

Learning Goal:

**Determine the central ideas or information from a primary or secondary source; provide an accurate summary of the source.**

Foundational knowledge:

1. Students can write a multi-sentence paragraph.
2. Students can define 'secondary source' and 'primary source,' and given examples of sources, correctly identify them as primary or secondary.
3. Students can explain 'main idea'
4. Students can select key vocabulary from a 7th grade level social studies text.
5. Students can retell the main idea from a paragraph in their own words.
6. Students can list characteristics of an effective summary including:
  - a. No personal opinions
  - a. Brief (@ one paragraph per page of text)
  - b. Uses key vocabulary from the source
  - c. Proper language conventions
  - d. Leaves out minor details
  - e. Includes main idea in a topic sentence

ASSESSMENT: a judgement about a student's ability to summarize a non-fiction, social studies content source using standard English writing/speaking conventions that incorporates the characteristics of an effective summary. (see #6 above)

Possible assessment tasks:

- Conversation in "book talk" format (pairs or small groups) in which students use notes or an annotated source to summarize the source to peers as teachers observe.
- Two-level assessment that asks foundational knowledge (selected response or fill-in) questions, followed by an on-demand summarization task: unfamiliar text and a written (or spoken) summary.
- A collection of summaries the student generates as part of a research project.

\* There is no "level 4" option for this skill.

1. Is this a **primary** or **secondary source**? \_\_\_\_\_

2. List 10 **key vocabulary terms** from the reading on the lines below:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Which TWO of the following sentences include **central ideas** of the article?  
Circle the numbers of the sentences you select.

a. Many people do not like the idea of minimum wages and have warned of their hidden costs.

b. The U.S. rate, \$7.25 an hour, is 10th highest in real dollars, which eliminate the effects of inflation, or rising prices.

c. A large burden would fall on the low-skilled and working poor if they had fewer jobs available to them.

d. While economists debate over who picks up the check, though, the debate is becoming less relevant in the real world.