

Unit 1: Natural Texas and Its People

7th Grade Lesson Plan: How do we know what we know? (45 -60 minutes)

Objective	<p>Students will learn what primary and secondary sources are, as well as how to distinguish the difference between the two. Students will be able to give examples of each and explain the benefits and drawbacks of using primary sources when studying history.</p> <ol style="list-style-type: none">1. We will examine the difference between artifacts, primary sources and secondary sources as well as the benefits and drawbacks of using each type of source when studying history.2. I will analyze three artifacts to make inferences about the lives of early American Indians in Texas.
Key Concepts	<ul style="list-style-type: none">• We study items left behind by people from the past to understand history.• There are benefits and drawbacks to different types of artifacts and sources from the past.• We often make conclusions about the past based on inferring information from materials past people left behind.
Skills	<ul style="list-style-type: none">• Identifying examples of different types of historic materials• Understanding how bias might influence information• Creating verbal and short constructed responses in complete sentences• Making inferences about the past based on artifacts• Using context to understand the meaning of key terms
Essential Question	How do we know what we know about the past?
Assignment	<ol style="list-style-type: none">1. Warm-up<ol style="list-style-type: none">a. Make inferences about a fictional past person based on a list of items in a box.b. Introduces the concept of using artifacts to make inferences about past events and people.

	<p>2. Lesson</p> <ol style="list-style-type: none"> <u>Artifacts</u>: Identify, exemplify, and understand how people can use them to make inferences about the past <u>Primary and Secondary Sources</u>: Distinguish between primary and secondary sources; Understand the concept of bias when working with primary sources; recognize the benefits and drawbacks of using primary sources when studying history. <u>Evaluating Artifacts & Primary Sources</u>: Using 3 images of artifacts to make inferences about early Texas people; constructing questions about the artifacts; student collaboration. <p>3. Exit Ticket</p> <ol style="list-style-type: none"> Distinguish between true and false statements about primary sources. Write a short, constructed response exemplifying a primary source and explaining its potential benefits and drawbacks.
Materials	<p><u>Links to the following materials</u></p> <ol style="list-style-type: none"> 1. Warm-up & Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page, front and back.</i>) 2. Class Guided Notes slideshow. (<i>Suggested use: Presented on an overhead projector for full class work; Uploaded to an educational platform like google classroom for individual work; printed additional copies for note-taking assistance.</i>) 3. Lesson worksheet (<i>Suggested printing: 1 per student</i>) <ol style="list-style-type: none"> a. <i>Advanced assignment</i> b. <i>Grade Level assignment</i> c. <i>Foundations assignment</i>
Differentiation	<ol style="list-style-type: none"> 1. Scaffolding including lessons at three different levels of academic ability 2. Visual representations of directions 3. Difficult vocabulary assistance 4. Sentence stems 5. Chunking content 6. Reduction in answer choices
TEKS	<ul style="list-style-type: none"> • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.

- **7.20(B)** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- **7.20(D)** Identify bias and points of view from the historical context surrounding an event that influenced the participants
- **7.20(E)** Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.
- **7.22(A)** Use social studies terminology correctly
- **7.22(B)** Use effective written communication skills, including proper citations and avoiding plagiarism.

Teacher Guide: How do we know what we know?

<p>Warm-up</p>	<p>1. WARM-UP ASSIGNMENT: Students use a list of items to make inferences about the person who they belonged to.</p> <ol style="list-style-type: none"> Students may work individually or collaboratively with shoulder partners or the people around them. Use the sentence stem on (<i>ppt slide 4</i>) to guide student responses Lesson objective, “We will,” and “I will” statements are on slides 5 and 6 of the presentation.
<p>Lesson</p>	<p><u>Has this ever happened to you?</u></p> <ol style="list-style-type: none"> Introduce lesson and have students read the scenario in the gray box, then make a prediction about how we know what we know about history on (<i>ppt slide #7 and 8</i>) <p><u>Artifacts (ppt slide #9)</u> – Reading Passage: Literacy building technique:</p> <ol style="list-style-type: none"> <u>First read-through:</u> Teacher reads. After reading, as a class read the questions (not the answers) to help guide student for the second reading. <u>Second read-through:</u> Call on one or more students to read. Ask class if they heard any of the answers to the questions. <u>Third read-through:</u> Students individually read and then answer the questions. Share with class: Use the sentence stems on (<i>ppt slides 9 – 11</i>) to guide student responses. <p><u>Primary Sources</u> – Reading Passage</p> <ol style="list-style-type: none"> <u>First read-through:</u> Teacher reads. Demonstrate a slow steady pace, with exaggerated pauses where appropriate. <u>Second read-through:</u> Full class reads together, staying at the slow pace you demonstrated before. <u>Third read-through:</u> Have students work independently or with a shoulder partner to read one final time if necessary and then complete the activity determining which items are primary or secondary sources. Share with class: Use the sentence stems on (<i>ppt slides 12-13</i>) to guide student responses.

Using Primary Sources to Understand an Event –

- j. Pre-reading task: (*ppt slide #14*) Instruct students to pay attention to what the problem is in the reading. They should be prepared to discuss with the class after they read.
- k. After they read and share what the problem is, instruct them to read it one more time if necessary and then answer the questions that follow (individually or with a shoulder partner)
- l. Share with class: Use the sentence stems on (*ppt slides 15*) to guide student responses.

Benefits and Drawbacks Chart:

- m. (*ppt slide #16*) Together as a class: call on students to read each statement. Class determines whether the statements are benefits or drawbacks of primary sources.
- n. **Writing exercise:** (*ppt slide #17*) Students use the information from the chart and the example sentence to form their own short constructed response explaining the benefits and drawbacks of primary sources.
- o. Share with class: Use the sentence stems on (*ppt slides 18*) to guide student responses.

Analyzing Artifacts and Primary Sources

- p. Students examine three images of different primary source artifacts from early people in Texas. They write their inferences and questions in their chart.
- q. The images from their worksheet are presented larger for better viewing on (*ppt slide #20-22*) These can be printed and distributed or hung around the class for individual or partner work or they can be worked through together as a class on the projector.
- r. Share with class: Use the sentence stems on (*ppt slides 23*) to guide student responses.

Important Note

- s. Discuss with class the important note regarding studying the history of early Texas people. Have students consider the difficulties of only using artifacts to study the past.
- t. Share with class: Use the sentence stems on (*slides 23 and 24*) to guide student responses.

Exit Ticket	<ol style="list-style-type: none">1. Students will distinguish between true and false statements about primary sources.2. Students will produce a short, constructed response giving an example of a primary source and describing the benefits and drawbacks of using this type of source.3. Share with class: Use the sentence stems on (<i>slides 26</i>) to guide student responses. <p>Let students know: Exit ticket questions for many assignments are based on the new item types on the 8th grade social studies STAAR. This exit ticket includes a “Hot Spot” question, requiring students to cite specific evidence within a text and a short, constructed response. Practicing with these questions now will make them experts by the time they get to their 8th grade Social Studies STAAR!</p>
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Primary Sources Referenced in Lesson

- Mallory, Randy. *A Canvas of Pictographs*. 2005. Photograph. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metadc1979738/>.
- *Pair of beaded moccasins*. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph8340/>.
- Zavala, Lorenzo de. “*Expediente of Lorenzo de Zavala’s 1829 Colonization Contract*.” The Portal to Texas History, August 25, 2005. <https://texashistory.unt.edu/ark:/67531/metaph5849>.
- Galloway, John, and Emily Galloway. “*Bill of Sale for Negro Boy from Galaway*.” The Portal to Texas History, September 15, 2017. <https://texashistory.unt.edu/ark:/67531/metaph880958/>.
- *Indian Petroglyphs*. 1968. Photograph, 3.5 x 3.5 in. (8.89 x 8.89 cm). The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph40097/>.
- *Elongated, rectangular buckskin beaded Indian bag*. Leather, 23 x 10.7. The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph8349/>.
- *Indian Artifacts from the Buddy Webb Family*. 1968. Photograph, 3.5 x 3.5 in (8.89 x 8.89 cm). The Portal to Texas History. <https://texashistory.unt.edu/ark:/67531/metaph89212/>.