

**Los Angeles Unified School District  
History-Social Science  
Grades Three - Five**

***Introduction to Historical Inquiry: Who Kicked the Ball Over the Fence?***

**Historical Interpretation**

1. Students identify and interpret the multiple causes and effects of historical events.

**ELA/Literacy Common Core State Standards**

**Reading**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Read and comprehend complex literary and informational texts independently and proficiently.

**Writing**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

**Preparing for the Lesson**

**Materials:**

1. Account: Brandon, First Grader
2. Account: Mrs. Rodriguez, Yard Supervisor
3. Account: Brittany, First Grader
4. Account: James H., Fifth Grader
5. Newspaper Article
6. Office Referral
7. Historian's Tools
8. Evidence Collection Chart
9. Stanford History Education Historical Thinking Chart
10. The Problem: Introduction to Historical Thinking
11. Journal Entry

**Lesson:**

This lesson is intended to introduce students to historical inquiry.

**Objectives:**

- After analyzing multiple sources, students will decide *“Who Kicked the Ball over the fence?”*
- Students will learn to use the historians tools to analyze primary sources
- Students will be introduced to the Historical thinking skills of : contextualization, corroboration, close reading, and sourcing.

Academic vocabulary: (See the Historical Thinking Skills chart for definition and prompts)

- Contextualize, contextualization
- Corroborate, corroboration
- Sourcing, source
- Close reading

**The Lesson****Step 1:**

- Show the historical inquiry model. Explain in child friendly language. Explain that this is the work that historians do.
- Read the Problem together. What is the question? Is this an inquiry?
- Students should be grouped in fours. Divide the accounts page so that each student has one account. Each student reads their account aloud to the group.
- Ask the following text dependent questions:

1. Who are the different types of people that gave their story?
2. What is common in all the stories? Who actually saw the whole event happen? Cite evidence from the text?
3. Who would have a reason to get another student in trouble? Cite evidence from the text?
4. What physical evidence is available?
5. Whose story is more believable? Cite evidence from the text to support your answer.

Journal entry: Based on the evidence you have, who kicked the ball over the fence? Explain your answer with evidence.

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### **Step 2:**

- Distribute the Office Referral and the Historian's Tools. Ask the students to put the events in context by creating a timeline of all documents. Students decide which action happened first: the Office Referral or the ball being kicked? How do you know? (This demonstrates contextualizing.)
- Ask students if the Office Referral is a primary or secondary source? Teach the difference between primary and secondary sources and to create a list of different types of sources.
- Use the Historian's Tools to analyze the Office Referral. (Refer to the directions for the Historians Tools). A key detail important to note is the mother is the yard aide from the yard incident. Ask students if they think her account is believable. Why or why not?
- Record information on the evidence collection sheet.
- Upon completion of the analysis of the Office Referral. Ask students if they have changed their opinion about who kicked the ball over the fence?

### **Step 3:**

- Distribute the news article. Ask the students to add the news article to their time line.
- Ask students if the news article is a primary or secondary source? Give evidence for their response.
- Use the Historian's Tools to analyze the news article. (Refer to the directions for the Historians Tools).
- Record information on the evidence collection sheet.

### **Step 4: Discussion**

- After reviewing all the documents who do you believe kicked the ball over the fence? What evidence supports your opinion?
- When did you use sourcing? Which sources are believable? Which sources are not believable? How did you decide whom to believe?

- After reviewing all the sources, where do you see corroboration? Which accounts agreed?
- How did you use contextualization to help you decide who kicked the ball? Why was it important to put the events on a timeline?

### **Step 5: Writing**

Using the frame for a journal entry write a report to Mrs. Garcia, the principal, giving your opinion of who kicked the ball over the fence? Include evidence that supports your opinion.