

HISTORY DETECTIVE

| Grade level | Duration | Subject Area |
|-------------|------------|--------------------------------------|
| 4-5 | 50 minutes | English Language Arts/Social Studies |

| Teaching Strategies | Materials/Equipment: | Vocabulary |
|-------------------------|---|--|
| Whole group instruction | PowerPoint presentation | Artifact: (<i>n</i>) an object made by a human, typically of cultural or historical significance. |
| Analysis of artifacts | Life saver or similar candy including sugar-free (optional) | |
| | History Detective worksheets | |



Learning Objective (address anchor standards):

(LAFS.K12.SL.2.4) I can present information and evidence so listeners can follow along and my style is appropriate to the task and audience.

(LAFS.4.SL.1.1/LAFS.5.SL.1.1) I can engage in collaborative discussions, build on others’ ideas, and elaborate on my own.

(LAFS.5.RI.3.7) I can draw on information from multiple sources and find answers/solve problems quickly and efficiently.

(SS.5.A.1.1) I can use primary and secondary sources to understand history.

Higher-Order Thinking Questions:

1. How do we tell the story of those who came before us?
2. What is the difference between the past and history?
3. Using your senses, how does the candy feel, smell, look, sound, and taste?
4. How can we use primary source artifacts to learn about history?
5. Why is the perfume bottle significant?
6. How can you use your knowledge as a history detective to help you learn more about the past?

Differentiation Strategies:

For ESOL students, higher-order thinking questions may be written on the board in both English and their native language.

Struggling students may verbally tell their teachers about their observations instead of using written responses.



Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum.
2. Begin with the PowerPoint presentation and ask students both higher-order thinking questions.
3. Explain to students that we will practice observing artifacts with something simple and familiar.

Higher-Order Thinking Question:

1. How do we tell the story of those who came before us?
2. What is the difference between the past and history?

Differentiation Strategies:

For ESOL students, higher-order thinking questions may be written on the board in both English and their native language.




Instruction:

1. Each student will be given a life saver candy. Teacher will give explicit instruction that students are not to eat the life savers, but rather observe them.
2. Using Part I of their worksheets as a guide, students will address the higher-order thinking questions and write their answers on the worksheets. This will allow students to practice observing artifacts before they observe real artifacts.
3. Last, the teacher will instruct students to taste the candy and write their findings on the worksheet..

Higher-Order Thinking Question:

1. Using your senses, how does the candy feel, smell, look, sound, and taste?

Differentiation Strategies: Struggling students may verbally tell their teachers about their observations instead of using written responses.



Guided-Practice:

1. Now, students will observe the primary source artifact. This artifact is a perfume bottle from Paris during World War II. Students will be asked to analyze it to determine where it may have come from and how it may be significant. Teacher will use special gloves to hold the artifact and carry it around to students.
2. Next, the teacher will finish the PowerPoint and share the story of the perfume bottle with the class. They will learn the bottle's origins and significance.

Higher-Order Thinking Question:

1. How can we use primary source artifacts to learn about history?
2. Why is the perfume bottle significant?

Differentiation Strategies: N/A

Closure/Review:

Teacher will close by asking students how they can use their knowledge as a history detective to help them learn more about the past.

Review Question:

How can you use your knowledge as a history detective to help you learn more about the past?

Florida Standards (ELA): LAFS.K12.L.3.4, LAFS.K12.R.3.7, LAFS.K12.SL.1.1, LAFS.K12.SL.2.4, LAFS.K12.SL.2.5, LAFS.4.RI.2.6, LAFS.4.SL.1.1, LAFS.4.SL.1.3, LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RL.2.6, LAFS.5.SL.1.1, LAFS.5.SL.1.3

Anchor Standards (ELA): LAFS.K12.SL.2.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Florida Standards (SS): SS.5.A.1.1

Anchor Standards (SS): SS.5.A.1.1: Use primary and secondary sources to understand history.