



Name \_\_\_\_\_

Class Period \_\_\_\_\_

Date \_\_\_\_\_

**Beyond the Sources** • *Gratia Countryman*

**Using the information you gather on the web site, answer the following questions about the unit.**

1. Often historians try to determine what the impact of a person they are studying may have been on the community where that person lived. The sources we provided here about Gratia Countryman can tell part of her story. What other sources might help us learn more about her and what she did in Minneapolis?

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2. One of the sources we provided was a graph showing the growth in distribution points for the library system between 1889 and 1977. As historians, can we give all of the credit for that growth to one person, Gratia Countryman?

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What other influences might have contributed to that level of growth?

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What other sources might give us more information about why the libraries expanded during that time?

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3. Newspaper articles can often tell us much about a person and their activities. The article about the book truck shows us that Countryman was involved in this project. Can we assume from the article and the picture that she was the only person in the library system who worked with the book truck?

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**Beyond the Sources** • *Gratia Countryman*

If we were to use only this one source for our research about Gratia Countryman, what mistakes might we make in describing her life?

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What aspects of her life might be completely left out of our research?

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**4.** People who work on family histories (genealogies) often use obituaries as one of their sources. What kind of information might you learn from Countryman's obituary if you were a relative who wanted to know more about her?

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What other people or sources might that obituary point you to for further family research?

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What would you do if information in an obituary didn't "match up" with (contradicted) other information you had gathered?

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How would you go about deciding which information was correct?

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