



Primary and Secondary Sources in Inquiry Journeys

How are sources used in Inquiry Journeys?

Inquiry Journeys includes thousands of engaging primary and secondary sources. These sources represent multiple perspectives from diverse authors and creators across a varied range of media types, including maps, documents, photographs, websites, videos, paintings, personal narratives, and more.

What do students learn from diverse sources?

When students question, analyze, and evaluate diverse and varied sources, they are practicing the disciplinary skills of a historian and building deep social studies content knowledge.

Students then use this knowledge to come to conclusions based on the evidence they have gathered.

Sources also support students in building essential media literacy skills, allowing them to distinguish between fact and opinion, truth and misinformation, and objectivity and bias.



How do we select high-quality sources for Inquiry Journeys?

inquirED chooses sources for Inquiry Journeys through multiple prototyping, feedback, and revision cycles. During each cycle, we evaluate the sources used in each lesson for quality according to the following criteria:

Appropriateness

- Is the source aligned with the objectives of the lesson?
- If the source is a text, is it at an appropriate reading level?
- Does the source contain trigger words or sensitive material that should be adapted or carefully introduced?
- Does this source engage diverse learners?
- If the source is problematic, are students exploring its limitations in terms of representation, accuracy, or credibility?

Accuracy

- Does the source contain factually accurate information?
- If the source presents an argument, is it supported by verifiable evidence and sound reasoning?
- Does the source cite references that are publicly available?

Representation

- Does the source represent perspectives other than a singular, common narrative?
- Does the source allow students to see themselves in the stories they hear, read, and view?
- Does the source allow students to see others who are different from themselves in the stories they hear, read, and view?
- If applicable, was the source created by someone who represents the population or culture being investigated?

Credibility

- How does the maker's perspective impact the content of the source?
- Is the maker of the source affiliated with or funded by a group with a political agenda?
- In relation to other sources, does it provide students the opportunity to interact with both primary and secondary sources?