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**Section One: Project/Lesson Overview**

**Grade:** 7-11

**Subject:** History

**Lesson Title:** Introduction to primary and secondary documents and archives

**Lesson Description:** Students will understand the difference between primary and secondary documents by using the NB Museum Archives & Research Library documents. Students will also appreciate the importance of using primary documents instead of relying on someone else's interpretation of events in secondary documents; as well, as looking at documents for bias.

**Time Required:** One periods plus more time for extension activities

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**Section Two: Project/Lesson Implementation**

**OPTIONAL equipment/materials:** SMART board or projector, print out of enough images from the web site for each student

**Lesson Procedures/Teaching Strategies:**

1. Go through the notes on primary or secondary documents as they appear in the lesson page 1 (*attached - French and English versions see below*).
2. Using names of students in the class go through the concrete example of the difference between primary and secondary documents as illustrated on page 2.
3. Project or show an image from the NB Museum virtual exhibition "Gatherings" (<http://www.nbm-mnb.ca/index>.) As a class, have the teacher model answering the questions from page 3.
4. Using a second image from the "Gatherings" virtual exhibition, have students answer the same questions from page 3 in writing, in pairs.

5. Put a third image from the "Gatherings" virtual exhibition on the board (or print out some images and let them choose one) to analyze. This writing could be handed in for marking.
6. As an extension - higher level students could use a collection of images and documents from the "Gatherings" virtual exhibition and put together a thesis and write a short paper based on one of the collections using only primary documents (a fantastic solution to plagiarism).

### **Suggested Assessment Strategies:**

- During the lesson - You could use an *EXIT SLIPS*, where students write you a note at the end of the lesson outlining what they understood and did not understand. This can guide the lesson for the next day.
  - The individual analysis of an image can be marked for their ability to observe objectively as well as the detail in their responses.
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### **Section Three: Project/Lesson Resources**

**Web-Based Resources:** If you choose to have the higher level students write an essay using primary documents, Veteran's Affairs Canada also has great primary resources about the wars including first hand accounts by Veterans in Heroes Remember.

**Disclaimer:** The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

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### **Section Four: Additional Information**

#### **Contact Information Including Name, Email, School and District:**

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## History: Science or Art?

Page 1

History is the study of change over time. However, we must be careful not to jump to conclusions too quickly when we study the past. In order to get a "truthful" conclusion, we must collect information from a wide variety of sources. These sources may include physical remains of plants and animals or artifacts (man-made objects) such as tools, ruins of buildings, etc.

Other sources of information that can be used are written records including both primary and secondary documents.

Primary documents are written by people who lived at the time they are writing about (example - diary, ships log...) they have first hand experience about the events.

Secondary documents are written about past news from the present - i.e. your history book talking about dinosaurs. The author was not there 40 million years ago and uses evidence to draw conclusions about the past.

History is always changing. No one can know everything about what happened in the past. Therefore, we must fill in missing information by making educated guesses. We must always question the reliability of materials presented to us so that we can talk about the past as truthfully as possible.

## What is the truth?

Page 2

- Imagine there was a fight between two people in the class, *Tim and Fred*.
- One person in the class, *Sally*, witnessed the fight.
- Sally* writes (or texts) an account of the story to her friend *Kate*. Is the text a primary or secondary document?
- There is surveillance video of the fight. Is the text a primary or secondary document?
- Kate* later writes a short non-fiction story about the fight. Is this a primary or secondary document?
- You find out later that *Tim* and *Sally* are in love and that *Fred* dumped *Sally* for another girl, *Sue*. What do you need to consider about *Sally's* account of the fight?



## What can this historic image tell you?

Page 3

- What do you see in the image? Centre? To the left? To the right? In the foreground? In the background?
- Who is in the image?
- How are they dressed?
- What do their clothes tell us about them?
- Look at their expressions? How are they feeling?
- What are the relationships between the characters?
- What are the people doing?
- Where are they?
- When do you think it took place? How do you know?
- Put yourself in the place of one of the characters. How would you feel?
- Why do you think the artist created this picture?

**L'histoire,  
Une science et un art**  
Page 1

Pour comprendre l'histoire on utilise les restes des humains et animaux, les objets et les vestiges (les restants des bâtiments).

Les documents peuvent être de PREMIÈRE ou de DEUXIÈME MAIN. Les documents de première main sont originaux. Ils sont produits d'époque de la société étudiée. Ils sont les témoins authentiques.

Les documents de deuxième main sont des copies ou des interprétations de l'originale, habituellement produit plus tard.

Tous documents doivent être considérés pour leur perspective et leurs préjugés. On se demande est-ce que cette source est valide alors qu'on puisse représentée le passé aussi bien que possible.

L'histoire change toujours. Personne ne peut savoir tout ce qui arrivé au passé. Alors on doit faire une supposition bien formée (educated guess).

## Qu'est-ce que c'est la réalité?

Page 2

- Imagine qu'il y a une dispute entre deux personnes de la classe, *Tim et Fred*.
  - Une personne de notre classe est témoin des événements, *Sally*.
  - *Sally* écrit une note à *Anne* qui raconte ce qu'elle a vu. Est-ce que cette note est un document de première main ou deuxième main?
  - Il y a des photos de la dispute sur facebook. Est-ce que ces photos sont des documents de première main ou deuxième main?
  - Plus tard *Anne* écrit une histoire au sujet de la dispute. Est-ce que cette histoire est un document de première main ou deuxième main?
- Tu sais que *Tim et Sally* sont amoureux et que *Fred* avait laissé *Sally* pour *Sue*. Qu'est-ce qu'on doit considérer quand on lit la version écrite par *Sally*?



## Analyser des images historiques.

Page 3

1. Qu'est-ce qu'on voit dans l'image? Au centre? À gauche? À droite? Au premier plan? En arrière-plan?
2. Qui est dans l'image?
3. Comment sont-ils habillés?
4. Qu'est-ce que leur habillement nous dit?
5. Note leurs expressions. Comment se sentent-ils?
6. Quels sont les relations entre les personnages?
7. Mets toi à la place de quelqu'un dans l'image comment sentirais-tu?
8. Qu'est-ce que les personnes font?
9. Où est-ce que l'image se passe?
10. Quand est qu'il y a lieu Comment le sais-tu?
11. Pourquoi penses-tu que cette image a été créée?