

## CHAPTER 1 | LESSON 4 How Historians Study the Past

**Activity Sheet****Part A. Build Vocabulary**

**Key Terms** Read the vocabulary definitions. Then use the words to fill in the blanks in the paragraph below.

**primary source:** something written or created by a person who witnessed a historical event

**secondary source:** something written after a historical event by a person who did not witness the event

**oral history:** the unwritten verbal accounts of events

A student tape records her grandmother's story of growing up in the South during the Civil Rights movement. She presents this (1) \_\_\_\_\_ in class the next day. Another student brings in a photo taken at the scene of a major earthquake ten years before. He presents this (2) \_\_\_\_\_ as part of a report on photography. A third student reads from a recent book that has been written about the Civil War. This (3) \_\_\_\_\_ used many original documents as research tools.

**Part B. Cooperative Work**

Work with your group to identify each example as one of the following historian's tools: primary source, secondary source, or oral history.

Examples	Historian's Tool
1. a news article about a fire written after interviewing the firefighters and the victims	
2. a radio interview with a woman who protested against the war in Vietnam, describing what it was like	
3. a book about the sinking of the Titanic, written several decades after the event	
4. an evening of songs by Native American elders, telling the story of their history in the Americas	
5. the cave paintings in France, painted by early humans	
6. a collection of written accounts by former slaves	
7. a painting of a historical event, based on accounts given at the time of the event	
8. a news feature on the anniversary of the death of a famous person	