Lesson 2

Day: 2 Grade: 4

**Learning Outcome:**

* Students will locate, evaluate and organize a variety of sources to reconstruct an historical event.
* Students will explain that primary sources are records of events as they are first described usually by a witness or by people who were involved in the event. Primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials such as photos, original artwork, posters, and films are important primary sources.
* Students will explain that secondary sources offer an analysis of a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.

**Materials**

Primary Source? What is that? (Worksheet)

Your History (Worksheet)

Vocab words List (attached at end of lesson)

Strips of paper

Dry erase board

Dry erase markers

<http://www.vrml.k12.la.us/4th/ss/primary_2nddocuments/elem/primary_2nd_docs.ppt> (Power Point)

Smart board

T-chart template on smart board(<http://www.vrml.k12.la.us/3rd/homework/ss/ss/3rd_ss_units/un3/3rd_Un3Act4/primary_DocTchart.ppt>)

Pencils

Notebook paper

**Instructional Procedure(s): Time allotted 60 minutes**

**New Material (10 minutes)**

* “Today class we are going to be able to compare and contrast primary and secondary sources.”
* Teacher will hand out small strips of paper to the students.
* Write down what you think is the definition of a primary source. Then I want you to write down an example of a primary source.
* The teacher will collect the strips of paper. The teacher will read the students’ definitions and examples to the class.
* A student volunteer will write the various examples on the dry erase board.
* “Now I would like you to write down what you think a secondary source is and give me an example.”
* Collect the strips of paper.
* Go over their ideas.
* Have student write them on the board.
* Provide the definition of a primary source: "a document or physical object that was created during the time period being studied." (write this on the board)
* Provide the definition of a secondary source; “source created by someone either not present when the event took place or removed by time from the event. (write this on the board)
* Have students write down the definition on notebook paper.
* Go to this website to access the power point. <http://www.vrml.k12.la.us/4th/ss/primary_2nddocuments/elem/primary_2nd_docs.ppt>
* Go over power point.
* Have students take notes.
* Pass out the "*Primary Sources*" handout.

**Group Work** (40 minutes)

* Break students up into groups to complete the worksheet together.
* As students work, walk around room and make sure students are on task and answer any questions that there may be.
* After about 20-25 minutes, get into big group and discuss the worksheet.
* Talk about the use of each example as a primary source.
* After having the class discussion, have students get back into their groups and work on the worksheet Your History.
* Give about 15 minutes to complete.
* After the 15 minutes is up, go over the worksheet as a group.

**Review** (10 minutes)

* Ask if there are any questions. (Answer any questions that they may have)
* After going over the worksheets, put up the T chart template on the smart board.
* Put a list of materials such as:

•advertisements
•architectural
•blueprints
•clothes
•cookbooks
•diaries
•drawings
•encyclopedias
•interviews
•journals
•letters
•maps
•music
•periodicals
•photographs
•speeches
•textbooks
•tombstones
•videos
•works of art

* Have students put the right object under the correct term of primary or secondary source.

**Closure** (1-2 minutes)

* “Can someone summarize what we covered today?”
* Get responses.

**Assessment** (On going through the whole lesson)

* Students will be assessed through observations and how they answer the essential questions.

**Essential Questions**

* What is a primary source? original works in various first-person accounts that are recorded at the time of an event
* What is an example of a primary source? Photographs, drawings, letters, diaries, documents, books, films, poster, speeches, scripts, songs, first person account of an event.
* What is a secondary source? - Source created by someone either not present when the event took place or removed by time from the event.
* What is an example of a secondary source? Textbooks, journal articles, histories, and encyclopedias.

[**Primary Source? What is That?**](http://learningtogive.org/lessons/unit16/lesson1.html)
**Handout 1**

**Primary Sources**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Some examples:*
Write a one-sentence description of how someone could use, read or look at each of the following as a primary source for information.

* Diaries
* Scrapbooks
* Sketchbooks
* Interviews
* Pamphlets
* Letters
* Documents
* Speeches
* Photographs
* Clothing
* Toys
* Furniture
* Buildings
* Public opinion polls
* Surveys
* Audio recordings
* Video recording
* Art

**Your History**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The year is 2101. How will historians know what life was like in the year 2001?

*Your Home*

1. How will people 100 years from now figure out how many people lived in your home?

2. How will people know what you did in the evenings?

3. How will people know what your parents did for a living?

4. How will people know what your neighborhood looked like?

5. Will people be able to tell if your family was more wealthy than your neighbors? What evidence will they use?

6. How will people be able to find out what types of food you ate?

7. What can you do to leave a better record of your life?