



# Studies Weekly<sup>®</sup>

## America's New Textbook

### **“Bring History to Life” Lesson Plan Suggestions World History**

Welcome to a new school year! Studies Weekly has created an illustrated preview of American/World history in video format that is less than two minutes long. The video is titled “Bring History to Life” and may be found at <http://bit.ly/1RQSGyJ> or on the Studies Weekly YouTube channel.

#### **Why History?**

#### **Materials Needed**

- chart paper
- marker(s)

Divide students into groups of two or more. One at a time, pose the following questions to the groups. Allow students to discuss the question for about three minutes or enough time for each student in the group to share their thoughts. After the time expires, bring the class back to whole group and ask each group what their thoughts are. Then, move onto the next question.

- **What is history?** (Accept reasonable answers based on the grade level you teach. Third grade students may say, “History is something that happened” whereas sixth grade students may say, “History is the study of an account of the past.”) LOW/2
- **Why do we need to study history?** (Accept reasonable answers based on the grade level you teach. Third grade students may say, “We need to study history to help us learn how to be a good citizen” whereas sixth grade students may say, “We need to study history to learn valuable lessons from the past, to understand how our local community, state, country and world came to be and to inspire us.”) MODERATE/4
- **How do we study history?** (Accept reasonable answers based on the grade level you teach. Third grade students may say, “We study history by reading about it and looking at pictures” whereas sixth grade students may say, “We study history by analyzing primary sources, analyzing secondary sources, asking questions and reflecting.”) MODERATE/4
- **How are we a part of history?** (Accept reasonable answers based on the grade level you teach. Third grade students may say, “We are part of history because we are living in a time that will be the past” whereas sixth grade students may say, “We are part of history because our actions as humans on Earth influence what happens each day.”) MODERATE/4

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## Primary vs. Secondary Sources

Briefly review what a primary source is (material directly related to history by time or personal experience) and what a secondary source is (material created based on interpretations of primary sources and other secondary sources). Give some examples from below, and ask your students to identify if an artifact is a primary source or a secondary source and how they know.

### Primary Sources

- a letter written to your parents
- your friend's diary/journal
- the teacher's data on grades
- an original map
- a photograph taken by a person
- the U.S. Constitution
- a book written at the time of the event
- an email sent to a relative
- an autobiography
- a witness of an accident
- a documentary film
- a sound recording

### Secondary Sources

- a dictionary
- a biography about a person
- an encyclopedia
- a timeline created by a historian
- text in Studies Weekly
- an interpretation of something
- an essay about a topic
- a book about a topic from the past

## Historically Thinking

### Materials Needed

- projector or a way to view an online video and pause it
- copies of the 'Analyzing "Bring History to Life"' blackline master
- color copies of "Bring History to Life" stills featured at the end of this lesson plan or the ability to have students independently practice using an electronic device

After discussing the difference between primary and secondary sources, inform students that they are going to watch a video that features secondary source illustrations. Play the video "Bring History to Life" for your students. Then, ask the students what the video was about. They may offer suggestions such as "history" or "social studies," etc. Ask your students to watch the video one more time and play it again. After watching the video for the second time, introduce the 'Analyzing "Bring History to Life"' blackline master using the gradual release model (modeled instruction, shared instruction, guided practice).

Pass out a copy of the blackline master to each of your students and display the first frame of the video on the projector screen/wall/interactive whiteboard. Have a student read the directions aloud from the blackline master. Model the activity process with your students by showing them how to select and circle the illustrated scene you are analyzing. For demonstration purposes, circle the first scene. Below the scene boxes, begin with the **Observe** box. Have a student read the description aloud and then model a think aloud for your students to understand what you're thinking. Then, do the same type of modeling for the **Know** and **Wonder** boxes. Modeling your metacognition process will help students understand the activity. An answer key for the first scene has been provided.

After modeling the activity, have each student choose a scene to analyze as an independent activity. Be sure your class is participating in the thought process and generating ideas of what to write for their scene.

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There are several possibilities as to how the students can view the stills. If you have classroom computers or tablets, the students could use those. Or, if you only have a few devices, allow students to rotate and take turns. If you do not have access to computers or tablets, you may consider printing out only a few copies of the stills in color and have students share and take turns. Based on your students and their grade level, you may wish to have your students work in groups using our Studies Weekly Cooperative Job Cards (found on the “Resources” tab of your online account) or you may wish to have your students work in pairs or independently. You may also wish to host a small group with your students who would benefit from further teacher support. In addition, decide how many stills you would like to assign based on if you would like for this activity to consume one or more class periods.

After students have analyzed a scene independently, complete the lesson by discussing how the activity gives us an idea of how historians think. Historians take in all observations that they can and use their knowledge to arrive at conclusions based on evidence; it’s similar to being an investigator.

### **Follow-Up Activity**

#### **Materials Needed**

- completed ‘Analyzing “Bring History to Life”’ blackline masters

If/when you cover one of the time periods displayed in the video, review the lesson taught at the beginning of the school year where most students probably did not know all of the people, objects, types of architecture, locations, time and reasoning behind the event.

This follow-up activity may also serve as a summative assessment when you teach of the time periods displayed in the video.

### **Answer Key for Example:**

#### **Observe**

I see a rowboat with what appears to be three men. The men are wearing different headwear and are dressed in old clothing. There are what appear to be four men, also dressed in old clothing, walking from the water onto land. Two of the men are carrying long sticks with a sharp object on the top. Another two men are carrying a different flag, each. One flag is divided into four squares. Two diagonal squares are red with a black, puzzle-like piece in the center. The other two diagonal squares are yellow with a black, puzzle-like piece. The other flag is white with a blue cross-like symbol. The land looks to have hills and trees or bushes. The setting looks to be an island or just the edge of land and at the time of a sunrise or sunset.

#### **Know**

I do not know who these men are or where they may be. Based on the men’s clothing, it looks like the illustration is of something that happened in history a long time ago.

#### **Wonder**

When in history did this take place? Where did the men come from? What body of water are they in? Where are they going? What do the two flags represent? Does the different colored headwear mean something? What are the long sticks/poles with a sharp object on the end? Could these men be explorers from another country?















