

## Inquiry-Based Primary Source Lesson Template

Curriculum Context – <i>What is the content/topic for the lesson?</i>		
Content Grade Expectations(s)   <a href="#">History &amp; Social Sciences</a>		
Common Core State Standards   <a href="#">Common Core Standards</a>   <i>Include at least one writing standard, one reading standard, one speaking and listening standard that will be taught and assessed.</i>		
Writing Standard(s)	Reading Standard(s)	Listening Standard(s)
Historical Thinking Skills:   <a href="#">Standards in Historical Thinking</a>		
Enduring Understanding: <i>What's the big idea?</i>		
Focusing Questions:		
Assessment Evidence		
Formative Assessment Practices: <i>Assessments that use evidence of learning to adapt instruction in real time to meet students' immediate learning needs.</i>	Summative Assessment/ Performance Task (e.g., presentation, paper, video, blog):	
Texts/Resources		
Informational Text that provides the background knowledge/historical context:	Primary Sources	

Vocabulary	
<i>What academic vocabulary is essential for this lesson?</i>	<i>What vocabulary is needed for a close-read of the texts?</i>
Instructional Process	
<p><i>How will reading, writing, speaking and listening, and language be incorporated throughout the lesson?</i></p> <p><i>How will the students use historical thinking skills in the lesson?</i></p> <p><i>How will the informational text and primary sources be investigated?</i></p> <p><i>Questions to consider as you develop an instructional plan:</i></p> <ul style="list-style-type: none"> <li>• <b>Connect:</b> <i>How will learners be engaged in the content and skills? What process for a close-read of the informational text will allow students to gain the background knowledge they need to ask good questions of the primary sources?</i></li> <li>• <b>Wonder:</b> <i>How will students develop higher-order questions to ask of the primary sources?</i></li> <li>• <b>Investigate:</b> <i>What process will students use to closely read and investigate the primary sources? If students are to find their own primary sources, where will they find them?</i></li> <li>• <b>Construct:</b> <i>When and how will students work together as they investigate and draw conclusions? How will I support students to organize and synthesize information to answer the research question?</i></li> <li>• <b>Express:</b> <i>How will students express new ideas and share learning with others? What technology might they use?</i></li> <li>• <b>Reflect:</b> <i>How will I help the students reflect on the significance of the information?</i></li> <li>• <b>Connect:</b> <i>How will new understandings and questions connect to the next lesson?</i></li> </ul>	
Grade:	
Course:	

Author:
Contact Information: