

Name: \_\_\_\_\_

### Understanding Historical Perspective

AK Literacy Standard-Reading 9: Analyze the relationship between a primary and secondary source on the same topic.

*Directions: This activity will help you understand two different ways in which historical perspective can be recorded. This activity will be done in class with one other student. No books or computer are necessary for this activity.*

#### Part 1: Your Job



Think of an important moment in your life. It can be something little (example: a time you walked to town) or something large (example: your first time shooting a moose.) *What is important is that this memory stands out.* You remember a lot of details around what happened, both the physical details (what you saw, felt, touched, smelled, and heard) and the emotional details (how you felt while it was happening.)

Write your memory in the space below. (Remember to use specific physical and emotional details.)

## Part 2: Share your story with your partner



Find a person in the room that you know doesn't know the memory you wrote about. Read your memory to your partner, but **DO NOT** show what you wrote. The partner is to listen, but is **NOT** to write down what you told him or her – yet.

## Part 3: Write your partner's story



On the separate sheet of paper provided, write down **AS MUCH** of your partner's memory as you can remember. Include all details that you can remember both physical and emotional.

## Part 4: Compare your story with how your partner wrote your story



Collect the story your partner wrote of your memory. Let's see how accurate they are. (Did they get it right?)

How did they do? Rate their retelling of your story. Circle your opinion

0	1	2	3	4
Didn't get it right				Got it exactly right!

Now go back through their paper.



**Circle** everything they remembered correctly.



Put a **box** around any information that has changed in their version but is still somewhat correct.



**Underline** anything that is totally wrong.

**Part 3: Retell your partner's story here:**

Remember to write down AS MUCH as you can remember, including both physical and emotional details.

A large, empty rectangular box with a thin black border, intended for the student to write their retelling of their partner's story. The box is completely blank and occupies most of the page's width and height.

When you are finished, hand this sheet only to your partner. Make sure to get what they wrote about your story.

Name: \_\_\_\_\_

**Homework:** Use the space below to record your thoughts and answer for the question. There really is no right or wrong answer. What I'm looking for is that you are thinking about and supporting your ideas about primary and secondary sources.

1. Which do you feel are more reliable sources in understanding history, primary or secondary sources? Why? Refer specifically to your experiences during the activity from class.

	4	3	2	1
Primary/Secondary Source Relationship	Student demonstrates a strong understanding of the relationship of primary and secondary sources on the same topic by providing examples to support their ideas.	Student demonstrates a strong understanding of the relationship of primary and secondary sources on the same topic	Student demonstrates basic understanding of the relationship of primary and secondary sources	Student demonstrates weak understanding of the relationship of primary and secondary sources