



EVALUATING LESSONS USING PRIMARY SOURCES

Lesson Review Questions

Lesson Title: _____

A. The 3 Key Questions

1. Where and how are students using primary sources in the lesson? (What are the students doing?)
2. What is the purpose of primary sources in this lesson? 📖 p47 & p51
3. How necessary are the primary sources to the specific content objectives of the lesson? 📖 p48
4. What were the uses/roles of primary sources that you saw in the lesson – within the inquiry cycle would you consider them used in the Connect, Wonder, Investigate, Construct, Express or Reflect phase? 📖 p 78-79

B. Some strengths and weaknesses of the lesson

Strengths

Weaknesses

C. Two suggestions or modifications that I might make to the lesson:

- 1.
- 2.



Effective Practices Checklist p76-83

	In Lesson	Notes and Comments
Students are actively engaged in problem solving, inquiry or exploration of a topic	Yes No	
Students are required to use critical thinking skills (analysis, drawing conclusions, etc.)	Yes No	
Students are involved in decision making or opportunities to actively participate in lesson.	Yes No	
Students are involved in actions which strengthen historical thinking skills (bias, point of view, etc.)	Yes No	
Lesson increases knowledge and awareness of local, national or global environments or issues.	Yes No	
Student understanding and skills are measured by multiple assessment tools.	Yes No	
Students build on prior knowledge to connect various concepts. (skill, event, time, place, etc.)	Yes No	
Teacher uses inquiry based approach to lead student to understanding & identifies phases of inquiry cycle.	Yes No	
Differentiation occurs through accommodations & options to serve learning styles & learning needs.	Yes No	
Literacy skills practiced during instruction support student understanding & communication.	Yes No	
Technology is incorporated and supports student learning.	Yes No	
The lesson is aligned with the appropriate state standards.	Yes No	
The evaluation component is aligned with the goals, standards and procedures of the lesson.	Yes No	



Effective Use of Primary Sources in Lessons Checklist p44-51

Is the primary source selected appropriate for pedagogical purpose?

- Clearly supports the lesson aim
 - Are accessible to students with support
 - Are the appropriate ability levels for this group of students (size, interest, etc.)
- Comments:
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Are students given a method for analyzing the primary source?

- Effective question prompts
 - Analysis guide
 - Analysis tailored to specific kind of source
- Comments:
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Do students understand the analysis method?

- The analysis process is modeled for students
 - It is clear that students have prior experience with primary source analysis
- Comments:
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Are literacy supports included?

- Vocabulary aids, glossaries
 - Opportunities to summarize
 - Making personal/sensory connections
 - Writing prompts
- Comments:
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To what extent is historical context of the primary source shared with or discovered by students?

- Time period created
 - Author/audience
 - Purpose of source
- Comments:
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Do students possess or are provided with background knowledge needed to make sense of primary sources?

- Information about the person, era, event or action referred to by the primary source
 - Information about the creator
 - Other events taking place at the time
- Comments:
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Are students encouraged to think critically about the primary source?

- Identify motive and bias
 - Look for corroboration within multiple sources
 - Identify evidence for or against a topic
 - Consider "what if" questions
- Comments:
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