





Part I: Thematic Primary Source Set

Topic/Big Idea: Immigration: Yesterday, Today and Tomorrow

Grade Level and Subject Area: 7th Grade/Humanities

Author: Mrs. T. R. Davis (Hall)

Date: March 6, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title [View of Ellis Island, N.Y., looking across water toward immigration station] Created/Published George Grantham Bain Collection/c1913. URL http://www.loc.gov/pictures/item/2001704443/</p>
	<p>Title Auswanderer-karte und wegweiser nach Nordamerika. Created / Published Stuttgart : J.B. Metzler'schen Buchh., 1853 URL http://www.loc.gov/resource/g3701e.ct000244/</p>
	<p>Title The Americanese wall - as Congressman [John Lawson] Burnett would build it Date Created/Published 1916. Repr. of cartoon drawing by Raymond O. Evans. Illus. in: Puck, v. 79, 1916 Mar. 25, p. 10. URL http://www.loc.gov/pictures/item/2006681433/</p>
	<p>Title The Chinese invasion / J. Keppler. Creator <u>Keppler, Joseph Ferdinand, 1838-1894</u>, artist Date Published 1880 URL http://www.loc.gov/pictures/item/91793028/</p>



Title Emigrants [i.e. immigrants] landing at Ellis Island
Created / Published United States: Thomas A. Edison, Inc., 1903.
URL <http://www.loc.gov/item/00694367>

Part II: Classroom Activity Plan

Overview:

This would be the launch lesson for an entire expedition. Students are not told the expedition topic directly. They have to use information given to them during the launch lesson(s) to make predictions. Our expeditions last two-three months, based around one guiding question that could lead to other questions as student investigate and ends in a culminating activity. Our spring expedition is based on Immigration.

Essential/Investigative Question:

Why do people emigrate?

Objective(s)/Learning Targets:

- I can use a primary analysis tool to closely analyze a primary source.
- I can use information gathered from investigating a variety of primary sources to draw inferences as to the nature of our Spring Expedition.

Standard(s) Addressed:

Informational Text

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



ResearchCCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

HistoryCCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

Materials:

- Expedition journal
- Pens
- Primary Analysis Tool (Library of Congress online)
- Laptops
- Chart paper
- Markers

Procedure**Warm Up: Look, Write, Share (15-20min.)**

1. Students will review definitions for primary and secondary sources. Briefly discuss why they are important.
2. Teacher will display image #1 on the whiteboard using the projector. Teacher will set the timer for 5 minutes. Students will be given 3 minutes to observe the picture in silence.
3. Teacher will blacken screen and students will do a quick write using the image as their topic. Students can record any feelings, observations, perceptions they wish. (2min.)
4. After the buzzer sounds, students will turn and talk with a neighbor to share writings.
5. Each pair will have 1 minute to share out. (10 pairs)
6. Teacher will record "sharing's" on chart paper for later use.

Discussion: Close Analysis of Image #1 (15-20min.)

1. Teacher will ask students to reflect on how they felt only being able to see the Image for 5 minutes. How could their findings be different?(longer viewing, closer viewing)
2. Teacher will use split screen to project Image #1 and the Primary Analysis Tool (PAT).
(<http://www.loc.gov/teachers/primary-source-analysis-tool/>)



3. Teacher will use IMAGE #1 to guide students through the use of the Primary Analysis Tool using the question prompts.
4. After teacher and student have completed and discussed the entire PAT, the teacher will demonstrate the steps to save data and email.
5. Students will record any expedition findings they think they have found in their journals.

Further Investigation: Close Analysis of Images #2, #3, & #4 (20-30min.)

1. Teacher will issue each student a laptop from the laptop cart.
2. After powering up, students will input the URL for the PAT.
3. Students will have to closely analyze each of the images completing a PAT for each one.
4. After completing one PAT for each image, the students will email their PAT to the teacher.
5. Before completing the next PAT, students must record any new information relevant to the expedition in their journal.

Final Inferences/Conclusions: Analyze #5 & Predictions (5-15 min.)

1. Students will view Image #5. Teacher will not show the title frame of the film. Students will complete another PAT in table groups and record in journals.
2. Students will share findings from the primary analysis tools and any expedition topics they think they came up with.
3. Students will discuss how close examination of the images aided their investigation.
4. Each table must be prepared to share no more than two possible topics based upon evidence found through investigating the images. Students will be given chart paper and markers to record topics.

Debrief: (5 min.)

1. Revisit learning targets. Did we accomplish the learning targets? How did we do it? How do analyzing primary sources help our investigations/predictions?
2. Teacher will call on random students to answer questions.

