

# Use Primary and Secondary Sources

A **primary source** is any record made by people who took part in an event or saw it happen. A primary source might be a letter, a diary, a book, an interview, a drawing, or a photograph.

A **secondary source** is any record made by people who did not take part in an event or did not see it take place. An encyclopedia is a secondary source. Written articles, paintings, and drawings made by people who did not see the event are also secondary sources.

## DIRECTIONS

Read the two selections about the first Indianapolis 500 car race. Then answer the questions on page 11.

## The Indianapolis 500

Dear Sarah,

We went to the Indianapolis 500 today. It was so exciting! I've never seen anything like the start of the race. There were loud bangs from the cars when they started their engines. Blue and white smoke rose in giant clouds. Then suddenly, the cars broke through the smoke and began racing around the track. I wish you had been there!

Steve

*Indianapolis News*, May 30, 1911

Reports from Indiana towns near Indianapolis are . . . that all available hotel accommodations [rooms] were taken by persons bound for Indianapolis. A Shelbyville hotel reported it had every available room taken by persons coming to the race.

It was reported from Cambridge City that at least five hundred automobiles and numerous motorcycles had passed through the town, over the National Road, since Sunday, bound for Indianapolis.

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

Answer the following questions in the space provided.

1 Which selection is a primary source? How can you tell?

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2 Which selection is a secondary source? How can you tell?

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3 What type of source would a photograph of the 1911 race be?

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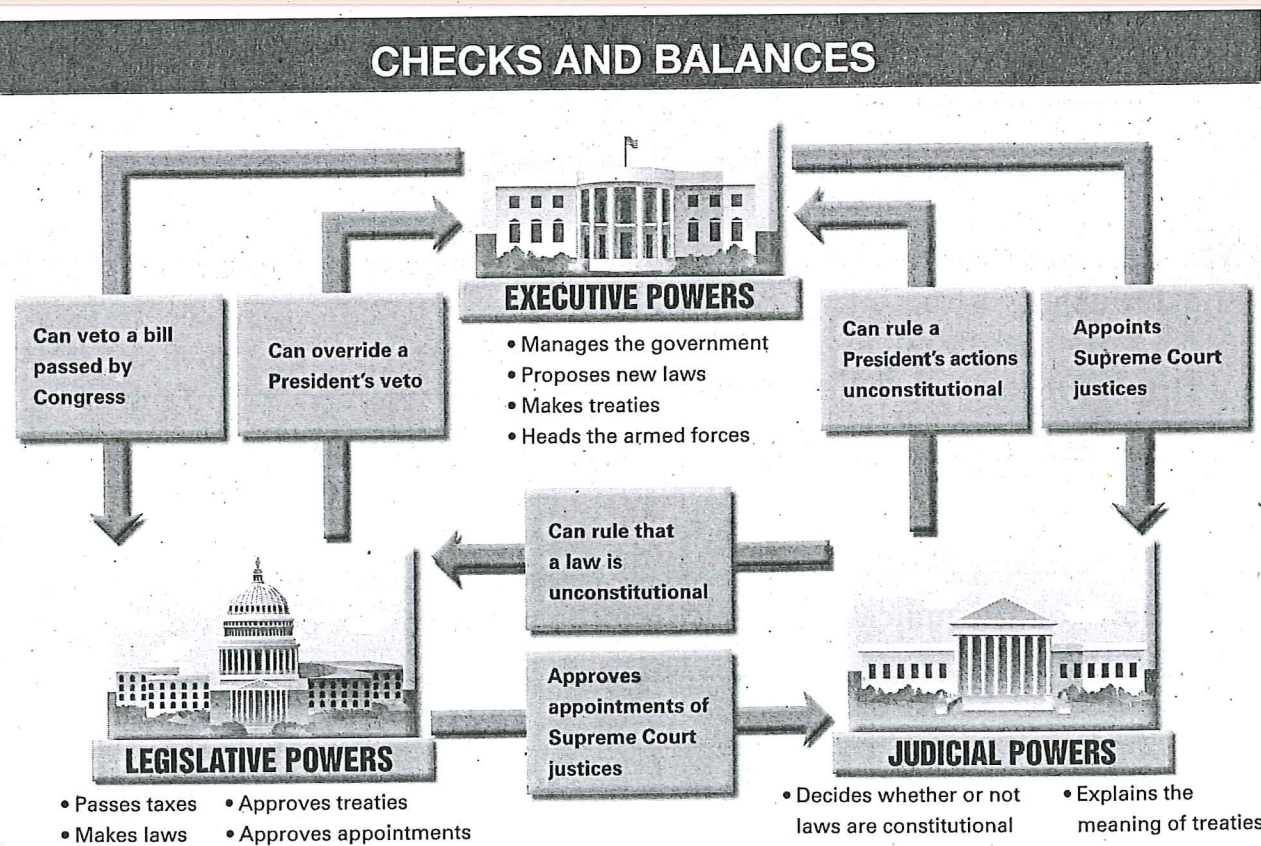
## 5.2 Branches of Government

The Constitution divides the federal government into three branches. These branches are the legislative branch, the executive branch, and the judicial branch. The Constitution's framers created this **separation of powers** to keep any one branch from controlling the government.

Articles I, II, and III of the Constitution explain the powers and duties of each branch. The Constitution gives each branch powers to check, or block, the powers of the other two branches. For example, the President can veto a bill passed by Congress. However, Congress can override that veto if it has enough votes. This system is called **checks and balances**. It keeps any one branch from becoming too powerful or misusing its authority.

### DIRECTIONS

Study the chart below. Then answer the questions on page 74.



Name \_\_\_\_\_ Date \_\_\_\_\_

**1** What powers does the Constitution give to the legislative branch?

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**2** What powers does the Constitution give to the executive branch?

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**3** What powers does the Constitution give to the judicial branch?

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**4** How can the legislative branch check the powers of the other two branches?

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**5** How can the executive branch check the powers of the other two branches?

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**6** How can the judicial branch check the powers of the other two branches?

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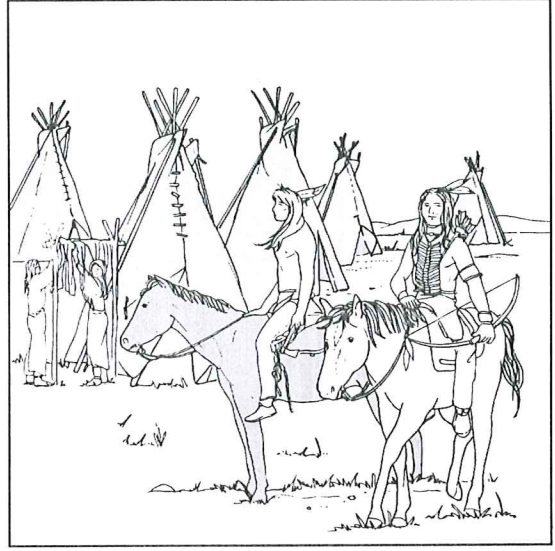
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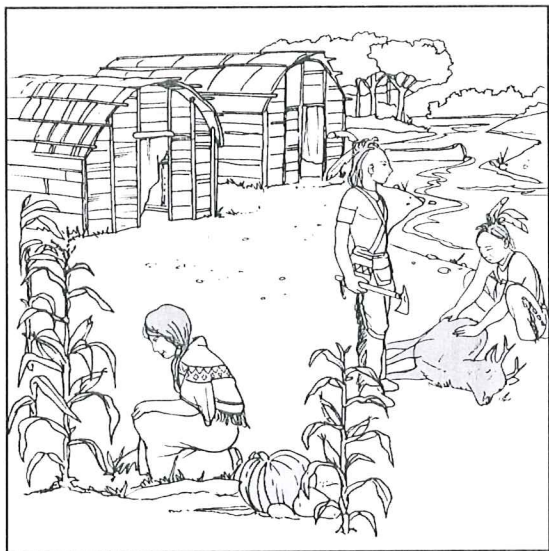
**Session 4**

**4** Look at the pictures of the three Native American Indian groups. Choose TWO of the groups. Then use the pictures and what you have learned to answer the questions on the next page.

- 1** Makah of the Northwest      **2** Lakota of the Great Plains



- 3** Mohawk of the Northeast



**Go On** 

**Session 4**

Name of group:

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How did they get their food?

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Why did they build the type of shelters shown?

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Name of group:

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How did they get their food?

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Why did they build the type of shelters shown?

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## 5.8 The Role of Citizens

### DIRECTIONS

Read the following list of ways citizens can participate in their government. Then use the information to create a poster on page 84. On the poster, list two ways to be an active citizen. Then illustrate your poster by drawing a picture of people carrying out one or both actions.

### PARTICIPATE IN THE ELECTION PROCESS

- ✓ Vote in primary and general elections.
- ✓ Work on election campaigns.
- ✓ Run for office.

### MONITOR THE GOVERNMENT AND MAKE YOUR OPINIONS KNOWN

- ✓ Keep informed about important issues and what your government leaders are doing.
- ✓ Write letters to encourage your leaders to vote a certain way.
- ✓ Take action—express your opinions in responsible ways.

### ACT WITH CIVIC VIRTUE

- ✓ Obey laws.
- ✓ Serve on juries.
- ✓ Pay taxes.
- ✓ Volunteer for community service.
- ✓ Work for the common good.
- ✓ Show respect for other people's views.

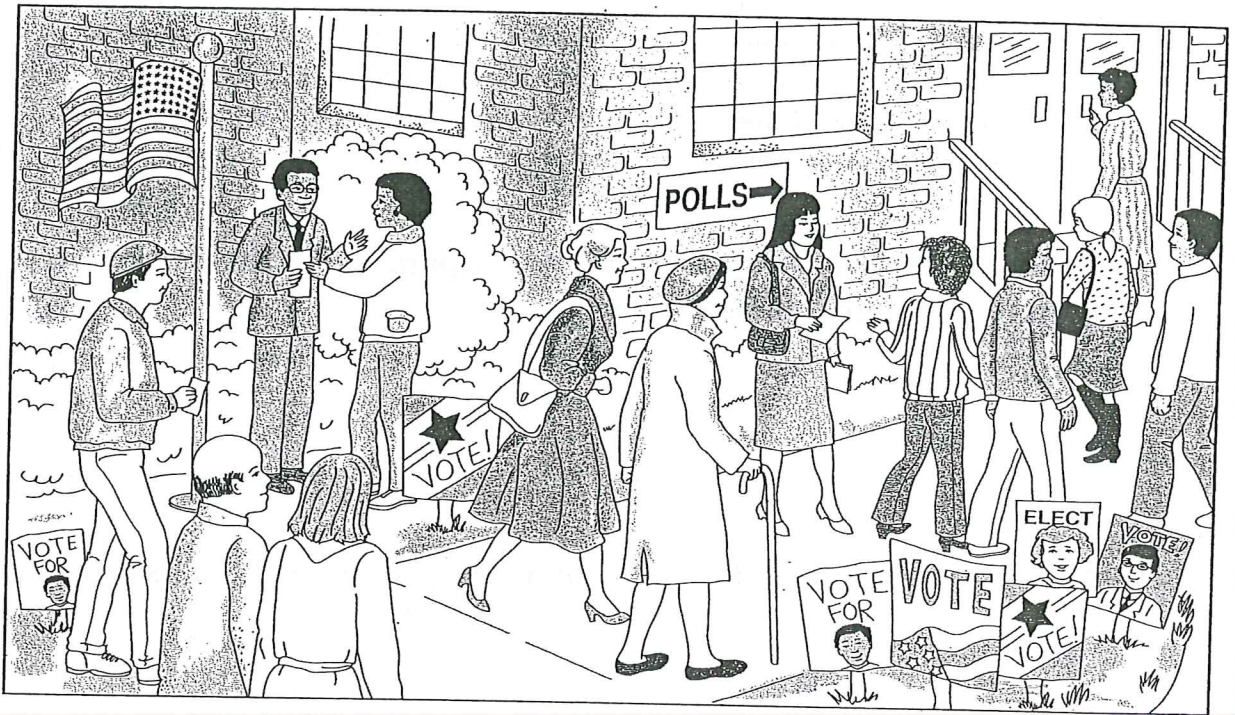
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## Two Ways to Be an Active Citizen

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



14 Study the picture below.



Name two ways that the people in the picture are practicing civic virtues and exercising their rights and responsibilities as citizens.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

(continued)

**Question 1: History**

The following statements are similar to those made by some people who moved from Europe to the Americas prior to 1800.



Using the statements above and what you have learned, give TWO different reasons some Europeans moved to the Americas prior to 1800.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

## Question 2: Civics and Government

Read this information.

There is a street near Oakdale School that does not have a crosswalk. Some students from the school and their parents are concerned about safety while crossing the street. A meeting is held to discuss what to do. Some of the people write letters to the city council to ask for a crosswalk. The local newspaper also publishes letters from parents that explain the problem and ask for support. Later, a group of concerned citizens gathers in front of City Hall to show support for a crosswalk. The citizens carry signs that say "We Need a Crosswalk" and "Safety First."

Individual rights of citizens are guaranteed by the Bill of Rights. Name TWO rights included in the Bill of Rights that the members of the group used.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

Describe ONE way the members of the group are being good citizens.

\_\_\_\_\_

\_\_\_\_\_