

Unit 1:

Natural Texas and Its People

Lesson 2:

*How do we know
what we know?*



Texas
History
for
Teachers

How do we know what we know?

Warm-up



Warm-up:

Follow the directions below to complete your warm-up

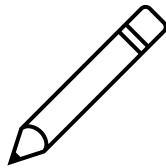


1. Read the scenario.



2. Examine the list of items

3. Write your answer in the box provided.



4. While you wait for class to begin, share your responses with a shoulder partner.



5. Do **not** complete the **Exit Ticket** yet.



Share with the class

Directions: Use the sentence stem example below to share your answer with the class



“Based on the *(specific item in the list)*, I can infer that the person who buried the box probably _____.”

Essential Question



*How do people today **obtain***
information about the past?*

**Obtain: to get*

In today's lesson...



- 1.** *We will examine and categorize different types of historical sources, discussing both their strengths and weaknesses.*
- 2.** *I will make inferences about early Texas people by analyzing three American Indian artifacts.*

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How do we know what we know?

Lesson



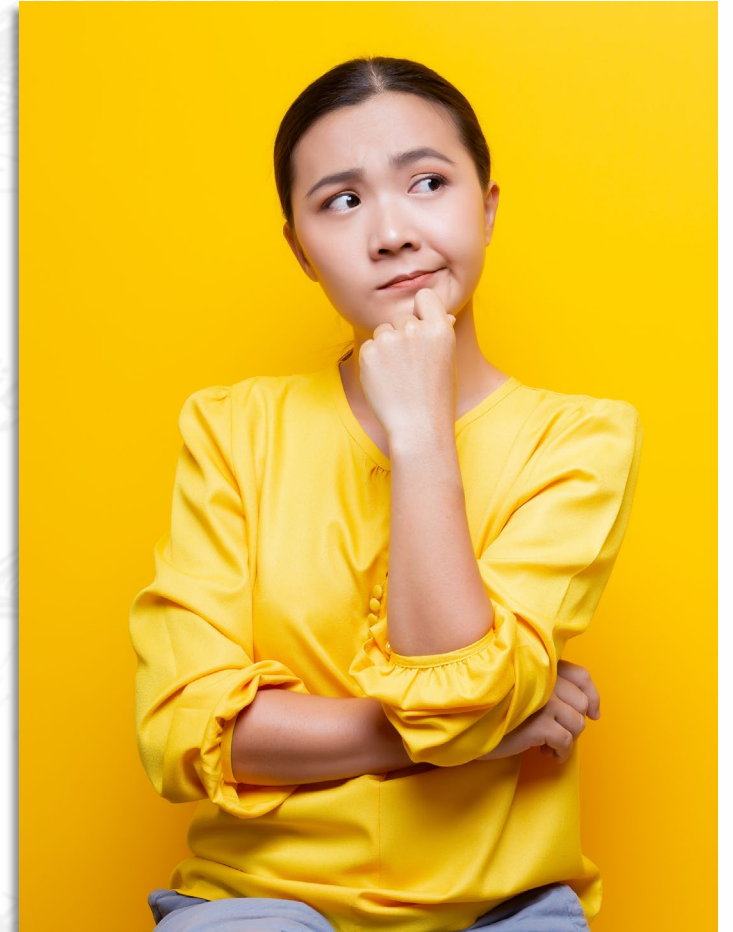
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Has this ever happened to you?

*You're sitting in your social studies class, listening to your teacher tell you something that happened hundreds of years ago. You think, "**But, how do we really know?**" Your teacher wasn't there. Where did we get the information?*



How do you think we discover information about the past?



Artifacts



Make a prediction before you read...

What do you think the term “**artifact**” means based on this image and what we have talked about so far?



“I think *artifact* means _____ because _____”

Studying history with artifacts

Directions: Read the passage about artifacts and answer the questions that follow. Be prepared to share your responses with the class.

“An **artifact** is _____.”

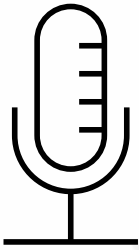


“One example of an **artifact** from the reading activity is _____”



Artifacts in your life

Directions: Share your answer to number three about artifacts in your life.

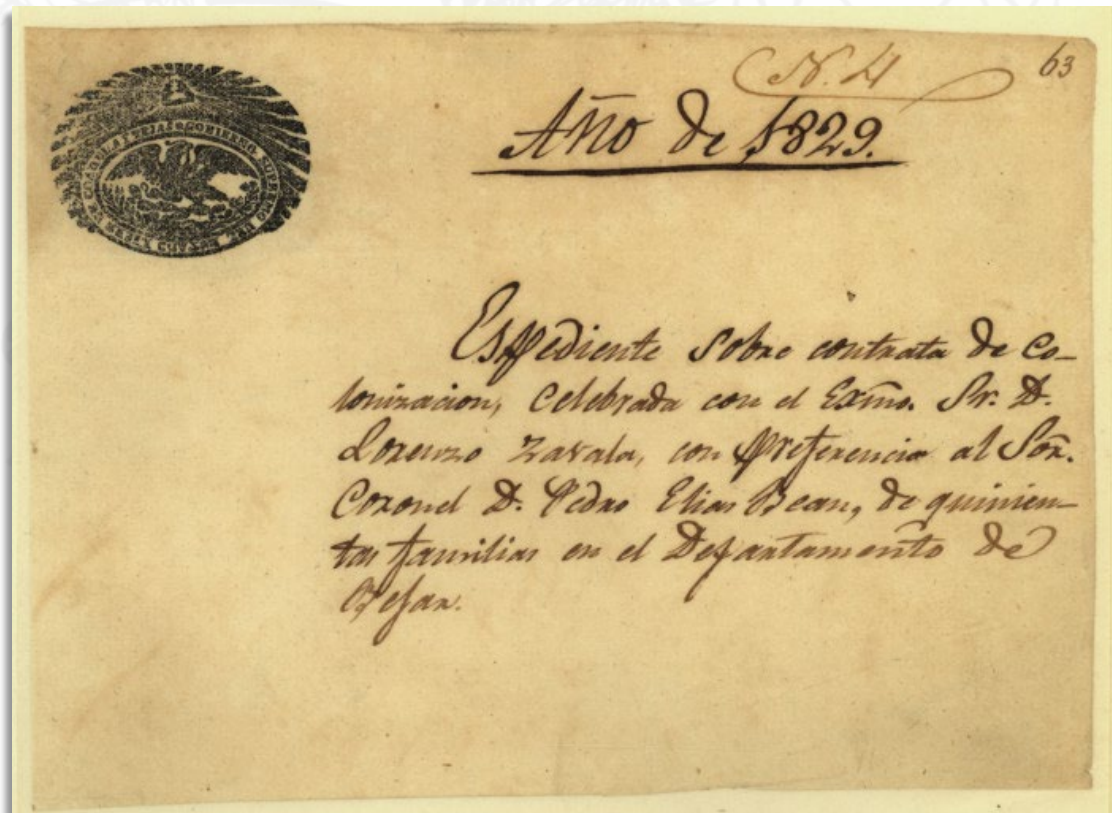


“An item in my life that could be an artifact for future people to study is _____. Future people might infer that I _____ based on this item.”

Primary Source



Make a prediction before you read. . .



What do you think the term “**primary source**” means based on this image and what we have talked about so far?



“I think **primary source** means _____ because _____”

What is a primary source?

Directions: Read the passage about primary and secondary sources. Share an example of a primary or secondary source from the list.

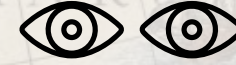
“One example of a **primary source** is _____.”



“One example of a **secondary source** is _____.”



Using Primary Sources to Understand an Event



Read the passage about a specific event happening at a school.
Answer the questions that follow.

Republic of Texas, March 19th 1841
County of Robinson
This day we John Galloway and Emory
Galloway his wife have granted bearing
and sold and do hereby sell and con-
vinto Michael Reed a Negro Boy about
forten years old - called Edmond - for the
sum of seven hundred Dollars to us in
hand paid by the said M Reed - and we
do hereby warrant the title of the said
Negro free from the claims or claims
of all persons whatsoever - and that he
is a Slave during his natural life and also
warrant him to be sound and in perfect
health - both in body and mind in witness
whereof we have hereunto set our hands
and affixed our seals John J Galloway
Emory Galloway
Michael Reed



Share your responses

“**Bias** means _____”



“**Bias** influenced how the students talked about the incident in the hall when _____”

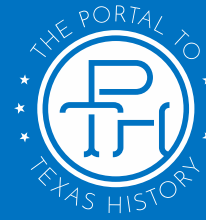


“I think I could get the most accurate account of events by _____”



Primary Sources

Benefits and Drawbacks



Statement	Benefit	Drawback
1. Primary sources usually present only one person's point of view of an historic event		
2. Primary sources give us a firsthand account of an event		
3. Primary sources help us understand past peoples' experiences		
4. Primary sources often contain biases that don't reflect the whole truth		

Writing Exercise



Example sentence structure:

Primary sources are helpful because they provide us with a firsthand account of an event, however we should be aware that they also might present only one point of view.

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for _____
Teachers _____

Evaluating Primary Sources



Use the images on your worksheet to complete the chart.
The images can also be found on this presentation to see them better.

<https://education.texashistory.unt.edu>

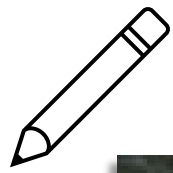


Figure 1: Indian petroglyphs, The Portal to Texas History



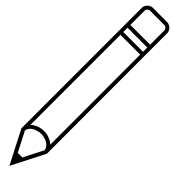


Figure 2: Elongated, rectangular buckskin beaded Indian bag, The Portal to Texas History



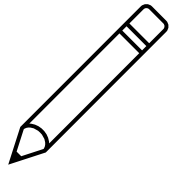


Figure 3: Indian stone tool artifacts from the Buddy Webb family, The Portal to Texas History



Share with the class

First Item:

Petroglyphs
(rock art)

Second Item:

Beaded bag

Third Item:

Stone tools

“One thing I inferred about the *(name of item)*
was that _____”



“One question I had about the *(name of item)*
was _____”

Important Note:

Why is there not much written information from American Indians in the past?



“There is not much written information from American Indians in the past because _____”

Important Note:

*What do you think
the difficulties of
only using artifacts
to study past people
might be?*



**“I think one of the
difficulties of only
using artifacts to
study past people
is _____”**

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Exit Ticket



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