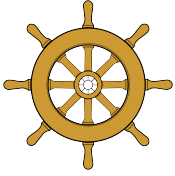


## Lesson Description: Lesson 8: The Work of Historians

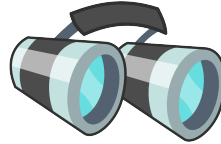
### Outcomes



### Resources



### Procedure



### Assessments



**Grade:** 5

**Subject:** Social Studies

**Unit:** How do we learn about the Past?

**Driving Questions:** *How do we learn about the past?*



### Curriculum Outcomes:

#### Social Studies:

5.1.1 develop an understanding of how we learn about the past

(subtopics from *Investigating Past Societies*)

What is the role of the historian?

**Expected Time:** 2 class periods



#### Resources: Skype service

Simple Minds or Inspiration App

Google Docs

Nova Scotia Provincial Archives <http://novascotia.ca/archives/>



## Lesson Procedure

## 21<sup>st</sup> century skills

### Teacher does (I Do):

#### Class 1:

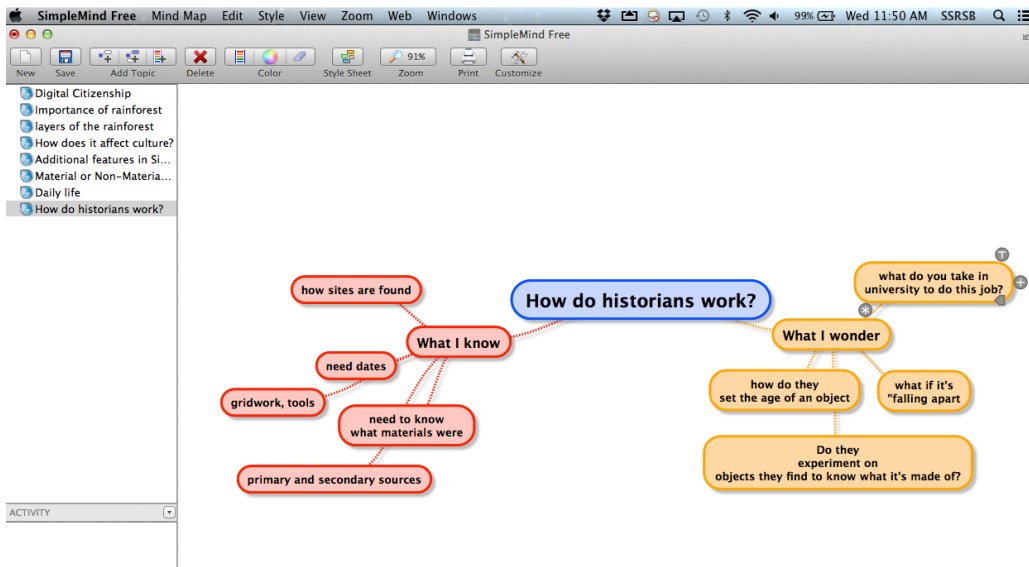
Students have found a lot of interesting information on their artifacts- In the “real world” how does this information get recorded and shared with you?

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

### Student does (You Do):

**Simple minds:** Students use the app simple minds or inspiration to brainstorm what they already know or infer about how the information is gathered and what they still wonder about regarding how historians work.

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



<p><b>Class share (We Share):</b></p> <p><b>Group Share</b> -Teacher opens a shared document on google docs with a table split into the two divisions above. Students log in to this file and add their ideas to the list. Comment on what others have typed to reduce repeats. The teacher can see who is editing each cell in the table, and later has access to view who has made each contribution. Students who may not have confidence in sharing orally may feel more at ease in this context.</p> <p><b>Guest speaker- Virtually or in person.</b>- Announce that the class will be visited by a collections specialist from the NS Provincial Archives.</p> <ul style="list-style-type: none"> <li>-Determine a list of questions to be asked.</li> <li>-Review participant expectations, active listening rubric and expected behaviors for sharing.</li> <li>-Have several students prepare a thank you-card or pic collage that the class will sign and send after the event</li> </ul> <p>Day 2:</p> <p><b>Skype interview</b> – Arrange to meet the archivist on Skype or invite them into your class. (The NS Provincial Archives runs an education program where they will visit schools and run up to a full day exploration of primary sources and artifacts.) As a skype interview with limited time, teachers may wish to take volunteers for who will ask which questions. Suggested ideas may include how objects are conserved, dating artifacts, analysis of materials, high tech and low tech tools etc.</p> <p>Reminders before beginning may include-</p> <ol style="list-style-type: none"> <li>a) be aware of background noise</li> <li>b) look straight into the camera so the person feels more like you are speaking to them</li> <li>c) don't shout, but speak clearly</li> <li>d) be aware of the delay between speaking and your message being heard</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> <b>collaborate, communicate</b></li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> <b>critical thinking</b></li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> <b>create, publish</b></li> <li><input type="checkbox"/> <b>citizenship</b></li> </ul>
<p><b>Lesson Wrap Up:</b></p> <p>Cue a student in advance to be prepared to say thank you on behalf of the class, express sincerely some aspect that they found interesting and show a thank you-card or pic collage that the class has signed (to be sent later)</p>	

**Differentiation/Modification/Enrichment:** Several small groups may create a pic collage representing what they found most interesting about the information and have selected ones emailed together in appreciation of the presenter's time.



**Assessment:** Review contributions on google docs; Self- evaluation graphic





[Return to lesson](#)

### Speech and Language Rubric Active Listening

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Goal: I will improve my ability to actively listen to others.

Expectation	I'm just learning 	I did it with reminders 	I remembered by myself 	I've got it down! 
I face the speaker with both my face and body.				
I give feedback with my body language.				
My eyes gaze at the speaker's face and eyes.				
I provide appropriate comments and questions.				

From Jennifer Moses

<https://www.teacherspayteachers.com/FreeDownload/Student-Directed-Active-Listening-Rubric>