



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.