

Grade 7 Social Studies
Lesson Plan – Creating Written and Visual Products

Objectives:

- SS. 7.21.a. Use secondary oral, print, and or visual resources to acquire information about Texas.
- SS. 7.22.d. Create appropriate visuals such as graphic organizers, maps, graphs, charts, and illustrations.

Concept Development:

Key Concepts

1. A circle graph shows the relationship of parts to the whole in terms of percentages.
2. A bar graph compares differences in quantity by showing bars of different lengths.
3. Graphs must include a title, which indicates what the graph represents.
4. Graphs must include labels that tell the measurement used by the graph.
5. Graphs must indicate what is being measured.
6. A primary source is a firsthand account – created during a given time period – examples: autobiographies, diaries, letters, photographs, newspaper articles, and oral interviews.
7. A secondary source is a description of the past written by people not directly involved – examples: encyclopedias, biographies, history books, current newspaper, and magazines.

Introduction:

1. Review concepts from the day before: define primary and secondary sources and provide examples of each.
2. Pair students.
3. Tell students that they will both be given a graph. The students will have 5 minutes to find out from the document how many of each flavor of ice cream they will need to provide for the winning class of a school contest.
4. One student will have a bar graph showing how many of each flavors of ice cream is needed for Ms. Roberts' class. The other will have a story about how students selected their favorite ice cream.
5. After 5 minutes students should tell their answer. Then discuss who had an easier time finding the answer and why – example - The graph provided a fast and easy way to find the basic facts, while the reader had to locate the specific information out of the story.

Student Practice:

Explain to students that researchers read, study, and interpret primary source and secondary source documents and then report their findings using books, articles, essays, museum exhibits, or even digital history website. They also use visuals such as charts, graphs, or tables within their book or exhibit. These visuals will be secondary sources and many times provide an interpretation and summary of the primary sources.

1. Put students in groups of 3 or 4.
2. Each group will either use the Internet to read the biographies if there are not enough computers to use, then the teacher should provide a set of the physicians' biographies to each group.
3. The group will then create a graph to show the number of African Americans that attended each medical school listed in the biographies. They should provide some added information about dates, gender, location, etc into the graph.
4. Each group must analyze the data from their graph to make a higher thinking question to ask the class – example – After integration what happened to the number of students attending Howard and Meharry?

Assessment:

1. Each group will display their graph in the room, and when they are called on they will explain to the class how they created the graph.
2. Each group will ask one question for the class to answer.

Materials:

Transparencies of graphs

Favorite Flavors of Ice Cream for Students in Ms. Roberts' Class - graph

Ms. Roberts' Class Wins an Ice Cream Party - story

Biographies

Chart paper

Markers