Identifying Primary and Secondary Sources

- **Primary Source**: a record made by people who saw or took part in an event (originates from the past) – any **artifact** is a PRIMARY source
  - **artifact**: an object made by a human being

- **Secondary Source**: a record of an event written by someone not there at the time

*Is this an ARTIFACT from history? OR Did the creator witness/make the event/item?*

- **Yes** = primary source
- **No** = secondary source

**Directions**: Determine whether the following are primary or secondary sources. Circle the letter indicating whether the item is a "P" primary source or "S" secondary source. For each one, explain your reasoning in COMPLETE SENTENCES.

**(P) PRIMARY - (S) SECONDARY**

1. The story your grandfather tells you about his experience during the Vietnam War.  
   **P S**

2. Your World History textbook or an encyclopedia.  
   **P S**

3. The *Diary of Anne Frank* - the published diary of a teenage girl who experiences the Holocaust first hand.  
   **P S**
4. A letter written by George Washington to his mother about the latest developments in the Revolutionary War.  

5. An article in National Geographic about life in ancient Rome.  

6. A photograph of you and your friends at your 8th birthday party.  

7. The information from the museum tour guide who shows you around the dinosaur exhibit and shares facts with you.  

8. A mummy from ancient Egypt.  

What might be some advantages and disadvantages to using only a primary or secondary source?  

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
</tbody>
</table>
Analyzing Primary and Secondary Sources

The actual bones of Ardipithecus Ramidus

Compare Ardi’s bones to our skeleton on the board and make predictions about her.

**ARDIPITHECUS RAMIDUS**

The discovery of a set of fossilized bones in 1994 set off 15 years of research into a new species some 4.4 million years old. The work on “Ardi” culminated on Oct. 2 with a series of papers published in the journal *Science*. What the research team has uncovered:

Sources: *Science*, skeletal structure redrawn from sketch by J.H. Matternes
Big Discovery:

Dating the Remains:

What Ardi’s Bones Tell Us:

Did Ardi walk upright?:

Ardi’s Skull:

Ardi’s Hands and Feet:

Ardi’s World:

What did Ardi look like?:

Origins of Bipedalism:

Evolutionary Advantages of Walking Upright:
Identifying Primary and Secondary Sources Homework

1. Draw or cut and paste a primary source that would tell historians something significant about your life.

<table>
<thead>
<tr>
<th>Primary Source:</th>
<th>Why this is a primary source:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What this primary source would tell historians about me:</td>
</tr>
</tbody>
</table>

2. Create a secondary source about your life. One hundred years from now, someone writes a book about your life story. What would the title and synopsis of the book be?

<table>
<thead>
<tr>
<th>Secondary Source – title of my biography:</th>
<th>Why is this a secondary source:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Synopsis of my biography:</td>
</tr>
</tbody>
</table>
History Essential Question

#2 Exit Slip
How do historians use primary/secondary sources to learn about history?

Name two pieces of primary source evidence archaeologists used to learn more about Ardi, and explain what inferences archaeologists made using this evidence. Make sure to explain how they were able to make the inference using their evidence. Use multiple and complete sentences.

1. Evidence ⟷ Inference

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________________________________________________________________________
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2. Evidence ⟷ Inference

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