Lesson Plan: Organizing Sources

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 choose an organization to research for the final assignment. SWBAT develop an evidence/document organizer to review primary and secondary source documents that will be used in their final historical analysis.

HOOK / INTRODUCTION

Review key takeaways from previous lessons, what information do I find in a primary source? What information can I learn from secondary sources? What other information do I need to know to understand the impact of an historical event or historical organization? Using one of the primary source documents, write a faux Instagram post giving the "tea" on the organization or event you are researching. Keep it short, interesting, and simple. Share with a friend. Give feedback, I really like the way you ____, I think to make a bigger impact you could _____.

RESEARCHING LIKE AN ARCHIVIST

At this point in the project, you should have 10 analyze a written document forms completed. Now we are going to transfer those documents into an evidence log for our final essays. Model how to transfer information into the evidence log (adopted from Facing History & Ourselves). For middle school allow them to independently complete one and share out to check for understanding. Explain, most of your time will be spent doing independent research to identify other pieces of evidence to answer the historical question. Also, you will have time to discuss alternative historical questions if there is another topic you'd rather explore for your final essay. To justify this shift, you need to explain your reasoning for the shift and how you will find information to answer the question. At the end of the class, you should identify at least 5 other resources (this number may adjust on student age/ability/skill) you would like to use for your project.

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.

TEK 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.