

1. **TITLE:** Analyzing Primary Sources - APPARTS
2. **DISCIPLINE:** Social Studies; United States History
3. **TARGET POPULATION:** 11th grade United States history students, diverse population
4. **OBJECTIVES:**
Students will be able to:
 - analyze, categorize and generalize historical primary sources
 - identify the source, date, audience and main point of a historical primary source
 - summarize the main idea of a primary source and place it into a larger historical context
5. **MATERIALS / TIME:**
This lesson will cover two 50 minute class periods or one 90 minute block period. Each student will need to read and annotate the primary source (FDR's *Four Freedoms* Speech) before class. Students will need to have access to the internet to view primary sources for analysis.
6. **SCOPE & SEQUENCE:** See attached lesson plan. The students will use my instructional aid to help them understand how to use the APPARTS method in analyzing and evaluating primary sources step by step.
7. **SUPPLEMENTARY MATERIALS:**
 - Prezi Presentation on APPARTS method (instructional aid)
 - Access to the National Archives to view sources (Norman Rockwell's *Four Freedoms* Posters)
 - Primary Source Analysis Worksheet (APPARTS)
8. **EVALUATION OF LEARNERS:**
Students will be evaluated in two ways. Students will be evaluated by their participation in the large group discussion and their individual analysis of the primary sources (using the APPARTS method). In the discussion, students will be evaluated on the quality of their comments and additional historical context provided. Students will be evaluated on their Primary Source Analysis Worksheet by directly following the APPARTS method as well as their quality of comments for each section. Lastly, the students will be evaluated on their exit slips.
9. **EVALUATION OF THE LESSON:**
The lesson will be evaluated using the stated objectives. If the students successfully meet the objective then the lesson will be successful.
 - *After completing the lesson, students will be able to identify the source, date, audience and main point of a historical primary source.*

This objective will be evaluated by small group and large group discussions in class. The quality of student responses about each primary source will be

evaluated. Students will successfully meet this objective if they are able to identify and explain each part of the APPARTS method in small and large group discussions.

- *After completing the lesson, students will be able to analyze, categorize and generalize historical primary sources.*

This objective will be evaluated by the students' completion of the Primary Source Analysis worksheet.

- *After completing the lesson, students will be able to summarize the main idea of a primary source and place it into a larger historical context.*

This objective will be evaluated by the students' exit slips in evaluating the impact of FDR's *Four Freedoms* speech as well as analyzing the *Four Freedoms* posters and their greater historical significance or impact.

10. MULTIMEDIA PRINCIPLES:

- modality principle
- signaling principle

11. APPENDIX:

- Lesson Plan
- APPARTS Method Explanation
- Primary Source Analysis Worksheet