

Lesson Planning Template & Reflection



1. Teacher Name:	Sonya Miles and Marianne Bates (Mentor)	2. Course/Content/Grade:	Library Media
3. Unit/Module/Topic:	Primary and Secondary Sources.	4. Plan Duration:	30-40 min.
5. Core Standard(s):	LMS 2.2.b [2.2.b Apply an understanding of the difference between primary and secondary sources].	6. Objective(s):	Students will effectively evaluate resources and determine which are primary and which secondary sources are. I can determine primary sources in my everyday life and problem solving quests. I can state why primary sources are valuable.
7. Essential Vocabulary:	Primary Source, Secondary Source, Artifact, Government Document, Interview, Diary, Biography, Census Record.	8. Inter-Disciplinary Connections:	Primary and Secondary source examples will be generated from a historical topic: Topaz.

9. Assessing for Student Learning:	Students will be able to choose primary and secondary sources related to their research according to the parameters given by the teacher.
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10. Technology Integration: (When applicable)	Teacher Use: Teacher librarian will demonstrate using laptop and projector or iPads and the Nearpod the difference between Primary and Secondary sources, including online resources. Animoto: http://animoto.com/play/BVjiNGEgeMuaawH0q3kyzg Nearpod:	Student Use:	Students will use iPads and the Nearpod to follow along, take polls, and take quizzes, make decisions, circling evidence they used to base their decision.
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11. Area for Content Specific Additions	Teacher Librarian will collaborate with content teacher to develop a plan to discuss primary and secondary sources and a slice of time from which to give examples (ex. 1940's Topaz).			
12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)	16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)
Introduction of topic 2 min. Discussion of Primary and Secondary sources, 15 – 20 min. each	Importance of History and the impact of Primary Sources Review of Sources (list-Primary, Secondary) Reliable Source review (ABC) Primary Sources definition Primary Source examples Secondary Source definition Secondary Source examples	Student practice is level 2 - 3 - Primary and Secondary sources	Students will be grouped according to where they sit at tables, there will be a group/team effort at the beginning then they will work independently (aside from sharing responses on the iPads via Nearpod)	Teacher Librarian will ask for input from students. During the Nearpod presentation and share their responses with the rest of the class (pie charts from polls, student examples, feedback during quiz-- which students need to correct their answers, etc.) Teacher will ask students who respond correctly why they chose that response and incorporate follow-up questions and "hot" questions (white criteria would you use to assess... How could you determine... How would you explain the reason... What would happen if...) in the feedback cycle.
17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)	Students will use the iPads to take polls, quizzes, draw to answer questions and circle their logic/evidence, and answer a summarizing question of the main differences between primary and secondary sources, etc.			
18. Feedback to students: (Teacher providing feedback to students on their learning and growth)	Feedback to students is immediate as teacher checks responses on Nearpod presentation.			

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19. Lesson Plan Reflection Questions

<p>1. Were my students ready for this lesson? Which data support this?</p>
<p>2. Was the instructional objective met? How do I know students learned what was intended?</p>
<p>3. Were the students productively engaged? How do I know?</p>
<p>4. Did I alter my instructional plan as I taught the lesson? How and why?</p>
<p>5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?</p>
<p>6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?</p>

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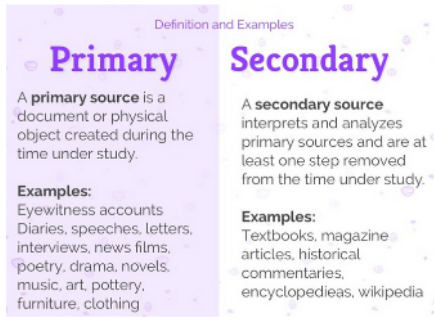
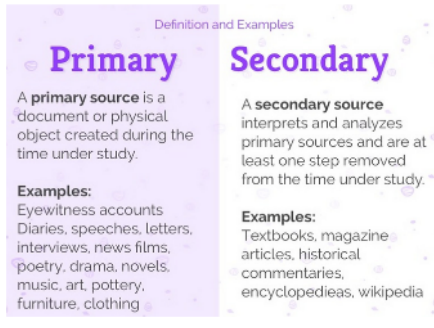
<https://animoto.com/play/BVJiNGEgeMuaawH0q3kyzq> play as the kids come in.


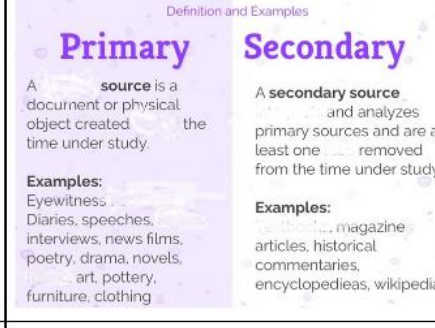
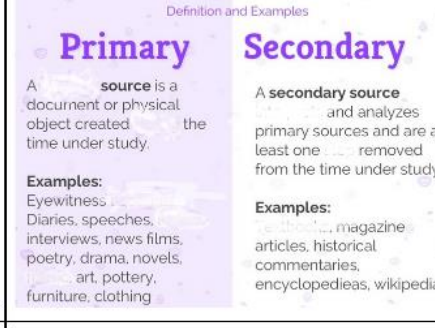
- Show some personal primary vs. secondary sources of myself.
- Explain that Topaz will be used in many of the sources as an example (Yoshiko, Japanese American 1940 time period)
- Walt Disney examples: <https://youtu.be/blclMS4l0Lc>
- JFK assassination with primary and secondary sources (3 min. YouTube video) https://youtu.be/CIWuN52_JY4

My Nearpod presentation is <https://share.nearpod.com/vsph/8NZ7wpREny>

- Guided Cornell Notes: <https://docs.google.com/a/csddocs.org/document/d/1nhJt0MzFcZRfZyF2jsENhFkuDugEAUKGbe9daC8EXyq/pub>
- Completed Cornell Notes: https://docs.google.com/a/csddocs.org/document/d/1sFzqoSIPJESjhFsln0h-LdDykUt0vn9EmCfk_k7x7AA/pub

Teacher use and for accommodations (spelling, etc.)

	TOPIC/OBJECTIVE: Differentiate	NAME:
	Between Primary and	CLASS/PERIOD:
	Secondary Sources	DATE:
ESSENTIAL QUESTION: How can I tell the difference between primary and secondary sources?		
QUESTIONS/CONCEPTS/VOGAB:	Primary sources provide a direct account.	
		
_____ _____ _____	Primary Source: Is a first hand account of a person or event at the time of the topic. Some examples are: * Census * Autobiographies * Memos * Hearings	
_____ _____ _____	Secondary source: Is an interpretation of the topic. Some examples are: * Essays * Biographies * Reviews * Evaluation	
_____ _____ _____	When you examine what difference it makes, think about the ABC's (who's the author, is there any bias, and how current is the information) we've talk about in the library about credible sources.	
SUMMARY:		
_____ _____		

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_____ _____ _____	_____ source: Is an _____ of the topic. Some examples are: * _____ * _____ * _____ * _____	
_____ _____ _____	When you examine what difference it makes, think about the ABC's (who's the _____ is there any _____ and how _____ is the information) we've talk about in the library about _____ sources.	
SUMMARY:		
_____ _____		