

# Connecting to Our State's Story

In this chapter students learn what history is and how to think like historians. As part of this, students learn how to think like historians in ways that will help them learn about Wisconsin's past.

## Activity 1.1 Primary or Secondary

### Overview

This activity helps students to learn about the qualities of both primary and secondary sources, and also to recognize one from the other. Students will identify various items, from artifacts to written materials, as either **primary** or **secondary** sources of information.

### Management

#### Materials

- Student Activity 1.1 (Teacher Page 1; Student Page 1)

#### Grouping

- Whole class
- Small group or pairs
- Individual, supervised or independent

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## Connecting to Our State's Story

### Activity 1.1: Primary or Secondary

#### Teacher Materials

*Preparation/Organization* The only materials you will need for this activity are copies of the student page, as well as pencils for the students to work with. The activity may be done as a whole class, in groups or pairs, or even by individual students. A good way to organize would be to work through one or two items with students. Then, when you are confident that they are ready, turn them loose to complete the page on their own.

#### *Procedure*

1. Hand out copies of the student page. Then discuss the material at the top of the page. When you are ready, have students begin work on their own.
2. After students have finished, have them compare answers as a group, having them help one another identify and correct any errors they might have made.

#### *Answers*

1. P.
2. P.
3. P.
4. S.
5. S.
6. P.
7. P.
8. S.
9. S.
10. P.
11. P.
12. P.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Activity 1.1 Primary or Secondary

Read the box labeled “What are sources?” on page 8 in *Wisconsin: Our State, Our Story*. Remember that **primary sources** come from the historical period under investigation. **Secondary sources**, such as your textbook, are written in a different time. They tell about earlier events and may contain primary sources. Books or articles written later in time are never primary sources.

Put a P in the blank in front of sources that are primary. Put an S in the blank in front of sources that are secondary.

- \_\_\_\_\_ 1. Spear points
- \_\_\_\_\_ 2. Letter home from a World War II soldier
- \_\_\_\_\_ 3. Church built in 1877
- \_\_\_\_\_ 4. Encyclopedia entry about Jacques Marquette
- \_\_\_\_\_ 5. Biography of Abraham Lincoln
- \_\_\_\_\_ 6. County map printed in 1899
- \_\_\_\_\_ 7. Recording of a Martin Luther King, Jr. speech
- \_\_\_\_\_ 8. Magazine article written in 2009 with facts about the assassination of Martin Luther King, Jr. in 1968
- \_\_\_\_\_ 9. Book about the Civil War written in 2005
- \_\_\_\_\_ 10. Your birth certificate
- \_\_\_\_\_ 11. House designed by Frank Lloyd Wright
- \_\_\_\_\_ 12. Entry in the diary of Jacques Marquette

Adapted from Sue McFadzen, 4th-grade teacher, Green Bay

## Chapter 1 Assessment

### Part A

1. How are historians like detectives?

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2. In the table below, draw the symbols and write the names of the **Thinking Like a Historian** categories.

Symbol	Category

3. How is a secondary source different from a primary source?

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4. Name three different kinds of primary sources.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## Chapter 1 Assessment

### Part B

Answer the following questions.

1. Choose a document from *Wisconsin: Our State, Our Story* that is a primary source.

a. What page is it on? \_\_\_\_\_

b. Draw a picture of the source in the box below.

c. What questions do you have about this source? Follow the model on pages 10 and 11 of your textbook to write your questions.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_