

# Station 01: Library of Congress Primary Source Analysis Tool

## Directions

You will use the Library of Congress Primary Source Analysis tool provided on the table to analyze two primary sources

**\*\*Try analyzing one of the primary sources BEFORE reading the background information\*\***

**Step 1:** Select one of the primary sources and use the Library of Congress Primary Source Analysis Tool to analyze the source and take notes. Use the Teacher's Guide Analyzing Manuscripts document to help guide you.

**Step 2:** Read the Background Information document. Go back to your Primary Source Analysis Tool and add to your notes using your new knowledge.

**Step 3:** Flip over the Primary Source Analysis Tool sheet to find a fresh copy. Use the tool to analyze the second primary source on the table.

## Think About It

How did reading the Background Information document change your understanding of the first primary source you analyzed?

How did reading the "Background Information" document first change the way you analyzed the second primary source?

Which method did you prefer (reading the background before or after)?

# Background Information

## Lois Dozier Norvell, 1917-1986

Evelyn "Lois" Dozier Norvell (1917-1986) was born in Athens, Georgia, on December 24, 1917. During World War II, Lois sent and received letters from men and women in military service. Most of her correspondents were students from Georgia Evening College (now Georgia State University) where she graduated in 1942. Once a month, Lois published a newsletter providing information about the soldiers who wrote her letters. Lois received awards and public notoriety for this and her other activities in the war effort.

During World War II, Lois was advertising manager for Atlantic and Pacific Tea Company, but she relinquished the job when the former advertising manager returned from the war. From approximately 1954 to 1964, Lois was an assistant editor and advertising manager of *The Coca-Cola Bottler* in Atlanta, the company magazine for Coca-Cola. She died on October 15, 1986, and is buried at Shiloh United Methodist Church in Thomson, Georgia.



## Victory Mail (V-Mail)



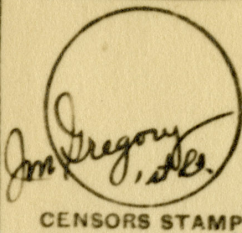
Lois received many letters from soldiers through Victory Mail (aka V-Mail). V-Mail was used to reduce the weight of mail being sent between soldiers and their friends and family on the home front. Letters were written on a standardized form that acted as both letter and envelope when folded. The V-Mail was then sent to a processing center where a special machine took images of the letters and created rolls of microfilm that were shipped to processing centers near the letter's final destination. Finally, the images were reproduced at one-quarter its original size and delivered.



ad. Chap.

SPACE PROVIDED. USE TYPEWRITER, DARK INK OR PENCIL. WRITE PLAINLY. VERY SMALL WRITING IS NOT SUITABLE.

No.



MISS LOIS DOZIER  
107 HOWARD ST. N.E.  
ATLANTA, GEORGIA

Lt. JIM GREGORY O-4371  
SENDER'S NAME  
Co A, 50th (Inf) Div 98307  
SENDER'S ADDRESS  
c/o P.N. NEW YORK, NY  
25 MAY 44  
DATE

Dearest L.D.:

26 MAY 1944

<sup>T</sup>  
notice change of address

I still contend that I'm up on you, gal, as far as letter writing goes but since your last was just received will answer in the good old Gregory way — promptly! Others could profit by that axiom.

Thanks gal for your letter and also the one containing except from paper along with the news. Gal, y'all are really making a name for yo'self but believe me when I say it is certainly deserved. Your news letters are one of our biggest morale boosters and I for one want to say thanks kiddo.

England hasn't changed except the advent of about 99 million others Lt. It used to be just tough to get a drink enjoy an evening at some night spot or just generally knock around — now it's an impossibility! The WACS have even taken things now which, of course, isn't too unpleasant a thought.

Have the furniture reupholstered, honey child, cause comes the duration I'm a-gonna do a lot of parlor sittin'  
Love "Jawn"

V...-MAIL

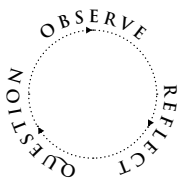
Ans. 7-7-44

V-Mail from Lt. Jim Gregory to Lois Dozier, May 26, 1944. From the Lois Dozier Norvell Papers, MS 1690. Courtesy of the Georgia Historical Society.





# PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

.....

.....

.....

.....

.....

.....

.....

.....

.....

## REFLECT

.....

.....

.....

.....

.....

.....

.....

.....

.....

## QUESTION

.....

.....

.....

.....

.....

.....

.....

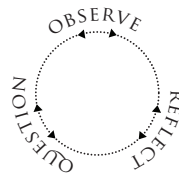
.....

.....

## FURTHER INVESTIGATION

# TEACHER'S GUIDE

## ANALYZING MANUSCRIPTS



---

Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

---

### OBSERVE

#### Ask students to identify and note details.

Sample Questions:

Describe what you see • What do you notice first? •  
How much of the text can you read? What does it say?  
• What do you see that looks strange or unfamiliar? •  
How are the words arranged? • What do you notice  
about the page the writing appears on? • What do  
you see on the page besides writing? • What other  
details can you see?

### REFLECT

#### Encourage students to generate and test hypotheses about the source.

Why do you think this manuscript was made? • Who  
do you think created it? • Who do you think was  
intended to read it, if anyone? • What do you think  
was happening when it was created? • What tools  
and materials were used to create it? • What can  
you learn from examining this? • If someone created  
something like this today, what would be different? •  
What would be the same?

### QUESTION

#### Invite students to ask questions that lead to more observations and reflections.

What do you wonder about...  
who? • what? • when? • where? • why? • how?

---

## FURTHER INVESTIGATION

---

#### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

---

#### A few follow-up activity ideas:

##### Beginning

*Have students choose a section of the manuscript and put it in their own words.*

##### Intermediate

*Select a section of a manuscript. Speculate about the purpose of the manuscript, and what the person, or people, who created it expected it to accomplish. Do you think it achieved their goals? Explain why you think so.*

##### Advanced

*Examine a section of the manuscript. Think about what you already know about this period in history. How does the manuscript support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this manuscript?*

*For more tips on using primary sources, go to*

**<http://www.loc.gov.teachers>**