TPS Primary Source Learning Activity

Section I

- **Title of Lesson:** Jamestown Settlement in Virginia in the 17th century.

- **Overview:** Students will be investigating primary sources along with other informational texts to find out about the first settlers in Jamestown. They will have to find out what life was like as the first colony there. The students will also find out what problems the settlers ran into. They will also be introduced to those Native Americans there in Jamestown.

- **Learning Goals:**
  Students will be able to:
  
  * analyze a primary source
  * read and/or observe a photo or text
  * write down clear thoughts and information on a given topic
  * identify the author, date, and purpose for writing of an informational text
  * compare/contrast different primary sources used in the lesson

- **Time Required/Duration of Activity:** 10 class periods for 45 minutes each class period

- **Recommended Grade(s):** 8th grade students

- **Subject:** U.S. History-Settlement of Jamestown, Virginia, Writing, Reading

- **Credits:** Janna Conoway

- **LDC Teaching Task:** What was life like for those first settlers in Jamestown? After researching informational texts and primary sources on the Jamestown settlement in the 17th century, write an article that will be placed in the school newspaper to which you describe what it may have been like to start a colony in a new place. Support your newspaper entry with evidence from your research.
Section II

- **PA Common Core Standards:**

  8.5 Reading Informational Text

  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

  CC.8.5.6-8.A  CC.8.5.6-8.B  CC.8.5.6-8.D  CC.8.5.6-8.G

  8.6 Writing

  Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.


- **Materials Used:**


- **Resources Used:**


Section III

- **Instructional Procedures:**

  **Instructional Mini Task #1- Analysis of a Primary Source**

  Student Skills:
  
  - how to analyze a primary source
  - how to use the primary source analysis tool
  - how to write a response to a question relating to the primary source

  I will start out telling students that we will be looking at a variety of primary sources. Next, I will ask if someone can tell me what a primary source is. I will explain to the students that using primary sources can help us get a different view of a given topic. I will explain that I will be showing them how to analyze a primary source and respond to what they are looking at or reading. Then I will hand everyone a primary source analysis tool and explain to the students how we will use it as we look at our first primary source by responding to the main three sections; observe, reflect, and questions. I will then pull up on the computer the drawing (stained glass window) that I choose for the first source from the Library of Congress website. I will guide students on how to use the analysis tool to help them think and ask questions regarding the picture that they will be looking at. Next, I will have students do some of the analysis on their own before coming back together to share with the class. As I have the students get into groups of 4-5, I will hand out a series of two more primary source images (“State of Affairs Between the Native Americans and the European Settlers” and “James Fort Construction”). I will have them do an analysis of these two images as a group. After giving students time to do this, I will bring the class back together and discuss what the groups came up with for their analysis. Then I will tell the students about the short duration writing task that they will do. I will explain what I expect them to write about based on the primary sources they just looked at. Before students get started with their writing, I will review what they have learned about analyzing primary sources and how the analysis tool can help them. I will then hand out paper for students to begin their writing assignment.

  Short-duration writing task-Write a 4-5 sentence paragraph narration describing what it may have been like those first few days off the ship if you were one of the first settlers of this land.

  **Instructional Mini-Task #2-Informational Text Analysis- “Other Witnesses to the Period Between Founding and First Supply”**

  Student Skills:
  
  - how to analyze an informational text
  - how to use the TOYS (teacher on your shoulder) graphic organizer
  - identifying the author, date of writing and purpose for writing

  I will explain to students that not only are primary sources pictures but that they can be presented as informational texts as well. I will tell them that we are going to look at a document that people in the Jamestown colony wrote to give us some insight into what it was like on this new land. I will give students copies of the documents. I will tell students that we will analyze this source similarly with how we analyzed the picture but we will use a different graphic organizer. I will pass out the TOYS graphic organizer and explain to students how we will use it. Then I will read the "observations" document through one time with students. Students will sit with a partner and read the selections together before asking the students to read it through by themselves. After students are done reading it, I will ask students what they notice about the text. They will most likely notice that the spelling is different and that it is harder to read and understand. I will ask students some questions relating to the content they have read. Next, I will have students identify who the author of the two texts is, the year the
author is writing in, and the purpose for writing the text.  I will start the students on filling out the graphic organizer and run through the questions that I have asked relating to what they have just read. I will then have students analyze what they have read by completing the graphic organizer. Students will then discuss with a group that I assign and make connections between what they already know, the informational text, and the primary source images that they have read and looked at. Students will use this information to create a Venn diagram graphic organizer with their group.

Short-duration writing task- Students will write in their journals about how the primary source images and the documents they read inform them about the key events relating to the Jamestown settlement.

**Instructional Mini-Task #3- Virginia / map analysis**

Student Skills:

- how to analyze a map
- how to pick out identifiable landmarks on a map

To begin, I will review with students what they have learned so far from the primary sources they have looked at. I will ask students to turn to someone sitting next to them and tell that person 2 new things that they might not have known about Jamestown that they learned from looking at these primary sources. As I have the students come back together, I will tell them that we have another primary source to look at today. This primary source is different than the other ones we have studied. With this third primary source analysis of a map, I will pull up the picture map from the Library of Congress’ web site. I will use the primary source analysis tool for the map as well so I will hand out copies of this tool for the students to use. I will have students partner up and do an analysis of the map. I will then give students time to complete the analysis tool. After students are finished, I will pick several partners to come to the front of the room to "present" to the rest of the class what they found out relating to the map. As students finish up "presenting" I will review all that they have learned about primary sources and about Jamestown. Next, students will watch the Disney movie *Pocahontas*. I will explain to students that they need to be looking for things in the movie that might or might not match up with what they know regarding Jamestown.

Short-duration writing task- Students will write on composition paper a letter that could be sent to the director of the Disney movie on how *Pocahontas* compares or contrasts with the primary sources they looked at.

**Section IV**

- **Assessment:**

  **LDC Rubric** - Informational/Explanatory Teaching Task Rubric for Template Task Collection 2.0

  Formative Assessment Rubric on next page – to evaluate Mini Task #2 analysis of informational text.
Research Report: TPS Learning Activity Rubric

Teacher Name: Mrs. Conoway

Student Name: ____________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 You Got This</th>
<th>3 Almost There</th>
<th>2 Not Quite Yet</th>
<th>1 Didn’t Get It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corroboration</td>
<td>Students can identify 4-5 similarities and/or differences between the primary sources they looked at and the document they read.</td>
<td>Students can identify 2-3 similarities and/or differences between the primary sources they looked at and the document they read.</td>
<td>Students can identify 1 similarity and/or difference between the primary sources they looked at and the document they read.</td>
<td>Students cannot identify any similarities and/or differences between the primary sources they looked at and the document they read.</td>
</tr>
<tr>
<td>Historical Knowledge</td>
<td>Students can recognize and recall 5-6 key informational facts about the Jamestown settlement based on the primary source images and documents they analyzed.</td>
<td>Students can recognize and recall 3-4 key informational facts about the Jamestown settlement based on the primary source images and documents they analyzed.</td>
<td>Students can recognize and recall 1-2 key informational facts about the Jamestown settlement based on the primary source images and documents they analyzed.</td>
<td>Students cannot recognize and recall any key informational facts about the Jamestown settlement based on the primary source images and documents they analyzed.</td>
</tr>
<tr>
<td>Historical Explanation</td>
<td>Students can recognize and describe 4-5 ways in which the primary source images and the documents they read inform them about the events relating to the Jamestown settlement.</td>
<td>Students can recognize and describe 2-3 ways in which the primary source images and the documents they read inform them about the events relating to the Jamestown settlement.</td>
<td>Students can recognize and describe 1 way in which the primary source images and the document they read inform them about the events relating to the Jamestown settlement.</td>
<td>Students cannot recognize and describe how the primary source images and the document they read inform them about the events relating to the Jamestown settlement.</td>
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Date Created: February 25, 2014