

<p>Exploring Tenements through Primary Sources Essential Understanding(s): Students will know and be able to draw conclusions based on explicit and implied information. Essential Question(s): How can we draw conclusions from explicit and implied information? Final Product: A brief presentation on a primary source including observations, inferences, and analysis</p>		<p>Approx dates: 11/24-26</p>	<p>Grade: 8</p>
<p>Rationale: This project will give students an opportunity to investigate authentic materials and develop their own conclusions about a time and place in history. They will utilize important skills (examining primary sources, using evidence to draw conclusions) that are important for high school, college, and beyond.</p>			
<p>Common Core Standards <u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources. <u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		<p>IFC Skills 8.6: Draws conclusions based on explicit and implied information 2.5: Compares new ideas to what was known at the beginning of the inquiry</p>	
<p>Key Lessons: <i>Includes specific grammar and punctuation study.</i> Lesson Plans Attached Observe vs. Infer (SS Classroom) Analyze (draw conclusions) Presentations (eye contact, voice, etc) and 2.5 (prior knowledge/new understandings)</p>			
<p>Vocabulary to model, embed in conversation, encourage and notice: Observe Infer Analyze Primary Source</p>		<p>Resources: Jacob Riis pictures from the City Museum of New York: http://collections.mcny.org/Explore/Highlights/Jacob%20A.%20Riis/ Assessment 8.6 Assessment 2.5</p>	
<p>Pre- and Post-Assessment/Final Product: Pre-Assessment: Students will complete assessment 8.6 on a photograph before the unit begins. Formative Assessments: 8.6; 2.5 Final Product: <u>Brief</u> presentation on a photograph to the class (3 most important observations and inferences, and then an analysis)</p>			
<p>Evaluation: <i>What worked well, changes to make, what resources were helpful?</i> The time constraints worked very well in getting students to focus and complete their work on time. This unit can be repeated with added rigor and more detailed analysis.</p>		<p>Differentiation strategies: Students work in pairs; Materials are accessible to all students</p>	
<p>Extensions/Follow-up: Primary sources can be used throughout the school year. Students who excel at this can research Jacob Riis for additional points on the assignment.</p>			