LESSON PLAN by Whitley Starnes

Lesson: Comparing Primary and Secondary Sources  Length: 30 minutes

Grade Level: 5th grade

Academic Standard:
Social Studies – History
5.1.20 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Read and interpret primary and secondary sources accounts that pertain to a problem confronting people during the Founding Era of the United States. (Core Standard).

- Note to teacher: When unpacking this standard, I want the students to have knowledge of primary and secondary sources as well as be able to distinguish between the two types of sources. Therefore, in this lesson, the focus will be on identifying primary and secondary sources and being able to support their answer with reasoning.

Performance Objectives:
When given the post-test, the fifth grade students will correctly identify both primary source and secondary source by the definition of each.

When given the post-test, the fifth grade students will correctly label a picture of a source as either a primary or secondary source.

When given the post-test, the fifth grade students will explain why they labeled a picture of a source as either a primary or secondary source, verified by the teacher.

When given the post-test, the fifth grade students will correctly identify their own example of a primary and secondary source.

When given the post-test, the fifth grade students will explain why their example of a primary and secondary source is either a primary or a secondary source, verified by the teacher.

Assessment:
To assess the performance objectives, the students will complete the post-test, which is located at the end of the lesson plan. The post-test is broken up into three parts.

Part I (Performance Objective #1):
Identify primary and secondary source by the definition of each (Bloom: Comprehension)

Part II (Performance Objectives #2, #3):
Label each picture as either a primary or secondary source. Then, explain their reasoning.
(Bloom: Knowledge & Evaluation)

Part III (Performance Objectives #4, #5):
Students give their own example of a primary source and secondary source. Then, support their answer. (Bloom: Application & Evaluation)

Advanced Preparation by Teacher:
Comparing Primary and Secondary Sources: Pre-Test (18 copies)
*Students will take the Pre-test prior to the lesson being taught.
Comparing Primary and Secondary Sources: Post-Test (18 copies)
Comparing Primary and Secondary Sources: Post-Test MODIFIED (2 copies)

5th grade Social Studies textbook: Teacher Edition (pages 160-161)
2 pieces of construction paper with the words Primary Source and Secondary Source
Procedure:

Introduction/Motivation:
1. Connect with students’ prior knowledge by having a discussion about their explorer’s project where they researched about an explorer and went on the Oprah show as the explorer. In the discussion, ask the students the following question:
   “For your project, explain to me what you did?” (Bloom: Comprehension)
2. Explain to the students that when they were researching information about their explorer, they were using what is known as sources.
3. Ask the students: “What is a source?” (Bloom: Knowledge)
4. Explain to the students that there are two types of sources, primary sources and secondary sources. Write the words Primary and Secondary on the chalkboard. (Gardner: Visual/Spatial)
5. Direct students’ attention to the word Primary on the chalkboard and ask the students: “What do you know about the word primary?”
6. Direct students attention to the word Secondary on the chalkboard and ask the students: “What do you know about the word secondary?”
7. Explain to the students that when they took on the role as an explorer they were a secondary source.

Step-by-Step Plan:
8. Tell students that they will be learning about primary and secondary sources and have them open their social studies textbooks to page 160.
9. Read pages 160-161 to the students while they follow along in their textbook.
   a. Restate the definition of primary source and ask the students: “What are examples of primary sources?” Also include the following examples in the discussion:
      i. Documents: maps, treaties
      ii. Creative work of the time: art, music, literature
      iii. Artifacts: clothing, tools, toys, furniture, buildings produced during the time
   b. Restate the definition of secondary source and refer students back to their explorer project discussion at the beginning of the lesson. Ask the students: “Why would taking on the role as an explorer be a secondary source and not a primary source?” (Bloom: Analysis)
10. Introduce activity to the students. In this activity, you will be holding up a picture of a source and their task is to determine if the picture is of a primary or secondary source by moving to one side of the classroom. If the picture is of a primary source, they should move toward the front of the classroom by the sign that says Primary Source. If the picture is of a secondary source, they should move toward the back of the classroom by the sign that says Secondary Source. (Gardner: Bodily/Kinesthetic)
11. Explain to the students that these pictures are the same pictures that they had for their pre-test where they had to cut and paste the pictures in either the primary or secondary source box. Further explain that in this activity, they will not only identify the picture as either a primary or secondary source, but they will also need to explain why they believe the picture is of a primary or secondary source. (Gardner: Verbal/Linguistic and Bloom: Evaluation)
12. Begin activity. Hold up each picture and have students move to one side of the classroom. Then, have a volunteer explain their reasoning for choosing either primary or secondary source.

Closure:
13. Have students return to their seats.
14. Review the definitions/examples of primary and secondary sources.
15. Explain/Read directions on the Post-Test. When they are finished, they need to turn it into the tray marked Social Studies and then read quietly at their desk.
16. Pass out the Post-Test and have students begin working on the Post-Test. (Gardner: Intrapersonal)
Adaptations/Enrichment:

Student with a disability in Reading/Language Arts

The two students will take a modified post-test.

Self-Reflection:

- See separate document.

References:

Google Images: www.google.com
Comparing Primary and Secondary Sources: Pre-Test

Name ____________________________________________

<table>
<thead>
<tr>
<th>Primary Sources</th>
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The Constitution of the United States

Social Studies textbook

Coin found at Jamestown

Picture of Reenactors at Jamestown

Comic book about Jamestown

Title page of a book written by John Smith in 1608
Comparing Primary and Secondary Sources: Post-Test

Name ________________________________

Part I - Directions: Fill in the blank.

1. ____________________ ____________________ are the records and artifacts made by people who saw or took part in an event.

2. A ____________________ ____________________ is a record of an event made by someone who was not there at the time.

Part II - Directions: Label each picture as either a primary or secondary source. Then, explain why you believe the picture is either a primary or secondary source.

3. ________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

   The Constitution of the United States

4. ________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

   Social Studies textbook
5. _______________
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__________________________________

Coin found at Jamestown

6. _______________
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__________________________________

Picture of Reenactors at Jamestown

7. _______________
__________________________________
__________________________________
__________________________________

Comic book about Jamestown

8. _______________
__________________________________
__________________________________
__________________________________

Title page of a book written by John Smith in 1608
Part III – Directions: Answer the following questions on the lines provided.

9. Give your own example of a primary source and explain why it is a primary source.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

10. Give your own example of a secondary source and explain why it is a secondary source.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Comparing Primary and Secondary Sources: Post-Test (Modified)

Name ____________________________

Part I - Directions: Fill in the blank.

1. __________________ sources are the records and artifacts made by people who saw or took part in an event.

2. A __________________ source is a record of an event made by someone who was not there at the time.

Part II - Directions: Label each picture as either a primary or secondary source. Then, explain why you believe the picture is either a primary or secondary source.

3. ________________

___________________________________
___________________________________
___________________________________
___________________________________

Social Studies textbook

4. ________________

___________________________________
___________________________________
___________________________________
___________________________________

Coin found at Jamestown
Directions: Label each picture as either a primary or secondary source.

5. _______________ 6. _______________  

Picture of Reenactors at Jamestown  Comic book about Jamestown

7. _______________ 8. _______________  

Title page of a book written by John Smith in 1608  The Constitution of the United States

Part 3 – Directions: Answer the following questions on the lines provided.

9. Give your own example of a primary source and explain why it is a primary source.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

10. Give your own example of a secondary source and explain why it is a secondary source.
    ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________
Primary Source
Secondary Source
The Constitution of the United States

Social Studies textbook

Coin found at Jamestown

Picture of Reenactors at Jamestown

Comic book about Jamestown

Title page of a book written by John Smith in 1608
Comparing Primary and Secondary Sources: Pre-Test

Name _______ Answer Key ____________________________

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Comparing Primary and Secondary Sources: Pre-Test

Name _____ Answer Key ____________________________

Part I: (1 point each) 2 points total
1. Primary sources
2. Secondary source

Part II: (1 point for label, 1 point for reasoning) 12 points total
(The explanations will vary, but should match the definition of either primary or secondary source)
3. Primary
4. Secondary
5. Primary
6. Secondary
7. Secondary
8. Primary

Part III: (1 point for example, 1 point for reasoning) 4 points total
9. Answers will vary.
10. Answers will vary.