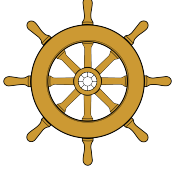






Lesson Description: Lesson 3 : Historical Evidence <i>How do historians and archaeologists work with historical evidence?</i>			
Outcomes 	Resources 	Procedure 	Assessments 
Grade: 5 Subject: Social Studies Unit: How do we learn about the Past?			
Driving Questions: <i>How do we learn about the past?</i>			
 Curriculum Outcomes: Social Studies: 5.1.1 develop an understanding of how we learn about the past (subtopics from <i>Investigating Past Societies</i>) What is historical evidence?			
Expected Time: 45 minutes			



Resources:

Screencast: Primary and secondary sources

<http://eisnorgrade5.weebly.com/screencasts.html>

Examples of Primary and Secondary sources



Lesson Procedure

**21st century
skills**

<p>Teacher does (I Do):</p> <p>In the Grade 5 text, <i>Investigating Past Societies</i>, students turn to p. 6 “What is historical evidence?” Introduce the concept of primary and secondary sources.</p> <p>Word Wall: Identify “primary sources” as an original or first hand account such as diaries or letters, based on someone’s experience. Artefacts such as spear points, pieces of pottery etc.</p> <p>“Secondary sources” a book, biography, map, newspaper, magazine, or internet account, film or other item created by people who were not part of the original experience. These people often use primary sources for reference and research.</p> <p>Show a collection of primary and secondary sources and have students identify which is which.</p> <p>Have students read the dialogue from the text, taking parts for the speakers.</p> <p>Discuss – How do historians and archaeologists use oral history in their research? <i>-identify good places for sites, learn about people, events and issues.</i></p> <p>Why is oral history not always reliable? <i>Details lost or changed during many retellings, translations or written down by someone outside the culture.</i></p> <p>Watch the screencast “Primary and secondary sources” to confirm their understanding.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
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<p>Individual student work (You Do):</p> <p>Students pause the video in the appropriate places to quiz themselves on the primary and secondary sources.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>Discuss answers for video questions in screencast.</p> <p>Direct students to the Nova Scotia Virtual Archives site. This is the same site as was used in the screencast examples. Give students the handout “Nova Scotia Archives: Primary Sources”. (See end of file) Direct them to work in partners or individually to find 3 examples of primary source documents and write a comment for each- What is it? What information can we learn from them?</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship

Class share (We Share):

Volunteers use airplay to share an example of their findings.

- ☐ find, validate
- ☐ remember, understand
- ☐ **collaborate, communicate**
- ☐ analyze, synthesize
- ☐ **critical thinking**
- ☐ evaluate, leverage
- ☐ **create, publish**
- ☐ **citizenship**

Lesson Wrap Up:

Recap meaning and examples of primary and secondary sources as an exit pass.

Differentiation/Modification/Enrichment:

For students with writing difficulties, students may use dictation software to record their findings.



Assessment: Review the quizzes from the screencast; Evaluate archive example responses- Do the students accurately represent the nature of the source and what we can learn from them?



Nova Scotia Archives: Primary Sources

Halifax explosion Africville Don Messer Viola Desmond
Shannon and Chesapeake World war I and II Bluenose Titanic

Choose some keywords from the box.

Search for 3 examples of primary sources from the Nova Scotia Virtual Archives site.

For each of the 3 items:

1. Use the ipad to screenshot a picture of each item and paste it in this answer file.
2. Write a short description telling the following:
 - a) What is the item?
 - b) What information can we learn from it?

Item 1: Title: _____

Picture:

Description:

Item 2: Title: _____

Picture:

Description:

Item 3: Title: _____

Picture:

Description:

