



## Using Primary Source Resource Package: Sample Lesson Plans

### Sample Lesson 1: Conducting Primary Source Interviews

**Type of Teacher Tool:** Whole Group, Individual Student

**Targeted Grade Level(s):** 5-8, 9-12

**Targeted Curriculum Areas:** Language Arts, Curriculum Area of Interview subject

#### Learning Objectives:

The learner will:

1. develop questions for an interview with a particular individual.
2. evaluate an interview conducted with that individual.
3. reflect on their own ability to conduct interviews and how this activity might have influenced their thinking and ability on this subject.

#### NATIONAL STANDARDS

##### Common Core English Language Arts Standards

##### Speaking and Listening—Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.6-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

##### Speaking and Listening—Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.6-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.6-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.6-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

#### Resources/Materials Needed:

Any primary source interview video on the Educate.Today website

### Teacher Instructions:

1. Before students view an interview, discuss with them the power of primary source interviews to help them gain valuable information and insights for their learning and how they might use such interviews for their own work in class whether it be a research project, writing assignment, contest they enter, etc.
2. Let students know that any interview needs to have a defined purpose that is known to both the interviewer and the person being interviewed and that questions should be developed to facilitate getting information related to the purpose of the interview.
3. Let the students know that any interview will need to be conducted in a specific time frame that is arranged with their interview subject and have them think about how the length of time available might influence the questions they choose to ask and the order they ask them in.
4. Have students discuss how the purpose of an interview and the time frame provided for the interview might influence what questions they would ask and the order they would ask them.
5. As additional steps to think about potential questions to ask, students could research the person interviewed to learn more about who they are and what they do.
6. Once students have completed their research, have them determine what their purpose would be in interviewing such a person and develop five questions each believe would be most important to ask the person and the order in which they would ask the questions.
7. If all students in the class are participating in this activity, students could discuss their potential questions with each other to determine, as a group, the ten questions they believe would be most important and the order in which they would ask them.
8. Once students have determined their questions, have them view the interview, determine how they would define its purpose and compare the questions they would have chosen to ask to the ones that were asked.
9. Looking at the audience that would be watching this interview, the purpose for the interview, and the time available for the interview, how would the students evaluate the questions asked?
  - a. Do they find them all appropriate? Why or why not?
  - b. Would they like to insert one or more of their questions into the interview? If so, where would they ask the question? Why at that point?
  - c. Would they choose to eliminate any of the questions asked? Do they believe one or more of their questions would have been more appropriate? If so, why?
  - d. Would they now change any of the five questions they would have asked? If so, what question would they change it to? Why?
10. Have students reflect on what they've learned about the interview process as a result of this activity and how they might use interviews with primary source individuals for their own purposes in a class project, etc.

### Extension Assignment Options

1. Have students consider how their questions would change if the audience for the interview was different. What would be their top five questions if the audience was:
  - a. Adults reading an arts, culture, history, or science magazine
  - b. TV viewers watching an arts, entertainment, history, or science program
  - c. Elementary, middle school, or high school students
  - d. Another audience of your choice
2. Have students consider how their questions would change if the time frame for the interview was different. What, if anything, would change if they had:
  - a. Ten more minutes

- b. Twenty more minutes
  - c. Five less minutes
3. If students were to use excerpts from this interview to help them with a research project, writing assignment, etc., what particular quotes from the interview would they use? Have students determine three to five quotes they believe would be good to use for a particular purpose in a project and justify their choices.

**Assessment/Evaluation Options**

- 1. Student reflection/journal writing on insights gained into the interview process and how these insights might affect interviews they conduct in the future.
- 2. Student discussion as they evaluate the interview watched and offer their ideas about its effectiveness and any changes they would advocate for the interview.

## Using Primary Source Resource Package: Sample Lesson Plans

### Sample Lesson 2: Using Primary Sources in an Independent Research Project

**Type of Teacher Tool:** Individual assignment, class-based research projects, contest research projects such as History Day and Science Fair or as a unit of inquiry-based learning.

**Targeted Grade Level(s):** 4-5, 6-8, 9-12

**Targeted Curriculum Areas:** Social Studies, History, Language Arts

**Learning Objectives:**

**The learner will:**

1. explore (insert your topic here) through videotaped interviews, photographs, letters, reports and other primary documents.
2. respond to what they heard, decide what made sense or not and why and consider what they'd like to know more about.
3. develop a project outline incorporating information gained through both primary and secondary sources.

**National/Common Core Standards:**

[CCSS.ELA-Literacy.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-Literacy.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CCSS.ELA-Literacy.RH.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[CCSS.ELA-Literacy.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[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.11-12.7](#)

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.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[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.

### **Resources Needed:**

Any video(s) on the Educate.Today website related to the topic choices provided to students

### **Teacher Instructions:**

1. Provide students a list of possible research topics where they can gain information via videos available on Educate.Today.
2. Have students research the Educate.Today website to find a video or multiple videos they could use to gain information for their research topic.
3. As students watch the video(s) have them fine tune their topic from the general choice you provided to a more specific idea, concept, or event that interests them for further study.
4. After viewing some videos (some of which would have been primary sources and some of which would have been secondary sources), guide the students to an understanding of the difference between primary and secondary sources.
5. Have students look over notes they took while watching their videos or have them re-watch their videos to evaluate the information presented and determine what was a primary or secondary source, clearly identifying each type.
6. Check the students' work from step 5 to see if they understand the difference between a primary and secondary source and the value of using each in a research project.
7. Have students design a project outline for a project they could produce that is related to their refined choice of topic and that includes both primary and secondary sources from the Educate.Today website and any other appropriate locations.
  - 7.a. They should show creativity in use of videos, such as mixing different perspectives of an event or including various types of primary source media.
  - 7.b. Within their project, they should articulate why and how videos selected apply to their subject.

### **Extension Assignment Options:**

1. Students put their project outline into action and produce a project on their chosen topic using both primary and secondary source.

**Assessment/Evaluation Options:**

1. Teacher assessment of student discussions, questions and other observations made throughout the lesson.
2. Application of what was learned to their own project outline, particularly in evaluating sources.
3. A variety of sources, such as interviews, images and maps, were cited and incorporated into the project outline.

## Using Primary Source Resource Package: Sample Lesson Plans

### Sample Lesson 3: Understanding Primary Versus Secondary Sources

**Type of Teacher Tool:** Individual assignment, class-based research projects, contest research projects such as History Day and Science Fair or as a unit of inquiry-based learning.

**Targeted Grade Level(s):** 4-5, 6-8, 9-12

**Targeted Curriculum Areas:** Social Studies, History, Language Arts

#### Learning Objectives:

##### The learner will:

1. explore (insert your topic here) through videotaped interviews, photographs, letters, reports and other primary and secondary source documents.
2. investigate and evaluate both primary and secondary sources for their possible use in a research-based project, presentation, or written work.
3. create a bibliography that includes properly identified primary and secondary sources.

#### National/Common Core Standards:

[CCSS.ELA-Literacy.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-Literacy.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CCSS.ELA-Literacy.RH.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[CCSS.ELA-Literacy.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[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.11-12.7](#)

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.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[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.

### **Resources Needed:**

Any video(s) from the Using Primary Sources Resource Package where this Teacher Tool was found

### **Teacher Instructions:**

1. Students watch the video(s).
2. As they watch, students select an idea, concept, interview or event from the video that interests them for further study.
3. After watching the video(s), guide the students to an understanding of the difference between primary and secondary sources.
4. Have students re-watch the video(s) to determine if it is a primary source, secondary source, or includes examples of both types of sources. Have students take notes as needed.
5. Have students share examples of each type of source included in the video and discuss each other's examples.
6. Check the students' work from steps 4 and 5 to see if they understand the difference between a primary and secondary source and the value of using each in a research project.
7. Based on the idea, concept, topic, or event they chose in step 2, have students research for more information on that topic using Educate.Today video resources and any other resources you find appropriate for them to use.
8. After giving them a certain amount of research time to locate additional primary and secondary sources on their topic, have students create a bibliography of items found and organize them by primary source and secondary source.

### **Extension Assignment Options:**

1. Students use research gained through step 7 to create a project, presentation, research essay, article, or short story that incorporates both primary and secondary sources they found in their research.



**Assessment/Evaluation Options:**

1. Teacher assessment of student discussions, questions and notes made throughout the lesson.
2. Evaluate student bibliographies.

## Using Primary Source Resource Package: Sample Lesson Plans

### Sample Lesson 4: Exploring a Country Through Its Flag and Maps

**Type of Teacher Tool:** Whole Class, Small Group, or Individual/Differentiation

**Targeted Grade Level(s):** This activity could be modified as needed for students in grades 3-5, 6-8, or 9-12

**Targeted Curriculum Areas:** Social Studies

#### Learning Objectives:

The learner will:

1. interpret two types of primary sources—flags and maps.
2. use maps to hypothesize about a particular place and to learn information about a particular place.
3. interpret a map's scale and featured information.
4. think critically and creatively and check his/her thinking against facts later learned.

#### Featured National Standards:

**The following standards from the National Council for the Social Studies are referenced:**

1. Learning Expectation 3.1.2: Concepts such as location, direction, distance, and scale
2. Learning Expectation 3.1.9: Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.
3. Learning Expectation 3.2.3: Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.

**The following standards from the Common Core State Standards are referenced:**

1. [CCSS.ELA-Literacy.RH.6-8.1](#)  
Cite specific textual evidence to support analysis of primary and secondary sources.
2. [CCSS.ELA-Literacy.RH.6-8.7](#)  
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.**

#### Resources/Materials Needed:

1. This activity can be used with any one or combination of the following Educate.Today videos: Sample Video-116, Geography-10, Geography-12, Geography-13, Geography-14, Geography-15, Geography-16, Geography-18, Geography-19.
2. A slightly revised version of the activity (included later in this document) can be used with Geography-17.
3. The student worksheet reference in the activity is provided at the end of this document and also in a separate document on the same Educate.Today web page where you found this Teacher Tool.

4. Outside research sources such as the Internet or other books of your own that have information related to the countries and topics included in this activity.

### **Teacher Instructions:**

1. Overview Information for the Activity:
  - a. This activity is designed to have students practice their skills in reading a map and to think critically and creatively about a country and its people as they interpret and hypothesize about what they are learning from two types of primary sources—flags and maps. It is also designed to give students the opportunity to compare that thinking to facts learned about the country from additional research they conduct.
  - b. You may choose to do this activity with the entire class at once, break the class into small groups each using the same or a different video, or by having students complete the activity independently using one or more of the videos you assign them to view.
  - c. The video deliberately has no audio included so it is just the images that students respond to.
  - d. Each image is left on the screen for multiple seconds so you or the student can pause it at any time as they complete the activity.
  - e. Students are to complete the sections of the worksheet in the order provided so their work flows in the same order as the three images they will see in each video. That order is:
    1. flag of the country
    2. a map showing the location of the country without any additional features
    3. a map showing political and geographic features of the country.
  - f. Instruct students to NOT view the video in its entirety at first. Rather, they should just look at the flag image to answer Section 1 of the worksheet, the location map to answer Section 2, and the political/geographic map to answer Section 3.
2. Procedures for the Activity:
  - a. Decide if you wish to do the activity with the entire class, with the class in small groups, or as an individual assignment.
  - b. Determine which video(s) students will view.
  - c. Have students view the videos chosen pausing as needed on each of the three images and making sure that students do not view the entire video at first. Viewing the entire video at first will affect how students are able to compare what they are hypothesizing about the country in Sections 1 and 2, and the first three questions of Section 3 of the worksheet to what they are learning about the country as they complete the rest of Section 3 and Section 4 of the worksheet.
  - d. After students have completed Sections 1, 2, and 3 of the worksheet, they should do additional research on their own to answer the questions in Section 4 and then also complete their reflection in Section 5.
  - e. Once students have completed the entire worksheet, have them either turn it in for evaluation or engage in a class discussion prior to turning in their worksheets. Class

discussion could focus on examples students offer from Sections 3 and 4 of the worksheet to check for student understanding on:

1. how to read maps
2. the potential limitations of maps
3. features needed to create a clear and accurate map

**Note:** One of the reasons that student answers may have been inaccurate when they only looked at the maps is because of what is not included in the maps themselves. The maps do not contain a legend and show the country in only its own particular region. As a result, students may have lacked information they needed or did not know how to reference information (such as hemisphere location and time zone placement). Discuss this with the class and have them offer their thoughts on the importance of a map including a legend and of using their own prior knowledge of the geography of the world to overcome the lack of worldwide reference information in the maps. How might this experience affect how they would create a map of a particular place?

### **Extension Activity Options:**

1. Building off what students have learned about the country, have them create their own map of that country including:
  - a. the capital and other cities
  - b. three to five important geographic features
  - c. bordering countries or bodies of water
  - d. a scale
  - e. a legend
2. Building off what students have learned about maps and features they should include, have them create their own map of a particular location both you and they are familiar with. Examples could be your classroom, the school building, the neighborhood the school is located in, your town, a park or other specific area of your town. Evaluate the map on:
  - a. clarity and accuracy of the features the student has chosen to highlight
  - b. clarity and accuracy of borders
  - c. clarity and accuracy of a scale
  - d. clarity and effectiveness of a legend

### **Assessment/Evaluation Options:**

3. Evaluate the accuracy of student answers on the worksheet where appropriate.
4. Evaluate the student's ability to read/interpret a map based on answers provided on the worksheet
5. Read the student reflection to gauge student understanding of the uses and needed features of maps
6. Use class discussion to evaluate student understanding of the uses and needed features of maps
7. Evaluate student research skills based on answers provided on the worksheet.

**Modification for Geography-17 Video:**

The video entitled “Geography-17 Flag and Location of Russia” includes only the images of the Russian flag and the first map showing the location of the country. It DOES NOT include the third map showing political and geographic features. As a result, the activity could be modified in the following way:

1. Have students complete Sections 1 and 2 of the worksheet then have them begin their research on the country to find a map that shows political and geographic features and learn more about the country’s flag so they could then answer the questions in Sections 3 and 4.
2. Have students provide you a copy of the map they used to answer the rest of the worksheet. This could be provided through the URL where it is located or through a printed copy or through a copy of the atlas or book in which they found it.
3. Proceed through the rest of the activity as planned modifying class discussion as needed to include their own research regarding the political and geographic map of the country.

## **Primary Source Activity: Exploring a Country Through Its Flags and Maps Student Worksheet**

**Student Name:**

### **Section 1: Thinking About the Country's Flag**

1. What do you notice about the flag? Describe it in 20 words or less. You do not have to use complete sentences. Do you know the country this flag represents? If so, include that information in your answer.
2. Why do you think the country might have chosen the colors it did for its flag? What could those colors represent?
3. Is there a symbol on the flag? What do you think it is? What could it represent? Why do you think the country chose to put it on their flag?

### **Section 2: Thinking About the Country's Location in the World**

1. In the first map you see a country highlighted on a continent. What is the country highlighted? What is the continent where you would find that country?
2. Based on your decisions in question #1, what does the location of the country tell you about the following:
  - a. The hemispheres it is in (Northern or Southern, Eastern or Western)
  - b. The temperatures it might experience in the summer
  - c. The temperatures it might experience in the winter

- d. If it's Noon on Tuesday where you are, are the people of this country also experiencing Tuesday as you complete this worksheet or are they enjoying Monday or Wednesday?
3. As you look at the map, what do you notice about the country in regard to:
    - a. It's size compared to other countries near it
    - b. It's boundaries

### **Section 3: Thinking About the Country Geography and Population**

1. After looking at the map, what do you think is the biggest city in the country? What, based on the map, makes you think it is the biggest city?
2. After looking at the map, what do you think is the capital of the country? What, based on the map, makes you think it is the capital?
3. Which of the following geographic features do you see on the map? If you do not see the feature on the map then write "not on the map" as your answer.
  - a. A river (name it)
  - b. A mountain range (name it)
  - c. A geographic region (name it)
4. By looking at this map, what new information do you learn about its location and how does that affect your answers in #2 in Section 2
  - a. 1<sup>st</sup> piece of new information
  - b. 2<sup>nd</sup> piece of new information

- c. 3<sup>rd</sup> piece of new information
- d. In regard to the following questions in Section 2 of this worksheet:
  - 1. Is your answer to question 1 still the same? If different, what is it now?
  - 2. Is your answer to question 2a still the same? If different, what is it now?
  - 3. Is your answer to question 2b still the same? If different, what is it now?
  - 4. Is your answer to question 2c still the same? If different, what is it now?
  - 5. Is your answer to question 2d still the same? If different, what is it now?
- 5. Does the map you are using for this section of the worksheet have a scale? If so, what is that scale?

#### **Section 4: Comparing Your Thinking About the Country to Facts About the Country**

Now that you have completed the first three sections of the worksheet, do some quick research on the country's flag and on the country itself and compare your answers to questions 2 and 3 in Section 1 and your answers to questions 1, 2, and 4d in Section 3 to what you learn from your research. Based on your research, what are your answers to the following questions now:

- 1. What do the flag's colors represent?
- 2. If there is a symbol on the flag, what does it represent?



3. What is the biggest city in the country?
4. What is the capital of the country?
5. What hemispheres is the country in?
6. What temperatures would the country's people experience in the summer?
7. What temperatures would the country's people experience in the winter?
8. If it's Noon on Tuesday where you are, are the people of this country also experiencing Tuesday as you complete this worksheet or are they enjoying Monday or Wednesday?
9. Questions 3 through 8 in this section are based on the two maps you originally viewed in the video. Did any of your answers to those questions change after you conducted your additional research? If so, write below what answers changed.
10. Pick one of your answers to question 9 (if any of your answers had changed) and explain why you think the map led you to offer an incorrect answer. Was it something about the map itself? Was the map unclear in some way or inaccurate in some way? Did the map leave out information you needed? Or did you interpret the information on the map incorrectly? If so, what do you think caused you to do that?

### **Section 5: Reflection**

What has this activity taught you about the uses for, and limitations of, maps in obtaining information about a particular place? If you were to create a map of a particular place, what would you want to do to make sure your map is as accurate as possible and easy to interpret as possible?