NEW MEXICO
HISTORIC WOMEN
MARKER PROGRAM

# Primary and Secondary Source Analysis: building a source

*Grade Levels:* 9-12

*Overview:*

### How and why do we determine the reliability of a source?

Analyzing sources is key to the research process. Whether it is a primary or secondary source, understanding particular factors of the source allows the researcher to utilize the source in its entirety; as an understanding of context, evaluation of usefulness, clarity about the person that created the source, and to lead us to additional sources. **This lesson will help students learn to break down a source into various components and evaluate it for effectiveness and application. Both secondary and primary sources will be used for this assignment.**

*Key Concepts:*

1. **Connection to Historical Context:** How does the primary source convey context regarding the woman's life and situation?
2. **Connection to Community/Place:** Considering the woman's place in her specific community, how did she interact and add to or alter the story of this place? What is the evidence in the examined primary source(s)?
3. **Connection to Perspective:** If this primary source was created by the woman herself, how is her point of view or perspective exemplary of the time/situation? How is it unique?

*Objectives:*

*This lesson supports Inquiry Standards, particularly in distinguishing primary and secondary sources in relation to historical events and evaluation of that source for relevance and intended use. Students construct compelling and supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.*

**Objective 1:** Utilize the **SOAPSTone** format of source evaluation. Students will apply this to their previous research presentation, connecting the research to the author of the original web page entry.

**Objective 2:** Students will apply **SOAPSTone** format analysis to each primary source they discovered in the previous lesson.

**Objective 3:** Students will understand the significance and usefulness of primary sources when creating a secondary source.

**Objective 4:** Students determine if additional primary sources they discovered could enhance the existing webpage resources for the woman they researched.

**Objective 5:** Correctly cite primary and secondary sources, including images. (This should be part of the previous lesson, however may also be placed with this second lesson).

*Length of time for lesson:*

**THREE (60-90 minute)** class periods depending on length of time spent in class and whether homework is assigned.

*Materials:*
- Computers
- New Mexico Historic Women Marker Program website
  https://www.nmhistoricwomen.org/
- Previous lesson student research
- SOAPSTone analysis handout (printed copies for students) and PDF format
- Teacher resources that are applicable to citation format used

*Handouts:*
- SOAPSTone analysis handout:  📄 SOAPSTone -  Source Analysis Templates.pdf

*Activities:*

1. Teacher prints or provides the link to SOAPSTone handout for each student.
   Teacher reviews how secondary sources depend upon primary sources. Discuss the variety of primary sources and locations for those sources that the students discovered. Have students share their experiences and impressions about the "detective work" they engaged in.
2. Teacher distributes the handout and/or projects the SOAPSTone PDF to students.
3. Teacher reviews each section of SOAPSTone, explaining and eliciting questions from the students as you go. **Create an example using the New Mexico Historic Women Marker Program website**, so students can experience a specific application.
4. Students access the webpage about the woman they researched.
5. Teacher assists students as they review the primary sources on the webpage and complete each category/component of the SOAPSTone chart. *Note that the "Author" is the original author listed on the "Application" document.
6. Students complete an analysis (SOAPSTone chart) for each of the additional primary sources they located through their research in the previous lesson.

7. Students write 1-2 closing evaluation paragraphs, summarizing their findings from the SOAPSTone and giving their opinion about the effectiveness and usefulness of the source.
8. Students turn in their completed SOAPSTone for evaluation.

## *Adaptations/Extensions:*

- Discuss Historical Perspective Why is it important to understand the perspective in which any author writes? What influences an author's perspective?

- Review and edit existing website pages, making notes and observations regarding needs and expectations. Which webpages stand out and why? What leads to higher reader engagement? What characteristics are in common on these pages that need to be included on the one you create?

- Have students further explore the NMHWM website and discover how they can contribute additional information to the website. Students may submit an inquiry to the "Contact Us" section, offering supplemental primary sources to be added.

## *Evaluation:*

1. **Evaluate students** on their understanding of the difference between primary and secondary sources. This may be through an exit ticket, or informally through a verbal check for understanding.
2. **Completed SOAPSTone** work is checked for completion and understanding of each component in the analysis.

## *Exit Ticket/Discussion Questions:*

- How are sources different, and how do they each serve a purpose?
- Is it important that an author of a source has credibility, or experience, in order to be an "expert" or for the information to be valid?
- What did you learn about sources and how to select a variety for future research to be more complete and encompassing of varied ideas and perspectives?

## *NM PED Educational Standards:*

*HS Civics: Inquiry 24. Gather and Evaluate Sources. 9-12. Civ. 4*
- *Economic Standards Apply in the above area*
- *Ethnic, Cultural, and Identity Studies Standards apply in the above area*
- *HS New Mexico History and US History Standards should be applied as determined by the educator, dependent on topical selections by the teacher and students.*

- *NM PED Culturally and Linguistically Responsive Scorecard criteria may be applied and met through Representation, Portrayal, Critical Consciousness, and Teacher Support.*