

The Lesson Plan

Title: Student Validation Of Primary Source Documents

Grade Level: Students - grades 6-12

Unit Length: Five Days

Lesson I: Day One

Objective 1: To define primary source.

- A. Teacher will introduce students to the concept of primary sources. Appendix A: "An Introduction to Sources for the Study of History" may be duplicated for student use.

Objective 2: To compile a glossary of material considered primary source.

- A. Students will compile a class glossary of materials they consider to be primary sources. Teacher may refer to, or duplicate, Appendix B: "Primary Sources - A List".

LESSON PLANS

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DAY ONE

History / Social Studies -- Author: John A. McCoy

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Objective 2 -- To compile a glossary of material considered primary source.

- A. Students will compile a class glossary of materials they consider to be primary sources. Teacher may refer to, or duplicate, Appendix B: "Primary Sources - A List"

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Pre-Production

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.

Early Production

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.
3. Show students immigration records--passport, visa, and other primary source documents named in Appendix B (Vocabulary List.) Develop a "talking chart" showing when and where they are needed.

Speech Emergence

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.
3. Show students immigration records--passport, visa, and other primary source documents named in Appendix B (Vocabulary List.) Develop a "talking chart" showing when and where they are needed.
4. Using documents presented in this Unit, students write down information contained in records.

Intermediate Fluency

1. Show students map, and point to CITIES, STATES, COUNTRIES, etc. in LOCATIONS (Vocabulary List.) Relate this vocabulary to NATIONALITIES (Vocabulary List.)
2. Hand out laminated maps with markers. Students trace route from Texas to China as per travel destinations described in this entire Unit.
3. Show students immigration records--passport, visa, and other primary source documents named in Appendix B (Vocabulary List.) Develop a "talking chart" showing when and where they are needed.
4. In cooperative groups, students create fictitious characters and primary source documents for him/her, including passport and itinerary. Students map his/her travel routes.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH -- Lesson Plans

Day One - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 1: Using Supporting Documents 22K (a), (b), (c), and Support Documents 23K, and 24K, the students will find on a map the locations of the cities mentioned. Define the latitude and longitude of each city.
Vocabulary List: Places - Cities, Water - Transportation.

Language Arts:

Objective 1: The students will address the main itinerary of the trip--Document I -"A", p.1;
Refer to Vocabulary List: Places, Environment, Foods, Celebrations, Religion.
Refer to Visuals -- Hawaii, Japan.

Math:

Objective 1: Using Support Document 3A, p.9, Table of Mileage, students will recognize the difference between a mile and a nautical mile by calculating distance using the conversion: 1 nautical mile = 1 1/8 land miles. Refer to Vocabulary List: Numbers, Measurements.

Science/Health:

Objective 1: Students will learn about their own primary source document, i.e. immunization card, through discussion of required immunization for travel-- Miscellaneous Support Document 1 pages 54-58. Refer to Vocabulary List: Transportation.

Music:

Objective 1: Students will be introduced to one type of jazz music using the recordings of Billie Holiday--a jazz singer from the 1930's and 1940's. Students, in cooperative groups, will list instruments they are familiar with and note which ones they hear in the recordings. Vocabulary List: Sounds - Instrumental, adding instruments heard in music.

Fine Arts:

Objective 1: Show slides and pictures of flowers and flora. Students will demonstrate knowledge of different types of flowers by sorting and classifying pictures of flowers. Refer to Visuals: Flowers.
Vocabulary List: Environment, Flowers, Colors.

Physical Education:

Objective 1. Students will participate in aerobics activities designed to enhance cardiovascular fitness.
Students will "relive" the trip taken by Ms. Saxon-- Document I -"A" -- by participating in an activity which requires them to move from one center to another, performing an activity in each center. The centers will be based on areas or methods of transportation--Vocabulary List: Transportation. Students will pull a slip of paper from a container in each center, and will perform the activity written in that paper. Example: "Your ship has encountered a storm 4 days out of Hawaii. You get terribly sea sick. Do 10 situps." The activity can be as long or as short as desired by creating more centers.

Lesson II: Day Two

Objective 3: *To acquire the skills necessary to validate primary sources as accurate, inaccurate, slanted, etc.*

- A. Student or teacher may present Primary Source Document (PSD) I-"A" - "KOBE, JAPAN, 1932".
 - (1) Discussion - Students are to determine if PSD I-"A" is a primary source.
 - (2) Discussion - Students will rate reliability of PSD I-"A" (Teacher: see Appendix A: subheading, "Interpretation of Primary Sources").

- B. Students will study support documents 1-6.
 - (1) Students will match support documents 1-6 to statements in PSD I-"A" .
 - (2) After matching documents, students will determine if support documents 1-6 strengthen or weaken PSD I-"A" .
 - (3) Students will determine if any of support documents 1-6 are themselves primary sources. If needed, add to class glossary. (See **Lesson I - Objective 2A**).

- C. Teacher may use worksheet for PSD I-"A" in class or as a homework assignment. PSD I-"A" vocabulary, geography, and discussion prompts are included. Map may be duplicated for use by students to trace migration from Texas as well as geographical locations mentioned in PSD I-"A".

LESSON PLANS

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DAY TWO

History / Social Studies -- Author: John A. McCoy

- Objective 3 -- To acquire the skills necessary to validate primary sources as accurate, inaccurate, slanted, etc...
- A. Student or teacher may present Primary Source Document (PSD) I-"A" - "KOBE, JAPAN, 1932".
 - (1) Discussion - Students are to determine if PSD I-"A" is a primary source.
 - (2) Discussion - Students rate reliability of PSD I-"A" (Teacher: see Appendix A: subheading, "Interpretation of Primary Sources").
 - B. Students will study support documents 1-6.
 - (1) Students will match support documents 1-6 to statements in PSD I-"A".
 - (2) After matching documents, students will determine if support documents strengthen or weaken PSD I-"A".
 - (3) Students will determine if any of support documents 1-6 are themselves primary sources. If needed, add to class glossary. (See Lesson I - Objective 2A).
 - C. Teacher may use worksheet for PSD I-"A" in class or as a homework assignment. PSD I-"A" vocabulary, geography, and discussion prompts are included. Map may be duplicated for use by students to trace migration from Texas as well as geographical locations mentioned in PSD I-"A".

English Language Development (ELD)

Specific Vocabulary from Vocabulary List (Sets)

Contrasting pictures of Japanese village life and city life will be presented. These pictures will include religious buildings such as temples, shrines and statues. They will also include people, their dress and customs found in a small village as well as in a large city. The pictures will also include natural and physical scenes of the environment of village and city. These pictures can be obtained from the National Geographic magazine, postcards, books, photographs from this Unit, etc.

Pre-Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students point and identify the same objects, people and places mentioned by teacher.

Early Production

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students, organized as partners, match English word cards to the objects, people, and places in the pictures. The partners will assess each other's performances.

Speech Emergence

1. Teacher presents vocabulary by using pictures, pointing and identifying objects, people and places found in the pictures (Vocabulary List: Clothing, Building Parts, Major Buildings, People, Animals, Weather, Religion, Environment, Recreation, and other words from other vocabulary categories, as needed.)
2. Students will write descriptive sentences about one of the pictures of their choice and then read the sentence aloud (Additional vocabulary from Vocabulary List: Colors, Qualities, etc.)

Intermediate Fluency

1. Same as above. Students read selected sentences from Unit Documents that contain vocabulary.
2. Students, in cooperative groups, write paragraph/story as if they were writing a journal entry after visiting one of the pictorial scenes in a picture of the group's choice.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH -- Lesson Plans

Day Two - Objectives, Activities, Vocabulary and Visual Aids.

Social Studies:

Objective 2: Geography--Of the cities mentioned in Day One, students determine why cities are located where they are, and explain the advantages and disadvantages of the location. Refer to Vocabulary List: Water - Relationship to Land, and People - Occupations.

Language Arts:

Objective 2: The students retell the story by making an illustrated book in cooperative groups using the information from Document I -"A", pages 2, 3, 4. Vocabulary List: Religion, Reading and Writing.

Math:

Objective 2: Using Support Document 3A on p.9, students will calculate the distance from one city to another in miles, and then convert to nautical miles. Cooperative groups will be used for this activity. Students will be presented with other conversions, i.e., temperature.

Science/Health:

Objective 2: Students will learn about flowers and their uses. Document I -"A", pp 1, 2.
Compare and contrast the plants from China to the plants from the U.S.

Fine Arts:

Objective 2: Students will illustrate flowers of Hawaii using Georgia O'Keefe prints as models. Teacher will guide students through the drawings of various flowers.

Physical Education:

Objective 2: Students will participate in an activity which promotes flexibility, eye/hand coordination, and cardiovascular fitness.

Students will participate in "four square" games with rubber balls. The games may be organized into a tournament, if desired. The squares are named after locations from Ms. Saxon's trip, i.e., New Mexico, California, Honolulu, Japan, etc., and the goal is to arrive at the destination square. The objective of the game is to advance to the best square by hitting the ball in such a manner that it lands in another person's square but they are unable to return it into another square. Vocabulary List: Places.