

Two Sources, One School Event

Tell what a source made during an event and a later account can tell us

Name: _____ Date: _____

Part 1: Meet the Sources

Inquiry question: How did Maple School's Garden Day help its community?

Read both sources. These are **fictional classroom source simulations** created for this worksheet.

Source A: Garden Day Record

Creator: Jordan Lee, student reporter

Date: April 18, 2016

Context: Written during Maple School's Garden Day.

10:30 a.m. - 15 families chose tomato seedlings. 13 families chose bean seedlings. Students planted four raised beds at school.

Source B: Maple School History Corner

Creator: Maple School History Club

Date: May 2024

Context: A later account based on the 2016 event record and an interview with a garden volunteer.

In 2016, Garden Day gave 28 families seedlings to grow at home. Students also began a school garden with four raised beds. The event connected the school and families through gardening.

1. For this inquiry, Source A is a: **primary / secondary** source.

Source B is a: **primary / secondary** source.

2. What clue tells when Source A was made?

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Part 2: Compare What the Sources Tell

Use Sources A and B from Part 1.

3. Write one thing each source can tell you about Garden Day.

Source	What can it tell you?
Source A	
Source B	

4. What does Source B help explain about Source A?

5. Is Source B automatically less trustworthy just because it was written later?
Explain your thinking.

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Answer Key and Teaching Notes

Supplied materials: Student pages and the two original source simulations printed on Part 1. **Additional materials:** Pencils and a document camera or board display. **Source credit:** Sources A and B are permission-cleared, original fictional classroom source simulations created for this worksheet. External URL: not applicable.

Exact setup: Print one two-page set per student. Display Part 1 only. Read the inquiry question aloud, then give students 3 minutes to read quietly. Reveal or distribute Part 2 after students finish item 2. Students may reread Part 1 while completing Part 2.

Teaching script: Say: “We are investigating one past school event. A primary source is made at the time of an event. A secondary source is made later and may explain the event by using sources. Listen for the creator, date, and context. A later source is not automatically less trustworthy. Ask what evidence it used and whether its information fits the sources.” Say: “Read each source. Then write what each one can tell us.” Do not tell students which label to choose before they respond.

Observation method: As students work, use a checklist for each student: (a) notices a date or context clue, (b) labels A primary for this inquiry, (c) labels B secondary for this inquiry, (d) gives one supported fact from each, and (e) states that a later account is not automatically less trustworthy. Prompt only: “What does the context line say?” Record independent, prompted, or not yet.

Answers and scoring:

1. Source A is primary because Jordan Lee wrote it during Garden Day on April 18, 2016. Source B is secondary because the History Club wrote a later account in 2024 using earlier sources.
2. Accept: It says “Date: April 18, 2016” and/or “Written during Maple School's Garden Day.”
3. Source A can tell the numbers and actions at 10:30, such as 15 tomato-seedling families, 13 bean-seedling families, or four beds planted. Source B can tell the larger purpose or overview: 28 families received seedlings, the school and families connected through gardening, and a school garden began. Accept any accurate source-based fact for each table row.
4. Sample: “Source B explains that the seedlings and raised beds helped connect families and the school. Source A gives event details, but Source B gives the bigger idea.”
5. Expected idea: No. A later account can be trustworthy if it uses good evidence, such as the 2016 record and an interview. It should still be checked against evidence. Do not require students to claim it is definitely true.