

Lesson Plan Template		
Grade Level/Content Area: Grade 5 ELA (with Social Studies connections)		Instructional Unit: Non-Fiction/Informational Text/Research (linked to US History Unit)
Lesson Focus: Non-Fiction/Informational Text and Research		Time Frame: 4 class periods
Lesson Components		
Key/Essential Questions: <ul style="list-style-type: none"> As a form of informational text, why do historians use primary sources to conduct research? How do you identify and summarize main ideas/organizational features from a primary source (letter, map, photo)? How are primary sources connected to our understanding of history? 		
Core Knowledge Base: Overarching Learning Standards: (Referenced from Curriculum Frameworks) 13.15: Identify and use knowledge of common organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>). 13.17: Identify and analyze main ideas, supporting ideas, and supporting details. 19.16: Write brief research reports (summaries) with clear focus and supporting detail.		
Integration of Technology (Reference Technology Literacy Standards/Domain) 3.1 Locate, download, and organize content from digital media collections for specific purposes, citing sources. 1.5 Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document. 1.7 Proofread and edit writing using appropriate resources (dictionary, spell-checker, grammar resources) 1.14 Explain and use age-appropriate on-line tools and resources (on-line archival databases)		
Learning Objectives (Knowledge/Skills)	Learning Activities/Instructional Strategies	Assessment Tasks (Product/Performance)
Students: <ul style="list-style-type: none"> Explain types of primary sources as form of informational text/evidence Access primary sources from on-line archival database Identify organizational structure of primary sources Analyze primary sources using graphic organizer Summarize main ideas and supporting details of primary source Write brief summary of primary source and connect to historical period being studied 	Lesson Sequence: <ol style="list-style-type: none"> Through direct instruction, teacher provides overview of primary sources as form of informational text Teacher provides overview of on-line archival databases Teacher models process of analyzing primary sources Students access and view on-line archival records/primary sources (in Technology Lab) In cooperative groups, students complete graphic organizer analyzing primary source (see Tool-Box for graphic organizers) Using workshop model, students prepare written summaries of primary source Through class discussion, students connect primary source with historical period being studied 	<ul style="list-style-type: none"> Observation of students accessing and viewing primary sources in Technology Lab Completion of graphic organizer Written summary of primary source Student reflection on relationship between primary source and historical period being studied
Instructional Resources/Technology Resources Provided (Hardware/software applications; on-line data bases/resources/tools) http://www.archives.gov/nae/education/tool-box.html http://www.archives.gov/education/research/ http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ http://memory.loc.gov/ammem/browse/index.htm		