

Task 1

What are primary sources and what are secondary sources?

Standards:

Content:

1. *Collect and evaluate and employ* information from primary source material.
2. *Construct* and test hypotheses.
3. *Assess* data and draw inferences

Process:

1. Students will organize thoughts.
2. Make decisions based on facts
3. Co-operate, collaborate, and compromise with classmates.

General Task Description:

Day 1. Students will be broken into groups of four, where upon they will be broken into pairs. Each pair had to interview each other about whom they are, the interviewee try and find out as much information as possible. Upon completion of that task the partners are to break up and form new partnerships with other members of their groups. When that is accomplished, the students are to relate the information that they have learned to their new partner. The new partner is to write down the information collected to the best of their ability.

Day 2. Students were asked to bring in copy of one of their, birth certificates, social security card, passport, drivers license or something in that category. Back in their groups, students are to evaluate the information that they can ascertain from the

documents brought in that day. All information is to be posted on a sheet of butcher paper and posted on the wall. The students are to evaluate the synopsis done the previous day and determine if the information obtained is credible.

Hopefully, students will see the difference between the information obtained through sources (the interview of the students) and the information obtained by the legal documents.

Rubric:

The only standard I will be grading will be the process standard #3

7-8 - Thorough Understanding

- Consistently and actively works toward group goals.
- Is sensitive to the feelings and learning needs of all group members.
- Willingly accepts and fulfills individual role within the group.
- Consistently and actively contributes knowledge, opinions, and skills.
- Values the knowledge, opinion and skills of all group members and encourage their contribution.

5-6 - Good Understanding

- Works toward group goals without prompting.
- Accepts and fulfills individual role within the group.
- Contributes knowledge, opinions, and skills without prompting.
- Shows sensitivity to the feelings of others.

3-4 - Satisfactory Understanding

- Works toward group goals with occasional prompting.
- Contributes to the group with occasional prompting.
- Shows sensitivity to the feelings of others.

1-2 - Needs Improvement

- Works toward group goals only when prompted.
- Contributes to the group only when prompted.
- Needs occasional reminders to be sensitive to the feelings of others.