



LESSON PLAN

UNDERSTANDING AND USING PRIMARY AND SECONDARY SOURCES

Social Studies, Grades K–5

OBJECTIVE

According to the Library of Congress, “primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period” (Library of Congress). Primary sources can also “bring people into close contact with unique, often profoundly personal, documents and objects” that give them a better sense of the past, as well as a closer connection to it. Students practicing primary source analysis learn to think like historians, constructing theories supported by facts.

Using primary and secondary source audiovisual material, students will analyze and compare varied Texas and U.S. history topics of the 19th and 20th century, and develop analytical and critical thinking and viewing skills, identifying the strengths and limitations of varied historical resources. This lesson highlights the contributions of significant individuals, including U.S. Representative Barbara Jordan, President Lyndon Baines Johnson, Mary Kay Ash, and the infamous outlaws Bonnie and Clyde. It also highlights important topics such as the Texas Alamo, the Galveston Hurricane of 1900, the King Ranch, and the assassination of President John F. Kennedy. Students will better understand important historical topics and the differences between secondary and primary sources in this lesson.

PROCESS

Prior Knowledge

Students should have knowledge of the following areas to successfully take part in this activity:

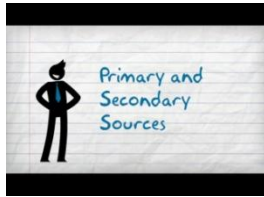
- The following activity assumes students know that history is multifaceted and based on facts and available records.
- Students should know that records are used to explain the past and can differ with one another.
- Students should be able to give a few examples of historical sources.
- Students should be able to look at their classroom textbooks’ indexes or work cited pages to identify the different resources used in the textbook.
- Students should be somewhat aware of the differences between a primary and secondary source.



LESSON PLAN

Hook

Play this short film for your students.



"Primary and Secondary Sources"

by Rob Redman

https://www.texasarchive.org/2014_03977

After watching the short film, give each student a note card. Instruct them to draw a T chart on it and write "primary sources" on the left and "secondary sources" on the right. Next, have students anonymously list 3-4 examples of each type of source. Collect their notes and review their comprehension. See if any gave examples that were not mentioned in the video. Read aloud the students' responses and discuss the basic differences between primary and secondary source examples.

On another note card, have students write down their own definitions of a primary and secondary source. Collect them and assess students' comprehension. As a class, discuss the differences between the two definitions.

As a class, write the best comprehensive definitions of primary and secondary sources on the board; be sure to include examples from students' prior examples. Students should now have a basic understanding of the two sources at this point.

Lesson

approx. 90 - 120 minutes

As a preview for the lesson, have students think how videos and film can be also be primary or secondary sources. Ask students to give some examples of film sources.

Divide students into small groups (3-4 students per group). Assign groups a topic (listed below). As a group, students will research and analyze their topic(s) using a variety of assigned primary and secondary source film and video from [texasarchive.org](https://www.texasarchive.org).

Group Topics:

- The Alamo
- U.S. Representative Barbara Jordan
- Bonnie & Clyde
- The Galveston Hurricane of 1900
- The King Ranch
- President JFK's Assassination



LESSON PLAN

- President Lyndon Baines Johnson
- Mary Kay Ash

Depending on your classroom set up, students may rotate around the room to various stations researching topics using their textbooks and classroom computers. Or you can have them do their research in the classroom using their textbooks first, and then you can take them all to the computer lab to work on the primary and secondary film viewing portion.

Have students start by researching their topics using their textbooks (secondary source) to become familiar with the basic knowledge of the event or person. Have students use the following worksheet (PDF) as a group to record their 10 facts. Make 4-5 copies of the worksheet's page 2, the film charts, for groups when using the computer for research. Have students refer to the primary and secondary source guide as they analyze the films. They will answer the following questions about their topic's sources:

- Why would a historian question the evidence or claims presented in this video?
- What evidence presented in this video can be used to support the claims of the creator or subject of the video?
- Do the videos try to present the creator or subject as average or exceptional? Why?
- What is the context of this video? Why would the films' creators choose to create this particular video at this particular time?
- What other information might be needed to determine the accuracy of the video?

After students have completed their worksheet, researched their topic using the textbook or encyclopedia, viewed the primary and secondary source films assigned to them, and recorded their observations and thoughts, they can now "report out" as a group what they learned. This will be a short classroom presentation in which all members will participate.

Groups will present their historical person or event to the class. This should be a short (less than 10 minute presentation) for each group. They will discuss what they learned about the topic from the primary and secondary sources, and will comment on what was most different about the primary and secondary sources. Make sure students expand on what the book says about their topic based upon the different sources. Have them play short scenes of a primary and a secondary source to the class to demonstrate their differences.



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Independent Practice

After students have presented their topics to the class, have them take out some notebook paper and record a daily journal entry (their own primary source). Have students write down the date and time at the top of their paper. Then have them describe themselves at this moment. They are documenting their own histories today. Have them address what their interests are, their goals for the future, and their favorite things. Tell them that you will seal these up at the end of class and reopen them at the end of the year. They will get to read about their goals, hobbies, and interests from this specific moment and reflect upon how they changed. This is a personal, fun way to get students to record their own histories, creating primary sources of their own that they can reflect upon later in the year. Follow up: When they read these at the end of the year, you could have them analyze their personal histories (primary source) and create a secondary source synopsis of their primary source personal history.

Extended Learning

Now that students understand their topics thoroughly, have them create their own encyclopedia or textbook entries for that topic. Have students write a 1 page description explaining their topic, combining what they learned and observed from both the primary and secondary source material. Have students correctly cite where they learned a particular fact in their paper (work cited page). Collect these accounts to read and assess student's understanding of primary and secondary sources and their topics as an individual grade.

LESSON PLAN

Videos

The Alamo



The David Ayala Collection, no. 7 – The Alamo (1970s)

https://texasarchive.org/2009_01617



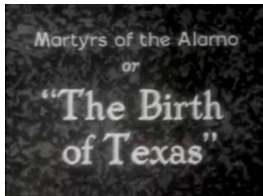
The Porter Click Family, no. 5 – San Antonio Sightseeing (1970s)

https://texasarchive.org/2010_03937



Texas in Review – The Alamo (1958)

https://texasarchive.org/2012_00211



Martyrs of the Alamo (1915)

https://texasarchive.org/2014_00414



Freedom Highway (1956)

Play the scene with Tex Ritter singing about the Alamo

https://texasarchive.org/2013_01905



Our Texas Heritage (1963)

https://texasarchive.org/2013_01906

U.S. Representative Barbara Jordan



Barbara Jordan at the National Women's Conference of 1977

https://texasarchive.org/2014_00417



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TEXAS ARCHIVE
OF THE MOVING IMAGE



Barbara Jordan Delivers the Democratic National Convention Keynote Address (1976)

https://texasarchive.org/2014_03974



The KHOU-TV Collection – News Clips, September 23, 1972 (play the Jordan speech)

https://texasarchive.org/2012_01554



Dr. Freeman Reflects on His Relationship with Barbara Jordan (1972) Oral History (2012)

https://texasarchive.org/2013_00005

Bonnie and Clyde



Bonnie and Clyde Death Scene (1934)

https://texasarchive.org/2014_03976



The Texas Experience – Waylon Jennings Presents Bonnie & Clyde (1986)

https://texasarchive.org/2011_02112



Hugh V. Jamieson Interview at KERA

https://texasarchive.org/2010_00481



The Retribution of Clyde Barrow and Bonnie Parker (1934)

https://texasarchive.org/2013_01894



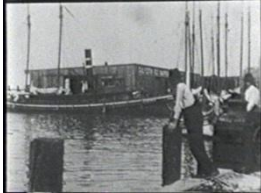
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The Galveston Hurricane of 1900



Galveston Hurricane of 1900 – Panorama of East Galveston

https://texasarchive.org/2006_00114



Galveston Hurricane of 1900 - Panorama of Wreckage of Water Front

https://texasarchive.org/2006_00117



Galveston Hurricane of 1900 – Searching Ruins on Broadway, Galveston, for Dead Bodies

https://texasarchive.org/2006_00112



The Storm (2013)

https://texasarchive.org/2013_01921



Caroline Schaper Harris's Recollections of the 1900 Storm (1986)

https://texasarchive.org/2014_03978

The King Ranch



A.M. Harper, King Ranch

https://texasarchive.org/2009_02542



John Connally Presented Texas Racing Association Award (1968)

https://texasarchive.org/2009_01472

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TEXAS ARCHIVE
OF THE MOVING IMAGE



The Texas Experience - Waylon Jennings Presents the King Ranch (1986)

https://texasarchive.org/2011_02109



Vaquero (2003)

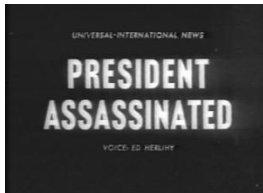
https://texasarchive.org/2009_03275



Our Texas Heritage (1963)

https://texasarchive.org/2013_01906

The Assassination of President John F. Kennedy



Special Release: President Assassinated (1963)

https://texasarchive.org/2013_01504



Governor Connally Speaks about President Kennedy's Assassination, Part II (1965)

https://texasarchive.org/2013_02687



JFK Assassination Witness Linda Willis in Dealey Plaza

https://texasarchive.org/2010_02553



Cactus Pryor Interviews J. Frank Dobie (1963)

https://texasarchive.org/2010_03799



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Interview with Professor Pennebaker about the Effects of the JFK Assassination on Dallas (1991)

https://texasarchive.org/2013_04528

President Lyndon Baines Johnson



Annual Message to the Congress on the State of the Union, January 8, 1964

https://texasarchive.org/2010_00040



Remarks Upon Signing the Civil Rights Act, April 11, 1968

https://texasarchive.org/2010_00049



The President – 1966

https://texasarchive.org/2010_00058



The Texas Experience – Barbara Jordan Presents Lyndon Baines Johnson

https://texasarchive.org/2011_02116



The Rancher (2012)

https://texasarchive.org/2012_03825

Mary Kay Ash



Mary Kay Cosmetics - Capture the Vision (1981)

https://texasarchive.org/2010_00144



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Mary Kay - All Your Tomorrows (1980)

https://texasarchive.org/2013_00629



Mary Kay - It's a Way of Life (1977)

https://texasarchive.org/2013_00628



KOSA-TV - Mary McDowell: Mary Kay Sales Director (1978)

https://texasarchive.org/2013_01465

WORKSHEET

Worksheet - Understanding and Using Primary and Secondary Resources – Grades K–5

<https://texasarchive.org/sites/default/files/2020-01/Worksheet%20-%20Primary%20and%20Secondary%20Sources%20-%20Grades%20K%20to%205.pdf>

RESOURCES

The Texas State Historical Commission's Timeline of Texas History

<https://texasalmanac.com/index.php?q=topics/history/revolution-and-republic-texas>

Redman, Rob. Primary vs. Secondary Sources

https://www.texasarchive.org/2014_03977

Library of Congress. Primary Source Analysis Tool

<http://www.loc.gov/teachers/primary-source-analysis-tool/>

Library of Congress. Using Primary Sources

<http://www.loc.gov/teachers/usingprimarysources/>

TEKS

Social Studies, Kindergarten

14A – Obtain information about a topic using a variety of oral sources such as conversations, interviews, and music

14B - Obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts

14C - Sequence and categorize information



LESSON PLAN

15A - Identify main ideas from oral, visual, and print sources

15B - Express ideas orally based on knowledge and experiences

16A - Create and interpret visuals including pictures and maps

16B - Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

Social Studies, Grade 1

17A - Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music

17B - Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts

17C - Sequence and categorize information

18A – Express ideas orally based on knowledge and experiences

18B - Create and interpret visual and written material

19A – Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

19B - Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

Social Studies, Grade 2

18A – Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music

18B - Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

18C – Use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information

18D – Sequence and categorize information

18E - Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting



LESSON PLAN

19A – Express ideas orally based on knowledge and experiences

19B – Create written and visual materials such as stories, poems, maps, and graphic organizers to express ideas

20A - Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

20B - Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

Social Studies, Grade 3

17A – Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources

17B – Sequence and categorize information

17C – Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting

17D – Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information

17E – Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

18A – Express ideas orally based on knowledge and experiences

18B – Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas

18C – Use standard grammar, spelling, sentence structure, and punctuation

19A – Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

19B - Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Social Studies, Grade 4

3A – Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto



LESSON PLAN

3B – Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza

4B – Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson

8C – Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present

17D – Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals

18A – Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States

21A - Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas

21B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

21C – Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

21D - Identify different points of view about an issue, topic, historical event, or current event

22A – Use social studies terminology correctly

22B - Incorporate main and supporting ideas in verbal and written communication

22C – Express ideas orally based on research and experiences

22D – Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

22E - Use standard grammar, spelling, sentence structure, and punctuation



LESSON PLAN

23B – Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Social Studies, Grade 5

5C – Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Central Postal Directory who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics

24A - Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

24B - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

24C – Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

24D - Identify different points of view about an issue, topic, or current event

24E - Identify the historical context of an event

25A – Use social studies terminology correctly

25B - Incorporate main and supporting ideas in verbal and written communication

25C – Express ideas orally based on research and experiences

25D – Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

25E - Use standard grammar, spelling, sentence structure, and punctuation