



French Legation Museum

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Primary vs. Secondary Sources: A Comparison

Examine a historical event by looking at both a primary and secondary source related to the event. Record the information you find in each source below.

<u>Primary Source</u>	<u>Secondary Source</u>
Who? _____	Who? _____
What? _____	What? _____
When? _____	When? _____
Where? _____	Where? _____
Why? _____	Why? _____
Adjectives used to describe event or person: _____	Adjectives used to describe event or person: _____
Summary of the event/person: _____	Summary of the event/person: _____
Strengths of the source: _____	Strengths of the source: _____
Weaknesses of the source: _____	Weaknesses of the source: _____

Which source do you think provides the most accurate depiction of what happened?
Defend your choice with three reasons:

1. _____

2. _____

3. _____



How to interpret a document

Warm Up

1. Someone saved the document you are using. Why do you think they chose to do so?

2. What documents in your life might be saved?

3. What might those documents tell future historians about you?

1. Using the document provided, complete the following information:

A. Form/type of document: _____

B. Audience: _____

C. Topic: _____

D. Purpose: _____

2. When was the document written? Cite evidence from the source to support your answer.

3. When was the document created? Cite evidence from your source to support your answer.

4. What is the most important historical information this source provides? Be sure to cite specific evidence from the source.



How to interpret a newspaper article

Warm Up

1. What part of the newspaper do you read?

2. What do you think that says about you?

3. As you work with newspapers, think about who might have read them.

Article Name: _____

Author: _____

Newspaper: _____

City: _____

Date: _____

1. Read the newspaper article. What words and phrases catch your attention?

2. What was the author's purpose in writing the article?

3. Re-read the article. Complete the following to show the main point and the evidence that supports this point.

Main Point: _____

Supporting Evidence: _____

Supporting Evidence: _____

Supporting Evidence: _____

What is the important historical information this source provides? Be sure to cite specific evidence from the source.



How to interpret a map

Warm Up

1. Make up a route on your map. Describe the route to another student. Can your partner find the route from your description?

2. What words were the most helpful in describing the route? Why were these words helpful?

1. Which of the following elements can you find on the map?

_____ Title

_____ Author (mapmaker)

_____ Legend

_____ Scale

_____ Compass

_____ Date

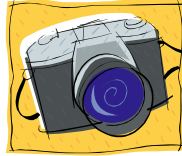
2. What does the map tell you about the place and time it was created?

3. What is the purpose of this map?

4. Compare your map to a current map of the same area. Record information and characteristics the two have in common and information unique to each.

Unique to Historic Map In Common Unique to Current Map

5. What is the most important historical information this source provides? Be sure to cite specific evidence from the source.



How to interpret a photograph

Warm Up

Sketch the main elements of the picture/photograph below, or write a caption to describe what is happening.

1. Look at the picture/photograph. What clues can you find about the location and date of the image?

2. Describe the following to examine the picture/photograph more closely.

Objects: _____

Activities: _____

People: _____

3. What are the main messages of the picture/photograph?

4. What are the secondary messages of the picture/photograph?

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.



How to interpret an object

Warm Up

Imagine this object in use. Who would be using it? What other objects would be there?
Draw or describe its environment below.

Object:

Maker: _____

Materials: _____

Where was it made? _____

When was it made? _____

1. What is the object made of?

2. Describe or sketch any distinguishing marks, writing, or other clues that might help determine how the object was used.

3. How might the object have been used?

4. How was the object made? Why was it made this way?

5. What does the object say about the life, times, and technology of the people who used it?

6. Is there anything that has replaced this object today? How and why is it different?

What is the most important historical information this source provides? Be sure to cite specific evidence from the source.

