned about on-site.</p>
<p>Activities/Program(s):</p> <p>In groups of 2, students analyze an SBTHP photograph of an object and excerpt of oral histories as if they were an archaeologist and a historian. Have 1 student be the archaeologist and the other be the historian in each group.</p> <p>Students answer directed questions on the provided worksheets (Oral Histories WS and Objects WS) within their group, then discuss what they learned in a larger conversation with the class. In this larger conversation, students should be encouraged to discuss how historians would interpret an oral history vs how an archaeologist would interpret an object.</p>	<p>Resources/Supplies/Materials Needed:</p> <ul style="list-style-type: none">● Two Worksheets: Oral Histories WS and Objects WS● Pen/pencil● Two primary sources: The Tomiye oral history excerpt and a photograph of an object from SBTHP. <u>Note:</u> multiple artifact photographs are provided for you to select from. Different groups can have different photographs. One is a piece of the altar, one is a wagon, and one is a horno (oven for brick/tile making)

<p>Vocabulary:</p> <p>Primary source</p> <p>Secondary source</p> <p>Oral history</p> <p>Artifact/Object</p> <p>Historian</p> <p>Archaeologist</p> <p>Archive</p> <p>Interpretation</p>	<p>Evaluation / Assessment:</p> <p>Accuracy & effort in question responses.</p> <p>Respectful collaboration with partner/s.</p> <p>Engagement in reflective conversation.</p>
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Helpful resources for instructors:

- Three Worksheets w/ introduction to primary sources and questions: [What is a primary source?](#), [Intro to Oral Histories WS](#), [Intro to Objects WS](#)
- [Historical thinking skills: creating student detectives](#)
- [Linking family history and world history](#)
- [List of reading like a historian lessons](#)
- [Think like an Archaeologist](#)

TOMIYE (TOMICHI) MUNENO ORAL HISTORY

Description:

Tomie Muneno was known to most as Tomichi, a nickname given to her by her Kindergarten teacher, Ms. Gladys Curtis. Tomichi was born April 1, 1914 near the corner of Anacapa and Canon Perdido Streets and grew up in the Presidio neighborhood. In 1933, she married her husband at age 19 and moved to 129 East Canon Perdido Street where they operated a store selling Japanese merchandise. Tomichi, along with most of the Japanese American community, was relocated to the Tulare assembly center and eventually Gila River internment camp during World War II. However, after the war, she and her family returned to Santa Barbara and moved back into their old house on Milpas Street.

Clip 1: Tomichi recalls the ethnically diverse Presidio neighborhood, conjuring up old Japanese American businesses and Chinese American community members who lived across the street in the Whittaker building

Clip 2: Again illustrating the ethnic diversity of the Presidio, Tomichi recounts how one of her Italian American friends introduced her to Tuna Salad sandwiches. A snack her mother seemed to have a little trouble making.

Clip 3: Tomichi tells the story of how Mr. Frank, a mechanic with a garage on Milpas, took care of her family's house while they were interned at the Gila River internment camp.

Date March 30, 2009

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Interviewer Santa Barbara Trust for Historic Preservation former Board member Barbara Lindemann

Interviewee Tomiye "Tomichi" Muneno

Location Santa Barbara, CA

Clip #1 - "Neighborhood"

Interviewer: What do you remember about that neighborhood?

Tomiye: Okay, I mean, no trouble.

Interviewer: Who lived near where you had the church on one side... who did you have on the other side of you?

Tomiye: A boarding house and there's a Japanese conversion of church soccer. I must say Soko's father had a barbershop there at the corner, there was a grocery store in there, too. At the corner, the Kakimoto's had the big produce across the street. And that's a pretty cool building for Chinese people.

Interviewer: And that was before there was the Whitaker building there?

Tomie: The building was always there. That's why building... a lot of Chinese people. A lot of little Chinese stores were there.

Interviewer: What did your store sell? Nakamoto's store was wholesale? On Anacapa and State Street? And what did they sell?

Tomie: Japanese things like any store. It was a little grocery store. These little Japanese things? I guess. So.

Interviewer: Were you selling the same things? Or were you selling different things?

Tomie: Different things I think. Maybe it wasn't just a grocery store. They sold other things too. I know they had a big produce place.

Interviewer: Who were your friends in these early years of your marriage?

Tomie: Sako, Asakuru kid, you know we went to school together.

Interviewer: Did you see much of the Chinese who were across the street? Any of the Chinese come and shop at your store?

Tomie: Not too many but they mostly didn't speak English, they were real friendly and everything and they had their own food they like, I guess. They lived in the building across the street from us in an apartment building I guess.

Clip #2 - "Tuna Sandwich"

Interviewer: Did you have a lot of Italians living in the neighborhood around Milpas street?

Tomie: Oh yes, a lot of Italians. They went to every school. One time, one of my girlfriends had a tuna sandwich and it was so good. So I went home and told my mother, I want to make tuna sandwich. Okay, she said that was one big powerful tuna. And my mother didn't know you had to put mayonnaise or anything. She just put tuna and that's terrible. I didn't know for years what they did. That's how it was. Tuna sandwich.

Clip #3 "Mr. Frank"

Tomie: "The man that took care of Mr. Frank..."

Interviewer: That was the house on 22 South Memphis."

Tomie: "Yes."

Interviewer: "Did you rent that house from Mr. Frank?"

Tomie: "No, no, no, we own that house. And Mr. Frank, he took care of the house for us, Mr. Henry Frank. He had a garage on Milpas Street, where he was a mechanic. Mr. Frank was a kid. My mother and father had that pool hall there. And my mother would say that Mr. Frank would be there. He was a teenager then, I think, got to know each other like that, after the war, found out that he...that Mr. Frank had a garage on Milpas Street. So they got to know each other again. And my mother said that he was such a nice quiet boy and my mother was so happy to see him, but anyways, he took care of the house for us, the house on Milpas Street.



Oral Histories - Historian Worksheet

1. Find out and write down as much as you can about the informant: name, date of the interview, location, personal circumstances, and the topic of the interview. If possible, also note the interviewer's name and affiliation.

2. Who is speaking?

3. What people, places, and dates does the informant mention?

4. What topics is the informant discussing?

5. Does the informant reveal any emotions about these topics such as excitement, sadness, or happiness?

6. What was the informant's role in the events they describe?

7. How was the informant affected by the events they describe?

8. How could information gathered from other primary sources reinforce the informant's story? What would those other primary sources be?



Objects - Archaeologist Worksheet

1. What are your first impressions of this object?

2. Do you have any idea what the object might have been used for? What for?

3. What do you think it is made of?

4. Is it intact, or does it look like parts are missing?

5. Does it look old or new?

6. Does it have a practical use or was it used for fun?

7. Where could it have been found?

8. How is it decorated?

9. Does it remind you of anything else?

10. What type of person might have used this object?

11. What type of person might have made this object?

12. Is this type of object still being made today? Is it still in use? If not, why do you think it isn't used today?

13. Should this object be in a museum collection? Why or why not?





