

History Mystery Lab



Learning Objectives

- Discover what a primary source is.
- Discover why primary sources are used – to help us learn about people, places, events and objects from the past.
- Learn about the various primary sources and how to deduct information from them.
- Learn how to compile research information to get a better view of the past.
- Work as a team to form a hypothesis about your exhibit using primary sources
- Compare the team hypothesis to the actual information supported by primary sources to see if you were right.

21st Century Skills

- Information Literacy
- Visual Literacy
- Communication and Collaboration
- Critical Thinking and Problem Solving

Colorado Academic Standards Addressed

Grade level	Colorado State Standard(s) addressed	Activity and description
3	<p>History Standard #1: Use a variety of sources to distinguish historical fact from fiction</p> <p>History Standard #2: People in the past influenced the development and interaction of different communities and regions</p> <p>Reading, Writing, Communicating #1.2: Successful group activities need the cooperation of everyone</p> <p>Reading, Writing, Communicating #4.2: Inferences and points of view exist</p>	<p>Exhibit Interpretation: Students will synthesize information from primary resources to determine if a statement is true or false.</p> <p>Exhibit Interpretation: Students will understand how different people and events shaped the history of Fort Collins.</p> <p>Primary vs. Secondary Sources: Students will cooperatively decide if a source is primary or secondary.</p> <p>Exhibit Interpretation: Students will discover that primary sources do not always provide accurate information</p>

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<p>4</p>	<p>History Standard #2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States</p> <p>Reading, Writing, Communicating #2.2: Comprehension and fluency matter when reading informational and persuasive texts in a fluent way</p>	<p>Exhibit Interpretation: Students will understand how different people and events shaped the history of Fort Collins.</p> <p>Exhibit Interpretation: Students will locate specific information within primary sources to support a statement.</p>
<p>5</p>	<p>History Standard #1.1: Analyze historical sources from multiple points of view to develop an understanding of historical context</p> <p>Reading, Writing, Communicating #2.2: Ideas found in a variety of informational texts need to be compared and understood</p> <p>Reading, Writing, Communicating #4.1: High-quality research requires information that is organized and presented with documentation</p>	<p>Exhibit Interpretation: Students will synthesize information from primary resources to build knowledge about a specific topic.</p> <p>Exhibit Interpretation: Students will synthesize information from primary resources to determine if a statement is true or false.</p> <p>Exhibit Interpretation: Students will synthesize information from primary resources to build knowledge about a specific topic.</p>
<p>6</p>	<p>History Standard #1.1: Analyze and interpret historical sources to ask and research historical questions</p> <p>Reading, Writing, Communicating #1.1: Successful group discussions require planning and participation by all</p> <p>Reading, Writing, Communicating #4.1: Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation</p>	<p>Exhibit Interpretation: Students will synthesize information from primary resources to build knowledge about a specific topic.</p> <p>Primary vs. Secondary Sources: Students will cooperatively decide if a source is primary or secondary.</p> <p>Exhibit Interpretation: Students will synthesize information from primary resources to build knowledge about a specific topic.</p>

Important Vocabulary

Primary Source: Original documents or objects that have not been altered in any way.

Secondary Source: For purposes of historical research papers or projects, secondary sources are scholarly books or articles.

Deduct: To take away something, especially information.

Optional (and Highly-Recommended) Pre- and Post-Lab Activities

Pre Lab:

Start Talking About Primary Sources: Find ways to introduce the use of primary sources in the classroom, this will reinforce the student's information about what primary sources **are** and **how** to use them.

Map of FCMoD Permanent Exhibits: Have students preview the map of the Fort Collins Museum of Discovery Permanent Exhibits, where they will need to be able to identify where their primary source belongs.

Emphasize to the students that primary sources are all around us and don't have to be something that is old. Yesterday's events are already history! Some primary sources they currently have might be a library card, birth certificate, birth announcement, baby pictures, coins etc...

Post Lab:

Primary Sources in the Classroom: Reinforce the importance of using primary resources in academics. Here are some useful links:

<http://www.loc.gov/teachers/>

<http://www.archives.gov/education/research/primary-sources.html>

<http://www.edutopia.org/blog/online-resources-primary-source-documents-monica-burns>

<http://history.fcgov.com/>

Daily Detectives: Start class by putting a primary source document up on the screen with no context. Ask students to write what they know about the document and what questions they have. Encourage them to think about where they could go to find out more about the document. TIP: Try to choose a primary resource that relates to the lesson plan for that day and becomes a resource for the lesson!