

Grade Level, Collaborative Content Area	Grade Level: 11 th Grade Subject/Content Area: English Lesson Title: Primary vs Secondary Sources Length: 1 class period 10:20-11:50 Date: April 2023 Class: Mrs. Gibson/ 2 nd Block Class Collaborative Classroom Assignment: English Research Essay
Content Objectives (VA SOLS)	Grade 11 Virginia English Standards of Learning: Communication: Media Literacy SOL 11.2c The student will evaluate sources including websites and other media for relationships between intent, factual content, and opinion. Research SOL 11.8c The student will synthesize relevant information from primary and secondary sources and present it in a logical sequence to produce a research product.
AASL Competency Library Objective	IV.A.2 Learners act on an information need by identifying possible sources of information IV.B.1 Learners gather information appropriate to the task by seeking a variety of sources IV.B.2 Learners gather information appropriate to the task by collecting information representing diverse perspectives
Link to Background Knowledge	Prior Knowledge: <ul style="list-style-type: none"> • Students have been assigned a research project • Students have selected their research topics • Students must have the knowledge and the ability to use technology (i.e. computers) • Students must have some prior knowledge of the research and writing process
Hook or Introduction	<ul style="list-style-type: none"> • Tell students that today they will be comparing a primary source and a secondary source on the same topic. • Ask students to think about they know or what they can predict about primary and secondary sources. Give them a moment to talk with a table partner. Encourage students to think about the words “primary” and “secondary” during their discussion. • Call on students to share background knowledge and predictions • Show YouTube Videos about primary and secondary sources. • https://www.youtube.com/watch?v=XU0fAhss-yg • https://www.youtube.com/watch?v=Wlj7t0s4rok

<p>Engagement in Learning</p>	<p>Teacher Modeling (I DO)</p> <ul style="list-style-type: none"> ● Draw a T-chart on a piece of chart paper. In the first column, write the title "Primary Source" and explain that a primary source is a first-hand account of something. Record the definition under the title and restate the definition in student-friendly terms (e.g., "A primary source is something that is written by a person who witnessed or experienced something themselves.>"). ● Break down the term further by explaining that a "source" is something that gives information and "primary" means first, as in first-hand. ● In the second column, write the title "Secondary Source" and explain that a secondary source is an account of something that is not first-hand. Record the definition under the title and restate the definition in student-friendly terms (e.g., "A secondary source is written by someone who did not witness or experience the thing they are writing about. A secondary source may cite primary sources, but it is not always written in the same time period or location that the event occurred.>"). ● On the T-chart record examples of each type of source (e.g., eyewitness account, diary, recorded speech, census data vs. textbook, magazine article, television documentary, biography). ● Invite students to volunteer other nonfiction sources and help them categorize each as primary or secondary before adding them to the T-chart. <p>Guided Practice (WE DO)</p> <ul style="list-style-type: none"> ● Tell students that you will be showing them an example of a primary and a secondary source about Thomas Edison. ● Read aloud the short paragraph at the top of the Thomas Edison worksheet to provide some background information about Thomas Edison (or provide a quick verbal summary to remind students that Thomas Edison was a scientist and inventor known for his work with electricity, light bulbs, and batteries). ● Use a document camera to display the primary source document on the Primary Sources: Thomas Edison worksheet. Read the information on the chart aloud. ● Ask students what they noticed about the primary source document (the census). Give them a moment to talk with a table partner, then call on volunteers to share their observations. Prompt students if needed (e.g., the document was handwritten, it provided numbers and facts). ● Use a computer to display an online article about Thomas Edison https://www.biography.com/inventors/thomas-edison
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	<ul style="list-style-type: none"> ● Ask students what they noticed about the secondary source. Give them a moment to talk with a table partner, then call on volunteers to share their observations. ● Prompt students if needed (e.g., the article is written in narrative form, it includes dates and facts). ● Draw a large Venn diagram on a piece of chart paper or dry erase board. Label one side "primary source" and the other side "secondary source." With the class, compare and contrast the two types of sources. Record features that were discussed in class and invite students to generate additional ideas to fill in the Venn diagram (e.g., they both provide facts, a primary source can be written as a list or chart, or a secondary source can be written as a narrative). ● Add specific examples of facts to the Venn diagram (e.g., "Primary Source: Thomas Edison was 72 years old in 1920," "Secondary Source: Thomas Edison was born in 1847."). <p>Independent Practice (YOU DO)</p> <ul style="list-style-type: none"> ● Hand out the Primary Sources: Passenger Lists worksheet and explain that it is a primary source document. Simultaneously, display an online article (secondary source) about Andrew Carnegie's childhood, like the section of his biography entitled "Early Life" (see suggested resources). ● Instruct students to independently read the two texts. (Note: students do not need to complete the questions on the primary source worksheet.) ● Have students draw their own Venn Diagram on their individual dry erase boards. ● Instruct them to fill in their own Venn diagram comparing the two sources of information they read about Andrew Carnegie. ● As a class, discuss the two sources and the differences between them. Ask students to reflect on why there is conflicting information in the two sources (e.g., his age in 1848). Ask students to consider which source is more trustworthy and what they can do to figure out which source is correct (e.g., look for additional sources to confirm the disputed facts).
Assessment	<ul style="list-style-type: none"> ● Use a 3-2-1 protocol to gauge student understanding. Have students answer the following prompts on an index card or piece of scratch paper: <ul style="list-style-type: none"> ✓ List three features of a primary source document and three features of a secondary source document. ✓ Name two things that primary sources and secondary sources have in common. ✓ Write one sentence about how you can use primary and secondary sources.

Differentiation Options	<ul style="list-style-type: none"> • Show students specific examples of each type of source (e.g., Anne Frank's diary vs. a nonfiction book about Anne Frank). • Pre-teach challenging vocabulary that students will encounter in the primary and secondary source documents (e.g., “census”, “philanthropist”). • Provide dictionaries for students to use as resources during independent practice or use online dictionary option. • Consider grouping table partners. • Use of visual and auditory teaching methods.
Next Steps/Reflection	<ul style="list-style-type: none"> • Revisit students’ 3-2-1 assessment and reflect on student understanding • Reflect on student interaction and response during the presentation portion of the lesson (misconceptions, boredom, engagement, confusion, questions asked) • Reteach if necessary, according to above reflections • Use this lesson during future classes and share with other teachers • Collaborate with the classroom teacher at the completion of the lesson and again once the research assignment has been completed • Review students completed research papers to notice the use of primary and secondary sources
Materials/Resources	<ul style="list-style-type: none"> • One copy of Primary Sources: Thomas Edison • Class set of Primary Sources: Passenger Lists • Two pieces of chart paper or large portable dry erase board • Individual dry erase boards (enough for class) • Dry erase markers and individual erasers • One index card per student (or scratch paper) • Document camera and projector • Computer • One copy of Thomas Edison (optional for differentiation)