

Lebanon Middle School Lesson Plan

Teacher: H.Kenes

Course: Library

Number of days: 12 Unit:6 Lesson:Primary Sources

Essential

Question: What is the difference between a Primary and a Secondary source?

Standard/

Eligible

Content: PDE SAS 1.2 - Students read, understand, and respond to informational text.

AASL 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

AASL 2.4.1 Determine how to act on information (accept, reject, modify).

AASL 4.3.2 Recognize that resources are created for a variety of purposes.

CC RI 6.9 Compare and contrast one author's presentation of events with that of another.

CC RH 6.2 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.

Materials: Overhead Projector, Library Vocab Sheet, Notecards, Crossword

Activating Options

Strategy: Learning Log: What is the call number for a fiction book titled, "Wave" by Joe Kent?

Sentence Starter: The call number is FIC _____

Previewing:

(Key Vocabulary) Primary Source, Secondary Source, Thesaurus, Encyclopedia, Almanac, Atlas

TEACHING STRATEGIES

Graphic

Organizer: Students will organize their key vocabulary on a vocabulary worksheet. Students will also track their learning on the Learning Log organizer.

Distributed

Guided Practice:

- Students will complete the Learning Log on the Learning Log worksheet. Students will use the Sentence Starter provided on the board. (5 minutes)
- The class will discuss the answer to the Learning Log (FIC KEN).
- Students will take notes from the overhead projector on library terms. (13 minutes)

- Following the vocabulary, each table will be given a notecard with specific instructions. Students may have to draw a picture, interview someone, write a letter, or describe something. Students are only asked to do whatever is on the card. (6 minutes)
- Students will share their creations with the class (3 minutes).
- Prior to being dismissed for book selection, students must determine whether they created a Primary or Secondary source document. After determining the correct answer, students will be dismissed for book check out.
- Any student that does not have their books will be asked to remain at their seat and complete a book word search and/or library vocabulary crossword.



Summarizing: After students have selected materials, each table will be asked to classify an example presented by the teacher as being a Primary or Secondary resource.



Extended Comparing/contasting

Thinking: Students will compare a Primary and Secondary source document by creating documents and determining what they are.



Assignment / Assessment: Students will be asked to work with their group to create a document listed on a note card. Each table will have a unique assignment. After creating the document, students will be asked to identify whether the document they created is a Primary or Secondary source document.

Adaptations / Safety Net: For students who may have difficulty copying the amount of vocabulary presented, a modified vocab sheet will be presented with blanks for the student to fill in.