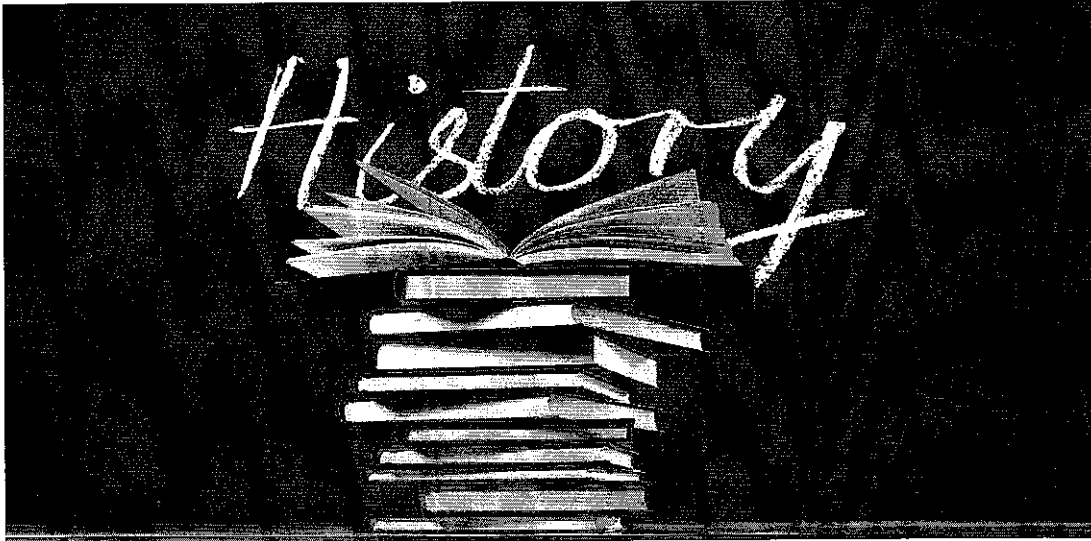


6TH GRADE SOCIAL STUDIES SUMMER LEARNING PACKET
COLUMBUS CITY PREPARATORY SCHOOLS FOR GIRLS



THIS SUMMER YOU WILL DIVE INTO CONCEPTS THAT ARE IMPORTANT TO SOCIAL STUDIES. ATTACHED YOU WILL FIND AN ACTIVITY ON PRIMARY AND SECONDARY SOURCES AS WELL AS AN ARTICLE ABOUT FAKE NEWS THAT YOU WILL ANALYZE. YOU ARE REQUIRED TO COMPLETE THIS PACKET AND TURN IT IN ON THE FIRST DAY OF SCHOOL. CAN'T WAIT TO SEE YOU AND START ON THIS NEW ADVENTURE AT CCPSG!

NAME _____

DUE ON THE FIRST DAY OF SCHOOL, AUGUST 27TH

Name:

Date:

Identifying Primary and Secondary Sources

- ❖ **Primary Source:** a record made by people who saw or took part in an event (originates from the past)
- ❖ **Secondary Source:** a record of an event written by someone not there at the time

****Key question: Is this a primary/secondary source?*** Ask yourself...

Did/could the author/creator witness/make the artifact?

Yes = primary source

No = secondary source

Directions: Determine whether the following are primary or secondary sources. Circle the letter indicating whether the item is a "P" primary source or "S" secondary source. For each one, explain your reasoning in COMPLETE SENTENCES.

(P)PRIMARY - (S)SECONDARY

1. The story your grandfather tells you about his experience during the Korean War. **P S**

Why: _____

2. A letter written by George Washington to his mother about the latest developments in the Revolutionary War. **P S**

Why: _____

3. The *Diary of Anne Frank* - the published diary of a teenage girl who experiences the Holocaust first hand. **P S**

Why: _____

4. Your World History textbook or an encyclopedia. **P S**

Why: _____

5. Your high school diploma. **P S**

Why: _____

6. A photograph of you and your friends at your 8th birthday party. **P S**

Why: _____

7. The information from the museum tour guide who shows you around the exhibit and shares facts with you. **P S**

Why: _____

8. A mummy from ancient Egypt. **P S**

Why: _____

9. Give at least 2 more examples of a primary source.

a. _____

b. _____

10. Give at least 2 more examples of a secondary source.

a. _____

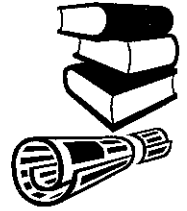
b. _____

Primary Sources: Thomas Edison



Primary sources are often the best way to learn about a person or an event. Primary sources are from the time period when the person lived or the event happened. Reading a primary source is like stepping into the person's shoes or into the event as it occurs.

A census is a primary source. The U.S. census is taken every 10 years. Census workers travel from home to home to list all the people living in the home, or household. Often the people in a household are family members, but sometimes they are visitors, employees or roommates.



Below is the 1920 U.S. Census for the famous inventor, Thomas Edison. Read the census and see what you can discover about his household.

1920 U.S. Census,
Essex County, New Jersey

Edison Thomas A	head	17	M	W	72	M	Ohio
Mina M.	wife		F	W	54	M	Ohio
Thomas M.	son		M	W	21	S	New Jersey
McMahon Mary	cook		F	W	50	S	England
Doyle Helena T	maid		F	W	54	W	Ireland
Flattery Joseph P	houseman		M	W	32	S	Maine



Here's what the handwriting says:

Name	Relationship	Sex	Race	Age	Marriage Status	Birthplace
Edison, Thomas A.	Head	M	W	72	M (Married)	Ohio
Edison, Mina M.	Wife of head	F	W	54	M (Married)	Ohio
Edison, Thomas M.	Son	M	W	21	S (Single)	New Jersey
McMahon, Mary	Cook	F	W	50	S (Single)	England
Doyle, Helena T.	Maid	F	W	54	W (Widowed)	Ireland
Flattery, Joseph P.	Houseman	M	W	32	S (Single)	Maine



Q&A: Answer the following questions based on the information in the census

How was Thomas M. Edison related to Thomas A. Edison?

Based on your previous answers, what does that tell you about Edison's household?

What was Helena T. Doyle's role in Edison's household?

Was Joseph P. Flattery a guest, employee or roommate in Edison's household?



Andrew Carnegie and his little brother, Thomas, in 1849.

Primary Sources: Passenger Lists

Between 1841 and 1850, over 1,700,000 people moved to the US from other countries. Among those who moved, or immigrated, was the Carnegie family. Andrew Carnegie was just 15 years old when his family arrived in the US. He would grow up to become a wealthy businessman in the steel industry. He is also famous for his large charitable contributions, including building libraries throughout the US and large gifts to universities. He built Carnegie Hall, a concert hall in New York City.

Below is the passenger list for the Carnegie family from the ship, Wiscasset. They arrived in New York City on August 14, 1848.

LIST, or MANIFEST, of all the PASSENGERS taken on board the _____						
Master, from _____		Age	Sex	Occupation	The Country to which they severally belong	The Country to which they intend to become inhabitants
Names						
Thomas Carnegie		15			Scotland	U. S.
Margaret		17			do	do
William Carnegie		40		Weaver	Scotland	do
Margaret		34			do	do
Andrew		15			do	do
Thomas		4			do	do

The letters "do" mean "ditto" or the same information as the previous person. Here's what the form says about the Carnegie family:

Name	Age	Occupation	The Country to which they severally belong	The Country to which they intend to become inhabitants
William Carnegie	40	Weaver	Scotland	US
Margaret Carnegie	34		do (Scotland)	do (US)
Andrew Carnegie	15		do (Scotland)	do (US)
Thomas Carnegie	4		do (Scotland)	do (US)

What does the passenger list tell you?

Where did the Carnegie family live before they came to the US?

How old was Margaret when she arrived in the US?

What was William's occupation?

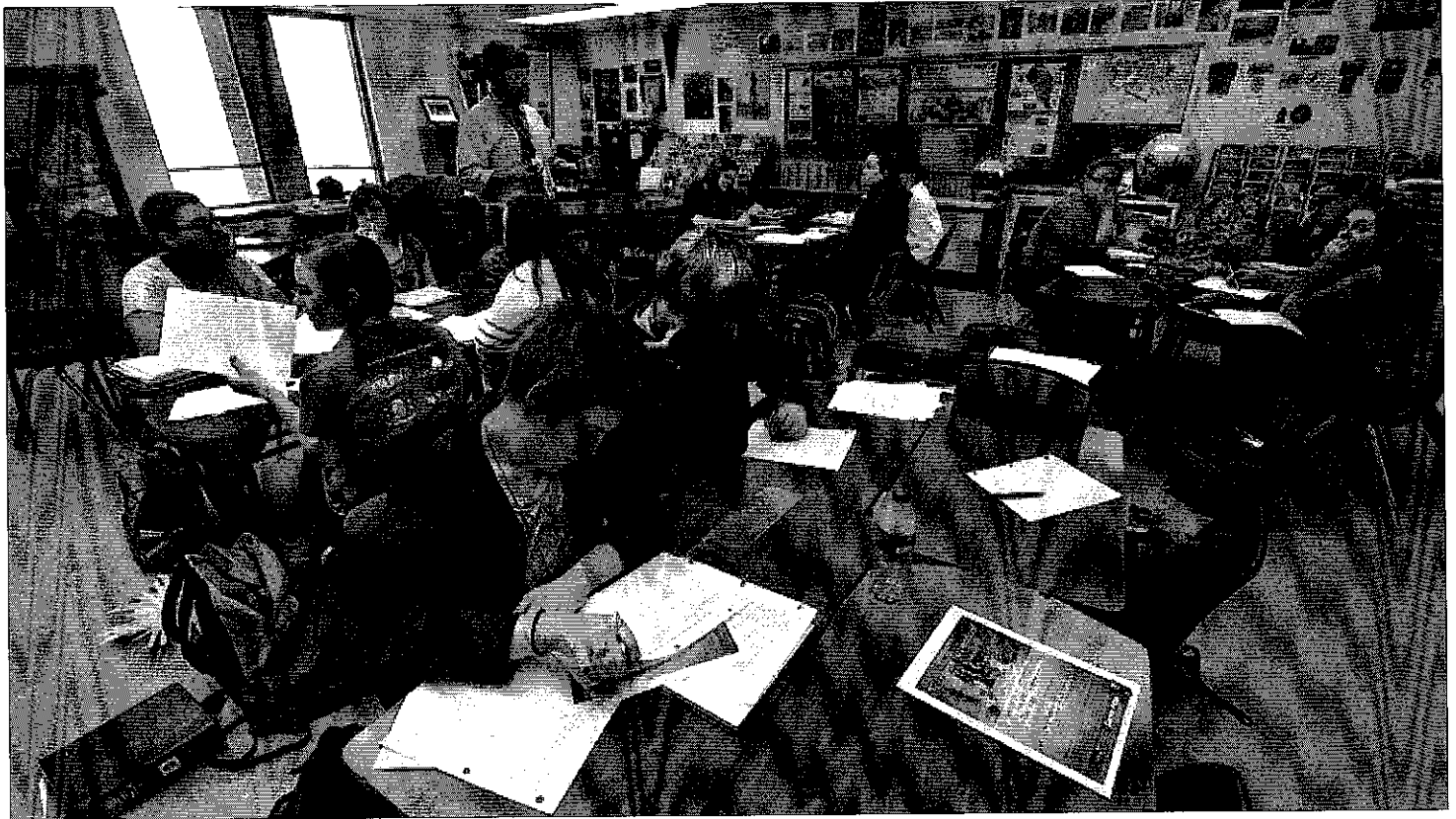
What was the first name of the youngest member of the Carnegie family?

Opinion: The spread of fake news can stop in the classroom

By Smithsonian.com, adapted by Newsela staff on 01.10.17

Word Count 803

Level 1060L



Joe Servis (top), an advanced placement U.S. history teacher at Appomattox High School, lectures his students at the school in Appomattox, Virginia, April 1, 2015. AP Photo/Steve Helber

Few people would ask a stranger for information about current news, and yet that is what many do every day on the Internet.

After the 2016 presidential election, news sites like BuzzFeed showed the American voter is unable to judge whether a news website is real or fake. For example, fake news websites had headlines that said Pope Francis endorsed President-elect Trump. Others said candidate Hillary Clinton used a body double throughout the campaign and sold weapons to ISIS. None of these headlines were based on facts. However, people believed them to be true.

More Clicks, More Money

Publishing fake news makes money. News websites get paid when they maximize visits to the articles on their sites. This is because the more site visitors they have, the more they can charge companies to put advertisements on their website. Authors who create fake news play to readers' worst fears in hopes that more people will click on the stories and read them. The more clicks, the

more money they make. Since fake news stories look just like true news stories, unsuspecting visitors can't always tell the difference between the two.

Fake News Isn't New

For history teachers, this problem is nothing new. The rise of the Internet has provided students and teachers the ability to read more information about the past. However, few know how to tell what information is reliable and what is not.

In 2001, one of my students submitted a research paper on the early history of the Ku Klux Klan, a historic hate group that is still around today. The article minimized the level of violence between whites and blacks during Reconstruction and characterized the Klan's relationship with black Southerners as positive. The student came to false conclusions because the sources were biased. They came from websites published by individual Klan groups, not accurate historical accounts.

Don't Trust Everything You Read

Even as late as 2001, students used printed materials for research. Librarians controlled what books were stocked and made sure all were legitimately sourced. With the Internet, teachers could teach their students about primary sources and historical figures that never made it into textbooks. However, the technology outpaced educators' ability to police or guide students as to how to tell fact from fiction online.

In 2008, professor T. Mills Kelly created a course called "Lying About the Past." Kelly wanted to teach students not to trust all online information. Students in the class created fake websites about Edward Owens, a made up Virginia oyster fisherman who attacked ships in the Chesapeake Bay in the 1870s. The false narrative even had fake primary sources like Owen's legal documents. The method helped students see how easy it is to believe fake news.

In the years since Kelly first taught the class, opportunities to publish and share information online have expanded through social media and blogs. Publishing can be an empowering experience. But if the public is left unable to determine what is real and what is fake, there can be real consequences.

"Our Virginia: Past and Present" is a fourth-grade textbook. In the chapter on the Civil War, a line reads, "thousands of Southerner blacks fought in Confederate ranks, including two battalions under the command of Stonewall Jackson." Confederate black soldiers in the army is a myth traced back to the late 1970s. Not one academic historian agreed with the textbook's claim. The scary truth is even though this is a proven myth, there are thousands of websites that claim black Confederate soldiers existed.

How To Tell The Difference

The history classroom is an ideal place to teach students how to search online information because careful reading and analysis of historical documents is already required. There are a few things to do when assessing whether an online site is true or fake. For example, research the site's association with well-known establishments like museums or universities. See who is responsible for the site and research their background. This will help you approach the material with the same level of trust that you would a scholarly journal.

The Internet has made it possible for everyone to be his or her own historian. Teaching our students to see the difference between fact and fiction online will help them steer clear of fake history and fake news. It will also reinforce the importance of a responsible and informed citizenry. In doing so, we strengthen the very pillars of democracy.

Kevin M. Levin is a historian and educator based in Boston. He is the author of "Remembering the Battle of the Crater: War as Murder" (2012) and is currently at work on "Searching For Black Confederate Soldiers: The Civil War's Most Persistent Myth" for the University of North Carolina Press. You can find him online at Civil War Memory and Twitter @kevinlevin.

Quiz

- 1 Read the section "More Clicks, More Money."
Which phrase from the section helps you understand that some people do not know that news articles can be fake?
- (A) maximize visits
 - (B) readers' worst fears
 - (C) unsuspecting visitors
 - (D) tell the difference

- 2 Read the sentence from the first paragraph of the section "Don't Trust Everything You Read."

However, the technology outpaced educators' ability to police or guide students as to how to tell fact from fiction online.

Which option is the BEST definition of the word "outpaced" as used in the sentence?

- (A) was equal to
 - (B) did not allow for
 - (C) could not keep up with
 - (D) moved faster than
- 3 What is the author's MAIN purpose in including information about his own student?
- (A) to show that the author pays attention to his students
 - (B) to illustrate how fake news can influence what people believe
 - (C) to criticize his student for using false information
 - (D) to warn readers that using fake news could result in a bad grade
- 4 How does the author convey the importance of determining what news is real and what is fake?
- (A) by showing how fake news can appear to be realistic
 - (B) by providing examples of fake news that people have believed
 - (C) by explaining how fake news makes money for Internet companies
 - (D) by describing the kinds of stories that are eventually turned into fake news

Post Article Writing Prompt

- 1. Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.**

- 2. What claim can be made based on information found in the article?**