

Lesson 1—Introduction & Student Inquiry

Purpose:

The purpose of this initial lesson is to initiate an authentic learning experience that introduces students to the primary resources used in the learning segment.

Context:

This is the first lesson in the learning segment.

Objectives:

- be able to identify valuable questions used in evaluating and understanding primary sources
- be able to draw conclusions about a collection of related materials

Materials:

- 4-5 manuscripts of school songs. Scores should be carefully selected for student readability.
- 4-5 published copies of the manuscripts for diverse learners and for comparison.
- Archival gloves or document protectors
- Magnifying Glasses
- Solving the Mystery Worksheet¹
- Pencils
- Storage for water bottles, food, etc.
- White board and markers or document camera

Classroom Set-Up:

Set up the classroom so that there are four to five stations spread evenly around the room. Have a small table or desk at each station for which the document can sit and students can write. All instruments and/or media equipment should be safely stored so that students can move freely about the room.

Activities:

- Introduction and procedure
- Stations around the room in which students make observations about primary documents.
- Class discussion about the stations
- Think, pair, share
- Closure

¹ See Supplemental Material Pg. 1

Procedure:

1. Follow standardized procedure for entering the classroom. Students should enter the classroom and sit quietly in their seats until the teacher begins.
2. If archivist is present, introduce this person and provide explanation for visit.
3. Tell students that we are going to pretend to be detectives. Depending on the age group, it may be appropriate to clarify this term or instruct using alternative vocabulary.
4. Inform students of rules and procedures for the lesson's activity:
 - a. Storing food and drink in provided bins—explain that the documents we are looking at are very fragile.
 - b. Always wear gloves when touching the documents.
 - c. No running, pushing, or other forms of “horse-play” with peers.
 - d. General rules of the classroom still apply
 - e. The students’ job is to find out what these documents are by learning as much as they can about them. Students will be split up into groups and will go around to each station to examine the documents. Students will need to talk with their classmates and fill out the mystery worksheet. The teacher will track the time so that each group gets an equal amount of time at each station. Listen for the teacher to tell you to move to the next station before you move. Always rotate to the next highest number station or return back to #1 after completing the highest number station. After the final station, students will come back to their assigned seats and wait for teacher instruction. Finally, students should raise their hands if they need help or have questions.
5. Split students into groups of four or five students.
6. Pass out the materials to students: gloves, magnifying glasses, the Solving the Mystery worksheet, and a pencil. (See pg. 1 of Supplemental Materials for the worksheet).
7. Assign students to begin their detective work at a specific station and instruct students to begin.
8. Set and begin timer for five minutes. Observe student inquiry and adjust the time as needed. Once the time for the first station has ended, instruct students to switch to the next station. Repeat this until every student has been at every station.
9. Bring students back to their assigned spots and collect gloves and magnifying glasses. Allow students to keep their pencils and Mystery worksheets for discussion.
10. Facilitate a classroom discussion based on the sections of their mystery worksheet, allowing for others to benefit from peer discovery. Write on the board on under the document camera student responses to the following questions:
 - a. What do you know about the documents? What did you notice? What did you see, feel, or smell?
 - b. What did you notice about the words or the musical notes on the document? What did they say? Could you read them? Are there any words that you didn’t know?
 - c. Do these documents have anything in common? How are they the same and how are they different?

- d. What questions do you have about these documents? What do you want to know or find more about?
 - e. After knowing what each document has in common, make an educated guess about what these documents are. What is their purpose?
 - f. After allowing students to make inferences, tell students what the documents are and why they were used in today's lesson.
11. As a class, define school songs or fight songs.
 - a. Split class into small groups for discussion. Alternate group members so that students discuss with other classmates.
 - b. Think, pair, share in small groups.
 - i. What do you know about school songs?
 - ii. Where do you hear them, or where have you heard them?
 - iii. What do they sound like? What do they say?
 - c. Create a list of student responses on the board or document camera.
 12. Preface the class about consequent lessons in the learning segment.
 13. Exit ticket (see below)
 14. Following the lesson, capture images or keep record of class discussions and student work.

Exit Ticket (Closing)

On the back of the Solving the Mystery worksheet, have students write two sentences that talk about what they learned in the first lesson. The students must use complete sentences. Students will turn in their worksheet and pencils as they leave the classroom.

Assessment:

Students will be assessed informally throughout the lesson. The teacher will observe student interaction and address students who appear to have questions or are struggling to grasp the concepts. Students will also be assessed throughout the whole class discussion. The teacher will look for every student to illicit at least one response. Finally, students will be assessed for understanding via the content of their worksheets and their exit tickets.