

Primary Source Skills Activity Rubric for Observations

4 = Exemplary, 3 = Proficient, 2 = Adequate, 1 = Inadequate

	1-4	Comments
Primary Source Selection		
<ul style="list-style-type: none"> Is there a clear connection between lesson topic and primary source? 		
<ul style="list-style-type: none"> Does the lesson use one or two primary source(s)? 		
Primary Source Analysis		
<ul style="list-style-type: none"> Is there an emphasis on historical reading skills: sourcing, close reading, contextualization, and corroboration? 		
<ul style="list-style-type: none"> Is there time to notice, ask questions, and provide context? 		
<ul style="list-style-type: none"> If a worksheet is used, are the questions helpful? 		
<ul style="list-style-type: none"> Does teacher frame the analysis to fit the kind of source (eg. photo, cartoon, document, etc.)? 		
<ul style="list-style-type: none"> Are students engaged in analyzing the source? 		
Historical Context		
<ul style="list-style-type: none"> Is the historical context clearly explained to students? 		
<ul style="list-style-type: none"> Do students and teacher explore the connection between the historical context and the primary source? 		