



Lesson Plan Template

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Title of Activity	<i>Teaching with Primary Sources – 7th Grade</i> <i>Jackie Robinson, Baseball & Civil Rights</i>
Essential Question	<i>What is the difference between primary and secondary sources?</i>
Audience	<i>7th Grade</i>
Time Required	<i>1-90 minute period for this lesson</i>
Goal	To be able to identify the differences between primary and secondary sources.
Objectives	Students will demonstrate the ability to examine and evaluate the differences between primary and secondary source documents from the Library of Congress resources and books in our school library.
Standards	<p>AASL Standards:</p> <ol style="list-style-type: none"> 1. The student who is information literate accesses information efficiently and effectively. 2. The student who is information literate evaluates information critically and completely. 5. The student who is information literate appreciates and enjoys literature and other creative expression. <p>SC Standards:</p> <p>Inquiry Based Literacy Standards, Grade 7:</p> <ol style="list-style-type: none"> 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding. 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives. 3.2 Examine historical, social, cultural, or political context to broaden inquiry. 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.

4.3 Reflect on findings and pose appropriate questions for further inquiry.

5.2 Employ past and present learning in order to monitor and guide inquiry.

Reading-Literary Text, Grade 7:

7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.

13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.

13.2 Read independently for sustained periods of time to build stamina.

13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

Reading-Information Text, Grade 7:

4.1 Read grade-level text with purpose and understanding.

5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

12.1 Engage in whole and small group reading with purpose and understanding.

12.2 Read independently for sustained periods of time.

12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.

Social Studies, Grade 7: Civil Rights / Individual Rights

7-6 Demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

**The SC Social Studies Standards for 7th grade do not specifically address the Civil Rights Movement. However, teachers cover that period in history when they teach about Nelson Mandela and collapse of the apartheid system in South Africa.

Profile of a South Carolina Graduate:

- Perseverance
- Communication, information, media and technology
- Knowing how to learn

	<ul style="list-style-type: none"> • Integrity
Digital and Other Resources	<p>Primary sources:</p> <ul style="list-style-type: none"> • <i>Jackie Robinson’s First Year in Major League Baseball</i> https://www.loc.gov/exhibits/civil-rights-act/multimedia/jackie-robinson.html • <i>Jackie Robinson Breaking the “Color Line”</i> http://www.loc.gov/exhibits/civil-rights-act/world-war-ii-and-post-war.html#obj063 – • <i>First page of LOOK magazine titled “Baseball’s First Negro: The Dodgers sign Jackie Robinson”</i> http://www.loc.gov/pictures/resource/ppmsc.00041/ • <i>Did You See Jackie Robinson Hit That Ball?</i> https://www.loc.gov/collections/jackie-robinson-baseball/articles-and-essays/baseball-the-color-line-and-jackie-robinson/did-you-see-jackie-robinson-hit-that-ball/ <p>Other resources:</p> <ul style="list-style-type: none"> • <i>Ken Burns’ Jackie Robinson (clip from PBS) (2016)</i> http://www.pbs.org/kenburns/jackie-robinson/ • <i>The Hero Two Doors Down</i> by Sharon Robinson • <i>We Are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson • <i>Biographies about Jackie Robinson</i> • <i>Who Was Jackie Robinson?</i> by Gail Herman • Library of Congress Analysis Tool
Classroom Materials	<i>Computers, Documents, Novels, Picture Books, Paper & Pencil</i>
Procedure	<ol style="list-style-type: none"> 1. <i>Introduce the concept of Civil Rights in Baseball with a read aloud from the book, We Are the Ship.</i> 2. <i>Brainstorm the concept of primary sources.</i> 3. <i>Using the Library of Congress Analysis Tool, students will examine various primary sources in small groups.</i> 4. <i>Each group will share their findings of the primary sources to the whole class.</i> 5. <i>Discuss the differences between primary and secondary documents.</i> 6. <i>Introduce the book, The Hero Two Doors Down and have students identify why it is a secondary source. Begin reading.</i>
Assessment / Reflection	<i>Complete an exit slip identifying the differences between primary and secondary sources.</i>