

Colonial Era Primary Source Document Analysis and Curation

Overview

As part of a broader unit on colonial history, this 5th Grade (or above) integrated Social Studies lesson provides students opportunity to collaborate on research by individually recording primary sources in a shared spreadsheet as they research the Colonial America. With the collected resources, student groups will compare, contrast, and analyze each primary source to determine its value to their final research presentation. This lesson will provide students the skills to research and curate using the internet as they also practice their skills of recording information that is found online.

(At least two hour long sessions)

Materials

- Access to the internet
- Google Apps for Education Account
- Google Sheets
- Google Drive

Instructions

- Organize the class into groups of three.
- For each group, you will create one shared Google Sheet and invite the students.
 - The Sheet should have a header row with “Primary Source Description”, “Link to Primary Source”, “Group Member Who Found Primary Source” and “How Does Primary Source Support Your Theme”
- For each group, you will create one shared Google Drive folder which will hold their spreadsheet and Primary Source Analysis Tools (when completed).
- Model how students will engage in inquiry of the primary sources at the Library or Congress Website and The Gilder Lehrman Institute of American History website.
 - Links to the sites will be accessible from the class website.
- Students will spend some time just exploring the two websites as they try to determine strong themes for a presentation they will be making to the class.
 - When students feel they have identified strong themes...they will meet with their group to narrow their topic for deeper research.
- Regroup the class to model the multi-tasking procedure for analyzing and recording primary sources.
 - Find a primary source
 - Open the Primary Source Analysis Tool in another tab (link on class website)
 - Model how to tile windows side-by-side
 - Demonstrate how to use the “Observe”, “Reflect”, and “Question” prompts to encourage deeper thinking.
 - Remind students to use the Analysis Tool with the idea of their chosen theme in mind.

information in notes with support	and summarize information in notes.	and digital sources and summarize information in notes.	and digital sources and locate additional sources of information to summarize in notes.
I have difficulty using the technology to research information and/or record my thinking and resources.	I can use the technology with limited support but am not always confident in my multi-tasking skills.	I can multi-task with technology independently with minimum assistance and can troubleshoot many issues I face.	I can multi-task with technology independently with no assistance and can troubleshoot most issues I face.
*I need to learn how to help make discussions effective.	*I usually help make discussions effective, but do not always follow the rules, ask enough questions, or express ideas clearly.	*I help make discussions effective by following agreed-upon rules, asking and answering questions, clearly expressing ideas.	*I help make discussions effective by following agreed-upon rules, asking and answering questions, clearly expressing ideas and encouraging and supporting others as they do as well.

*Adapted from Buck Institute of Education's 3-5 CCSS Aligned Collaboration Rubric

Standards

- CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- CCSS.ELA-LITERACY.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- D2.His.10.3-5 Compare information provided by different historical sources about the past. (C3 Framework)
- D2.His.16.3-5 Use evidence to develop a claim about the past. (C3 Framework)



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