

# Analyzing a Primary or Secondary Source

Grade 11 (Modern US History)

## C3 Standards-

- ☐ D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- ☐ D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- ☐ D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
- ☐ D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- ☐ D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- ☐ D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- ☐ D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- ☐ D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

<p><b>Above Proficiency</b> 4</p>	<p>The student can evaluate the reliability and/or usefulness of a source.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the validity and utility of sources based on research and by cross referencing sources with other sources</li> <li><input type="checkbox"/> Evaluate historical justifications and interpretations of events or issues in history by examining multiple and varied sources</li> </ul>	<p><b>Sample Tasks:</b></p> <ul style="list-style-type: none"> <li>★ Independent research and project based learning that considers multiple perspectives on history.</li> <li>★ Autobiographies</li> <li>★ Primary source document analysis.</li> <li>★ Charts, graphs, &amp; demographic data</li> </ul> <p><i>Score 4 tasks</i></p>
<p><b>At Proficiency</b> 3</p>	<p>The student can explain/analyze the point of view, purpose, and/or audience of a source.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze primary and secondary sources to determine information that is both valid and useful as related to social studies</li> <li><input type="checkbox"/> Summarize the main idea of a source including supporting details</li> <li><input type="checkbox"/> Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, propaganda, and historical context;</li> </ul>	
<p><b>Approaching Proficiency</b> 2</p>	<p>The student can summarize the point of view, purpose, and/or audience of a source.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize factors that make a source valid or invalid, reliable or unreliable, useful or not useful</li> <li><input type="checkbox"/> Make generalizations about sources based on information obtained from a source</li> <li><input type="checkbox"/> Analyze sources to identify point of view, based on frame of reference, historical context, and bias</li> </ul>	
<p><b>Below Proficiency</b> 1</p>	<p>The student can identify the message or meaning of a source.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and define primary sources and secondary sources</li> <li><input type="checkbox"/> Determine what information is appropriate to use from primary and secondary sources including key terms, major concepts, titles</li> </ul>	
<p>0</p>	<p>No evidence of student learning.</p>	