Background

This lesson is my second history lesson in my ways of knowing history unit on primary and secondary sources. My unit focuses on my students ability to observe, analyze, and understand the importance of sources. These skills are important for my students because it pushes my students to critically think about history as a whole, and how we come to know history. My first lesson was my “hook lesson” where Jill and I brought in a number of documents and artifacts that represent our personal history. I found my students to be extremely engaged in this activity, and curious about which items were who’s. I am hoping to build off of my previous lesson and use their curiosity to fuel them to investigate primary and secondary sources. In this lesson students will be working in groups of four, looking at a primary and secondary sources focusing on the declaration of independence and the statue of liberty. Students will be observing the sources at three stations at five minutes each, where for two minutes students will observe and discuss the source, and the next three minutes will be cooperating to fill out the chart as a group. Although, I will be giving my students limited information about what is a primary source? what is a secondary source? I hope students will be able to compare and contrast the different types of sources used in the stations being that these sources should be familiar to them. My students are use to working in groups, and rotating through stations, so hopefully their transitions will be smooth.

In all areas of my lesson I try to support all types of learners. In the first part of my lesson, I will ask my students to restate the learning objective in their own words. I think this helps my students understand their purpose for learning, and also what they will be doing in the lesson. Students will then turn and talk to their partner and discuss what they think the objective means, and identify any unfamiliar words or phrases. This is where I will use my student lead inquiry questions to carry over into the stations of my lesson. My students will then transition into their groups, and be expected to work effectively. At the end of the stations we will have a whole class conversation on the rug about what is a primary source? what is a secondary source? Are there any similarities or differences? After this discussion my students will complete an exit slip on what is a primary source? what is a secondary source?

Focus of Learning Activity

Learning Based Goals:
• Students will be able to transition smoothly and maximize time on learning
• Students will be be respectful member’s of our community (in both turn and talks, and group work)
• Students will cooperate, and share responsibilities within groups
• Students will predict, what is a primary source? what is a secondary source?
Students will be able to identify a primary and secondary source in the stations and back up their claims with evidence
Students will respectfully agree or disagree with one another in whole class discussions

Practice Based Goals:
- Wait time when students respond to a question
- Hold students accountable for their group observation chart (expectation is that it will be complete)
  - Make sure all students are working together not just one student working independently
- Aware of the time to ensure success in the stations and lesson
- Use talk moves to ensure students thoughts shared are complete and precise with support/evidence from the stations or a connection.
- Facilitate a successful discussion when a student makes a statement that is unpredictable or wrong.

Questions

1. How does the teacher facilitate whole class discussions to further student inquiry of primary and secondary sources?

2. How do students present their answers to the class? (Are they supporting their answers with evidence or a connection?)

3. How are students working in groups? (Are students sharing responsibilities in their groups? Are all students given a chance to share their ideas, or contribute to the conversation?)

4. How do students work together during turn and talks? (Are both partners able to share their ideas? Are students staying on task, and focused on answering the question asked by the teacher?)