

<b>Exploring Tenements through Primary Sources</b> <b>Essential Understanding(s):</b> Students will know and be able to draw conclusions based on explicit and implied information. <b>Essential Question(s):</b> How can we draw conclusions from explicit and implied information? <b>Final Product:</b> A brief presentation on a primary source including observations, inferences, and analysis		<b>Approx dates:</b> 11/24-26	<b>Grade:</b> 8
<b>Rationale:</b> 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.			
<b>Common Core Standards</b> <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.		<b>IFC Skills</b> 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	
<b>Key Lessons:</b> <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)			
<b>Vocabulary</b> to model, embed in conversation, encourage and notice: Observe Infer Analyze Primary Source		<b>Resources:</b> Jacob Riis pictures from the City Museum of New York: <a href="http://collections.mcny.org/Explore/Highlights/Jacob%20A.%20Riis/">http://collections.mcny.org/Explore/Highlights/Jacob%20A.%20Riis/</a> Assessment 8.6 Assessment 2.5	
<b>Pre- and Post-Assessment/Final Product:</b> 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)			
<b>Evaluation:</b> <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.		<b>Differentiation strategies:</b> Students work in pairs; Materials are accessible to all students	
<b>Extensions/Follow-up:</b> Primary sources can be used throughout the school year. Students who excel at this can research Jacob Riis for additional points on the assignment.			