

STEPS IN THE LESSON	TEACHER REFLECTION
<p data-bbox="186 296 768 359"><u>Lesson 3: Great Thinkers-How Enlightening!</u> (2-3 hours)</p> <p data-bbox="186 411 597 548">Parallels Targeted: The Core Curriculum The Curriculum of Practice The Curriculum of Connections</p> <p data-bbox="186 596 792 1283">Description: In this lesson, students will use the Curriculum of Practice Parallel as they follow they think like a historian and follow the guidelines of the discipline to investigate how a person’s worldview is shaped by researching Enlightenment and other period thinkers who influenced Jeffersonian ideals. Using their research guide and their <i>Thinking Like a Historian</i> chart, students will plan their research strategy and questions. Students will choose how they will present their information to the class in a 3-5 minute presentation and respond to questions. Some ideas for formats include a newspaper article, dramatization, power point or prezi presentation, an infomercial, a rap, debate, role-play, etc. Students will be assessed on their research and presentations.</p> <p data-bbox="186 1331 760 1398">Content (Including Standards & Objectives) Perspective, Analysis, Synthesis</p> <ul data-bbox="261 1444 789 1841" style="list-style-type: none"> • A person’s worldview is influenced by cultural, social, economic, political and religious factors. • Questions, problems, and/or discrepant events and values are uncovered through research; differing viewpoints can lead to conflict and at times, different viewpoints can also co-exist. • Formulating and supporting arguments are based on primary sources, 	

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<p>understanding of historical interpretations related in secondary sources, careful consideration and questioning that leads to new knowledge and deeper understanding.</p> <p>Skills:</p> <p>Virginia Standards of Learning 8.1 The student will use interviewing techniques to gain information.</p> <ul style="list-style-type: none"> a) Prepare and ask relevant questions for the interview. b) Make notes of responses. c) Compile, accurately report, and publish responses. d) Evaluate the effectiveness of the interview. <p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> a) Choose topic and purpose appropriate to the audience. b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. c) Use appropriate verbal and nonverbal presentation skills. d) Respond to audience questions and comments. e) Differentiate between standard English and informal language. f) Critique oral presentations. g) Assume shared responsibility for collaborative work. h) Use a variety of strategies to listen actively. <p>Standards of the American Historical Association, the Organization of American Historians, the National Council for History Education, the National History Standards and state standards for Wisconsin and California</p>	

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<p>How Does a Historian Think?</p> <ul style="list-style-type: none"> • Cause and Effect <ul style="list-style-type: none"> ▪ What were the causes of past events? ▪ What were the effects? <ul style="list-style-type: none"> ○ Who or what made change happen? ○ Who supported change? ○ Who did not support change? ○ Which effects were intended? ○ Which effects were accidental? ○ How did events affect people's lives, community, and the world? ○ Change and Continuity • Change and Continuity <ul style="list-style-type: none"> ▪ What has changed? ▪ What has remained the same? <ul style="list-style-type: none"> ○ Who has benefited from this change? ○ And why? ○ Who has not benefited? ○ And Why? • Turning Points <ul style="list-style-type: none"> a) How did past decisions or actions affect future choices? a) How did decisions or actions narrow or eliminate choices for people? b) How did decisions or actions significantly 	

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<p style="text-align: center;">transform people's lives?</p> <ul style="list-style-type: none"> • Using the Past <ul style="list-style-type: none"> ▪ How does the past help us make sense of the present? <ul style="list-style-type: none"> ○ How is the past similar to the present? ○ How is the past different from the present? ○ What can we learn from the past? • Through Their Eyes <ul style="list-style-type: none"> a) How did people in the past view their world? <ul style="list-style-type: none"> ○ How did their worldview affect their choices and actions? ○ What values, skills and forms of knowledge did people need to succeed? <p>Assessments Pre-Assessment-Journal Writing Formative/Summative-feedback on scoring form Summative-presentation</p> <p>Introductory Activities Warm-Up Activity-Journal Writing Write this question on the board and have students respond in their journals. <i>“What do you think influenced Thomas Jefferson’s worldview that in turn caused him to influence the foundation of a new nation?”</i></p> <p>Give students time to write their responses in their journal and have them share their ideas as a whole class.</p>	<p>Remind students of ones of the principals on the <i>Thinking Like a Historian</i> chart~</p> <ul style="list-style-type: none"> • A person’s worldview is influenced by cultural, social, economic, political and religious factors.

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<p>Read Aloud: Students of all ages enjoy read alouds. Consider reading <i>Thomas Jefferson: Life, Liberty and the Pursuit of Everything</i> by Maira Kalman to your class. It recaps some of the ideas mentioned in Lesson 2 and reveals the influences on Jefferson’s life and the complexities of his character.</p> <p>Teaching Strategies Independent Investigations</p> <p>Learning Activities Jefferson’s name and fame are associated with the ideas of the Declaration of Independence but he did not create them nor did he claim to have done so. However, he expressed and synthesized these thoughts in such a way as to stir a new nation to action. Jefferson was greatly influenced by Enlightenment thinkers and classical study. In this lesson students will research and present the thoughts and influences of Enlightenment and period thinkers who influence Jefferson’s worldview. Students will use a jigsaw approach to research thinkers in order to cover a large amount of material in a shorter time. Topics of research were assigned in the previous lesson.</p> <p>The Research Process (see end of lesson for handouts)</p> <p>Students will research Enlightenment Thinkers not only to determine their influence on Thomas Jefferson and his writing of the Declaration on Independence but also to see how these thoughts and thinkers were catalysts to a social and political movement in the world. Have students choose a thinker from the following list to research:</p> <ul style="list-style-type: none"> • John Locke 	<p>Included at the end of the lesson is a teacher’s resource guide from the Library of Congress for using primary sources http://www.loc.gov/teachers/usingprimarysources/whyuse.html. Use this reference if you have students who need review on this topic.</p> <p>Discuss with students other types of resources they can use other than the internet. You may want to bring in some samples to show students or if time permit and schedule permits, arrange a trip o the library to search for sources with students. If you are short on time, the teacher may want to go to the library and bring some resources to the students. It may be a challenge to locate books on some of these thinkers.</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<ul style="list-style-type: none"> • Isaac Newton • Voltaire • Jean Jacques Rousseau • Diderot • Charles de Montesquieu • Sir Francis Bacon • Simon Bolivar • Mary Wollstonecraft <p>Ask students to recall the difference between primary and secondary source documents. Remind student of the guidelines for selecting credible sources.</p> <ul style="list-style-type: none"> ▪ What kind of sources do you think you will use for your research? ▪ Where will you go to find resources? ▪ How will you judge if a source is credible? <ul style="list-style-type: none"> • Remind students that they need to have at least 3 sources and at least one of the three should be a source, other than the internet. Ask student why a variety of resources is important. • Have students refer to their research guides. They will write the questions that will guide 	<p>Another good source for research is an on-line biographical database. If this resource is not available through your school library, then try your local library. Often you can access your local library databases easily and not only streamlines the research process but it is often a safer and more reliable source of information than an on-line search.</p> <p>Remind students that they want to focus their research on what contributed to the thinker's worldview and they will need to state what the thinker's worldview is.</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<p>their investigations. Remind them that historians' questions often lead to more questions rather than answers so they may begin with an initial set of questions but will continue to add to and refine their questions throughout the research process. Remind them to use the <i>Thinking Like a Historian</i> chart to help as them form questions about their topic. What questions do we ask of the past?</p> <ul style="list-style-type: none"> • How? How did they live? How did their actions or accomplishments impact others? • What? What did they do? What did they believe? What were significant events or turning points in their lives? • Where? Where did they live? Where did they have an influence? • When? When did they live? When was their accomplishment? • Why? Why do you think this person is important? Why did they do what they did? • Who? Who were they? Give some biographical information 	

STEPS IN THE LESSON	TEACHER REFLECTION
<p>on the person.</p> <p>Good questions lead to good research so encourage students to develop questions that require discovery not just factual information. The research guide is an explicit tool that will help ensure the student is meeting the criteria on the Research Evaluation Form.</p> <ul style="list-style-type: none"> • Remind students that they will be evaluated on the completion of their research guide as well as their presentation. • Go over presentation guidelines and options <ul style="list-style-type: none"> ▪ Options-news article, prezi or power point, dramatization, role-play, infomercial, etc. ▪ Oral presentation-3-5 minutes with follow-up questions. Students should prepare to answer questions about their thinker. <p>Refer to the rubric to ensure the student's presentation indicates the fullest measure of the student's ability and reflects the student's level of expertise.</p> <p>Homework This project may extend into homework as Students may want more than just class time to complete their presentations.</p>	

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<p>Grouping Strategies Whole group Independent Pair groups-Novices or students researching like interests my pair together to complete projects</p> <p>Resources Mandell, N., & Malone, B. (2008). <i>Thinking like a historian</i>. Retrieved from http://www.uww.edu/cls/history/for-teachers.</p> <p>National Research Center on the Gifted and Talented The University of Virginia. <i>Exploration and communication</i>. Charlottesville, VA: Author.</p> <p>Products Research Guide Presentation</p> <p>Differentiation Based on Learner Need (including AID) This lesson serves to enhance student learning by allowing students to demonstrate their preferred mode of learning in their choice of final project. Furthermore, based upon an analysis of pre-assessment and formative data to this point, the teacher will scaffold instruction according to learner needs in both history and language arts and placement along the continuum from novice to expert. Since AID is a continuum and a student's placement along the continuum may vary according to content area, for instance a student may be a novice in their study of the topic but may be an expert in their oral presentation skills. The accompanying rubric is broken down into content areas.</p>	

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<p>Novice-In this lesson, the novice would be encouraged to select a topic or person to research with whom he or she has some form of familiarity, background knowledge or interest. Since the novice will tend to look only for factual information, use of the <i>Thinking Like a Historian</i> chart and the Research Guide will be important tools to help them form higher-level questions to research. It will be important for teachers to guide novices in their question development. Teachers should model and help students who do not understand how to ask questions of discovery rather than mere facts. The teacher may also need to help novices select sources or bring in a selection of sources from the library that they can use. The teacher may suggest different mediums such as a documentary, a video biography, a work of historical fiction, etc. that might be a better match for the novice’s learning style and interest. The teacher may also have to offer novices some suggested websites to use in their investigation. The Reference Sheet for using primary and secondary sources will be important resources for students not yet proficient with research methods. The teacher may need to offer suggestions on how students can present their information to the class and may show the students models of past projects or ideas. Partnering with another student may help novices to feel more confident and give added support throughout the process.</p> <p>Apprentice-Though the apprentice will have a better understanding of key concepts that frame the study of history and will need less guidance with their question writing, continue to encourage apprentices to use their <i>Thinking Like A Historian Chart</i> to develop good questions. Provide feedback to help students focus their research and encourage them to look deeper at the concepts such as, cause and</p>	<p>It might also be interesting for students to study how political party beliefs have changed over time. With which party does Jefferson’s view align?</p> <p>Compare students’ response to their performance rubric. Were they on target?</p>

STEPS IN THE LESSON	TEACHER REFLECTION
<p>effect, human perspectives, patterns, etc. Encourage them to make connections to other thinkers and similar events in history or thought. Encourage them in a selection of a product that will indicate their growing level of understanding such as writing a news editorial rather than an infomercial which contains mainly factual information.</p> <p>Practitioner-The practitioner will need less help with forming the deep level questions and will start to see connections to other events and influences. Encourage the practitioner to concentrate on how they will communicate ideas to their audience. Encourage them in a selection of a product that will indicate their advanced level of understanding. The practitioner may need more advanced tools, technology, research resources, etc. Anticipate these needs. They may need to spend less time on research and more time developing an advanced product. Likely they will want to try something riskier. Encourage them to use their Research Evaluation Sheet to ensure they are covering all points.</p> <p>Expert-Students at this level will display an intense curiosity about history and see the topic in relationship to the framework of history. Encourage the expert to concentrate on how they will communicate ideas to their audience. Encourage them in a selection or creation of a product that will indicate their advanced level of understanding. They may need to spend less time on research and more time developing an advanced product or may choose to delve deeper into a particular area of interest uncovered in their research. They may come up with an idea that the teacher may not have conceived. Work with them to find the supports that they need to continue and develop their self-selected interest in content and product.</p>	

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<p>Extension Activities: In this lesson, students are considering what and who influenced Thomas Jefferson’s worldview. Students may extend their learning by reading Thomas Jefferson’s biography or the biography of one of the other thinkers. There are many different levels of biographies on Thomas Jefferson so students are sure to find a match for their level of interest. Students can also research what other presidents or politicians held Jeffersonian views and what other schools of thoughts have their underpinnings in Jeffersonian ideals.</p> <p>Lesson Closure Oral Presentations</p> <p>Journal Writing/Exit Ticket- <i>What do think worked well in your presentation and what would you do differently the next time?</i></p>	<p>The exit ticket question encourages students to self-assess their progress.</p>

Lesson 3: Great Thinkers-How Enlightening!

Research Guide

Name _____

Research Topic _____

Good research questions...

- Have answers based on data
- Require discovery
- Can be investigated from different points of view
- Requires the use of many sources
- May lead to further questions
- Requires the researcher to synthesize the information
- Requires the researcher to explain the results

Fill in the chart with questions on your topic that you would like to research. Refer to your *Thinking Like a Historian* Chart to help you develop good questions and the types of questions that an expert in the field would ask.

Who	
What	
When	
Where	

Why	
How	
Other	

Main Research Question:

List your sources for your research. Remember you must have **at least** 3 sources and one of the three must be a source other than the internet.

1. _____

2. _____

3. _____

Lesson 3: Great Thinkers-How Enlightening!

Research Evaluation Form

Researcher's Name(s) _____,

Project Title _____

Criteria	Yes	No
Task Definition		
• Researcher developed a main research question		
• Posed and answered research questions		
Information Seeking Strategies		
• Researcher used 3 or more sources to answer questions		
• Researcher used a variety of sources		
Use of Information		
• Researcher has completed research question sheet		
Synthesis		
• Researcher presented relevant and important information		
• Researcher delivered the information in an appropriate format		
• Researcher could knowledgably answer questions about project		
Evaluation		
• Researcher could explain what he/ would do differently next time		

Comments:

Lesson 3: Great Thinkers-How Enlightening!

Enlightenment Thinker Presentation Rubric

Name: _____

Research Topic: _____

Type of Presentation: _____

Criteria	Expert	Practitioner	Apprentice	Novice
Research Methods	Demonstrates a clear and understanding of the multiple steps required to conduct effective research. Poses higher-level questions and seeks to attempt answer to unanswered questions in the discipline. 35 pts	Demonstrates a clear and understanding of the multiple steps required to conduct effective research. Poses higher-level questions following the guidelines that an expert in the field would ask. 28 pts	Demonstrates an adequate of understanding of the multiple steps required to conduct effective research as evidenced by including most of the steps in the research process and posing reasonable research questions. 23 pts	Demonstrates a minimal understanding of the multiple steps required to conduct effective research as evidenced by including few of the steps in the research process. Uses low level research questions. 19 pts
Knowledge of Content	The quality of the product reflects the researcher's ability to masterly apply a research process to the content and knowledgably synthesize the information and answer the results. Understands the topic within the full framework of history and its complexities. 35 pts	The quality of the product reflects the researcher's ability to effectively apply a research process to the content and knowledgably synthesize the information and answer the results. 28 pts	Adequate considerations are demonstrated in the product to reflect the researcher's ability to effectively apply a research process to the content and knowledgably synthesize the information and answer the results. 23 pts	Inability to connect the research process to the content and knowledgably synthesize the information and answer the results. 19 pts

Presentation	Masterfully explains the research and communicates the content to audience. Demonstrates excellent presentation skills and masterfully responds to audience. 35 pts	Articulate explains the research and communicates the content to audience. Demonstrates excellent presentation skills and expertly responds to audience question and comments. Selection of product is appropriate choice of delivery. 28 pts	Adequately explains the research and communicates the content to audience. Demonstrates presentation skills and responds adequately to audience question and comments. Selection of product is appropriate choice of delivery. 23 pts	Inability to explain the research and communicate the content to audience. Demonstrates inadequate presentation skills and does not respond correctly to audience questions and comments. Selection of product is inappropriate choice of delivery. 19 pts

Lesson 3- Teacher Resources-Using Primary Sources
<http://www.loc.gov/teachers/usingprimarysources/whyuse.html>

Using Primary Sources

[Using Primary Sources](#) | [Why Use Primary Sources](#) | [Citing Primary Sources](#) | [Copyright and Primary Sources](#)
[Finding Primary Sources](#) | [Teacher's Guides and Analysis Tool](#)

Using Primary Sources

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources

1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?
- Where does your eye go first?

Help students see key details.

- What do you see that you didn't expect?

- What powerful words and ideas are expressed?

Encourage students to think about their personal response to the source.

- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context.

- What was happening during this time period?
- What was the creator's purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source's audience?
- What biases or stereotypes do you see?

Ask if this source agrees with other primary sources, or with what the students already know.

- Ask students to test their assumptions about the past.
- Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned.

- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets from the Library offer entry points to many topics.