Village Source Hunt

Trace how evidence becomes an explanation of the past.

SS24.7.4a "Differentiate among primary, secondary, and tertiary sources in how they are used to study both history and geography."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one village example of each source type and write P, S, or T above it for primary, secondary, or tertiary. Circle words that show whether each example records evidence, explains evidence, or gathers summaries.

Clues from a Neolithic Village

1. A Neolithic village can leave clues even when nobody wrote down its story. To study such places, historians and geographers ask where information came from. A primary source comes directly from the time or place being studied, or records a firsthand observation. A sailor's original travel log is one example. A secondary source examines primary evidence and offers an explanation, like a later article about that voyage. A tertiary source gathers and organizes information from many sources, like a general encyclopedia. Each type helps answer different questions.

2. At one village site, archaeologists uncover charred grain in an old storage pit. They record its depth and the nearby remains of houses in their field notes. The grain can help them investigate what people grew, while the notes preserve observations about where it was found. Years later, a researcher compares the grain and house remains with findings from other villages. Her report argues that farming helped people stay in one place. Readers can check the evidence behind her explanation.

3. The same village also raises a geography question: Why did people settle near this particular river bend? An excavator's field notes describe layers of river mud beside the houses. A later study compares those notes with evidence from other river sites and suggests that floods renewed the soil. A reference guide then lists short summaries of many Neolithic village studies, including the later study. The guide helps readers find research quickly, but its brief entry cannot replace the observations or the full study when they test the flood idea.

2 ANSWER WITH EVIDENCE

Use the passage

1. Is the charred grain a primary, secondary, or tertiary source for studying the village? Explain your choice.

2. Is the researcher's report about farming a primary, secondary, or tertiary source? What does the researcher do with the evidence?

3. Is the reference guide a primary, secondary, or tertiary source? Why might a reader use it before reading the full river study?

4. Classify the excavator's field notes and the later river study. How do they help investigate the river bend in different ways?

3 YOUR TURN

Your own words

Imagine you are investigating where a Neolithic village was built and how its people got food. Name one possible primary, secondary, and tertiary source not mentioned in the passage, explain how you would use each, and give one limit of one source.

ANSWER KEY

Village Source Hunt

GRADE 7 · SS24.7.4a

PART 1 · READ AND MARK

Underline one village example of each source type and write P, S, or T above it for primary, secondary, or tertiary. Circle words that show whether each example records evidence, explains evidence, or gathers summaries. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Is the charred grain a primary, secondary, or tertiary source for studying the village? Explain your choice.	**Primary. The grain is a physical remain from the village that provides direct evidence about what people grew.**
2	Is the researcher's report about farming a primary, secondary, or tertiary source? What does the researcher do with the evidence?	**Secondary. The researcher compares evidence from villages and uses it to argue that farming helped people stay in one place.**
3	Is the reference guide a primary, secondary, or tertiary source? Why might a reader use it before reading the full river study?	**Tertiary. It gathers short summaries of studies and can help a reader find relevant research.**
4	Classify the excavator's field notes and the later river study. How do they help investigate the river bend in different ways?	**The field notes are primary because they record firsthand observations of river mud. The later study is secondary because it compares those observations with other evidence and suggests an explanation about floods.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Animal bones from a village trash pile would be a primary source because they could show which animals people ate. A research article comparing animal bones from several sites would be a secondary source that could help me examine differences in food supplies. An indexed bibliography of Neolithic research would be a tertiary source that could help me find more studies. The bibliography would not tell me what the bones show without reading those studies.

Accept other correctly classified sources if the student explains how each would help investigate village location or food. A stated limit should fit the source, such as a reference list pointing to studies without presenting their full evidence.