

Primary and Secondary Sources--Japanese Internment

Summary

Through learning about the Topaz internment camp, students will be able to define primary and secondary sources, give examples of each, and distinguish them from each other. They will also be able to explain the importance of primary sources.

Additional Core Ties

Secondary Library Media (6-12)

[Strand 3:](#)

Time Frame

1 class periods of 45 minutes each

Materials

1. "A Look at Primary and Secondary Sources" PowerPoint
2. Primary/Secondary Sources graphic organizer
3. Examples of primary sources of the teacher's own life including artifacts, letters, photographs, vital records, newspaper articles, etc.
4. "Primary sources" Animoto
5. Photos of Topaz Internment Camp

Background for Teachers

Many secondary school teachers assume students know the difference between primary and secondary sources. This lesson helps students learn the difference between primary and secondary sources and gives them examples of each while they are learning about the Topaz internment camp.

Intended Learning Outcomes

1. Students can define primary and secondary sources.
2. Students can give examples of primary sources.
3. Students can tell the importance of primary sources.
4. Students will distinguish secondary sources from primary sources.
5. Students can analyze primary sources.

Instructional Procedures

1. Students will watch the "Primary Sources" Animoto video to begin the lesson.
2. Determine background knowledge by asking students if they know what a primary source is.
3. Students will fill out the graphic organizer as teacher defines and gives examples of primary and secondary sources. For primary sources, teacher will give examples from her life. For secondary sources, the teacher will show Utah Studies related resources as examples of secondary sources.
4. Students will discuss why primary sources are important in the study of history.
5. Students will fill out the primary sources/secondary sources graphic organizer as they view the "A Look at Primary and Secondary Sources" PowerPoint. Students will explain why each information resource is a primary or a secondary source.
6. Students will write their observations, reflections, and questions about a photograph of the Topaz Internment Camp. They will share observations with a partner. A few students will share with the class.

Strategies for Diverse Learners

Gifted learners can give examples of primary and secondary sources from a different historical period such as the Civil Rights movement or the Revolutionary War. Struggling students can discuss why examples are primary sources with a partner rather than by themselves.

Extensions

Have students find examples of primary and secondary sources in other subject areas such as science, art, music, literature, political science, theatre. Source for examples:

<http://libguides.bgsu.edu/content.php?pid=20573&sid=145214>

Students can distinguish between primary and secondary sources using Utah history examples

https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dHpoVmRPamx4bkJPR0RpeFhSVzBoOVE6MQ#gid=0

Assessment Plan

Students will be partially assessed by completing the graphic organizer. They will also be assessed by the online quiz.

Authors

[Marianne F. Bates](#)