

## Primary Source Curriculum Plan

1. **Title:** People Who Make a Difference
2. **Primary Level** (1<sup>st</sup> and 2<sup>nd</sup> Grade) 6, 7, 8 year olds
3. **Content Area:** Social Studies
4. **Common Core Standards:**
  - *Speaking and Listening* - 1.1 and 2.1 Participate in collaborative conversations with diverse partners about Grade Level topics and texts with peers and adults in small and larger groups, b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges, c. ask questions to clear up any confusion about the topics and texts under discussion.
  - *Reading* – 1.1 Ask and answer questions about key details in a text
    - 2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
    - 1.5 and 2.5 Know and use various text features to locate key facts or information in a text.
    - 1.6 Distinguish between information provided by pictures or other illustrations and information in a text.
    - 1.7 Use the illustrations and details in a text to describe its key ideas.
    - 2.7 Explain how specific images contribute to and clarify a text.
5. **State Standards:** *Social Studies*
  - 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
  - 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.
6. **Concepts/Big Ideas:** *Power and Change*
  - People who make a difference bring about change.
  - Change is necessary for growth.
  - There are many types of power.

## 7. Objectives:

- After observing and reflecting on primary sources on a chosen topic or person, students will identify the person in their sources and generate a list of unanswered questions to research
- After reading and researching with various books and online sources, students will describe the character and contributions of people and how their contributions affected the lives of others.
- Students will create in a collaborative group a representation, to share their learning with their peers, with special attention to the concepts of power and change.
- Students will start to share ideas of how they can make a difference in their own world.

## 8. Background Knowledge:

- Students understand the Habits of a Historian.
- Students have knowledge of different types of primary sources;  
*Original Documents* - diaries, letters, email, tickets, receipts, official records, maps and photographs.  
*Creative Works* - art, plays, music, crafts, poetry and films  
*Relics and Artifacts* - clothing, coins, furniture, jewelry, pottery, buildings, and tools
- Students understand how to use the "Thinking about Primary Sources" analysis tool.
- Students have knowledge of Non-Fiction Text Features (timelines, photographs, captions, maps)

## 9. Materials Needed:

- Sets of primary sources for groups
- Primary source analysis tool
- Magnifying glasses
- Books and computer access for inquiry
- Graphic organizers for inquiry

## 10. Literature Resources:

- See Bibliography

## 11. Learning Experiences:

### Building Background Knowledge

- Read *The Other Side* by Jacqueline Woodson, discussion of segregation.
- Read and discuss books on the work of Martin Luther King Jr.
- Cool Tools lessons on Inclusion/Exclusion, Domino Effect, Choice of Voice, Multiple Perspectives
- Review lessons on the Habits of Historians
- Review lessons on using the Primary Source Analysis Tool

### Primary Source Lessons

- Day 1 - Students analyze in a group 2 to 3 primary sources with magnifying glasses and record their discussions on the analysis tool. The groups will examine one source at a time. The teacher will “whisper in” to the groups facilitating group discussion and deeper questions. After the groups have explored all the sources, we will gather on the rug. Each group will share their sources and discuss what they think it signifies. Hopefully the topic of Jackie Robinson will come up.
- Day 2 – Students will interact with more Jackie Robinson photos and documents. They will all interact with the same sources and begin to take notes on Jackie Robinson’s life. They will use books and other sources to start reconstructing the history Jackie Robinson and how he made a difference in our world. Record questions about this person and answer the following questions:
  - What is this person known for?
  - What caused this person to do what he/she did?
  - How did their actions change our world and does it impact you?
  - What power did they have or gain?
- Day 3 – Students will look at primary sources for the following people; Jackie Robinson, The Wright Brothers, Benjamin Franklin, Abraham Lincoln, Jane Goodall, Rosa Parks, Cesar Chavez. They will form inquiry groups based on interest in the people and sources.

### Inquiry Lessons

- How do we collaborate in a group? Lessons from *Comprehension and Collaboration; Inquiry Circles In Action* by Harvey Daniels .
- Research and take notes with group on their chosen person who made a difference.
- Introduce different graphic organizers to help gather research to answer their questions.

## 12. Assessment

- Formative – Primary Source Analysis Tool, Observations, Student checklists and reflections, Peer/group evaluation
- Summative – Group representation/project rubric

	4 Advanced	3 Proficient	2 Approaching	1 Needs Assistance
Content	All questions are answered in depth. It includes strong details and information.	At least 2 questions are answered in depth. It includes some important details.	At least 2 questions are answered, not much detail.	Less than 2 questions are answered. Information is fuzzy and limited.
Organization	Information is presented clearly and neatly. The representation is easy to follow and understand.	Most of the information is represented clearly and neatly. It is understandable.	Some of the information is represented clearly. The presentation may be difficult to follow.	The representation is difficult to follow or understand.
Presentation Skills	Uses clear articulation and proper volume, has good posture, eye contact and is enthusiastic and confident.	Is easy to hear and understand and has good eye contact, but may lack enthusiasm or confidence.	Some mumbling with little eye contact and energy.	Hard to understand or follow. Is distracted or not confident.
Collaboration Skills	Positively lead and participated with group; in inquiry, organization, execution of ideas.	Participated with group and shared the work and ideas.	Did some work for the group, let others do most of the thinking.	Resisted or did not collaborate.

## Print Related Resources

### **Books on Jackie Robinson**

Adler, David A. – *Jackie Robinson, He Was the First*  
Patrick, Denise Lewis– *Jackie Robinson, Strong Inside and Out*  
(Time for Kids Biographies)  
Gutelle, Andrew – *Baseball's Best; Five True Stories*  
McPherson, Stephanie Sammartino – *Jackie Robinson*  
(History Maker Bios)  
Roop, Connie and Peter – *Tales of Famous Americans*  
Burleigh, Robert – *Stealing Home, Jackie Robinson: Against the Odds*

### **Picture Books to Support Concepts**

\*\*\*Mentor Text\*\*\*

Woodson, Jacqueline – *The Other Side*

Henkes, Kevin – *Crysanthemum*  
Lovell, Patty – *Stand Tall Molly Lou Melon*  
Say, Allen – *Grandfather's Journey*  
Garland, Sherry – *The Lotus Seed*  
Fox, Mem – *Wilfrid Gordon McDonald Partridge*  
Fox, Mem – *Whoever You Are*  
Rylant, Cynthia – *When I Was Young in the Mountains*  
Bunting, Eve – *Smokey Nights*  
Howe, James – *Horace and Morris but Mostly Dolores*  
Hoffman, Mary – *Amazing Grace*  
Cherry, Lynne – *A River Ran Wild*  
Edelman, Marian Wright – *I Can Make a Difference;*  
*A Treasury to Inspire Our Children*

### **Heroes (National, Civil Rights, Governmental)**

Golenbock, Peter – *Teammates*  
Adler, David – *Picture Book of Harriet Tubman*  
Adler, David – *Picture Book of Martin Luther King, Jr. / Libro Ilustrado Sobre Martin Luther King, Hijo*  
Lawrence, Jacob – *Harriet and the Promised Land*  
Marzollo, Jean – *Happy Birthday, Martin Luther King / Feliz Cumpleaños, Martin Luther King*  
Rappaport, Doreen – *Martin's Big Words:*  
Ringgold, Faith – *My Dream of Martin Luther King Jr.*  
*The Life of Dr. Martin Luther King, Jr.*  
Rockwell, Anne F. – *Only Passing Through: The Story of Sojourner Truth*  
Weatherford, Carole Boston – *Moses: When Harriet Tubman Led Her People to Freedom*  
Krull, Kathleen – *Harvesting Hope: The Story of Cesar Chavez / Cosechando Esperanza: La Historia de César Chávez*  
Weinberger, Kimberly – *Let's Read About George Washington*

Brenner, Martha – *Abe Lincoln's Hat*  
Black, Sonia – *Let's Read About Abraham Lincoln*  
Quiri, Patricia – *The Presidency, A True Book*  
Waber, Bernard – *Just Like Abraham Lincoln*  
Moore, Johnny Ray – *Meet Martin Luther King Jr.*  
Bridges, Ruby & Maccarone, Grace – *Let's Read About Ruby Bridges*  
Kamma, Anne – *If You Lived When There Was Slavery in America*  
Levine, Ellen – *If You Traveled on the Underground Railroad*  
Bedik, Shelley – *Our President: Bill Clinton*  
Edwards, Roberta – *Barack Obama, United States President*  
Grimes, Nikki – *Barack Obama: Son of Promise, Child of Hope*  
Krementz, Jill – *A Visit to Washington D.C.*  
Ryan, Pam Munoz – *When Marian Sang*  
Giovanni, Nikki – *Rosa*

### **Community Helpers/Heroes**

Adler, David – *Picture Book of Helen Keller*  
Adler, David – *Picture Book of Anne Frank*  
Lundell, Margo – *A Girl Named Helen Keller*  
MacLeod, Elizabeth – *Helen Keller; A Determined Life*  
Adler, David A. – *The Babe and I*  
Nelson, Pam (Ed.) – *Cool Women; the Thinking Girl's Guide to the Hippest Women In History*  
O'Neal, Deborah – *The Trouble with Henry; A Tale of Walden Pond*  
Kellogg, Steven – *Johnny Appleseed*  
McDonough, Yona Zeldis – *Anne Frank*  
Grimes, Nikki – *Talkin' About Bessie; The Story of Aviator Elizabeth Coleman*  
Adler, David A. – *America's Champion Swimmer; Gertrude Ederle*  
Krull, Kathleen -- *Wilma Unlimited / Wilma sin Límites*  
Locker, Thomas – *Rachel Carson: Preserving a Sense of Wonder*  
Winter, Jeanette – *The Librarian of Basra*

### **Ancestors**

Waters, Kate – *On The Mayflower; Voyage of the Ship's Apprentice and a Passenger Girl*

### **Inventors/Scientists**

Brown, Don – *Odd Boy Out: Young Albert Einstein*  
Roop, Peter and Connie – *Go Fly a Kite, Ben Franklin!*  
Roop, Peter and Connie – *Let's Fly, Wilbur and Orville!*  
Nemes, Claire – *Young Thomas Edison*  
Woods, Andrew – *Young Orville and Wilbur Wright*  
Wood, Richard – *Great Inventions*  
St. George, Judith – *So You Want to be An Inventor*  
Reid, Struan – *The Usborne Book of Inventors; From DaVinci to Biro*

Barretta, Gene – *Now and Ben; The Modern Inventions of Benjamin Franklin*  
Ingram, Scott – *Frank Lloyd Wright*  
Schanzer, Rosalyn – *How Ben Franklin Stole the Lightning*

### **Authors/Artists**

Winter, Jonah -- *Diego*  
Winter, Jonah – *Frida* (Also available in Spanish)  
Raschka, Chris – *Charlie Parker Played Be Bop*  
Pinkney, Andrea – *Duke Ellington*  
Chambers, Veronica – *Celia Cruz, Queen of Salsa*  
Claybourne, Anna – *The Usborne World of Shakespeare*  
Fritz, Jean – *Leonardo's Horse*  
Bryd, Robert – *Leonardo, Beautiful Dreamer*  
Adams, Ansel – *Born Free and Equal, The Story of Loyal Japanese Americans*  
Prestel Series:  
    *Leonardo da Vinci; Dreams, Schemes and Flying Machines*  
    *One Day in Japan with Hokusai*  
    *Gustav Klimt; Silver, Gold and Precious Stones*  
    *Frida Kahlo; The Artist in the Blue House*  
    *Keith Haring; I Wish I Didn't Have to Sleep*  
    *Now You See It, Now You Don't: Rene Magritte*  
    *Claude Monet; The Magician of Color*  
    *A Day with Picasso*  
    *Edward Hopper; Summer on the Seashore*  
Bryant, Jen – *Georgia's Bones*  
Le Tord, Bijon – *A Bird or Two; A Story about Henri Matisse*  
Warhola, James – *Uncle Andy's*  
Mayhew, James – *Katie's Sunday Afternoon*  
Mayhew, James – *Katie and the Mona Lisa*

### **Resources and Environment To Support Learning**

#### **Almanacs**

Fact Monster  
Information Please Almanac

#### **Atlases & Country Data**

World Fact Book CIA

#### **Copyright Friendly Images**

Pics4Learning  
Flickr (Be sure to use the advanced search with the Creative Commons limit)  
morgueFile

#### **Dictionaries**

American Sign Language Browser

The Internet Picture Dictionary  
Merriam Webster Collegiate Dictionary & Thesaurus  
RhymeZone Rhyming Dictionary

### **Encyclopedias**

Britannica online (Accessible from UCLA campus & Bruin Online only)  
Grolier  
World Book

### **Newspapers & Magazines**

National Geographic Kids  
Ranger Rick  
Sports Illustrated for Kids  
Stone Soup  
Time for Kids  
LA Times  
USA Today  
CNN Interactive

### **Research & Homework Help**

American Memory  
Great Web Sites for Kids  
UCLA Reference Collection Online  
Official U.S. State Websites  
History Channel  
Discovery Channel  
NoodleTools  
BrainPOP

### **Information Literacy Worksheets**

Checklist for collecting sources & information (pdf)  
Comprehensive source evaluation checklist (pdf)  
Keywords & Synonyms (pdf)