TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** American Library History: Thomas Jefferson Papers

2. **Overview:**
   After having learned about American Library history, the students will analyze a letter written by Thomas Jefferson. The letter was sent after the burning of the Capitol in the war of 1812. Thomas Jefferson details some of those events and goes on to offer up his collection of books to restart the Library of Congress.

3. **Learning Goals:**
   1. Students will read and complete active reading assignments for the History of American Libraries Packets 1 & 2
   2. Students will complete Inverted T note pages for each of the packets
   3. Students will analyze primary source text documents using the Primary Source Analysis Tool
   4. Students will write a letter responding to the primary source document they analyzed arguing a position that they have taken based on their analysis of a primary source document.

4. **Time Required/Duration of Activity:**
   7 class periods of 43 minutes

5. **Recommended Grade(s):**
   8th grade

6. **Subject:**
   History and English

7. **Credits:**
   Miriam Klein- Cornell School District

8. **LDC Teaching Task:**
   The war of 1812 has destroyed the original Library of Congress, Thomas Jefferson has offered a solution to the problem. What was Thomas Jefferson’s proposal to replace the original Library of Congress and do you agree? After reading, "Thomas Jefferson to Samuel H. Smith. September 21, 1814," write a letter in which you address the offer and argue to accept or reject the proposal put forth by Thomas Jefferson. Support your position with evidence from the text.
Section II

9. **PA Common Core Standards:**

10. **Materials Used:**
   Inverted T Notes Organizer
   Primary Source Analysis Tool & Teacher Guide
   Computers with the Internet
   www.loc.gov

11. **Resources Used:**

Section III

12. **Instructional Procedures:**

**Mini Task 1**

1. Students will work in pairs to access the primary source image of:
   http://www.loc.gov/exhibits/jefferson/images/vc219p1.jpg
2. Students will use the Primary Source Analysis tool to observe, reflect, and question the letter.
3. All students will participate in a class discussion around the letter and their responses.
Mini Task 2

1. Students will work in pairs to access the primary source image of:
   http://www.loc.gov/exhibits/jefferson/images/vc220.jpg
2. Students will use the Primary Source Analysis tool to observe, reflect, and question the letter.
3. All students will participate in a class discussion around the letter and their responses.

Mini Task 3

1. Students will work individually to respond to these primary sources.
2. The students will compose a letter to Thomas Jefferson responding to his offer, students must support a decision to buy his collection or to pass up his offer.
3. The students must echo the language and composition of the original letter in their response.
4. Students must also reference details from the Jefferson Letter in their response.

Section IV

13. Assessment:

At the end of Mini Task #3 I have the students create a letter responding to Thomas Jefferson’s proposal. I created a primary source text rubric to assess their analysis of the primary source and also their response to the primary source. The areas that I will assess are: Active Reading Process, Note-Taking, Contextualizing the Source, and Argument/Writing Process. There is a 1-4 scale that the students will be assessed on: 1 is Needs Improvement, 2 is Basic, 3 is Proficient, 4 is Distinguished.

I will use the LDC Narrative Teaching Task Rubric to assess the student writing at the end of my primary source learning activities.
# Formative Assessment Rubric

8th Grade Research – Task #3

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Reading Process</strong></td>
<td>With help there is limited knowledge of the primary source, terms, or central ideas.</td>
<td>Basic knowledge and understanding of the central ideas and terms are demonstrated.</td>
<td>Student is able to identify important facts/ information but is unable to identify the central point of the primary source.</td>
<td>Student will correctly identify the central point, identify and master terms essential to the understanding of the text.</td>
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<tr>
<td><strong>Relevant Note-taking</strong></td>
<td>Student does not identify or select facts or passages that support or enhance their argument/writing</td>
<td>Student selects passages that have little impact and do not correspond to their argument/writing</td>
<td>Student selects facts or passages that correspond with their writing, but do little to enhance their argument/writing</td>
<td>Student selects important facts or passages from the primary source that support and enhance their argument/writing.</td>
</tr>
<tr>
<td><strong>Writing Process</strong></td>
<td>Student writing does not use tone or language that are appropriate, and has many errors.</td>
<td>Student writing has tone and language that are inconsistent and there are many errors.</td>
<td>Student writing has few errors writing mostly conforms in tone and language to the prompt.</td>
<td>Student writing uses language and tone consistently and appropriately to the assignment, and has no errors.</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Students argument is not relevant to the prompt and is not supported with text based evidence.</td>
<td>Students argument is not clearly identified or supported and does little to answer the prompt.</td>
<td>Student argument is relevant, clearly stated, and supported with text based evidence, but does not fully answer the prompt.</td>
<td>Student argument is relevant, clearly stated, supported with text based evidence, and fully answers the prompt.</td>
</tr>
</tbody>
</table>