TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** *Number the Stars* and the Holocaust

2. **Overview:**

   Students will read the story *Number the Stars* by Lois Lowry. It’s a historical fiction book about two girls who live in Nazi-occupied Denmark in the 1940’s. Students will learn what it is like to live during that time by reading the book and analyzing primary sources from that time period.

3. **Learning Goals:**

   The student will read story *Number the Stars* and verbally respond to questions before, during and after reading.
   The student will analyze a photograph using the Primary Source Analysis tool to complete this process.
   The student will analyze primary source text documents using the Primary Source Analysis tool and the Teacher on Your Shoulder Graphic Organizer.
   The student will read or listen to an interview of a Holocaust survivor.
   The student will write a journal entry from the perspective of the two main characters’ point of view about life in Nazi-occupied Denmark in the 1940’s.

4. **Time Required/Duration of Activity:**

   This lesson will take approximately 4 weeks, 20 class periods (45 minutes each).

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

   This lesson is designed for grades 5-6.

6. **Subject:**

   This lesson focuses on both language arts and social studies curriculum areas.

7. **Credits:**

   Lynn Geer, Marion Elementary School, Belle Vernon Area School District

8. **LDC Teaching Task: Task # 27 (Narrative/Description)**

   What was life like for children in Nazi-occupied Denmark in the 1940's? After reading *Number the Stars* by Lois Lowry, write a journal entry from the perspective of the two main characters, Annemarie and Ellen’s, point of view about life in Nazi-occupied Denmark in the 1940’s.
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, CC.1.2.5.L


10. **Materials Used:**

   - Primary Source Analysis Tool & Teacher’s Guide
   - Analyzing Books & Other Printed Text Teacher’s Guide
   - Teacher on Your Shoulder Graphic Organizer
   - [www.loc.gov](http://www.loc.gov)
   - Computers with the internet

11. **Resources Used:**


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. The students will work with a partner to access the primary source image [http://www.loc.gov/pictures/resource/highsm.20317/](http://www.loc.gov/pictures/resource/highsm.20317/)
2. Partners will use the Library of Congress Primary Source Analysis Tool to observe, reflect, and question the image.
3. Write 3-5 sentences in which you describe what you see in the photograph and how it relates to life for Jews in the Nazi-occupied Denmark in the 1940's.
4. All students will participate in a class discussion regarding the writing assignment.

**Instructional Mini Task # 2**

- Ability to determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- Ability to assess how point of view or purpose shapes the content and style of a text.

2. Students will get the Teacher on Your Shoulder Graphic Organizer.
3. Students look at the questions on the Teacher on Your Shoulder Graphic Organizer.
4. Students will reread pages 40-42 to look for answers for the questions in the graphic organizer.
5. There will be a class discussion of the answers to the graphic organizer. Each group will share their answers with the class.
6. Each group will write a journal entry in response to the following question: “Think about what you learned from reading the text. Based on what you read and the primary source image we looked at yesterday, how does that image compare to the text you read today? Be sure to include words from the text that supports this.”

**Instructional Mini Task #3**

- Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
- Ability to apply strategies for developing understanding of a text(s) by locating words and phrases that identify key concepts, facts, and information.

2. Student will stop at the end of every two pages. Each group will then use the Library of Congress Primary Source Analysis Tool chart to observe, reflect, question, and further investigate the primary source.
3. After all the reading is done and the Primary Source Analysis Tool is completed, there will be a class discussion. Students will share their thoughts with the class.
4. Each group of students will write an essay answering the following question: “How do the two primary source informational text articles compare and contrast to each other? Use examples and words from the primary source text articles to support your answer.”

Section IV

13. Assessment:

At the end of the Instructional Mini Task #2, students write a journal entry. I’ve created a primary source text rubric to assess their writing. The rubric is comprised of the following three student skills: identify key ideas, author’s purpose, and central idea. There’s a 1-4 scale that student’s will be graded on: 4 is advanced, 3 is proficient, 2 is established, and 1 is basic (see next page).

I will use the LDC Narrative Teaching Task Rubric from the Template Task Collection 2.0 to assess student writing at the end of my primary source learning activity.
# Reading and Analyzing Primary Source Text Rubric

**Teacher Name:** Mrs. Geer

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Established</th>
<th>1 Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key details</td>
<td>Student recalls several key details for each main point without referring to the text.</td>
<td>Student recalls several key details for each main point, but needs to refer to the text, occasionally.</td>
<td>Student is able to locate most of the key details when looking at the text.</td>
<td>Student cannot locate key details with accuracy.</td>
</tr>
<tr>
<td>Author’s purpose</td>
<td>Explains the best reasons for author’s purpose in a precise, specific and relevant way, using details from the text to support answer.</td>
<td>Explains author’s purpose, but there isn’t enough details to support from the text.</td>
<td>Explains author’s purpose, but not clearly.</td>
<td>States an idea, but it is not the correct author’s purpose.</td>
</tr>
<tr>
<td>Central idea</td>
<td>Student uses only 1-3 sentences to describe clearly what the text is about.</td>
<td>Student uses several sentences to accurately describe what the text is about.</td>
<td>Student summarizes most of the text accurately, but has some slight misunderstanding.</td>
<td>Student has great difficulty summarizing the text.</td>
</tr>
</tbody>
</table>

**Date Created:** February 26, 2014