

#1  **STOP AND DO**

Take a moment to pause and reflect. How do you think your students will respond to the use of a primary source activity such as the one demonstrated? How comfortable do you feel about using primary sources during your social studies instruction?

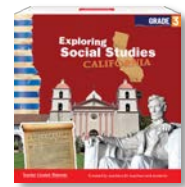
#2  **STOP AND DO**

a) What is your immediate first impression of the *student edition*?

b) Assess the ability of the images to engage students. Which image or images stand out most to you and why?

c) Thumb through the book. What are the various text features that will support your students as they read the text?

d) How would you introduce this *student edition* to your students?



#5 
STOP AND DO

Review a lesson from the *Exploring History through Primary Sources* kit. Cite an example of how the lesson meets the following levels of higher-order thinking.

- Level 1: Recall _____
Level 2: Skill/Concept _____
- Level 3: Strategic Thinking _____
- Level 4: Extended Thinking _____

#6 
STOP AND DO

What are two benefits to using *Reader's Theater* scripts with your students?

1. _____
2. _____

#7 
STOP AND DO

Open your *Teacher's Guide* and flag each project-based learning opportunity as noted in your table of contents. Below, write down the page numbers where you can find each PBL activity and a short note on what the students are being asked to do.

- PBL #1—Page number: _____ Focus of PBL: _____
- PBL #2—Page number: _____ Focus of PBL: _____
- PBL #3—Page number: _____ Focus of PBL: _____

#8 
STOP AND DO

Using the instructions provided in the Appendix of your *Teacher's Guide*, download any digital resources you need.

#9 
STOP AND DO

Record any strategies you want to try from the Professional Learning Library collection. Don't forget to record the page number or flag it with a sticky note!

- *Teaching Social Studies Today*, 2nd Ed: _____
- *Analyzing and Writing with Primary Sources*: _____
- *Leveled TDQs for Social Studies*: _____