

# Conflict and Consensus

## KEY MOMENTS IN U.S. HISTORY

### Primary Source Skills Activity Case Studies and Observations

#### ASSIGNMENT

- Locate two primary sources you have not used in the past and are not already in the MCPS curriculum. Incorporate them into two separate lessons in September and October.

#### GOALS

- Teach historical thinking skills by creating two activities in which students carefully analyze one primary source in each.
- Utilize content and methodologies learned in the TAH Summer Institute and incorporate it into each activity. Draw on information from presentations, readings, site visits, and online resources.

#### PROCESS

- Identify key periods or topics that you will teach during September or October. Select two topics. Select one primary source for each topic.
- Complete the *Primary Source Skills Activity Summary* sheet (attached) and submit it electronically to Linda Spoales (Linda\_A\_Spoales@mcpsmd.org) by August 12, 2009.  
A copy of the summary sheet is available at:  
<http://chnm.gmu.edu/mcpstah/resources/assignments>
- Teach your Primary Source Skills activities during September and October.
- Schedule a time for Linda Spoales to observe you teaching one of your Primary Source Skills activities in September or October. Plan to discuss the lesson after you teach it on that same day.
- For the Primary Source Skills activity that is not observed, write a reflective case study that analyzes your experience teaching with the primary source. Use the *Case Study Guidelines* (attached) as the framework for your reflection. Post your case study on the blog no later than November 9, 2009.