

Grade 7 Social Studies
Analyzing Sources

Objectives:

- SS.7.21b Analyze information by sequencing including the use of absolute and relative chronology.
- SS.7.21.a. Use primary print sources, such as biographies, to acquire information about Texas.
- SS.7.21.a Use secondary oral, print, and or visual resources to acquire information about Texas.

Concept Development:

1. Historians and researchers must be able to locate and analyze primary and secondary sources.
2. Primary sources can include autobiographies, oral interviews, pictures, newspapers, as well as souvenir booklets or minutes from a meeting.
3. Establishing sequence and chronology can aid historians in analyzing what caused events to occur.

Introduction:

1. Write Primary Source and Secondary Source on the board along with their definitions. Read the definitions with the students and explain their importance to historians for research.
2. Pair students and ask them to conduct an interview of each other. Students should take notes of the interview. Instructors will supply the prompt for the interview. For example. . .your best day, what I did last Christmas, family history, etc. The students should get between about 5 minutes to complete their interviews.
3. Ask the students to change partners. Now they must tell their new partner the information that they gathered from the previous interview. Give the partners 5 minutes to complete the second interview.
4. Select 2 students to present their information. One will present the information that they gathered from the first interview and one will present information from the second. When the presentations are complete then tell the students that they have seen an example of primary and secondary sources. Explain that the information from the first interview would be a primary source and the information from the second would be secondary. Discuss some examples of primary and secondary sources. Then have the students compare and contrast primary and secondary documents. Ask the students; Which do you think is more trustworthy: a primary or secondary document? Why?
5. Tell students that today they will look at primary and secondary sources and use them to piece together a chronology of events in the history of black doctors in Houston.

Guided Lesson:

1. Have students look at a variety of short histories, Oral History Interview Transcripts, and Photographs.
2. Students are to discuss the types of information they can find in these sources, and the teacher should write this information on the board.
3. Discuss how the different types of information can help students understand what happened in the past and why by creating a flowchart of events.

Student Practice:

1. Divide the class up into groups of 3 or 4.
2. Let students know they are to make a flowchart showing the events from the founding of Houston Negro Hospital to black doctors being allowed to work in white hospitals in Houston.
3. Students are to identify important information about events surrounding the founding of black hospitals as well as laws or act which were enacted to open the doors to black doctors to practice medicine in all hospitals.
4. Teachers will need to run off copies of images, documents, oral histories, etc to provide resources for the students to gather their information. It is up to the teacher how many and which interviews and information box they will make available. They should be sure to provide pictures of the Houston Negro Hospital founding, documents concerning the Civil Rights Act, Hill Burton Act, the letters to the University of Arkansas, etc.

Assessment:

1. Each group will show their flowcharts to the class and tell what sources proved most helpful and why.

Closure:

1. Ask students again which type of source they felt was more reliable, primary or secondary documents? Why? Did their opinion stay the same or did it change?
Why?

Materials:

Images

Documents

Oral History Transcripts

Biographies
Information Boxes
The Story Experience
Blank Flow Charts