**Course/Grade:** 7th Grade Social Studies

**Materials/Resources:** Student Folder, Notebook Paper, Writing Utensil, SmartBoard, PowerPoint, Bellwork Slip, Matching Activity Resources, Making Invisible Histories Visible documentary “For the Love of the Music: Omaha’s Hidden Jazz History”, Primary and Secondary Source Examples, Artifact Assignment with Six Questions, Exit Slip

**Content Standard(s):** 8.3.1.a, 8.4.1.a, 8.4.3.a, 8.4.3.b, 8.4.4.c, 8.4.4.d

**Accommodations for students with an IEP or 504 plan:** Oral Reading of Directions/Questions, Clarification of Directions, Note-making Using Graphic Organizers, Shortened/Modified Assignment, Peer Tutors, Extra Time

**Literacy Strategies:** 1. Oral Directions 2. Note-making Using Graphic Organizers 3. Think Aloud

**Procedures& Routines:** 1. Hand-Raising: Constantly reinforce this expectation from 1-100 times per class. 2. Attention-Getting and Non-Verbal Techniques: “Give me Five-4-3-2-1” 3. Giving Directions Explicitly: Verbal Directions, Visual Directions Written on White Board and SmartBoard, Modeled Instruction, Students Repeat Back Directions to Class

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| **ANTICIPATORY SET**  Lesson begins by prompting students to think about how they learn, develops focused learning, is engaging, activates prior knowledge, and is relevant. | | **Bellwork:**  When researching a new topic, why is it important to “check your sources,” or to ensure that your facts are accurate? What are some ways we can “check our sources” when researching a new topic? | |
| **OBJECTIVE**  Written in student-friendly terms and posted in the room. | **I will know:** | 1. The definitions of primary and secondary sources. 2. How to identify primary and secondary sources within a documentary. | |
| **I will be able to:** | 1. Explain the difference between a primary and a secondary source. 2. Analyze and explain how to identify primary and secondary sources within a documentary. | |
| **GRADUAL RELEASE**  **OF INSTRUCTION**  Modeled  Learning goals are discussed followed by demonstration/ direct instruction.  Shared  Checking for understanding occurs via engagement activities. Re-teaching may be needed prior to guided practice.  Guided:  Leveled performance groups, rotating stations or cooperative learning/group work occur with descriptive feedback.  Independent:  Students working independently applying what they learned from the lesson. | **Modeled/Shared**  **Modeled/Shared**  **Shared**  **Shared**  **Guided**  **Shared**  **Modeled**  **Guided**  **Shared**  **Modeled**  **Guided**  **Independent**  **Modeled/Shared** | (5 minutes) Students get their materials for the day.  (5 minutes) Students complete their bellwork questions: When researching a new topic, why is it important to “check your sources,” or to ensure that your facts are accurate? What are some ways we can “check our sources” when researching a new topic?  (5 minutes) Whole-class discusses bellwork answers.  (10 minutes) Teacher sets up a PowerPoint on the board. This PowerPoint will tell students the difference between a primary source and a secondary source. Slide 1 lists the definition for primary source. Slide 2 lists two examples of primary sources. Teacher asks students if they can share other examples. Slide 3 lists the definition for secondary source. Slide 4 lists two examples of secondary sources. Teacher asks students if they can share other examples. Students write down both definitions and at least three examples of each of the sources.  (15 minutes) Students work in groups of four to complete a matching activity about primary and secondary sources. Teacher has created notecards showing examples of primary and secondary sources. The notecards have words (example: biography) or photographs (example: photograph of a person taking a selfie). Students match the notecards with one of two categories: primary source and secondary source. If this proves easy for students, teacher could place a timer and see which group could complete the activity the quickest.  (5 minutes) Brain Break: Getting Warmer  1. One student leaves the room.  2. Hide an object somewhere in the room.  3. When the student reenters the room, they will be guided by their classmate’s movements (no talking) to locate the hidden option.  4. Students indicate whether to go left, right, forward, backwards, up higher, or down lower.  5. When the student gets within one foot, classmates should pretend like they are stepping on something hot.  6. Round ends, another student takes a turn.  (5 minutes) Teacher tells students that they will now be watching ten minutes (teacher choice) of a local documentary. As they watch the documentary they are to write down as many primary and secondary sources as they can. Teacher can guide students throughout the documentary if necessary.  (10 minutes) Making Invisible Histories Visible documentary:  “For the Love of the Music: Omaha’s Hidden Jazz History”  (5 minutes) Whole-class discussion on discovered primary and secondary  sources within the documentary.  (5 minutes) Teacher passes out various primary and secondary sources to the students. These artifacts relate to future curriculum that students will learn within the school year. Some students will be working on the same artifact, whereas others will be working on different artifacts. This activity could be completed with a partner, in a group, or independently. Teacher explains that students will be answering six questions about the artifact.  (10 minutes) Students answer the following questions about their artifact:   1. What is the document/artifact? 2. When was the document/artifact created? 3. Who created the document/artifact? 4. What does the document/artifact tell you about your future curriculum? 5. What does this document/artifact tell you about the time period it was created in? 6. How does this document/artifact better help you to understand the curriculum?   (5 minutes) Students complete the exit ticket question: What is the difference between a primary source and a secondary source? Students must hand their exit ticket to their teacher before they leave class.  (5 minutes) Students pack up their materials for the day. | The gradual release cycle may be repeated and adjusted throughout the lesson to ensure mastery of content through multiple re-teaching opportunities.  Descriptive feedback, formative and summative assessments are embedded throughout the gradual release of instruction.  The amount of time varies depending upon the lesson.  \*Achievement will decrease if independent occurs directly after modeled without shared and guided. |
| **SUMMARY**  Teacher reviews learning goal and students are given time to summarize and reflect on their learning. Include a brief writing activity whenever possible. | | Exit Ticket: What is the difference between a primary source and a secondary source? | |
| **Course Work**  (complete outside of class, assignments recorded by students): | | None. | |