Lesson Plan 2

**Subject:** Social Studies

**Grade:** 11

**Group Size:** Whole Class

**State Standard:** SS.912.A.1.7: [Use research and inquiry skills to analyze American history using primary and secondary sources.](http://www.floridastandards.org/Standards/PublicPreviewIdea835.aspx)

**Learning Objective:** The student will describe sociocultural aspects of American life while citing at least 3 primary and 1 secondary sources.

**Procedure for Instruction**:

**Last Night’s Homework**

* Talk to your parents about their lives growing up. Does your life today differ from the life of your parents or grandparents had at your age? Write a half page on this.

**1. Direct Instruction**

1. Instruct students on what a primary source is: an original document, creative material, or artifact from the period being studied.
2. Instruct students on what a secondary source is: someone’s analysis of a primary source. For example: a research article, textbook, or encyclopedia.
3. Use search databases provided by school library to look up information about a current event.
   1. Find example of primary and secondary source for the students

Pass out laptops to class. Every student has their own.

**2. Whole Group Participatory Activity**

1. Select a topic for class to research.
2. Together, teacher and students use various search tools (library resources, [EBSCO](http://www.ebscohost.com/), scholar.google.com). EBSCO will be covered briefly to show them what sources look like in advanced research, however they are not expected to become fluent using these databases.
3. Whole group comes up with resources for chosen topic.

**3. Assign Students Individually to Various Time Periods**

* This allows for the teacher to get a diverse look at the time periods in American history. Students may not get the time period that most interests them, but they have choices in how they present their findings.

**4. In-Class Assignment**

1. Students use their assigned time period to investigate various sociocultural aspects of American life during that time. Topics investigated include but are not limited to arts, leisure, education, and literature.
2. The laptops contain a portal through which students can interact with pre-picked primary resources. These resources are broken up by period and by type. For example, there are text, video, audio, and game/simulation resources for each time period. Students have the choice to explore their time period through these different resources depending on their interest and knowledge of their learning styles
3. By giving students the choice for how they explore their topic, they can be motivated to keep looking into the various aspects of life in that period.
4. Upon completing exploration through portal, students will look up sources to further their knowledge on their assigned topic

**Assessment**

* The student has the option to complete one of a few activities to illustrate the same objective: describe the sociocultural lifestyle of American life in (insert period)
  + Paper
  + Prezi presentation
  + Animoto animation
  + Glogster posters
* Students are not expected to complete the product for this assessment in class. The completed version is due at the beginning of class in 6 school days. When exiting class, students will turn in an outline or rough draft of this assignment.