

# Source Scenarios

**Directions:** Give student volunteers copies of the cards below. Have each student read their card and ask the class if they are discussing a primary or a secondary source. After each card, allow students to ask questions to further clarify. To conclude the activity, have students identify examples of primary and secondary sources in the classroom or in their homes.

**KEY:** The gray boxes are primary sources; the red boxes are secondary sources.

I was watching ESPN and one of the reporters said **he had heard good reviews** about a new sports movie. When he talks about the movie, what is he?

I found a **letter** to one of my friends in the locker room after school the other day. I know it's private, but I want to read it! What is the letter?

My friends and I found an old **wedding dress** in our attic. My father said it belonged to my grandmother. What is the dress?

At school we use **textbooks** to learn about the history of the United States. When we use textbooks, what are we using?

I like to read People magazine. I really like the **articles** written by others about Hollywood actors. When I read these stories, what am I reading?

My mom has CDs of my grandparents telling **stories** about when they were kids. We love to listen to these at family gatherings. What are we listening to?

When I am doing homework for U.S. Government and I read the commentaries by Supreme Court Justices on landmark cases, what am I reading?

My friend Tim **said I should read a book** that he really liked. He told me about it—it sounds really good! When Tim talks about the book, what is he?

When I was at summer camp a few years ago, I found an **arrowhead**; I did research and found out it has been made by the Cherokee Indians. What is my arrowhead?

I am writing an essay on George Washington for my U.S. History class. I used articles from **Wikipedia** and another **encyclopedia**. What am I using?