

Primary & Secondary Sources of Information

For Special Education

120 pages

8 day lesson plan

preview

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Primary and Secondary Sources Unit

Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and one for the teacher to use in various games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

- **Color Coding:** this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - For more info, read more here: <https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - I also have a blog post on differentiating one activity 3 ways: <https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
- **Make your own copies of the activities:** Every day I review the activity we did yesterday. For that reason:
 - I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

Quick Look

Day	Activity
1	<ul style="list-style-type: none"> • Book • Vocab cards introduction • Circle map
2	<ul style="list-style-type: none"> • Book • Vocab cards activity • Circle map
3	<ul style="list-style-type: none"> • Book • Vocab cards activity • Sorting activity
4	<ul style="list-style-type: none"> • Book • Vocab cards activity • Scavenger Hunt
5	<ul style="list-style-type: none"> • Book • Vocab cards cut and paste • Sudoku puzzle
6	<ul style="list-style-type: none"> • Book • Vocab cards cut and paste • Word search
7	<ul style="list-style-type: none"> • Book • Vocab cards activity • Close worksheets
8	<ul style="list-style-type: none"> • Assessment

Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none"> • I play this game, or variations of it the first few days <ul style="list-style-type: none"> ◦ Determine how many cards your students can handle in front of them. • Since this is the first time playing this game, I make it easy. Hold up a card, and have students find the matching one and hold it up • Discuss relevant points on the card <ul style="list-style-type: none"> ◦ You can also play this game in this manner having them find the symbol on their vocabulary board 	<ul style="list-style-type: none"> • Vocabulary cards (student set and teacher set) • Vocabulary board
Circle map review (5 minutes)	<ul style="list-style-type: none"> • Review the circle map completed yesterday 	<ul style="list-style-type: none"> • Circle map completed yesterday
Circle Map (10 minutes)	<ul style="list-style-type: none"> • Do the circle map about Secondary sources • Choose the best version (errorless or not) depending on the learning level of your students • Students cut out symbols and place in circle map • Make connections to the book as necessary 	<ul style="list-style-type: none"> • Circle map • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished worksheet with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed worksheet • Communication devices

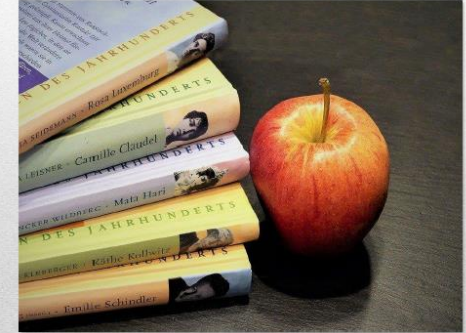
Did you ever wonder how that chapter in your textbook on the Ancient Roman Empire was written?



Interviews, diaries and personal letters are another example of primary sources. They were created by the person being studied.

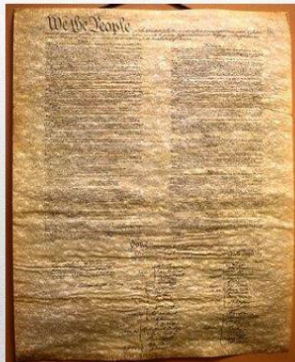


What are some examples of secondary sources? A **biography**, or a story about someone that is NOT written by the person it is about is one example.



32 page book

Primary sources are not something made or created by someone else. They are original and come directly from the past.



And tools and other **artifacts** that prehistoric people used to hunt, cook, and stay alive.



The primary sources will give you all the facts, and the secondary sources will help you build background and understanding.



 primary source	 secondary source	 first hand	 second hand	 credible
 descriptive	 interpret	 art work	 artifacts	 review
 understand	 both	 which one	 research	 textbook
 repeat that	 yes	 no	 I don't know	 I need a break

Vocabulary board

12 vocab cards

<p>autobiography Story that a person writes about their own life.</p>	<p>secondary source Something that comes from or is created from an original source.</p>
<p>second-hand Not original; it is taken from someone or something else.</p>	<p>source Person, document or object that provides information.</p>

Story that a person writes about their own life.

Explain what you think someone else meant or said.

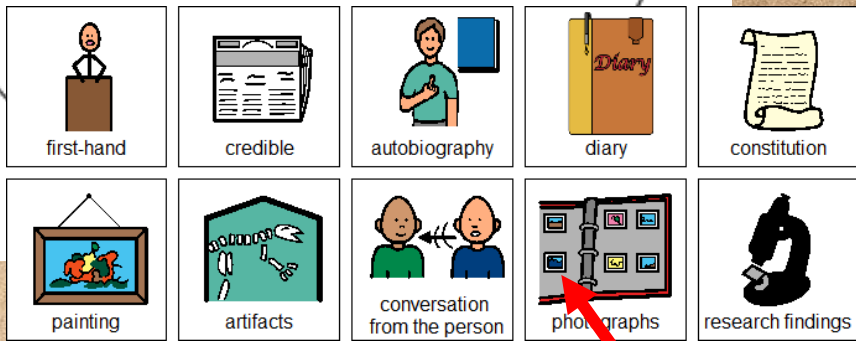
Something you can believe is true.

<p>historian Person who studies and writes about history.</p> 	<p>primary source An original source that comes directly from the person or object being studied.</p>
<p>first-hand Comes directly from the original source.</p>	<p>credible Something you can believe is true.</p>

Cut & paste

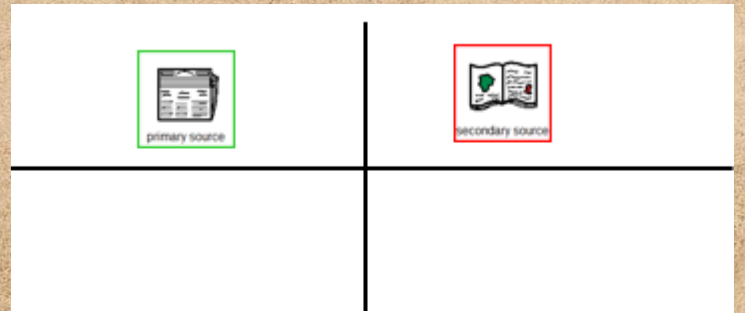
<p>artifact</p> 	<p>interpret</p>
<p>biography</p> 	<p>review</p>

Circle map



Errorless version

Sorting Activity



color-coded option

Scavenger Hunt

- Students will go around the school or community looking for examples of primary and secondary sources.
- I would recommend printing the scavenger hunt board on cardstock or place on a clipboard to make it easier to carry it around.
- Students will “color in” each resource as they find it.
- Find creative ways for students to “mark” their boards
 - color in
 - place stickers on items found
 - use small post-it notes to cover up items they find
 - punch a hole in items found with a hole punch
- You can also turn this into a bingo game. Students will “win” once they complete a row or column. This is great for students who are easily overwhelmed.
- There is a color-coded option provided.
 - green = primary
 - red = secondary

Primary and Secondary sources



and Secondary sources



color-coded option

Word search









Sudoku Puzzles








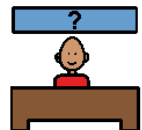
Primary and Secondary Sources

T A A O U L R A N B P H R I K
 U O T U H L K X I S T I J N C
 S D T R T G U M D Y M J B T P
 R E S E C O N D H A N D D E R
 E S S S J C B C E U J F W R I
 V C O E K D T I H P S U A P M
 I R U C H I S T O R I A N R A
 E I R O R P P C I G P H P E R
 W P C N R E T F T C R W Q T Y
 F T E D Z R D M W A G A O F B
 F I J A H N K I T Q E H P E H
 H V H R A W Q H B T S G H H V
 V E C Y S G J S Z L Q O C X Y
 H U C O C X T E U N E A S L X
 C R F I R S T H A N D C T Y J

- autobiography
- second hand
- interpret
- descriptive
- credible
- primary
- historian
- source
- review
- first hand
- secondary

Primary and Secondary Sources

 source	 secondary	 credible	 primary
 secondary	 source		
	 credible	 secondary	

 primary	 primary	 primary	 secondary
 credible	 credible	 source	 information

2 levels; Answer key provided

Primary Sources

1. Primary sources come from the person involved.

2. Primary sources are very .

3. An autobiography is a book by a person about themselves.

4. use both primary and secondary sources when doing research.

5. Dinosaur bones and are examples of artifacts that are primary sources.

2 close worksheets

Primary Sources

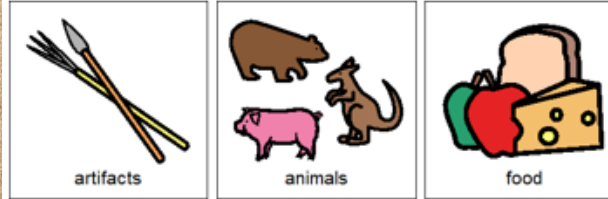


Secondary Sources

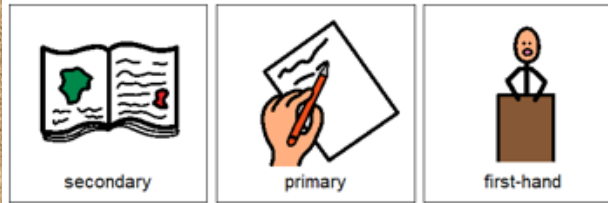


Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



Q 6



Assessments 3 versions

1. A person who studies the past and writes about history is a:



2. Circle all the sources a historian might use:



3. These sources are ones that come directly from the subject being studied:



4. True or False. Primary sources of information are seen as more credible.



5. Primary sources of information that are not words can be:



7. This is a book a person writes about themselves.

- A. biography
- B. coloring book
- C. autobiography

8. A review of a movie would be considered :

- A. primary source
- B. secondary source
- C. autobiography

9. A painting or the Constitution are examples of:

- A. second-hand
- B. primary
- C. biography

10. True or False. Secondary resources can deepen the understanding of a topic.

- A. True
- B. False
- C. I don't know