**Primary Resource Activity**

**Lesson Topic Subject:** Primary Resource Lesson Plan from *If You Sailed on the Mayflower.***Grade Levels:** 3rd- 5th Grade

**Essential Question:**   
 Does the student understand the differences between primary and secondary resources?

**Objectives:**

* Curriculum Standard  
  - Students will identify and describe, primary and secondary sources, and extract information from a historical source. **Strand IV B-1**
* Instructional Standard  
  - After reading *If You Sailed on the Mayflower* students will determine selections of primary and secondary sources from the book.

**Instructional Material:**

* A copy of *If You Sailed on the Mayflower* per student.
* Selected quotes from the story

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| --- | --- |
| **Secondary** | **Primary** |
| And the Pilgrims were thankful that the sailors got them safely to the New World. (pg. 21) | “Welcome, Englishmen,” I said and held out my hand in a friendly way. (pg. 51) |
| The Pilgrims and the Indians promised they would never attack each other. (pg. 56) | “I, Squanto, showed the pilgrims where the fish swam, and how to catch them. I showed them where to hunt deer, turkey, and other animals. (pg. 54) |
| The Pilgrims were thankful for their Indian friends. Without the Indian corn, the Pilgrims would have starved. Without the Squanto to teach them Indian ways, the Pilgrims could not have lasted the year. (pg. 75) | “I, Chief Massasoit, brought more than a few friends. I showed up with ninety Indian braves!” (pg. 75) |

* Worksheet/notebook paper

**Acquire Prior Knowledge: (use overhead projector)**

* While using this quote, “I went outside yesterday with the students in my class and enjoyed a wonderful game of kick ball in the beautiful weather.”   
  -Ask students who is stating this quote.   
  - Ask students how do you know it was me.  
  -Tell students that because I am stating a fact, and it was I who encountered the event; then I am the primary source.
* While using this quote, “Mrs. Johnson went outside yesterday with the students in her class and enjoyed a wonderful game of kick ball in the beautiful weather.”  
  -Ask students who is stating the quote? Do we know?  
  -Tell students when a statement isn’t written by the person who encountered the historical event then the statement is written as a secondary source. Someone who didn’t encounter the act but is writing about it is the secondary source.
* Ask the class if anyone can describe the difference between the two.

**What to do:**

* Be sure *If You Sailed on the Mayflower* has been read
* Discuss story
* Teacher can use examples or prepare assorted quotes from the book, both primary and secondary.
* Either create a worksheet or have students use notebook paper (Example Worksheet to follow)
* Divide class in pairs
* Ask the class to individually write down primary and secondary quotes from the text
* Then share answers with a partner
* If answers differ from their partner’s have students explain their reasoning behind their answer.
* While students are working in pairs be sure to observe their work
* Create a chart on the board Secondary/Primary
* Call on partners to recall their answers
* If answers differ between groups discuss as a class which is the correct answer
* When finished discussing each quote, as a class discuss the difference in the wording of each quote.

**Assessment:**

* Students will hand in their worksheets/notebook pages
* Students will fill out an “exit card” or journal describing what a primary source is and what a secondary source is. They will also be required to find one secondary source quote from the book and one primary source from the book.

**Accommodations:**

* Exceptionalities

- Review IEP’s

- Provide Inclusion

- Prior to group work provide students with activities about respecting individual differences

- Provide pictures of large group and small group photos to help assist students with disabilities with transitions

- Provide assistance and feedback to students who are having difficulty but are on the right track

- Provide main streamed children with understanding on how peers with disabilities differ

- Point out examples of strengths and competencies all students bring to their group

- Familiarize students with aids used by students with certain disabilities

* Culture/Ethnicity/Race

- Teacher familiarizes self with cultural understandings within the classroom

- Be sure to differentiate information to fit students needs.

- Provide students with understanding of cultural norms of various ethnic and racial groups and the effectiveness they have on group interaction.

* Language Diversity

- Make language comprehensible by keeping learners’ needs in mind.

- Simplify language, use gestures, and link talk to context.

- Link concept to meet language understanding

- If needed, provide groups who may have language barrier with an interpreter

* Gender Bias

- Making sure language and curriculum materials are gender-free and balanced.

- Show respect for all students

- Divide groups equally with a variety of boys and girls dispersed within groups

- Assign roles to both boys and girls

* Social Class Differences  
  - Be sure every child is involved in group discussions

- Make sure to assist all children equally

- Be sure all roles are shared equally

* Multiple Intelligences

- Use of Analytical Intelligence- using the student’s cognitive thinking skills to recall adjectives.

- Use of Creative Intelligence- using student’s coping skills within group work

- Use of Practical Intelligence- using the student’s adapting skills within group work

* Learning Styles

- Include In-context learning style by recalling characters and events from the story.

- Include Out-of-context learning style by relating events of the story to prior knowledge.

**Primary/Secondary Sources**

**Primary Source Secondary Source  
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