

SECONDARY SOURCES

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? More challenging: What kinds of judgments can you make about a source if you know the elements of attribution?

More practice: To get a better sense of primary vs. secondary sources, examine the following four 4 examples. Each includes a topic of interest and a particular source. For each, state whether it is a secondary source and why or why not.

1. You are studying the 2019 World Series between the Houston Astros and the Washington Nationals. Your source is a TV segment recorded after the series in which the journalists or sports broadcasters discuss who was the best player in the series.
2. You are studying the role of baseball in American society. Your source is a TV segment recorded after the 2019 World Series in which the broadcasters discuss who was the best player in the series.
3. You are studying the Civil Rights Act, passed in 1964. Your source is a documentary released in 1985 that interviews many of the politicians involved in passing the law.
4. You are studying the Civil Rights Act, passed in 1964. Your source is an opinion piece published in a newspaper in 1964 advocating for passage of the act.

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Teacher Tips and Extension Activities (cont.)

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content. Additional content questions may include:

1. What additional questions do students have about the content?
2. Where would they go to corroborate the scene depicted in the Revere litho?
3. Whose perspective is left out? Whose perspective is missing?
4. Why are some perspectives more likely to be preserved in history than others?
5. Have students brainstorm an essay topic for which they could use Revere's carving as a primary source.

Extension activities:

1. Go to **bit.ly/jia-revere** to take a closer look at Paul Revere's litho on the Journalism in Action website! Then, examine the Boston Gazette and Country Journal excerpt. Have your students answer the following questions:
 - a. What is the main idea of the excerpt?
 - b. Does the excerpt corroborate the message in Revere's litho (claim)? Explain with evidence to support your position (reasoning).
 - c. What additional information would you want to know to decide upon the validity of the Revere litho's message?
2. More Practice: Go to the Introduction page of Journalism in Action's American Revolution and Early Republic case study at **bit.ly/jia-arer**. Choose one of the sources, complete the See, Think, Wonder questions from the mini-lesson, and determine whether it is a secondary source.
3. Who else would you want to hear from to learn more about the moment in history captured by Revere? How would you find more sources?