**Name of Reviewer:** Click here to enter text. **Date Reviewed:** Click here to enter a date.

**Title of Lesson/ Activity:** Click here to enter text.

1. **Includes at least ONE of the following approaches:** (Mark all that apply.)

Supports inquiry by posing questions that are relevant to learning goals and require analysis of primary sources

Models primary source analysis that includes observing, reflecting and questioning

Uses primary sources that connect to the subject/topic under study

Presents primary sources in a historically accurate context

Provides for students of varying abilities, learning styles and interests to learn with primary sources

Requires students to demonstrate knowledge or skills gained from the analysis of primary sources

1. **Includes ONE or MORE of these student activities:** (Mark all that apply.)

**Beginners and students in grades PK-5:**

Identify details when observing a primary source(s)

Connect primary sources to self, family, and/or community

Ask questions related to observations and the topic of a primary source

Speculate about who created a primary source, when, and for what purpose

Place primary source(s) into a timeline

Consider whether observations contradict or support what they know

Identify point of view with primary sources

Categorize primary sources to show relationships between them

Make comparisons with primary sources

Consider issues of cause and effect, context, and/or continuity and change

Articulate ideas or beliefs formed by observing primary sources

Express learning in a variety of ways using primary sources

Reflect on their learning

Connect new knowledge from primary sources to other learning experiences

**Experienced students and those in grades 6-12:**

Analyze primary sources to formulate questions that connect to the topic of study

Identify who created the primary source, when, and for what purpose

Use previous knowledge to place primary sources into historical context

Examine primary sources closely to form conjectures about their meaning and intent

Investigate issues of cause and effect, causality, context, and continuity and change

Corroborate information using additional primary and/or secondary sources to form and test hypotheses

Draw conclusions about questions and hypotheses

Formulate investigative questions

Select primary sources to support their own investigations

Reflect on their learning process to consider expansion, extension or modification

Seek feedback from peers

**Check that the following elements are included:**

|  |  |  |
| --- | --- | --- |
| **Element** | **Description** | **Acceptable** |
| **Library of Congress Primary Sources** | *Analysis of Library of Congress primary sources is central to the lesson* | **Yes  No** |
| *Lesson includes appropriate citations and copyright information* | **Yes  No** |
| **Learning Standards** | *Lesson aligns to an identified set of content curricular standards* | **Yes  No** |
| *Learning goals align to curricular standards* | **Yes  No** |
| **Lesson Plan Structure and Alignment** | *The content of the lesson supports the learning goals* | **Yes  No** |
| *Procedures are clear and replicable* | **Yes  No** |
| *Lesson provides explicit instructions for analyzing primary sources* | **Yes  No** |
| *Student assessment aligns to learning goals* | **Yes  No** |

**Overall Evaluation:**

***This product is recommended for publication without revision.***

***This product is recommended for publication as revised:***

*Spelling and grammar was corrected.*

*Wording was changed to better communicate with reader.*

*Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***This product is NOT recommended for publication.***

**Overall Comments/ Rationale:**