

# Primary or Secondary?

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Next

## 1. Question

When you learn about history, you use many different types of sources in order to find the most accurate description of an event.

In Social Studies, your teachers use primary and secondary sources to provide context to the events of the past.

Understanding how to use these sources will help you be successful not only in social studies, but in all subjects!



Image Source: Microsoft  
Clip Art

How can primary and secondary sources help me understand the past?

## 2. Information Sources

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To activate your prior knowledge of primary and secondary sources, view and complete the [interactive tutorial](#) created by West Oregon University.

Keep the following ideas in mind while you are completing the tutorial...

- Who created it?
- What was the reason why it was created?
- When was the document created?
- Where was it created?
- Why was it created?
- How is this document viewed by people (during the time period AND today!)?



### 3. Student Activity

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Research the Triangle Shirtwaist Fire in 1911 to practice using primary and secondary sources. Remember to think about the questions from slide 2!

[Working for the Triangle Shirtwaist Company](#)

[Triangle Shirtwaist Factory Fire](#)

[Remembering the 1911 Triangle Factory Fire](#)

Complete the [graphic organizer](#) to demonstrate your understanding of the sources.



Image Source: DeVault, Ileen A. "Triangle Shirtwaist Factory Fire." *World Book Student*. World Book, 2012. Web. 27 July 2012.

# 4. Assessment Activity

To demonstrate your understanding of using primary and secondary sources, choose a topic from the list below.

**Current US/World Financial Crisis**

**2012 Hurricane Sandy**

**2013 – Trayvon Martin and George Zimmerman incident in Florida**

**\*Choose your own Current Events topic (approval from your teacher is required!)**

Find one primary source and one secondary source on your chosen topic using the [databases](#) provided by BCPS. Use a web 2.0 tool of your choice explaining the difference between the 2 sources of information and how those sources help you learn about that particular topic.



Image Source: Microsoft Clip Art

# 5. Enrichment Activities

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Next



Image Source:  
[www.clipart.com](http://www.clipart.com)  
by subscription



Want extra practice with  
primary and secondary  
sources?

Primary Sources  
and Secondary Sources  
Self-Test

Evaluating Information

# 6. Teacher Support Materials



## **BCPS Curriculum**

Grade 8: 1.A.2 Analyze sources of historical information

## **Maryland State Curriculum**

D.1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied

D.1.a. Gather and read appropriate print sources, such as journals, periodicals, government documents, timelines, databases, reference works, and web sites

D.1.b Read and obtain information from texts representing diversity in content, culture, authorship, and perspective

D.1.c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, multimedia, interviews, and oral histories

D.1.d Access and process information that is factual and reliable from readings, investigations, and/or oral communications

## **Common Core State Standards**

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## **Standards for the 21<sup>st</sup> Century Learner**

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

## **Maryland Technology Literacy Standards for Students**

3.0: Use a variety of technologies for learning and collaboration.

**Time Frame:** 1-2 45 minute class periods

## **Differentiation:**

- ⦿ Databases provided have text features to assist in reading (audio read-aloud, embedded dictionaries)
- ⦿ Teachers can choose topics for the assessment slide.

## **Learning Styles:**

Field Dependent, Field Independent, Visual, Auditory, Tactile, Reflective, Global

## **AVID Strategies:**

- ⦿ inquiry based learning, composition tool

## **Notes to the teacher:**

- ⦿ Consult with your School Library Media Specialist to implement this Slam Dunk Lesson.
- ⦿ Students can turn in activities by saving Microsoft documents and copying it to your school's student drive.

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