

Unit 1 – Understanding and using original sources

Lesson 1

Soc 2-01a: I can use primary and secondary sources selectively to research events in the past

Significant Aspects of Learning:

Becoming aware of change, cause and effect, sequence and chronology.

Locating, exploring and linking periods, people, events and features in time and place.

Skills Development:

Exploring and evaluating different types of sources and evidence.

Learning Intention:

To learn more about primary and secondary sources and to understand where these sources come from.

Success Criteria:

- I can demonstrate understanding of the variety of evidence available to historians.
- I can identify primary sources and secondary sources.

Lesson Plan

Resources required:

- *Different Sources* document
- Powerpoint - *Various Sources*
- Source Cards:
Warrant, Vote for Maxton Poster, Obituary, Newspaper Article about JM life, Newspaper Article, Charge Sheet, Birth Certificate, Application For Relief

Activities:

- Using *Different Sources* document, explain to the class what primary and secondary sources are, and why they differ. Discuss sources used in past topics and decide whether these were primary or secondary sources. Identify, through class discussion, various ways of accessing historical sources and how these might be used to enhance learning about a historical event.

James Maxton: Campaigner for Change

- Show class the *Various Sources* PowerPoint. Students discuss each source with shoulder partner and decide whether they think the source is primary or secondary. After discussion time ask the students to stand up if they think it is a primary source and to remain seated if they think it is a secondary source. Discuss what each source might tell us about a person/event.
- Students working in pairs: sort the 'Source Cards' into two piles: one of primary sources and one of secondary sources. Discuss findings as a class and reach a consensus about whether and why each card is a primary or secondary source.

Unit 1 – Understanding and using original sources

Lesson 2

Soc 2-01a: I can use primary and secondary sources selectively to research events in the past.

Significant Aspects of Learning:

Developing useful skills for learning, life and work.

Developing an understanding of the world by learning about how people live today and in the past.

Learning Intention:

To learn more about what we might find in historical collections and to ascertain where these sources might come from.

Success Criteria:

- I can demonstrate understanding of the variety of evidence available to historians.
- I can identify what sources might help in researching a period of time and know where these sources came from.

Lesson Plan

Resources required:

- PowerPoint - *Archive Collection of James Maxton*
- James Maxton Source Collection:
Marriage Certificate, Charge Sheet, Certificate of Merit, Passport, Death Certificate, Birth Certificate
- *My Life in Source* worksheet

Activities:

- Recap on Unit 1 Lesson 1 and recall differences between primary and secondary sources.
- Discuss different ways people can access information about the past.
- Use *Archive Collection of James Maxton* PowerPoint to show class different sources that may be found in an historical collection. Discuss what each source might tell us about a

person/event.

- Undertake class discussion on different types of sources available to help us learn about different periods in time. Consider where these sources come from and how archivists and librarians collect these sources.
- **Groups activity:**
Give each group a different source from the 'James Maxton Source Collection'. Ask them to examine this source, make brief notes and feedback to the rest of the class what they learned about James Maxton from the source.
- Discuss what kind of material archivists and librarians might collect about us to build up a picture of our lives and what sources they might collect to document this.
- Students complete *My Life in Sources* worksheet. In the middle square they should draw a picture of themselves and in each of the six surrounding shapes they should name a source which could be used to gather information about them and their life. Give details of what somebody using this source might learn about them.
Examples of sources might be: Facebook/Twitter/Instagram page, birth certificate, videos, family photos, school reports, mobile phone messages/address book etc.

Defining Questions

When evaluating primary or secondary sources, the following questions might be asked to help ascertain the nature and value of material being considered:

- *How does the author know these details (names, dates, times)? Was the author present at the event or soon on the scene?*
- *Where does this information come from—personal experience, eyewitness accounts, or reports written by others?*
- *Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts)?*