Session Goal:
- Introduce students to methods of researching in archival material.
- Critically engage with the different modes of writing and voices present in archives.

Proposed Session Outcomes:
- Students will be able to read and extract information from primary sources.
- Students will gain an understanding of how narratives are built from a variety of archival material.
- Students will be able to locate and select appropriate records to research in for a future assignment.

Session Outline:
I. Introduction to Archives and Special Collections
   A. Reflective question: What do you think of when you think of Archives?
      1. Discuss what types of materials Archives have.
   B. Reflective question: What do you think of when you think of Boston’s history?
      1. Discuss the social justice organizing history the archives collects.
   C. Reflective question: What sort of records do you keep and how do you keep them?
      1. Discuss archival organization.
II. Explore material laid out on tables. Students will be divided into groups
   A. Give time (10-15 minutes) for independent exploration in boxes and folders.
   B. Ask students to talk with other group members at table about what they are finding.
   C. Ask students to note down dates, names, and events from the material as well as reflect on what document types give certain pieces of information.
III. Share back: each group reports their findings and the facilitator records all observations on a Google Doc:
   A. What information could you glean from your document?
   B. Whose names came up frequently?
   C. What were some events and dates of the events?
   D. What are some connections you are making?
   E. Pose question to the group: could someone try and tell the full story from this information?
IV. Group reflection:
   A. How do archival records help you tell a story in a unique way?
   B. What sort of information did these records provide, and which types of documents felt the easiest to get information from?
   C. What other types of records would you like to find to complete the story or answer any questions you have?
Material pulled from:
Chinese Progressive Association records

Group 1:
● 1992/early 1993: NEMC Proposal for Parcel C Garage and Community Center: http://hdl.handle.net/2047/d20177820

Group 2:
● 1994: Comment on the NEMC’s Environmental Impact Report—3 lawyers for the Coalition to Protect Parcel C for Chinatown objecting to “numerous deficiencies, inadequacies, flaws, omissions, factual inaccuracies, and misstatements” in the NEMC’s report, also requesting translation into Chinese: http://hdl.handle.net/2047/d20177798

Group 3:

Group 4:
● 1994/early 1995: Translation—Attorney for the Coalition to Protect Parcel C for Chinatown requesting the president of NEMC Real Estate translate the notice of project change into Chinese: http://hdl.handle.net/2047/d20177801

Group 5:
● Photos from organizing for bilingual ballots and voting referendum on Parcel C. Example: http://hdl.handle.net/2047/d20186049

Group 6:
● 1998: CPA Newsletter They have control of Parcel C and searching for a developer: https://repository.library.northeastern.edu/files/neu:274109

Group 7:
● Photographs from “recreation day” celebration after Chinatown has control of Parcel C. Example A: http://hdl.handle.net/2047/d20188772
  Example B: http://hdl.handle.net/2047/d20188776