

# PRIMARY SOURCES

## Teacher Tips and Extension Activities

Use these tips and extensions to expand on the primary source 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?

*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 you have about the content?
2. What important information does Chester provide to readers in 1865 that might help them understand the event?
3. What important information does Chester provide that might help readers of today understand the Civil War?

### Extension activities:

1. Go to [bit.ly/jia-chester](https://bit.ly/jia-chester) to take notes on the full passage by Thomas Morris Chester with the Annotator tool activity on the Journalism in Action website!
2. More Practice: Go to the Introduction page of Journalism in Action's Civil War case study at [bit.ly/jia-cw](https://bit.ly/jia-cw). Choose one of the primary sources and complete the See, Think, Wonder questions from the mini-lesson. Ask if they think the source is a primary source and to explain why or why not.
3. Who else would you want to hear from to learn more about the story?