

WORKSHEET

# WHAT IS YOUR STORY?

## DIRECTIONS

Now that you have read the article, "What is Your Story?", answer the corresponding questions below in PART 1. When PART 2 is handed out, add it to this assignment.

## PART 1

1. Does your family ever talk about the past?
2. Do you own anything that belonged to a distant ancestor?
3. What are **primary sources**?
4. List three (3) examples of a primary source?
5. What are **secondary sources**?
6. List three (3) examples of a secondary source?
7. What is **perspective**?
8. Why do historians think that each primary source reflects a certain perspective?
9. What is **historical interpretation** (pg 8)?

## PART 2

### CHAPTER 1 STUDYING MINNESOTA

#### Investigation Guide

Primary source evidence from the past is what a historian uses to learn about people and events in history. For this activity, you'll have your first chance to be a historian.

**STEP 1:** Collect three items that are unique to you, and **BRING THEM TO THE NEXT CLASS**. These items can be things you wear or carry with you, or can be taken out of a backpack, desk, or locker. Make sure to choose items that can be shared with the class.

**STEP 2:** At the beginning of class, trade items with a classmate. Fill out the chart below, thinking of each item as a piece of evidence(also known as a primary source) about your classmate.

	Evidence	Your Conclusion	Question
	Every item, or primary source, in the backpack is considered historical evidence about this person. Describe each item below.	Explain what each primary source tells you about the person to whom it belongs. Be as accurate as possible by not guessing or exaggerating.	Write down one question you would like to ask the owner about this item.
Item #1			
Item #2			
Item #3			

**STEP 3:** Meet with the classmate whose items you have studied. Share with this person what you have learned about him or her from the primary sources you were given.

Were you correct about what you thought each item told you about your classmate, or did he or she have to correct you? Would having answers to the questions you listed above have helped you be more accurate? Write two to three sentences below about how accurate you were in your explanations above.

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## PART 3

### CHAPTER 1 STUDYING MINNESOTA

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#### Minnesota Studies

Minnesota has many stories to tell. You are about to find a photo that provides a snapshot of something that happened or existed in Minnesota's history. In a group of two or three, pick any town, preferably your hometown. Together with your group, find a historic photo that was taken in the town or city you chose. Once you've selected your photo, fill in the blanks below. Think about how photos from different parts of the state are similar to and different from one another. When everyone is finished, share stories with the class.

City or Town

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In what year was the photo taken?

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Circle all of the things below that are in your photo:

People      Buildings      Natural Resource (lake, river, etc.)  
Transportation (horses, streetcar, etc.)

Describe what you see in your photo. \_\_\_\_\_-

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What questions do you have about the photo?

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Where could you go or who could you go to in order to find out more information about this time period in this city or town's history?

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