

## **DRAFT! Primary Source Project Plan Outline**

Gail Lovely

### **Background Information**

**Grade-level:** Teachers of PreK, K and 1

**Subject Area:** History, Media Literacy, Literacy, Language, Social Learning

**Topic:** The Process of Using Primary Sources with Primary Students

**Standards:**

From the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects  
(<http://www.corestandards.org/the-standards>)

The first anchor standard in Key Ideas and Standards is:

*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

While this refers to text, I believe that this image-based project focuses exactly on this process of moving from explicit observations to inferences from those observations will lead to this same sort of behavior and “habits of mind” when they approach text.

The anchor standard in Craft and Structure that states:

*Assess how point of view or purpose shapes the content and style of a text.*

This also refers to text however, point of view and/or purpose can become a discussion point with the more astute students in this developmental group.

The anchor standard in Integration of Knowledge and Ideas

*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

This is, perhaps, the most direct reference point of these common core reading standards with this project.

Reflecting on the Common Core College and Career readiness anchor Standards for Speaking and Listening yields even more possible connections between the standards and this project. In particular

### **Comprehension and Collaboration**

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

#### ***Presentation of Knowledge and Ideas***

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

Much of this project hinges on the collaborative oral review and discussion of visual primary sources. As such it should provide multiple opportunities for practicing behaviors and skills to assist learners in the development of the skills represented in these standards.

### **Defining & Measuring Activity Goals**

**Essential Question** – *What big ideas do you want students to explore through this activity?*

How can teachers of primary level learners wisely use primary sources in classrooms with primary level learners.

**Learning Objectives** – *What content and critical thinking skills do you want students to acquire and be able to perform as a result of this activity?*

Teachers of primary learners will be better prepared to teach young learners with primary sources this may include:

Selecting primary sources for this age group.

Facilitating the exploration of a primary source with students.

**Activity Assessment** – *How will you measure student mastery of the learning objectives?*

Teachers of young learners will implement the use of a primary resource.

### **Activity Plan**

**Materials** – *What materials will you need to implement this activity?*

My website - <http://teachingwithprimarysources.yolasite.com/> will provide sample primary sources, hints for teaching, question prompts and more for teachers new to this process. Access to the internet and a way to display the primary resources with/for students will be required. This COULD include printing the resources, but my preferred method is via electronic means of projection or via a touch screen device.

**Activity procedure** – *Will you adapt an analysis activity you've experienced during the institute? (e.g. photograph analysis)*

Many of the procedures will be included on the website, but the focus is exclusively on image analysis at this point.

### **Next Steps: Considerations before Implementation**

How will this activity fit into your overall curriculum map? What will come before or after this activity? Will it be used as an introductory activity, a summary activity, or an activity within a unit of study?

This project is about the process of using primary resources with young learners. This process can be useful at many stages in the teaching/learning process. As an introduction to the process the stage of the learning cycle in which it best fits will rest firmly with the user.