Unit Title:
Understanding Primary and Secondary Sources –the Salem Witch Trials

Subject/Topic Area: History **Grade Level(s): 4/5**

Designed By: Melisa Stilwell, Heather Patricco, Amy Munson **District(s): Appoquinimink**

Time Frame: 3-5 Days

Date: 2/10/2009

Brief Summary of Unit

Students will view and discuss various examples of primary and secondary sources to: accurately identify each, apply knowledge of each to literature, develop an opinion of how each affects retellings of history, and apply knowledge to various literary activities.

Stage 1: Desired Results
(Determine What Students Will Know, Do and Understand)

Delaware History Content Standards

H2a: Students will understand that the quality of a historian's interpretation of the past rests, in large part, upon the quality of both primary and secondary sources used to support that interpretation.

H3: Students will understand that historical accounts of the same event may differ because of the different evidence used to support an interpretation or because historians have different backgrounds that impact how they interpret events.

Delaware Language Arts Content Standards

3.1a1: Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases

3.1a2: Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)

Big Idea

Students will view, discuss, and participate in activities involving Primary and Secondary Sources. They will then discuss and reflect upon the reliability and impact of each.

Unit Enduring Understandings

Students will understand that both primary and secondary sources are valuable in research, teaching, and developing understanding.

Unit Essential Question(s)

How do artifacts and documents influence how history is written?

Which historical source is best?

How could there be different explanations of the same event in history?

Knowledge & Skills

Students will know that historians use a variety of sources.

Students will understand the difference between primary and secondary sources.

Students will be able to accurately identify a source as primary or secondary.

Stage 2: Assessment Evidence
(Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Students will work in small groups of 3 – 4 to read The Three Little Pigs and The True Story of The Three Little Pigs. After reading, students will discuss the following:

- Why are the perspectives of the story different?
- Does changing the narrator affect the outcome?
- Does changing the narrator affect who we see as the guilty party?

Independently, students will then respond in writing to the following question:

- Can the previous stories and discussion be related to the reliability of primary sources? How? Why?

Students will also:

- Apply knowledge to compare the two stories using graphic organizers

Rubrics for Performance Task

The following rubric will be used to score student's written responses:

Score	Description
3	Response is correct and elaborates thoroughly
2	Response is basically correct
1	Response is partial
0	Response is inappropriate, irrelevant or inaccurate

Other Evidence

Evidence of understanding will include:

- Observations during small group activities
- Discussion responses during whole group discussions
- Graphic organizers
- Written responses
- Quiz responses to Power Point activity

Student Self-Assessment and Reflection
Students will review and discuss the results of the pre-assessment. Students will have opportunities to discuss, reflect upon, and participate in activities that allow them to focus on the various aspects of using both primary and secondary sources and how various sources can impact the retelling of a historical event.

Stage 3: Learning Plan
(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

Lesson # 1
Primary and Secondary Sources – What are they?

Melisa Stilwell, Heather Patricco, Amy Munson

Lesson Description: Students will participate in activities that focus on defining and identifying primary and secondary sources.

Time Required: 1 lesson – approximately 45 minutes

Essential Question Addressed: What are primary and secondary sources?

Enduring Understanding: Students will be able to apply knowledge from this lesson to accurately identify primary and secondary sources.

Materials: Power Point presentation, computer, overhead, supplies for activity (index cards, pencils), copies of "quiz" for each student (from PP presentation)

Procedures:

- Pre-assessment – use quiz from Power Pint to pre-assess what students know about primary and secondary sources
- Introduce students to unit using Power Point slide1 – predict "What are primary and secondary sources?", "Have you ever heard of the Salem Witch Trials?" allow students to respond
- Slide 2: Discuss with students (using text from slide) what primary and secondary sources are; ask students to give examples of sources
- Slide 3 and 4: practice identifying primary and secondary sources (give handouts of quiz to each student); review answers on slide 4
- Slides 5 – 8: activity; divide students into groups of 4-5; follow directions on Power Point to complete activity; share out results as whole group

Debrief: Ask students "What is a primary source?"; "What is a secondary source?" Solicit students to give examples of each.

Formative Assessment ("Check for Understanding"): Individual responses to the Power Point quiz

Resources & Teaching Tips

Students may initially encounter difficulty with the terminology "primary" and "secondary". Repeated exposure to the terms will alleviate that. If students struggle with the small group activity, try explaining the purpose and using another example on the

board to guide the instruction. For example:
Display – a blue triangle, a green trapezoid, an apple, and a set of keys (or any other objects) and practice the activity as a whole group by covering then displaying for 15 seconds and trying to describe.

Differentiation

This lesson lends itself well to differentiation – multiple learning styles are addressed through the activities. Groups may also be assigned based on student ability.

Technology Integration

Power Point presentation

Content Connections

Language arts, technology, and social studies elements are incorporated throughout this lesson.

Stage 3: Learning Plan
(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

Lesson # 2
The Salem Witch Trials –
through primary and secondary sources

Melisa Stilwell, Heather Patricco, Amy Munson

Lesson Description: Students will learn about the history of the Salem Witch Trials using primary and secondary sources.

Time Required: 1 lesson – approximately 1 hour

Essential Question Addressed: What primary and secondary sources are available to learn about the history of the Salem Witch Trials?

Enduring Understanding: Students will be able to apply knowledge from this lesson to accurately identify primary and secondary sources used during the Witch Trials.

Materials: Power Point presentation, computer, overhead, copies of arrest warrant, copies of excerpt from **I Walk in Dread**, vocabulary activity pages

Procedures:

- Using slides 9 – 15 present information in the history of the Salem Witch Trials; allow students to view, read, and discuss information presented
- View examples of primary and secondary sources as presented in the Power Point
- Slide 16: discuss "Is there a best type of source to use when studying history?"; allow students to discuss this question in small groups and then as a large group to gauge the overall feelings of the group
- Discuss using varied sources to balance the outcome of research.
- Read excerpt from **I Walk in Dread** aloud
- Focus on vocabulary from the excerpt – bewitched; befallen; pronounce
- Complete vocabulary activities for each word (students may choose)

Debrief: How do primary and secondary sources help us to understand the history of the Salem Witch Trials?

Formative Assessment ("Check for Understanding"): Ask students to respond to the following in writing: (see hand-out)

Why are there benefits to using a variety of sources when studying an event in history?

Resources & Teaching Tips

Pre-read excerpt from **I Walk in Dread** to facilitate discussion.

Differentiation
Varied choices in worksheet completion. Varied choices in vocabulary activities.
Technology Integration
Power Point presentation
Content Connections
Language arts, technology, and social studies elements are incorporated throughout this lesson.

Stage 3: Learning Plan
(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

Lesson # 3
The Three Little Pigs –
applying the concept

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Lesson Description: Students will learn to apply the knowledge of primary and secondary sources to literature.

Time Required: 1 lesson – approximately 1 hour

Essential Question Addressed: How can using varied sources affect the perspective or retelling of events in history?

Enduring Understanding: Students will be able to apply knowledge from this lesson to accurately identify how different sources can affect the perspective or retelling of an event in history.

Materials: Power Point presentation, computer, overhead, copies of **The Three Little Pigs** and **The True Story of the Three Little Pigs** for each group, graphic organizers for each student, stories on tape, tape players, headphones, graphic organizers

Procedures:
- Review slides 2 , 3, and 4 re-teaching what primary and secondary sources are
- Assign groups and distribute materials (books, stories on tape, headphones, etc.)
- Have students work in small groups to complete and discuss the readings
- Complete graphic organizers as assigned by teacher (varied levels to meet student needs)
- Discuss as a group – "How can using various types of sources affect the retelling of historical events?"

Debrief: How do using both primary and secondary sources affect our understanding of the past?

Formative Assessment ("Check for Understanding"): Ask students to complete graphic organizers comparing texts.

Resources & Teaching Tips

Re-teaching previous concepts will help students develop understandings needed for this lesson.

Differentiation
Varied choices in graphic organizers. Some groups will read as a group; some will listen to stories on tape; some will some groups will read independently and then jigsaw (as assigned by teacher based on student's needs).
Technology Integration
Power Point presentation Stories on tape
Content Connections
Language arts, technology, and social studies elements are incorporated throughout this lesson.