

FLCHE-TPS Lesson 1 Fifth Grade

Mind Walk

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ul style="list-style-type: none">● History is proven with evidence.● Evidence is important when discussing history.● History can explain events that are happening right now.	
<u>Essential Questions:</u> <ul style="list-style-type: none">● What is a primary and secondary source?● What evidence is your history?● Why is evidence needed?	
<u>Vocabulary/Targeted Skills:</u> history, evidence, primary sources, secondary source	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will create a timeline with evidence (primary/secondary sources) of their day and/or week.	
<u>Lesson:</u> Mind Walk	<u>Time:</u> 120 min (2 days)
<u>Standard(s):</u> <u>Florida Social Studies Standards:</u> SS.5.A.1.1: Use primary and secondary sources to understand history. <u>Florida Language Arts Standards:</u> LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	
<u>Content Purpose:</u> Students will use evidence to understand the meaning of a primary sources.	
<u>Assessment/Evaluation (for this lesson):</u> Mind Walk worksheet and class discussion	
<u>Reading Materials/Primary Source links:</u> Mind Walk Activity Video- Teaching with Primary Sources https://youtu.be/2_9UXHxZYdE	

Suggested Procedures:

1. Ask students to think about all the activities they were involved in during the past 24 hours. Examples: activities at home, school, with family, etc..
2. Working in groups of four or five, have them list as many of these activities as they can remember on paper.
3. For each activity on their list, have them write down what evidence, if any, these activities might have left behind. *Examples might include receipts, notes, text messages, security surveillance data, signed credit card documents, voice messages, etc.*
4. Define Primary Source for students. ***(Primary sources are the raw materials of history--original documents and object which were created at the time. These are different from Secondary Sources, accounts or interpretations of events created by someone without first hand experience.)***
5. Engage students in a discussion about what constitutes a primary source. Discuss the evidence they have generated as examples of primary sources.
6. Have students review their list and what they wrote about the evidence their activities left behind. Lead a group discussion based on these questions:
 - Which of your daily activities were most likely to leave trace evidence behind?
 - What, if any, of that evidence might be preserved for the future? Why?
 - What would a person from the future be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
7. Lead a full group discussion about a more public event currently happening (a court case, election, public controversy, law being debated), and as a group, have students answer these probing questions:
 - What kinds of evidence might this event leave behind? Primary sources? Secondary sources?
 - Who records information about this event? How might their perspective impact their recording? Give a possible example.
 - For what purposes are different records of this event made?
8. Based on what the students have learned from this activity, have them gather evidence (primary sources) that tell a story about their lives. The evidence can be from yesterday, the entire week, or an event/vacation they went on.
9. Using the evidence the students have gathered, have them make a timeline listing dates and times that correspond with the evidence (primary sources). Have students draw, color or design their timeline, attaching their evidence.

Extensions:

- Have students come up with their own definition of primary and secondary sources in a creative way.
- Have them create a video, podcast or story about their Mind Walk timeline.

References:

Adapted from *Leaving Evidence of Our Lives*

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Leaving-Evidence-of-Our-Lives.pdf>