

Are You a Historian?

8th grade

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OBJECTIVES:

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C. Integration of Knowledge and Ideas

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills. A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

BACKGROUND:

1. Knowledge of primary and secondary sources.
2. Knowledge of the way Native Americans lived in New England prior to settlers.
3. Knowledge of John Winthrop settling the area.
4. Knowledge of the way a wealthy colonial family would have lived in New England.
5. Knowledge of how a slave family that might have a separate living area would have lived.
6. Knowledge of how Washington and his troops might have lived traveling and setting up headquarters.
7. Knowledge of what is correct for writing complete statements supported by cited documents.

PRESENTATION LESSON ONE:

- A. What is a historian? Take definitions from the room and write for all at the front of the room.

B. Webster says? Write the definition that the dictionary says for a historian.

C. Reflect, review and guide discussion to lead students to see that an archaeologist finds the artifacts, researchers find the documents, catalogers keep track of information found, collect oral information and analyze to create an educated guess to fill in the spaces between what is written or drawn during that time about that time. Therefore, if they write about something that is taking place right now or remember yesterday's events they are historians, but they can even analyze long ago and be a historian. It is everyone's job to learn of and preserve the past, to understand and participate in the present, to be able to build and shape a better tomorrow. *** (prepare worksheets according to grade level)

D. Discuss the worksheet and assign the reading of information about five different types of people that lived or stayed on the Ten Hills/Royall family land. (Natives, puritans, wealthy colonials, slaves, militia)

PRESENTATION LESSON TWO:

A. Break into assigned groups. Designate a recorder of information, a legal representative that monitors if instructions are being followed, a preservationist to clean items found, and a sketcher to draw what has been discovered. Also designate a leader for each group and ask each student to sign their name by their duty.

B. The preservationist should get the box. Use a clear plastic box with 5 to 6 items placed in sand (this can be in hardened wet dirt if you have the time for students to excavate and don't need to set up rapidly for following classes.) The box should have a symbol for north on it and the legal representative should make sure it is placed north on the table to help in listing where the item is found. The sketcher should pick up all the tools: toothbrush, paint brush, spoon. The recorder should get worksheet. The leader should get the directions sheet.

C. The leader should insure that everyone has the opportunity to dig. As the artifacts are found, listed, described, sketched and observed students begin to make assumptions as to which group might have used these items.

D. After twenty minutes the items are returned and covered and the box is returned to the main table for the next class. Students complete their group work and begin the assignment due when they return tomorrow.

ASSIGNMENT: Students will each write a half to one page describing their discoveries and which group they believe the artifacts belong to. They must cite reference to a primary or a secondary source, textbook, or internet site. This information can be listed on the back of the page. Students will have a table with the information from previous days available all three days.

PRESENTATION LESSON THREE:

A. Students will have 10 minutes to complete citations, if needed, or read the next assignment to begin the hour. Assignments will be taken up. Students return to their groups and each leader will present their findings by calling on people in the group to show the drawings and describe what was excavated to the

class and then speculate on who would have used the items. After all have presented then the reveal will be made to students.

EXTENSIONS:

- A. Cross curriculum with literature teacher for reading various books that depict this time period.
- B. Cross curriculum with science teacher for discussion on excavation and carbon dating.
- C. Cross curriculum with art teacher to make various pottery items, or a paper quilt using drawings of items.
- D. Cross curriculum with literature teacher to do independent research and writing.
- E. Cross curriculum with art teacher to make game the Africans played.
- F. Cross curriculum with math teacher for a timeline showing the amount of years between the occupants.