Primary Source Learning Activity

Section I

1. **Title of Lesson:** Human Impact on the Environment

2. **Overview:** In this module, you will read and reflect on information regarding human impact on the environment. You will write an argumentative essay, making a claim about how our interactions impact the environment. You will provide supporting text-based evidence to validate/support your claim.

3. **Learning Goals:** Students will be able to:
   1. Connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
   2. Understand and explain the task's prompt and rubric.
   3. Select appropriate texts and understand reading strategies needed for the task.
   4. Understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information.
   5. Read purposefully and select relevant information, and to summarize and/or paraphrase.
   6. Prioritize and focus notes and other information.
   7. Transition from the reading or researching phase to the writing phase.
   8. Establish a claim and consolidate information relevant to the task.
   9. Develop a line of thought and the text structure appropriate to an argumentation task.
   10. Construct an initial draft with an emerging line of thought and structure.
   11. Apply revision strategies to refine development of an argument, including line of thought, language, tone, and presentation.

4. **Time Required/Duration of Activity:** 21 days – 60 minutes per class period

5. **Recommended Grade(s):** 5

6. **Subject:** ELA/Science

7. **Credits:** Donna Wall – City of Erie School District – Wayne School

8. **LDC Teaching Task:**
   **Task #2 (Argumentation/Analysis)**
   Do every day human interactions with our world impact the environment? After reading primary sources multimedia resources write an essay in which you address the question and argue whether human interactions with our world impact the environment. Support your position with evidence from the text.
Section II

9. **PA Common Core Standards:**
   Reading: CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K

10. **Materials Used:**
    Library of Congress primary source analysis tool and teacher guides
    Computers connected to the Internet

11. **Resources Used:**
    United States. Magnuson. Senate. 95th Congress. *S.1617, Ocean Pollution Research Program Act* [introduced in the U.S. Senate; 27 May 1977]

Section III

12. **Instructional Procedures:**

   **Instructional Mini Task #1:**
   - Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

1. Students will work with a partner on a laptop to access the primary source image [http://www.loc.gov/pictures/item/2011647507/]
2. Partners will use the Library’s Primary Source Analysis Tool to observe, reflect, and question the image.
3. Partners will then use the Give One, Take One protocol to share their observations, reflections, and questions with two other pairs.
4. Partners will then go back and address the following: How could the idiom "There are two sides to every coin" be used to describe the cartoon?
5. All students will then participate in a class discussion regarding the question.
Instructional Mini Task #2:

- Ability to identify the central point and main supporting elements of a text.
- Ability to identify and master terms essential to understanding a text.

1. Students will work with a partner to read the first two pages of the introduction to *Tackling Marine Debris in the 21st Century*.
2. After partners have read the two pages, they will be given the handout Teacher on Your Shoulder Graphic Organizer.
3. Partners will then read the text again closely to answer the questions on the graphic organizer.
4. Then, students will be given a blue pen and a blank graphic organizer will be displayed on the document camera. The teacher will guide the discussion and filling out of the graphic organizer to ensure all students have the opportunity to record additional information using the blue pen.

Instructional Mini Task #3:

- Ability to identify the central point and main supporting elements of a text.
- Ability to use and credit sources appropriately.
- Ability to select important facts and passages for use in one’s own writing

1. Students will work in groups of three to read and discuss the primary source [http://thomas.loc.gov/cgi-bin/bdquery/z?d095:SN01617:@@@L&summ2=m&](http://thomas.loc.gov/cgi-bin/bdquery/z?d095:SN01617:@@@L&summ2=m&)
2. The group will use the “Analyzing Primary Sources” to observe, reflect, and question the document.
3. The group will then use answer the questions, Who, What, When, Where, and Why? by circling on the document, their evidence to support each question.
4. All students will then participate in a class discussion regarding the questions.
5. Exit slip: What was the title of the bill?
   - When was the bill introduced and by whom?
   - When did the bill become a law?

Section IV

13. Assessment:

Summative Assessment: I will use the LDC Argumentation Rubric from Template Task Collection 2.0 to assess student writing at the end of instruction of the Teaching Task.