Lesson Plan: Historical Analysis

ESSENTIAL QUESTIONS

What is an archive? What stories are in this archive? How does the information in this archive inform my understanding of activism? Historically, what strategies do students deploy to enact change?

LEARNING OBJECTIVE(S)

SWBAT continue reading and analyzing primary and secondary source documents within and outside of the archive.
SWBAT develop a thesis based on evidence/resources gathered.

Teaching note: This lesson may take multiple class periods depending on student skills and ability levels. Suggest setting a target number of resources to be added to the evidence log each week and a target number of final pieces of evidence needed to complete the final assessment which is the written argument.

HOOK / INTRODUCTION

Review previous lessons. Today we you will continue working on your evidence logs. As an archivist it is important you set goals for your independent research process. Think about how much time you spent identifying sources last class, using the time we have today, how many more sources can you identify and log today? Have a few students share, push them to identify more if needed. Write down your goal for the day. Because this is an independent research day, your exit ticket will be a written reflection on whether you met your goal and what you might need to do differently next class to either meet your goal or set a higher goal.

RESEARCHING LIKE AN ARCHIVIST

IIndependent research days allow educator's time to support students who might need extra guidance to complete the activity. Use this time to check-in with students and modify/adjust the evidence log as needed.

REFLECTING LIKE AN ARCHIVIST

IIndependent research days allow educator's time to support students who might need extra guidance to complete the activity. Use this time to check-in with students and modify/adjust the evidence log as needed.

COMMON CORE STANDARDS

CCSS.ELA-Literacy.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-Literacy.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-Literacy.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

TEKS STANDARDS

d(9) History The student understands the impact of the American civil rights movement.
d(10) History The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.
d(20) Government The student understands the impact of constitutional issues on American society.
d(22) Citizenship The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights.
d(25) Culture The student understands how people from various groups contribute to our national identity.
d(28) (28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.