

Primary or Secondary?

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!

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

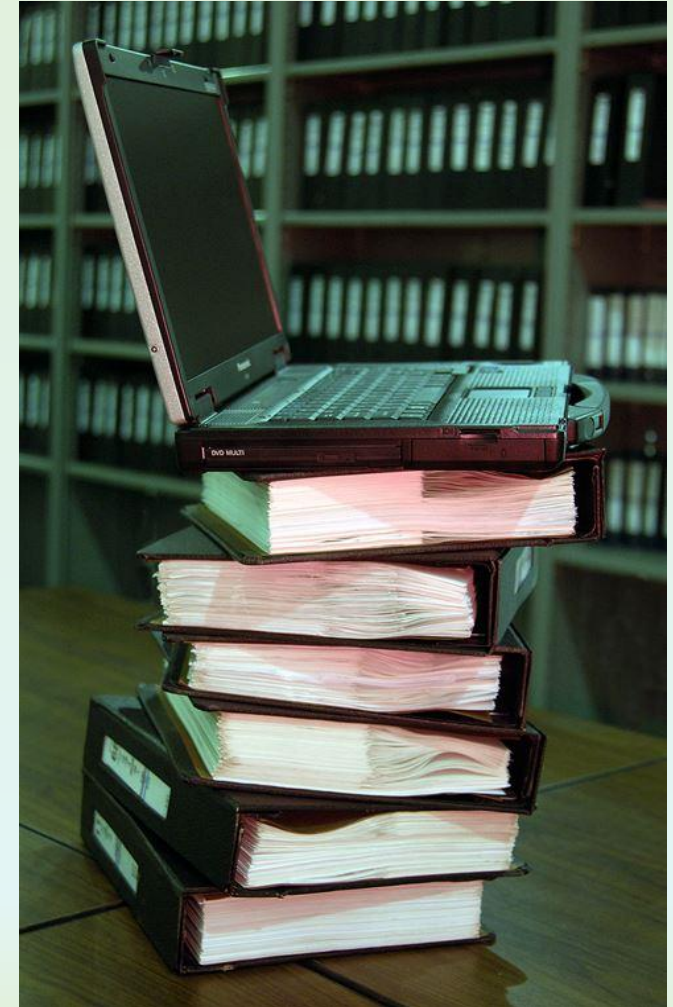
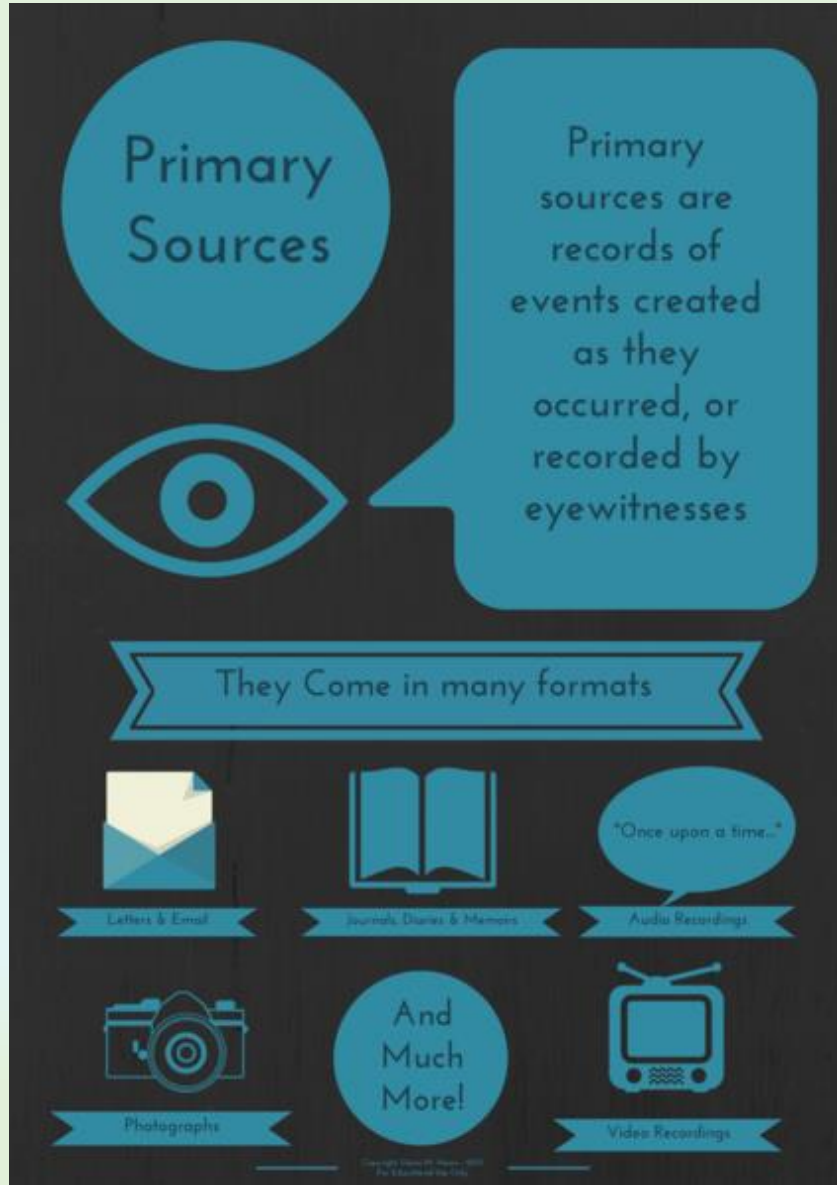


Image Source: www.tinker.af.mil

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

2. Information Sources



Choose several of the information sources linked here to complete the Student Activity on Slide 3.

- Watch [a video on Primary and Secondary Sources](#) from the Oregon School Library Information System.
- View the [Primary Versus Secondary Sources Infographic](#)

Keep the following ideas in mind while you are looking at a source...

- 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

Research the Triangle Shirtwaist Fire in 1911 to practice using primary and secondary sources. As you learn about the event, complete the [graphic organizer](#) to demonstrate your understanding of the sources.

Remember to think about the questions listed on Slide 2!

- [Working for the Triangle Shirtwaist Company](#)
- [Triangle Shirtwaist Factory Fire](#)
- [Remembering the 1911 Triangle Factory Fire](#)



Image Source: DeVault, Ileen A. "Triangle Shirtwaist Factory Fire." *World Book Student* through subscription.

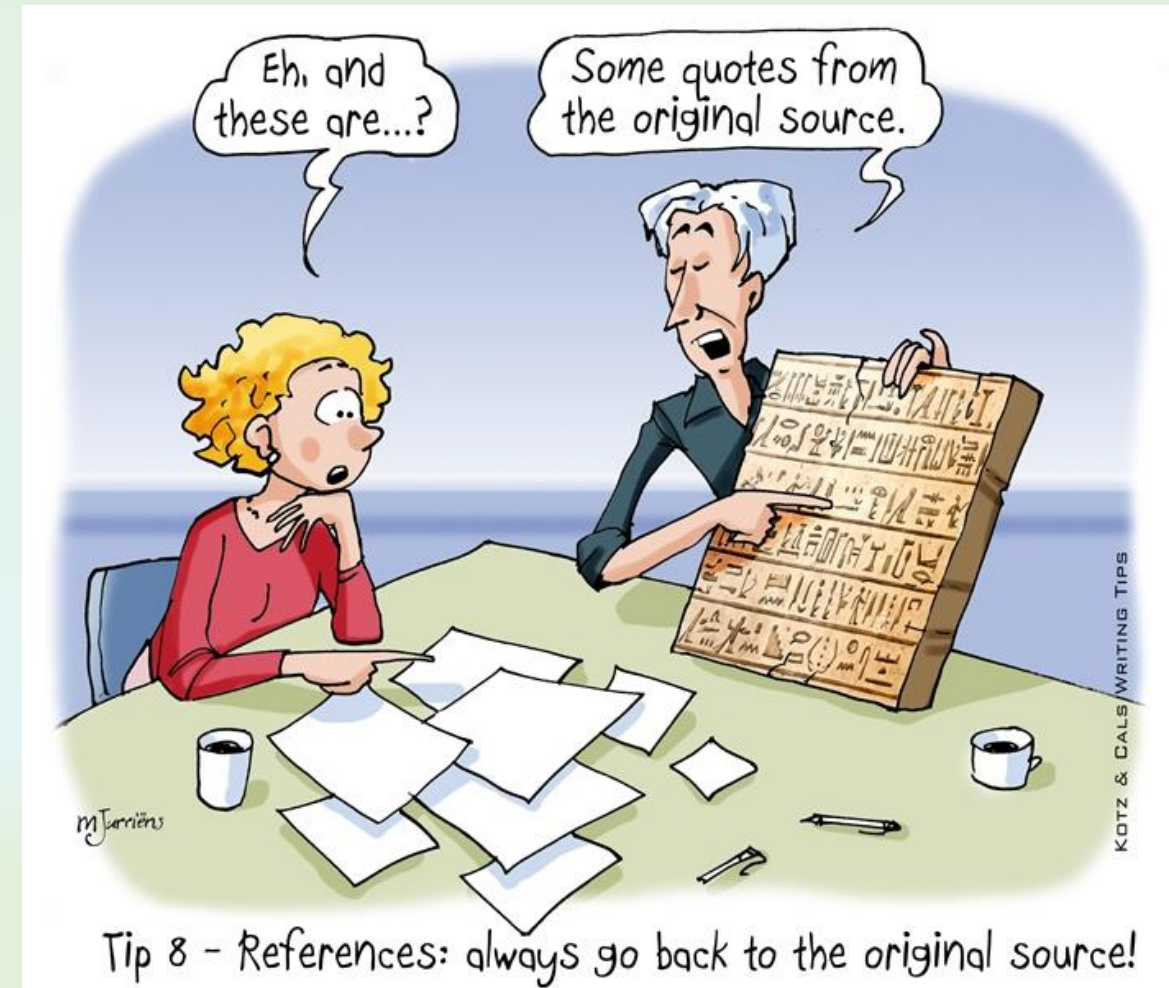
4. Assessment Activity

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

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

1. Choose [one of these events](#) from the last decade
2. Choose your own event from the recent past (approval from your teacher is required!)

Find one primary source and one secondary source on your chosen topic using [BCPS Digital Content](#). Use a tool of your choice to explain the difference between the two sources of information and how those sources help you learn about that particular topic.



5. Enrichment Activities

SLIDE NAVIGATION

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Primary Sources and Secondary Sources Self-Test

Check out the [Library of Congress' collections of primary sources](#) for an event in American history that you find intriguing!

6. Teacher Resources

Learning Standards Alignment

BCPS Curriculum

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

[Maryland State Social Studies 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

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

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Objective: Students will be conducting brief, focused research in order to determine how primary and secondary sources help them to understand the past.

Time Frame: Two 45 or one 90-minute lessons.

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.