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| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Introduction to Primary and Secondary Sources |
| **GSE Standard** | 8th Grade Information Processing Skills1. Compare similarities and differences4. distinguish between fact and opinion6. identify main idea, detail, sequence of events, and cause and effect in a social studies context10. analyze artifacts11. draw conclusions and make generalizations14. formulate appropriate research questions16. check for consistency of informationReading Standards for Literacy in History/Social StudiesL6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sourcesL6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.Writing Standards for Literacy in History/Social StudiesL6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Learning Targets** | I can explain the difference between a primary and secondary source.I can analyze a primary source using the [Library of Congress Primary Source Analysis Tool](https://www.loc.gov/teachers/primary-source-analysis-tool/). |
| **Essential Question** | What are the differences between a primary and a secondary source? How can I analyze primary sources to learn about a subject? |
| **Lesson Materials** | **Key Vocabulary, People Events** |
| [*Civil War Drum*](https://drive.google.com/file/d/1A3sWT5lyJR4WWgMA0mGYNbY7-3vmvsqS/view?usp=sharing) *-* Kenan Research Center at the Atlanta History Center[*Link to All Handouts*](https://docs.google.com/document/d/1tDeyd9-kPu9R-OVj8rAuQg4VuBSBXK9g_yJ1grI3NsY/edit?usp=sharing)[*Link to Google Slides*](https://docs.google.com/presentation/d/1vZo9znI0gwtarbVlx3gnJwEE1qTB0OXSWwhCwaaRm4c/edit) | primary sourcessecondary sourcesobservationreflectionhypothesiscitationplagiarismcopyright |
| **Assessment—Exit Ticket Questions** | **Student Exemplar Responses to the Exit Ticket may include:** |
| Exit Ticket – In complete sentences answer the following question. (You must have at least three sentences.)Looking at the artifact, why would someone use a citation about the artifact in a paper or project? | Students should be able to articulate what is plagiarism. They should also explain how the citation will show that the source is a primary source.  |

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| **Teacher Notes**  |
| This is designed to introduce students to working with primary sources. Students will be learning how to utilize the Library of Congress [Primary Source Analysis Tool](https://drive.google.com/file/d/1h7N_yMfyO1jes2xY10y8KE1ovmLv6T3K/view?usp=sharing). This lesson can be taught in multiple ways. Option 1: [Ten days of warm-up activities](https://docs.google.com/document/d/1tDeyd9-kPu9R-OVj8rAuQg4VuBSBXK9g_yJ1grI3NsY/edit) Option 2: Five mini-lessons Options 3: Three day full lessonsReference MaterialsAnalysis Tools[Library of Congress Primary Source Tool](https://www.loc.gov/teachers/primary-source-analysis-tool/)[Library of Congress Teacher’s Guides and Analysis Tools](https://www.loc.gov/teachers/usingprimarysources/guides.html?loclr=blogtea)Strategies[Turn and Talk](http://www.theteachertoolkit.com/index.php/tool/turn-and-talk)[Socratic Seminars](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)[Fishbowl](https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl)Groups and Ways to Use Strategies[Personalized Learning Classroom Designs](https://docs.google.com/presentation/d/1_NRRK_qgM9GwpcK_iOwKDbwzTLRzmuz1MVspiBE3y7w/edit?usp=sharing)[Handouts, Enrichment Activity and Sentence Stems for Warm-up Lesson](https://docs.google.com/document/d/1tDeyd9-kPu9R-OVj8rAuQg4VuBSBXK9g_yJ1grI3NsY/edit?usp=sharing) Teaching with the Library of Congress:  Ten Ways to Enrich Your Classroom with Primary Sources[Part 1](https://blogs.loc.gov/teachers/2013/12/10-ways-to-enrich-your-classroom-with-primary-sources-part-1/)[Part 2](https://blogs.loc.gov/teachers/2013/12/10-ways-to-enrich-your-classroom-with-primary-sources-part-2/) |

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| **Lesson Sequence** |
| ***OPENING****Time: 8 – 12 minutes* | **Scaffolding Suggestions** |
| [*Google Slide*](https://docs.google.com/presentation/d/1vZo9znI0gwtarbVlx3gnJwEE1qTB0OXSWwhCwaaRm4c/edit#slide=id.g4c0732b6dd_0_0) *- Day 1*Define primary and secondary sources in your own words. | Allow students to use sentence starters.[Primary and Secondary Sources](https://docs.google.com/document/d/1yx51OTYiafilbeS9WyJAq2QjPUDdAJjgb-XmI692KrQ/edit) |
| **WORK PERIOD**Time: 25-30 minutes | **Scaffolding Suggestions** |
| [Google Slide](file:///E%3A%5CWork%5CArchives%5CLibrary%20of%20Congress%5C8th%20Grade%5CIntro%20Lesson-%20Gunter%5CGoogle%20Slide%20-%20Day%202) - Day 2Read definitions of primary and secondary sources. Compare primary and secondary sources using complete sentences – [Turn and talk](http://www.theteachertoolkit.com/index.php/tool/turn-and-talk) about what you have learned.Suggested Questions:How do primary and secondary sources differ from each other?Do you think it is wrong to use a secondary source? Explain your reasoning. [Google Slide](https://docs.google.com/presentation/d/1vZo9znI0gwtarbVlx3gnJwEE1qTB0OXSWwhCwaaRm4c/edit#slide=id.g4c0732b6dd_0_22) - Day 3Looking at artifact – hypothesize what type of source you think it is primary or secondary and why.Students can be placed is small groups. Each group would discuss the artifact and hypothesis about if it is a primary or secondary source. Groups should be able to articulate their reasoning. Begin to analyze artifact by reading the history. Students should reflect on hypothesis and generate a summary of their analysis of the artifact. What did you learn that affected your hypothesize about the artifact?  Explain your reasoning.  | [Contrast primary and secondary sources](https://docs.google.com/document/d/16E8HD99ZZVg8bHqble_Wcn92tdSTMoCSLIAsykWjvP8/edit?usp=sharing)[Begin to analyze](https://docs.google.com/document/d/1TLIoIPJB86yVkVqmwnGJzHbIs7jNlXbZqcnm2lWo8GQ/edit?usp=sharing)  |
| **CLOSING**Time: 15 – 20 minutes | **Scaffolding Suggestions** |
| [Google Slide](https://docs.google.com/presentation/d/1vZo9znI0gwtarbVlx3gnJwEE1qTB0OXSWwhCwaaRm4c/edit#slide=id.g4c0732b6dd_0_46) - Day 4As students look at all the information we have on this item, highlight the citation and discuss plagiarism. Exit Ticket – In complete sentences answer the following question. (You must have at least three sentences.)Looking at the artifact, why would someone use a citation about the artifact in a paper or project?  | [Exit Ticket](https://docs.google.com/document/d/1lPWoVFsmmECTakUsgOBiTvg73YiiSDbBetKCqJJMVxo/edit?usp=sharing)Students should be able to articulate what is plagiarism. They should also explain how the citation will show that the source is a primary source.  |
| **Author(s)** | **Kim Gunter** |

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| **Learning Targets** | ~~I can explain the difference between a primary and secondary source.~~I can analyze a primary source using the [Library of Congress Primary Source Analysis Tool](https://www.loc.gov/teachers/primary-source-analysis-tool/)  |
| **Essential Question** | ~~What are the differences between a primary and a secondary source?~~ How can I analyze primary sources to learn about a subject? |
| **Lesson Materials** | **Key Vocabulary, People Events** |
| [*1540 De Soto Map*](https://drive.google.com/open?id=1iZ1lwQToXD8PhfVa15e57Vme46fa9UHM) *-* Geography and Map Division, Library of Congress[*Link to All Handouts*](https://docs.google.com/document/d/1tDeyd9-kPu9R-OVj8rAuQg4VuBSBXK9g_yJ1grI3NsY/edit?usp=sharing)[*Link to Google Slides*](https://docs.google.com/presentation/d/1vZo9znI0gwtarbVlx3gnJwEE1qTB0OXSWwhCwaaRm4c/edit)[*Enrichment Activity*](https://docs.google.com/document/d/12UuJTzY2ynJygk71Tn0GKiUrrw3v9MZX5vEdeXKmXWc/edit?usp=sharing) | primary sourcessecondary sourcesobservationreflectionhypothesiscitationplagiarismcopyright |
| **Assessment—Exit Ticket Questions** | **Student Exemplar Responses to the Exit Ticket may include:** |
| Generate questions about the artifact you viewed and speculate about the answers you might find. Students should write three complete questions with speculations about the possible answers.Students should use who, what, when. and why as part of their questions.  | 1. Why was this map drawn? think this map was drawn so that other people could see what the are looked like. 2. 1 also wonder how this map was actually drawn to look so much like the actual coastline? I can’t imagine how someone could possible draw such an exact shape just by using a person’s description. 2. I would like to learn more about why there are red marks on the map. What do those marks represent? I think it could be where the sailors got out of the boats and looked for gold.  |

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| **Teacher Notes**  |
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| **Lesson Sequence** |
| **OPENING**Time: 8 – 12 minutes | **Scaffolding Suggestions** |
| [*Google Slide*](https://docs.google.com/presentation/d/1vZo9znI0gwtarbVlx3gnJwEE1qTB0OXSWwhCwaaRm4c/edit#slide=id.g4c2399d7c1_0_33) *- Day 5*Observe the artifact and generate three or four observations that are interesting to you.  | Allow students to use sentence starters[Observe Artifact](https://docs.google.com/document/d/1P4GAlEydrGe42ZsC-yv_evrE4HfhhGJ96KV0nYSvvqs/edit?usp=sharing)  |
| **WORK PERIOD**Time: 25-30 minutes | **Scaffolding Suggestions** |
| Google Slide - Day 6Reflect upon the artifact and hypothesis about the author’s purpose and the creation of the artifact. Using the [Fishbowl Technique](https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl) - should discuss their observations and hypotheses about the artifact.  | [Reflect on Artifact](https://docs.google.com/document/d/1mU4DvSIQ-RysMNMIGUSsD13lf-JrdBP6xu3zmC0lzkA/edit?usp=sharing) |
| **CLOSING**Time: 15 – 20 minutes | **Scaffolding Suggestions** |
| Google Slide - Day 7Generate questions about the artifact you viewed and speculate about the answers you might find. Students should write three complete questions with speculations about the possible answers.  |   [Generate questions about the artifact](https://docs.google.com/document/d/1pQbP6U_iSzjrLX4Hyqynkmd4joSc6MrCmTdo-i9Keyk/edit?usp=sharing) |
| **Author(s)** | **Kim Gunter** |