

Name: _____ Date: _____

Studying a Battle with a Secondary Source & Primary Source

Definitions “Primary Source”: the raw materials of history—original documents and objects that were created at the time under study (Library of Congress)

Directions:

- Decide which battle from the War of 1812 you are going to research:
 - a. USS Constitution’s Battles
 - b. Battle of Bladensburg/Burning of Washington
 - c. Battle of Fort McHenry
 - d. Battle of New Orleans
- Watch the short video about that battle and fill out Part 1 of this worksheet.
- Read the provided primary source and fill out Part 2 of this worksheet.
- Then complete Part 3 to draw your conclusions.

Part 1: Secondary Source Analysis - Video

1. Video Title:

2. Key Themes and Topics:

Watch the video attentively and identify key themes or topics discussed. Summarize the main points in the space provided.

3. Notetaking:

Take detailed notes on important dates, events, people, and any other relevant information presented in the video. Use bullet points or a structured format.

Part 2: Primary Source Analysis - Document

1. Primary Source Title:

2. Source Type:

Identify the type of primary source (letter, photograph, document) and its origin.

3. Key Information:

Extract key information from the primary source. Look for details that align with or differ from the information presented in the video.

4. Author's Perspective:

Consider the perspective of the primary source author. How might their background, position, or experiences influence their viewpoint?

5. Comparing Video and Primary Source:

Compare and contrast the information gathered from the video with that of the primary source. Identify any discrepancies or additional insights gained from the primary source.

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Part 3: Reflection and Discussion

1. Synthesizing Information:

Combine the information from the video and primary source. What conclusions can you draw about the historical event or period?



2. Critical Thinking:

Reflect on the importance of using both secondary and primary sources in historical research. How do they complement each other, and what unique perspectives do they offer?

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