

MODEL LESSON PLAN

Name	Mary Zomorodi
Grade Level	Grade 3
Unit Topic	Growth of the Salinas Community
CA H-SS Content Standards & Common Core Standard	<p>Historical and Social Sciences Analysis Skills: Research, Evidence, and Point of View</p> <p>1. Students differentiate between primary and secondary sources.</p> <p>RS Informational text 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>WS 8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
Text/Sources Textbook Pgs.	<p>Bridges, Ruby. <i>Through My Eyes</i>. New York: Scholastic Press, 1999. Lundell, M. ed.</p> <p>Coles, Robert. <i>The Story of Ruby Bridges</i>. New York: Scholastic Inc, 1995.</p> <p>Rappaport, Doreen. <i>Abe's Honest Words: The Life of Abraham Lincoln</i>. New York: Hyperion Books for Children. 2008.</p> <p>Meyer, Karl. <i>Dog Heroes: Tales of Dramatic Rescues, Courages Journeys, and True-Blue Friendships</i>. North Adams, MA: Storey Publishing, 2008.</p> <p>E. Josephine Harvey (Mrs. S.M. Swinnerton) Memoirs. Excerpt pg. 5 <i>Pet Pig and the Dolls</i>.</p> <p>Excerpt from Josephine's Letter to Margaret describing Christmas dinner.</p> <p>I.J. Harvey's letter to his grandson about his travels west.</p> <p>Text for close reading defining primary sources.</p>
Unit Focus Question	<p>CA H-SS Content Standard 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>How has the Salinas area changed over time?</p>
Unit Teaching Thesis	Salinas has grown from a Native American population living off the land and sea to a large national agricultural center.
Lesson Focus Question	<p>What is a primary source?</p> <p>Why are they important?</p>
Lesson Teaching Thesis	A primary source is an original record from a particular period of history. Primary sources are produced by the people who participated in and witnessed the events. Examples of primary sources include photographs, autobiographies, news paper accounts, memoirs, letters, journals, and artifacts. Primary Sources are important because interaction with them helps students begin to think critically and begin to realize how perspective influences written history.

Lesson Duration	Two forty minute periods.
Primary Sources and Strategy(ies)	Bridges, Ruby. <i>Through My Eyes</i> . New York: Scholastic Press, 1999. Lundell, M. ed. E. Josephine Harvey (Mrs. S.M. Swinnerton) Memoirs. Excerpt pg. 5 <i>Pet Pig and the Dolls</i> . Excerpt from Josephine's Letter to Margaret describing Christmas dinner. Excerpt from I.J. Harvey's description of his trip west. Photographs of Issac Harvey, Josephine, and Mabel. Excerpt of Mabel's retelling of family stories Primary sources from the teacher's life Examination and partner and class discussion of sources. Compare/contrast of primary vs. secondary sources.
Lesson Assessment	Day 1: T-Chart Students sort resources by primary and secondary Day 2: Cloze paragraph of definition and importance or writing prompt

Day1

Materials Needed: Chart paper for T - Chart, markers (two colors), and artifacts from your own life include a variety of primary and secondary sources. You will need Student T-chart's to be used at the end of the lesson for the sorting assessment. Possible teacher instruction is in italics.

Procedure:

1. *Today students you are historians. Historians are researchers that study history. They use many resources to do their work, but the most important resources are called primary sources. What do you think about when you hear the word primary? Share your ideas with your elbow partner? Students may share out ideas such as lower or younger connecting to primary grades. I quickly linked it to primary versus upper by saying yes we start first in primary grades. Primary means first. Write the word primary on one side of the large T-chart. In this case first source, means like an eyewitness. I used the example of playground situations where students tell about an event that they heard about but didn't witness. What does the teacher say? Did you see it happen? Right? The teacher wants to hear about the event from the people that were the primary sources, or the eyewitnesses.*
2. *One type of primary source is an artifact. Write artifact under the heading primary source on the chart. An artifact is an object from a particular time or place in history that helps us learn what life may have been like during that time. Artifacts also give us information about the people who owned them. Today, I brought some artifacts that belong to me. I want you to think like historians and share with your partner what my artifacts tell you about me. Some students did an artifact activity the first week of school (five things in a bag that tell about you) to introduce themselves to the class. I*

was able to link that activity to this one. I shared several items one by one a tea pot, a photograph, childhood book with message (Merry Christmas, 1969 Love, Mom) rosary beads that belonged to my grandmother, and a watercolor image of my grandmother's house.) I laid the items on the floor in front of us. The students discussed with their partners what they were learning about me from the artifacts. As the students shared I confirmed their learning and elaborated (minimally) where appropriate.

3. *Another type of primary source is an autobiography; a book that is written by a person about their own life. For example, this book (show Through My Eyes) is an autobiography about the life of Ruby Bridges. Ruby Bridges wrote this book about her own life, so we call it a primary source. But... I have another book about the life of Ruby Bridges. This book is not written by Ruby Bridges. It is written by Robert Coles. Robert Coles is telling about the life of Ruby Bridges so, we call it a Secondary Source (write secondary source on the t-chart). So, a book written about a person by someone else, a biography, is a secondary source. Write autobiography under primary and biography under secondary on the T-chart.*
4. Show the book dog heroes to the students ask them to talk to their partners and make a decision about whether it is a primary or secondary source and how they know. All students were successful in determining that it was a secondary source explaining the dogs did not write it.
5. Continue to show other types of primary sources and add them to the chart. I used the photographs of Josephine, Mabel, and I.J. Harvey because I am going to refer to them later. (Add photographs to primary sources)
6. I told the students that diaries, journals, and memoirs are also primary sources. (Connect to what they know about diaries and journals. (e.g. *How many of you keep a journal or diary? Wouldn't it be fun to keep a record of events from your life? Maybe your children or grandchildren, or great-grandchildren will read them someday and learn about you.* I showed the students the stories that Josephine Harvey wrote about growing up at Spanish Ranch. I read, "A Terrible Sight Met Our Eyes". That created a bit of discussion about the life of a child in the late 1850's and early 1860's. This was awesome because they were actually learning from a primary text. The text is included an extension could include the children illustrating the booklet.
7. Next, I introduced Josephine's baby sister Mabel. I showed them the "here say" stories that Mabel told about her families journey to California. I pointed out that the events happened before Mabel was born. So again, I had the student historians discuss whether Mabel's stories were primary or secondary sources and how they know. Again, the students were very pleased with themselves because they recognized that Mabel's stories were based on family stories and not firsthand knowledge.
8. Finally, I wanted to assess the students by asking them to do a sorting activity. I showed them a variety of items beginning with some we did together the rosary beads and the Ruby Bridges books. Then, I showed them a collection of photos, I.J. Harvey's description of the journey from Missouri, the book *Abe's Honest Words*, and their social studies

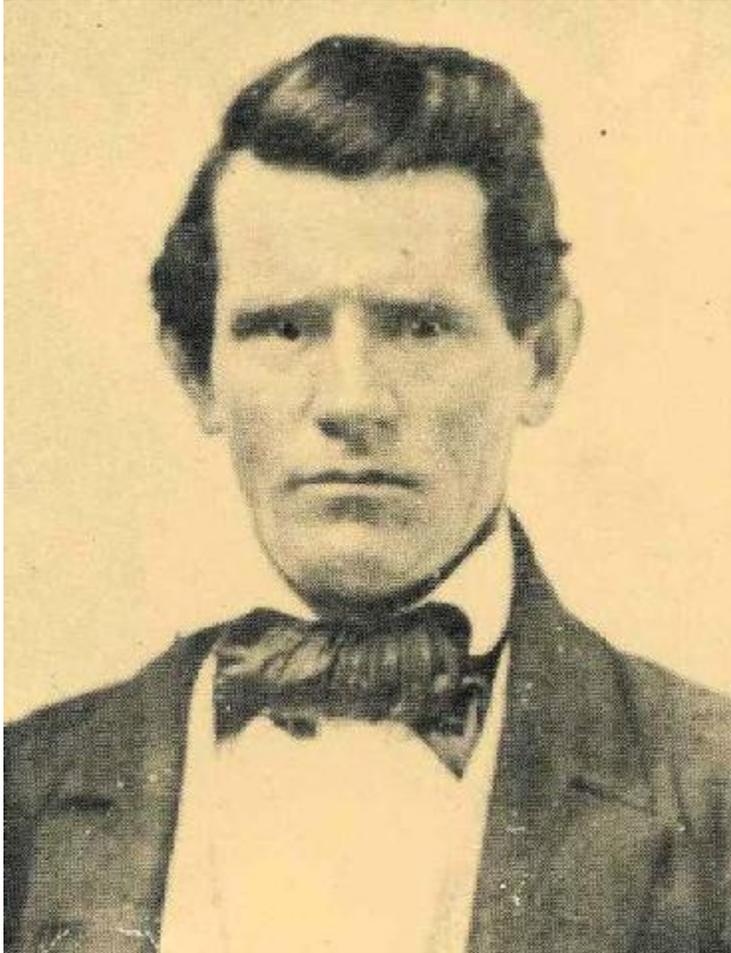
text book. (It was helpful for many students to have a word bank. I wrote the sort items on a piece of chart paper prior to giving the assessment.)

9. Conclusion. Have students complete these sentences in their own words (individually or with a partner): A primary source is _____ . A secondary source is _____ .
-

Day 2. Procedure

Materials: Text for close reading: paragraph defining primary sources and why they are important. Use the cloze paragraph to begin to assess students understanding.

1. Ask the students to read the paragraph on their own. Ask them to underline words they can't figure out. Be sure to circle around the room providing support when necessary. The important part of this first read is that the students are using the reading strategies they already know to read the text independently. Clarify the meaning of unknown vocabulary, asking first for student ideas.
2. After students read the definition paragraph, ask them to talk to their reading partners about what they understood. Record students' thoughts on the board.
 - I think this means.....
 - I learned that....
 - What does the text describe?
 - I never knew.....
3. Next, read the text aloud while (briefly) thinking aloud, reminding students of strategies to find the meaning of difficult words.
4. Now, ask students to reread the text independently, again. Then, ask the students to paraphrase in their own words the meaning of words or phrases. Give students time to practice with each other orally.
5. Complete cloze paragraph. Or give the prompt: *What is a primary source? Why are primary sources important? Be sure to include examples.*



Isaac Julian Harvey 1840's



Elizabeth "Josephine Harvey" about 1870



Mabel Harvey about 1863



Mabel Harvey about 1870

Day 1: Assessment

T- Chart

Primary Source	Secondary Source

Name _____ Date _____

Close reading defining primary sources and explaining their importance

Primary sources are created when artifacts, text, and photographs from the past are preserved or saved. Primary source text is written by eyewitnesses during a particular period of time. Some examples of text or written primary sources include letters, journals or diaries, autobiographies and newspaper accounts.

Artifacts are also important primary sources. Artifacts are objects such as toys, tools, clothing, dishes, and jewelry from the past that help us learn about the people who used them.

In addition, photographs, paintings, movies, advertisements, and posters from an earlier period provide us with images of people, places, and things from long ago.

Primary sources are important because we (student historians) can analyze them to learn about people and events from the past. Most importantly, we will learn about the past from the people who actually experienced (lived) it.

Day 2: Assessment

Name _____ Date _____

Primary sources are created when artifacts and information written by eyewitnesses, during a particular period, are saved. Some examples of primary sources are _____, _____, and _____.

Primary sources are important because we (student historians) can analyze them to learn about _____ and _____ from the past. Most importantly, we will learn about the past from the people who actually _____ it.

Option: The cloze paragraph prompt may not be challenging enough for your students. You may consider using a more open prompt such as: Write two paragraphs explaining

- ❖ "What is a primary source?"
- ❖ "Why are primary sources important tools for student historians and anyone interested in studying the past?"
- ❖ Be sure to give examples to support your explanation.

Name Key _____ Date _____

Primary sources are created when artifacts and information written by eyewitnesses, during a particular period. Some examples of primary sources are (**photographs, letters, journals, memoirs, artifacts, maps, autobiographies or others** that you taught.)

1. _____, 2. _____, and 3. _____.

Primary sources are important because we (student historians) can analyze them to learn about **people** and **events** from the past. Most importantly, we will learn about the past from the people who actually **experienced (lived)** it.

Excerpt (page 2 and 3) from handwritten letter from Josephine to her niece Margaret. A typed copy follows. There were a few words I could not decipher, but the meaning is mostly clear.

I did not read this full text to the students, I showed the students a copy and read the greeting and closing. The purpose was to show a letter as a primary source.

Dinner was served at 1 o'clock P.M.
The table was set for sixteen as we were having several friends. This number gives you the size of the table. Down the centre were castors at each end holding 4 crocks two pappers, one vinegar and one mustard. Next came two salt cellars (one on each on the inside of the castor, next were two plates of butter, 2 potato with a spray of roses molded into them. In the centre of the line was a dish of fancy cut pickled beets. Either side of the line were dishes of little gerkin pickles and dishes of cranberry jelly. For each guest was placed knife, fork, spoon, napkin, and glass of water. Surely at G. Grandmother's place cups & saucers tea from cream and sugar

Dinner begins

1st A tureen of steaming oyster (canned) soup and warmed soup plates are placed before G. Grandmother. (This soup is made by pouring the soup made in the usual way over cracker crumbs that have been crisped just where it is served).

After soup Turkey

The turkey is placed before G. Grandfather, a platter of thinly sliced boiled ham to right gravy to left

Two dishes of each vegetable potatoes canned corn and hot cabbage slaw with special

dressing. These dishes are placed at opposite sides for every ones convenience.

Bread and hot biscuits finish this course I think.

A slice of ham was served with each serving of turkey

3rd course Plum pudding, mince and cranberry pies: Pie after pudding 1/2 of each on a plate.

4th Fruit cake and old fashioned peach preserves

5th Floating Island fancy cookies and tarts

6 Nuts, raisins, and candies. Coffee tea all the time from turkey to nuts.

The candies were more entertaining than eatable. Some had mottoes on them others were sentimental as "I love you" "Will you marry me?" etc. Others were wrapped in paper and had strips with verses on them. and others had snappers in them. I made your grandfather jump now when once and then how red he would turn.

I don't think I have left any thing out of that dinner yet to the best of my remembrance. No doctor was needed before morning.

A Merry Christmas and Happy New Year to you

Your loving Aunt Joe

Excuse any mistakes of any kind say them partly to old age and partly to any thing you like

Josephine's Letter to her Niece Margaret: Excerpt describes Christmas dinner.

Dinner was served at 1 o'clock P.M.

The table was set for sixteen as we were having several friends. This number gives you the size of the table. Down the center were castors at each end holding 4 cruets two peppers, one vinegar, and one mustard. Next came two salt cellars (ever seen one?) on the inside of the castors, next were two plates of butter, 1/2 pound pats with a spray of roses molded into them. In the center of the line was a dish of fancy cut pickled beets. Either side of the line were dishes of little gerkin pickles and dishes of cranberry jelly. For each guest was placed knife, fork, soup spoon, napkin, and goblets of water
..... ----- At G. Grandma's place cups saucers
teaspoons, cream and sugar.

Dinner begins

1st A tureen of steaming oyster (canned) soup and warmed soup plates are placed before G. Grandmother. (This soup is made by pouring the soup made in the usual way over cracker crumbs that have been crisped just when it is served).

After soup Turkey

The turkey is placed before G. Grandfather, a platter of thinly sliced boiled ham to right, gravy to left.

Two dishes of each vegetable potatoes, canned corn, and hot cabbage slaw with relish dressing.

These dishes are placed at opposite sides for every one's convenience.

Bread and hot biscuits finish this course I think.

A slice of ham was served with each serving of turkey.

3rd Course

Plum pudding, mince, and cranberry pies. Pies after pudding 1/6 of each on a plate.

4th Fruit cake and old fashioned peach preserves

5th Floating Island fancy cookies and tarts

6th Nuts, raisins, and candies. Coffee and tea all the time from turkey to nuts.

The candies were more entertaining than eatable.

Some had mottos on them others were sentiments as "I love you" "Will you marry me?" etc. Others were wrapped in paper and had stripes with roses on them. Others had snappers in them. I made your grandfather jump more than once and then how red he would turn.

I don't think I left anything out of that dinner yet to the best of my remembrance no doctor was needed before morning.

A Merry Christmas and Happy New Year to You
Your Loving Aunt Joe

Book Instructions:

Run front & Back covers, back to back
With pages 1 and 6

Run pages 3 & 4, back to back with pages
5 & 2

Put together so numbers are sequenced and
staple.

(I used this as a read aloud. I summarized
page 1 and then read the rest as written.)

The student's were charmed and wanted
their own copy. They asked a lot of questions
and learned about the life of a child in the
late 1800's.

Back cover

A Terrible Sight Met Our Eyes

By Josephine Harvey

Front cover

One winter I was sick a great deal and had to stay indoors. I did not have many playthings as they must be brought in from Marysville and brought over bad roads and they were also very expensive. I had one doll that Papa had brought to me and a wooden doll my Uncle Billy Kinsey had whittled out of a stick when he was on a jury. The arms and legs were jointed and put together with pins. There were two holes through the body near the arms. We would run strings through these holes fasten one end to a chair, then - pulling the strings tight- strike them quick or slow, hard or easy, just as we wanted the dolls to dance. Sometimes we dressed them in short skirts, but usually they wore no clothes when we made them dance.

It was too much, I thought; but, alas! The tragedies were not over. We swept up the mess and took it out to the chickens. What did I see? My big doll that we had laid out in the sun to dry was all burst open. The barley had been well soaked in the bath and the hot sun did the rest. There were great ragged tears across her body and the barley was streaming out. Across the face, on which Uncle Billy had made wonderful eyes, cheeks, and mouth, was a gash that gave her a fiendish look. It was too much! I could bear no more that day so when my brother laughed I ran crying to Mama for comfort. Two such accidents in one day! She said she would make some more dolls - but that was no consolation.

I was shut in so long that I grew tired of everything I had so mother made me five dolls of various sizes. The tallest was about 2-1/2 feet tall and stuffed with barley; the smallest was about sixteen inches, and like the other three stuffed with bran. All had flat heads and their feet turned sideways, but they were beautiful dolls for all that, dressed in all the clothes a child would wear and so made that they could be taken off. Four lawn dresses, but the little one was dressed like a baby. Fronie and Willie made a cradle for it by nailing a soap box to some pieces of keg head. Mother gave us a little pillow for a mattress and several pieces of old blanket. The baby's pillow was made from cattail heads and had a real pillowcase. We had a fine time with this family and the dolls furnished entertainment until spring and I could go out again.

Spring also brought us a new pet - a little pig whose mother died and Fronie raised it on a bottle. For a while Fronie had it for her doll - dressing it in some of my doll's clothes and putting it in my cradle - when I didn't object too much. There was a great deal of sickness in Quincy that summer, and our family of dolls and the little pig, of course, had to be sick too, and be doctored. A hot bath was the first thing to give. We took a little tub and filled it pretty well up with quite warm, almost hot water. We took the little pig first. For some reason that we wouldn't see he did not like it and when his bath was brought to an end by his getting away from us, there was more water on us than in the tub. But it was a very warm day and we didn't care.

Now it was time to begin on my family. We got more water and the big doll stuffed with barley. We gave her a log bath as she didn't squirm and kick like the pig. Then we took her out and after drying her as well as we could Fronie said, "We'll put her out in the sun to really dry." (We didn't know about sunbathers then, or we would have called it that). We then went into the bedroom to get the next doll. But she was not to be bathed.

A terrible sight met our eyes. The little pig had got there first and found my baby doll in its cradle. She had torn open the body of the doll and was eating the bran. When we came in she started to run, thus scattering bran and pieces of clothes all over the room. The more we tried to catch her, the better she dodged, until at last she dropped the remains and ran through the doorway. My littlest doll!