

CULTURALLY RELEVANT PEDAGOGY USING PRIMARY SOURCES

Tenet 1 in an Elementary Classroom

LESSON PLAN

Topic

Global Connections in World History

Essential Questions

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Objectives

I can:

- Analyze a primary source using observe-think-wonder.
- Compare similarities and differences between historical figures.

Credit

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Grade Level

Upper Elementary (3-5 grade)

Time Needed

1.5 hours

Materials

- Copies of [Primary Source Jigsaw](#) (Group the segments by number in envelopes)
- Class set of [Observe-Think-Wonder-Know](#) chart
- [King Kobena Secondary Source](#) article
- Poster paper with a pre-drawn blank Venn diagram or comparison chart

Background

Before this lesson, use primary sources to introduce students to leaders from other African kingdoms, such as [Mansa Musa](#), [Abubakari](#), [King Ghezo](#), and [Princess Aina](#) (Sara Forbes Bonetta). Or, use this lesson as an introduction and introduce other kings later, before doing the closure comparison activity.

Procedure

1. Show a short [video](#) from “What’s Up Africa” featuring Nana Ansah Kwao IV, a modern king in Ghana. After watching the video, have a class discussion using the following prompts:
 - a. What surprised them?
 - b. Was the king similar to what they expected? Was he different? Why?
 - c. What connections exist between this king in Ghana and your students?
 - d. Ask students why their expectations about Ghana were different from what they observed in the video. What have they learned about Ghana and/or Africa before?

What does their textbook say about Africa? Why might the textbook not tell the whole story about Africa?

2. Split students into groups of five. Distribute the [Observe-Think-Wonder-Know](#) graphic organizer and instruct the students to complete the prompts using the segment of [primary source](#) that they receive.
 - a. Distribute segments of the primary source photo. Each group gets a copy of the same segment for every group member to investigate. Provide time for students to record their thoughts on the graphic organizer.
3. Tell students to look at the back of their photo segment and form a new group with the students who have the same letter as them. Bringing their graphic organizers, students will put their photo segments together to form the whole photograph. Then, they will draw a line below their responses and complete the prompts again now that they can see the whole photo in context.
 - a. After some time to think individually, ask students to discuss what they **observe**, what they **think**, what they **wonder**, and what they **know** about this photo with their groups. Let them know they will report back to the class about what they discussed.
 - b. Ask students to return to their seats and project the primary source photograph. Let each group report back what they discussed.
4. After students have shared their ideas and questions, ask them how they might find more information about the source. Introduce the [King Kobena Secondary Source](#) article and ask students to draw a line under their responses and complete their graphic organizer one more time.
 - a. Discuss as a large group how their interpretation changed with this new information.
 - b. Discuss why context matters and how broad colonization narratives leave out important context and stories of people who have agency.
5. Ask students to consider all the African figures they've studied with a special focus on the challenges each faced and the accomplishments they achieved. Distribute Venn Diagrams or comparison charts on poster paper and have students work in groups to compare the African figures. Encourage students to use their graphic organizer and notes to help them support their conclusions with evidence.
6. When groups finish, ask the groups to hang their posters and debrief.
 - a. What characteristics, challenges, and accomplishments do these figures share?
 - b. What characteristics, challenges, and accomplishments make these figures unique?
 - c. Which African figure do you think is most significant and why?
 - d. Why study these African figures? What do they teach us about our world, both in the past and today?

Lesson Extension

1. Ask students to write an argument about why African figures should receive more attention in the study of history and arrange for them to present to the principal, superintendent, or school board.
2. Have students conduct a research project about life today in a kingdom of one of the African figures they studied. Ask them to draw conclusions about how that place has changed and the impact of the historical leader on that place today.

Connection to Academic Standards

Wisconsin Social Studies Standards

SS.Inq

- 1.a.i Develop list of open and closed-ended questions on a topic or issue.

SS.Hist

- 4.a.i Describe the historical context (situation) of a primary or secondary source.
- 3.b.i Identify different historical perspectives regarding people and events in the past.

Lesson Extension 1:

- *SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.*
- *SS.Inq5.a.i Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.*

Lesson Extension 2:

- *SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.*
- *SS.Inq3.b.i Select appropriate evidence from sources to support a claim.*
- *SS.Inq4.a.i Communicate conclusions from a variety of teacher provided presentation options.*
- *SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.*

Additional Resources

- Visit the Inquiry in the Upper Midwest Website mnhs.org/ium
 - Watch a webinar on Making Primary Sources Accessible for Struggling Learners education.mnhs.org/ium/professional-development#webinars
 - Sign up for an upcoming workshop on using primary sources in the classroom education.mnhs.org/ium/professional-development
 - Check out the other modules on Culturally Relevant Pedagogy Using Primary Sources education.mnhs.org/ium/teaching-materials
- Explore primary sources online at the Minnesota Historical Society: search.mnhs.org
- Explore primary sources online at the Wisconsin Historical Society: wisconsinhistory.org
- Explore primary sources online at the Library of Congress: loc.gov
- Sign up to receive the Minnesota History Center Education eNewsletter: mnhs.org/enews