

Texas Source Detectives

Use source clues to investigate a Texas historical event.

7.20.A “differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that show a source is primary, circle details that show a source is secondary, and number three details that help you judge whether a source is valid.

Investigating Juneteenth

- ① In 1865, Union General Gordon Granger arrived in Galveston and announced General Order No. 3, informing Texans that enslaved people were free. The announcement came more than two years after the Emancipation Proclamation. To learn about this event, a historian does not rely on one source alone. The historian asks who created each source, when it was made, and whether its information can be checked against other reliable evidence. Those questions help separate firsthand evidence from later explanations.
- ② The written text of General Order No. 3 is a primary source because it was created during the event. A newspaper printed in Texas in 1865 can also be a primary source if it reports what people knew or said then. A photograph of an early Juneteenth celebration, a diary, or an interview with a person who experienced an event can provide firsthand evidence. Primary sources may still contain mistakes or one person's viewpoint, so historians examine the creator, date, and purpose.
- ③ A secondary source explains or interprets information from primary sources and other evidence. For example, a Texas history textbook, a biography of Granger, or a museum article may explain why Juneteenth became important. A valid secondary source names its author, gives dates and evidence, and comes from a trustworthy publisher, museum, university, or established news service. An old source is not automatically valid, and a social media post with no author or evidence should not be used alone.

2 ANSWER WITH EVIDENCE Use the passage

1 Why is the written text of General Order No. 3 a primary source?

2 Name two places or organizations where the passage says you could find a valid secondary source.

3 What are three features of a valid secondary source?

4 A student finds a social media post about Juneteenth with no author or evidence. Why should the student not use it alone, and what should the student do instead?

3 YOUR TURN Your own words

Choose a Texas event other than Juneteenth. In exactly two sentences, name one primary and one secondary source you would use, tell what each could teach you, and explain one check that makes your choices valid. With teacher help, locate and actually consult both sources. On separate paper, record each source's title, creator and location, one supported Texas fact from each, and the result of one validity check.

PART 1 • READ AND MARK

Underline details that show a source is primary, circle details that show a source is secondary, and number three details that help you judge whether a source is valid. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why is the written text of General Order No. 3 a primary source?	It is an original official record of the announcement, created as part of the event.
2	Name two places or organizations where the passage says you could find a valid secondary source.	Any two: a trustworthy publisher, museum, university, or established news service.
3	What are three features of a valid secondary source?	It names its author, gives dates and evidence, and comes from a trustworthy publisher, museum, university, or established news service.
4	A student finds a social media post about Juneteenth with no author or evidence. Why should the student not use it alone, and what should the student do instead?	It has no author or evidence, so it may not be valid. The student should check information against other reliable evidence or sources.

PART 3 • YOUR TURN (SAMPLE ANSWER)

For a report on the 1900 Galveston hurricane, I would use a newspaper published in 1900 as a primary source to learn what residents were told soon after the storm. I would use a Texas State Historical Association article as a secondary source for researched context, checking the newspaper's date and publisher and the article's author and evidence.

Accept appropriate primary and secondary sources about the chosen Texas event. Classify by firsthand/original evidence versus interpretation, not date alone. Provide accessible sources and help locating them; require actual consultation and attributed facts that match those sources, plus a completed validity check. The two-sentence model is preparation, not a completed research record.