

Name \_\_\_\_\_



## Quake Case Study

**Directions:** Read the case study below carefully. Pay attention to the different sources the student used. Afterward, answer the questions by identifying whether each source is a **Primary Source (P)** or a **Secondary Source (S)**, and explain why.

For his National History Day project, Marcus decided to research the 1906 San Francisco earthquake. He began by reading his great-grandmother's handwritten letter that described how her family escaped their collapsing home. The letter gave Marcus vivid, firsthand details of the destruction. To learn more, he visited a digital archive of photographs taken immediately after the earthquake, showing cracked streets and destroyed buildings.

To put the event in context, Marcus checked out a modern history textbook that explained how the city rebuilt itself and what scientists learned from the disaster. He also watched a recent documentary in which historians and geologists discussed the lasting impact of the quake on city planning. For perspective, Marcus read a 1906 newspaper article published two days after the earthquake, which included both eyewitness accounts and updates on relief efforts. Finally, he read a biography of a local mayor written much later, which highlighted the mayor's leadership during the crisis.

1. Was the **great-grandmother's handwritten letter** a primary or secondary source? Why?
2. Were the **photographs in the digital archive** primary or secondary? Why?
3. Was the **modern history textbook** a primary or secondary source? Why?
4. Was the **documentary with historians and geologists** a primary or secondary source? Why?
5. Was the **1906 newspaper article** a primary or secondary source? Why?
6. Was the **biography of the local mayor** a primary or secondary source? Why?