



THE KNOX SCHOOL

Be a Part of Something Special

Middle School History Grades 6-8 2020 Summer Assignment

Directions: This assignment is practice of key skills to be successful in your History class.

Due Date: First day of your History class.

Primary Sources

History is learned from those who lived it. However, how can you, a historian, learn from Cleopatra, Queen Victoria, Albert Einstein, and Abraham Lincoln? It is impossible! So, what do you do? You read and look at primary sources. A **primary source** is information that was created by someone who witnessed or was part of the event. Some examples are diaries, autobiographies (an account of a person's life written by that person), letters, newspaper articles, quotes, paintings, photos, audio tapes, camera recordings, personal timelines, or speeches. Primary sources allow historians to learn about an event firsthand. The sources provide clues about the emotions of an event. This is information that only primary sources can provide. Although, primary sources are **biased** - favoring the ideas of people over others - which is a problem for historians.

Secondary Sources

How do historians solve the problem of bias? They use **secondary sources** - information that was written after the event - to help solve bias. It is a historian's job to look for facts, which requires historians to read and look at many primary resources. When historians read primary sources, facts from each source are compared to determine what they all have in common. These facts are used to write secondary sources. Examples of secondary sources are essays, textbooks, articles that are written after the event has happened, and biographies (an account of a person's life written by someone else). Remember, secondary sources are **NOT** written by people who participated or wrote the event. Usually, authors of secondary sources were not alive during the historical event they are writing about.

Type of Source	Definition	Examples	Image (draw or copy/paste)

What is the difference between an autobiography and a biography?

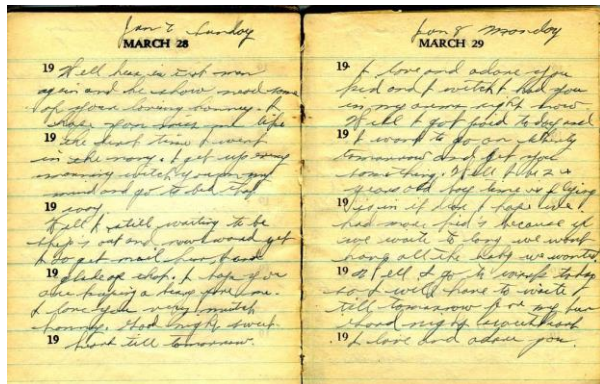
What is a bias?

Directions: Determine if the source is Primary (P) or Secondary (S) and write the letter on the line

- _____1) A play showing how Benjamin Franklin flew a kite during a lightning storm.
 - _____2) A short story describing Thomas Edison and Nikola Tesla's 'electrical' battle.
 - _____3) Anne Frank's diary describing her life during World War 2.
 - _____4) A cartoon showing how Pocahontas met John Smith.
 - _____5) A textbook describing the civil rights movement.
 - _____6) A news report about the opening of a power plant.
 - _____7) A scientist explaining what it was like for Buzz Aldrin to walk on the moon.
 - _____8) A YouTube video describing how the pyramids were built.
 - _____9) An interview with Alexander Graham Bell about how he invented the telephone.
 - _____10) A radio broadcast from the day the Soviet Union launched Sputnik.
 - _____11) An autobiography about the 40th president, Ronald Reagan.
 - _____12) A book describing Christopher Columbus sailing to America.
 - _____13) A famous artist's painting of what cowboy life was probably like.
 - _____14) A journal by a cowboy about the cattle drives from Texas to Kansas.
 - _____15) The United States Constitution
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Directions: Look at the sources on the left and answer the questions

Personal Diary of a German Soldier during WWII



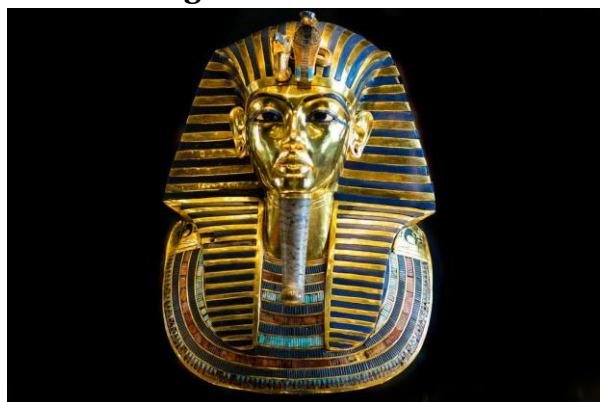
You are researching the German perspective of WWII

Is this a primary source or secondary source?
Why?

What could you learn from this source?

How might it differ from sources from American soldiers?

Mask of King Tutankhamen:



You are researching the burial practices of Egyptian Pharaohs.

Is this a primary source or a secondary source?
Why?

What could you learn from Egyptian society and religion from this source?

History Textbook



You are researching the battles of the Civil War.

Is this a primary source or a secondary source?
Why?

What could you learn from this source?

How might it differ from primary sources on
this topic?

Historical Website



 publicdomainvectors.org

*You are researching about the Roman military
and are reading information from a website
created by a university.*

Is this a primary source or a secondary source?
Why?

What might you learn about the Roman military
based on the source?

Nightly News Cast:



You are watching a local news team report about the military conflict in another country

Are they a primary source or a secondary source? Why?

What information might you be able to get from the newscast?

New York Newspaper from 1911:

The New York Times. THE WEATHER. Fair, warmer Sunday; rain probably Thursday; moderate south winds. 22° to 24° today; 20° to 22° to-morrow.

NEW YORK, SUNDAY, MARCH 16, 1911.—30 PAGES, 12 CENTS. PRICE FIVE CENTS.

TALK OF CHARGES AGAINST THE MAYOR
Civic Organizations Taking Up Magistrate Corrigan's Attack—Ward Police Chief's Retort.
MAY GO TO THE GOVERNOR
Former District Attorney Pleads That the Police is International and Corrupt—Society's Understanding Is

141 MEN AND GIRLS DIE IN WAIST FACTORY FIRE; TRAPPED HIGH UP IN WASHINGTON PLACE BUILDING; STREET STREWN WITH BODIES; PILES OF DEAD INSIDE

The Flames Spread with Deadly Rapidity Through Flimsy Material Dosed in the Factory.

600 GIRLS ARE HEMMED IN
When Elevators Stop Many Jump to Certain Death and Others Perish in Fire-Filled Lobbies.

STUDENTS RESCUE SOME
Help Them to Roof of New York University Building, Keeping the Public Stricken in Check.

ONE MAN TAKEN OUT ALIVE
Plunged to Bottom of Elevator Shaft and Lived Three Hours; Flames for Four Hours.

ONLY ONE FIRE ESCAPE
Owner Declares Building Laws Were Not Enforced—Building Modern—Gleason's Program?

JUST READY TO GO HOME



The Burning Building at 23 Washington Place.

You are researching the 1911 Triangle Shirtwaist Factory Fire along with life and working conditions in factories in the early 1900's

Is this a primary source or a secondary source? Why?

What could you learn about this event and working conditions in the early 1900's based on this source?

Primary Source Analysis Sheet

Directions: Look at the following primary source and fill in the chart



Texting can have positive effect on your emotional and physical health

By Washington Post, adapted by Newsela staff on 08.21.18

Word Count **829**

Level **810L**



Three teenagers are lost in their phones while in Trafalgar Square in London, England. Photo by: In Pictures Ltd./Corbis via Getty Images

On the news, texting is often highlighted for the problems it causes.

Some studies say it keeps us from interacting with people. Others say it is making our attention span smaller. Another said it is damaging our spines, with a condition called "text neck." This is when your neck can get injured from looking down at your phone for too long.

Still, some experts say the negativity is unfair. Texting can be a positive and healthy force in people's lives, they say.

Massachusetts Institute of Technology (MIT) psychologist Sherry Turkle wrote the book "Reclaiming Conversation: The Power of Talk in a Digital Age."

Texting itself isn't the problem, she says. "The trouble is what happens to face-to-face conversation if your phone is always there."

There's A Time And Place For Texting

This article is available at 5 reading levels at <https://newsela.com>.

If done well, Turkle and other experts said, texting can improve relationships. It can help people deal with painful events. Texting can also connect different generations of people.

It all comes down to when and how you text, according to Turkle and Tchiki Davis, who writes about well-being in technology.

If you're out to dinner with friends, keep your phone out of sight, Turkle said. Even leaving the turned-off phone on the table will make conversations less meaningful, she says. She warned some people use texting to avoid difficult face-to-face chats.

We should ask, "'Is texting keeping me away from a necessary conversation?' If not, enjoy."

It's better not to text even around total strangers, Davis said.

"A whole body of research shows we can improve your well-being even through just tiny interactions with strangers," Davis said.

Reaching Out To Others During Difficult Times

Once you're truly alone, go ahead and break out your phone, Turkle and Davis said. Still, be thoughtful. Think of texting friends and family and consider who might be feeling lonely or facing a difficult situation.

If you yourself are struggling, texting a loved one is a great way to handle it, Davis said.

"Studies have shown that people who text and reach out to others experience less pain," Davis said. "It can be used to cope and just kind of deal with challenging situations."

Try not to gossip via text, Davis says. Write longer messages. This way, the receiver won't misunderstand something you've sent. Text your friends memes you think they'd find amusing. Use more exclamation points.

Helps You Stay In Contact With Your Parents

Turkle said texting is an especially good way for parents to connect with their adult children. Turkle's daughter recently went shopping for a wedding dress without Turkle. So, her daughter sent pictures of different dresses.

The messages, Turkle said, made her feel close to her daughter.

More doctors and health experts are using texting, Eric Topol said. Topol is digital health expert in La Jolla, California.

For physicians and their patients, texting offers a quick, easy way of communicating. Turkle remembered one night recently when she noticed a rash on her leg. She texted her doctor a picture of the rash. She asked whether she needed to visit the hospital.

The doctor quickly replied, "You ate something, don't worry," Turkle said. She thinks "sending photographs is going to be a big part of the future of medicine."

Powerful Communication Tool For Research

Texting also has become powerful for research, Topol said. Over the past five years, texting has been used to collect information in many important health studies.

About 7 out of 10 people in the world likely have cellphones. This makes it easier for participants to get involved and respond to researchers.

It allows for immediate feedback. Most people are also more likely to reply to a text than an email.

Texting is also affecting the mental-health world. In recent years, mental-health experts have started suicide and support lines that offer just text-based support.

Suicide is when a person ends his or her own life. Experts say that often mental illness is what leads to suicide. People who have mental illnesses can be treated with medication and therapy.

Peer Support Services For College Students

Lean On Me offers an all-hours service to college students. It connects texters with volunteer peer supporters. Lean On Me is now at seven college campuses.

Shaye Carver works for Lean on Me. Students sometimes want to "talk about a frustration, or simply hold a conversation," Carver said. Texting allows them to respond whenever they want.

Museum Interacts With Visitors

The San Francisco Museum of Modern Art tried something goofier with texting. In summer 2017, it started a program called "Send Me." It allows anyone to text the museum a request to see a particular item. In return, a computer program sends art that matches the request.

At its most popular, the museum got about 70,000 texts per hour, says Jay Mollica. He works for the museum's tech team.

As of July 2018, some top requested terms on Send Me were "love," "cats," "dogs," "purple" and "happiness."

<p><u>Who do we believe created this?</u></p> <p><u>Possible conclusions from this:</u></p>	<p><u>What (do I think I) am looking at?</u></p> <p><u>Possible conclusions from this:</u></p>
<p><u>Where was this item (probably) created?</u></p> <p><u>Possible conclusions from this:</u></p>	<p><u>When was this item (probably) created?</u></p> <p><u>Possible conclusions from this:</u></p>
<p><u>Why (do we think) this was created?</u></p> <p><u>Possible conclusions from this:</u></p>	<p><u>How was this item (probably) created?</u></p> <p><u>Possible conclusions from this:</u></p>
<p><u>Are there any biases in this source?</u></p> <p><u>Possible conclusions from this:</u></p>	<p><u>Who was this source created for?</u></p> <p><u>Possible conclusions from this:</u></p>

Create Your Own Source!

Using what you have learned about primary and secondary sources, create your own source. If you need some help picking one, look at the list from the first page.

Type of Source I chose to create: _____

This is a _____ source because _____

What can we learn from this source?

Example:

Type of source I chose to create: Photo of my dog, Jet

This is a primary source because I was there when the picture happened

We can learn that Ms. K has a dog and he likes to lie in the grass

