Unit 1, Lesson 4 Vocab!

How do historians create accounts of past events?

corroborate

to <u>confirm</u> or give <u>support</u>
to a statement, <u>theory</u>,
or finding

Example: Historians corroborate their
sources by looking for internal and external
consistencies.

Do I understand this term?
□ I could teach it!
□ I understand it!
□ I need more practice! _____

evidence

<u>Facts</u> or information that can be used to <u>test</u> whether a <u>belief</u> or proposition is true or valid

Example: Historians must have evidence to support their accounts.

Do I understand this term?
□ I could teach it!
□ I understand it!
□ I need more practice! _____

primary source

first hand <u>accounts</u> of the event that was <u>created</u> at about the time the <u>event</u> occurred

Example: diaries, letters, reports, photographs, and birth certificates are a few types of primary sources.

Do I understand this term?
☐ I could teach it!
☐ I understand it!
☐ I need more practice! _____

secondary source

an <u>account</u> of an event that was created <u>later</u> by people who did not experience <u>first</u>-hand the event you are researching

Example: Encyclopedia articles, books written by historians, and textbooks are three types of secondary sources.

Do I understand this term?
□ I could teach it!
□ I understand it!
□ I need more practice! _____

fact

10 + 9 =	19
2 + 3 =	5
8 + 8 =	16
4 + 7 =	11
1 + 5 =	6

something that is <u>true</u> about a <u>subject</u> and can be tested

Example: It is a fact that Michigan requires kids to go to school until they are at least 16.

Do I understand this term?
□ I could teach it!
□ I understand it!
□ I need more practice! _____

opinion

what <u>someone</u> thinks about a <u>subject</u>

Example: The opinion article in the newspaper argued that Michigan should raise the minimum drop-out age from 16-18.

Do I understand this term?
□ I could teach it!
□ I understand it!
□ I need more practice! _____

internal consistency

when the <u>facts</u> presented within a single <u>source</u> do not <u>clash</u> with each other

Example: There was internal consistency in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between breakfast and lunch.

Do I understand this term?

□ I could teach it!

□ I understand it!

□ I need more practice! _____

external consistency

When <u>factual</u> details are
<u>presented</u> similarly among
multiple documents or <u>sources</u>

Example: There was external consistency among the documents
because one witness report stated that the blue truck ran the red
light while another witness report stated that the light had been red
for a while when the blue truck entered the intersection.

Do I understand this term?
□ I could teach it!
□ I understand it!
□ I need more practice! _____