

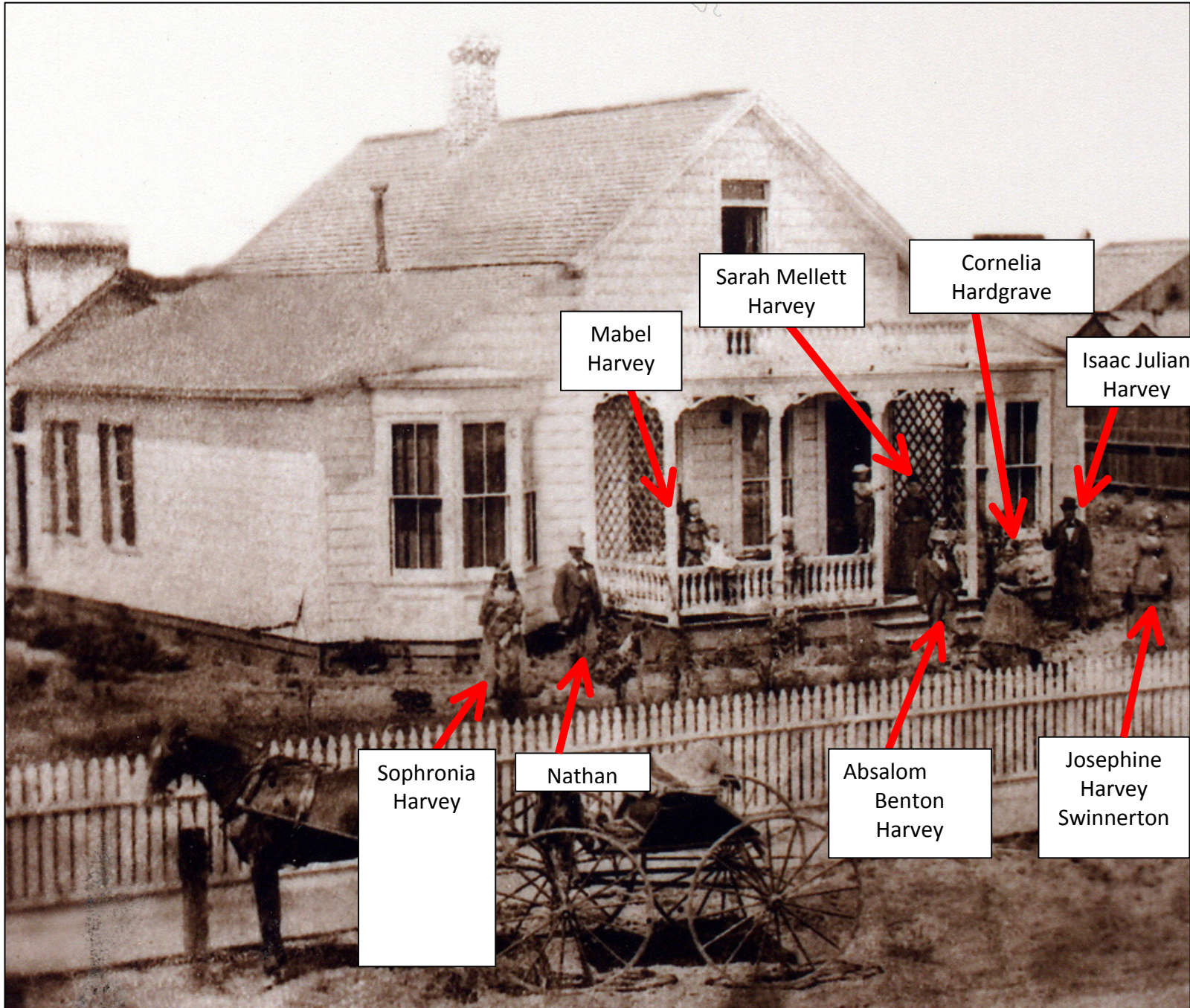
MODEL LESSON PLAN

Name	Donna Leary
Grade Level	Grade Three
Unit Topic	Early Salinas City History
CA H-SS Content Standards & Common Core Standard	<p>CA H-SS 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>3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p> <p>CCSS Reading for Informational Text Key Ideas and Details: 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>CCSS Writing: Text Types and Purposes: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Introduction, facts, linking words, conclusion).</p>
Text/Sources Textbook Pgs.	Relevant pages from Scott Foresman Third Grade textbook
Unit Focus Question	How has the Salinas area changed over time?
Unit Teaching Thesis	Salinas has grown from a native American population living off the land and the sea to a large national agricultural center.
Lesson Focus Question	What can this photograph tell us about the Harvey family in 1874?
Lesson Teaching Thesis	The Harvey House photograph shows a family gathered in front of their home. They own a two story house and a horse and carriage. The thirteen people look dressed up for an important day. The Harvey family might have been an important family in early Salinas City.
Lesson Duration	2 forty-five minute class periods
Primary Source & Strategy	1874 photograph of the Harvey House, Harvey House photograph with people identified. Student Primary Source Investigation Worksheet
Lesson Assessment	In a structured paragraph, students answer the question What can this photograph tell us about the Harvey Baker House in 1874?

Procedure:

1. Today you will be a historian, and you will use tools that historians use to learn about the past. The most important tool a historian uses to learn about the past are called primary sources. (If this has already been explored with students, review: What are primary sources? What are some examples of primary sources? Primary sources have information that came from the time period we are studying. Some examples of primary sources are: diaries, journals, letters, maps, eye witness newspaper accounts, photographs, and tax records).
2. Historians, what does this photograph tell us about the Harvey family? What do you notice? What do you wonder about? When do you think this photograph was taken? Why do you think that? Have the class discuss and record answer for all to see. We don't know who the photographer was, and we're not really sure who the photograph was for (the audience). We think it was taken for the Harvey family around 1874. Is that more or less than 100 years ago? What could we do to find out exactly how many years ago that was? You're going to work with a partner to list as much as you see, or evidence, in the photograph. Distribute the Analyzing A Primary Source worksheet. I would leave the Historical Context blank at his time. Let's begin with a few things we've already talked about seeing and write those in the What I see column. Jack said he saw a two story house; Maria said she saw people (How many? Women? Men? Children?). Direct students to work with their partner and find all the evidence they can by looking closely and carefully, just like a historian would. The teacher circulates and affirms, asks leading questions, helps those needing a little extra help. As a class, go over together what students found and write down the evidence on a document camera. In the What I see ...column. Students add to their list as is appropriate. See key. **Teacher note:** What are ways to make students feel like a researcher? Student teams can use a magnifying glass or magnifying loupe. Maybe your science teacher has some you can borrow. Having students put the photograph against a window will also help magnify the image.
3. The next step is to look at what we saw and think about what that means. (Teacher note: this will be modeled and for some classes the teacher may do this part all together as a class). As, historians, we observe evidence and then think about what it means. We noticed 13 people in front of the house. Do they look like they are dressed as they would be for every day? No. What would their "fancy" or "good" clothes mean? This was some kind of special occasion. Do you think everyone had a horse and wagon? No. What would that tell us about the Harveys? And so on... Record on the document camera in the What I think that means... column.
4. As historians, we don't always have all the evidence we'd like. Questions still remain. What questions do you wonder about? Record on the document camera in the What this makes me wonder about... column. Additional questions that could be asked by the teacher are What do you see that is different from today? What is similar or the same? Have students wonder/ask questions with a partner first. Now I would distribute the Historical Context, have students glue it in the box under Place and Time and talk about the context of the picture. Having examined the house, students will be better prepared to grasp the context. The above may be done in one class period. The next day or as soon as possible-
5. We're going to take the evidence that we found from the primary source photograph of the Harvey House and write an informational paragraph. The question we are going to answer is What does this photograph tell us about the Harvey family in 1874? Model for the class one piece of evidence they might have for #1. Guide student pairs to choose evidence for #2 and 3. Discuss with the class what their evidence taken together might mean. The teacher concludes the paragraph and can ask if anyone else has another conclusion.





Sarah Mellett
Harvey

Cornelia
Hardgrave

Isaac Julian
Harvey

Mabel
Harvey

Sophonra
Harvey

Nathan

Absalom
Benton
Harvey

Josephine
Harvey
Swinnerton

ANALYZING A PRIMARY SOURCE

Name: _____

1. Focus Question: What can this photograph tell us about the Harvey family in 1874?

2. Title of Source: Harvey House, Circa 1874

3. Type of Primary Source: photograph

4. WHO
Photographer: unknown
Audience: unknown

5. WHEN & WHERE
Place and Time: Salinas, around 1874
Historical Context:

6. WHAT: Observations		QUESTIONS
What I see...	What I think that means...	What this makes me wonder about...

ANALYZING A PRIMARY SOURCE

Name: KEY

1. Focus Question: What can this photograph tell us about the Harvey family in 1874?

2. Title of Source: Harvey House, Circa 1874

3. Type of Primary Source: photograph

4. WHO
Photographer: unknown
Audience: unknown

5. WHEN & WHERE
Place and Time: Salinas, around 1874
Historical Context: This is the Isaac J. Harvey House. It was built behind his store in Salinas City in 1868. Around 1874, the house was moved to 138 Monterey Street and made bigger. Salinas was beginning to look like a real town. Cattle ranching, dairy farming, and farming were important ways people made money. The Southern Pacific RR came in November 1872. The next month, Salinas City became the county seat (county center of government).

6. WHAT: Observations		QUESTIONS
What I see... evidence	What I think that means... analysis	What this makes me wonder about...
house two story, balcony for second floor porch, sides are lattice, pillars, railing, steps windows 13 people (five kids, 5 women, 3 men) Men are in fancy suits, women long dresses white fence horse and carriage (buggy?) hitching post chimney metal pipe on roof good size house other houses, neighbors side fence	They must have had some money. The house looks big. They had a horse and a buggy. Everyone looks dressed up. This must have been a special day.	Were they celebrating something? Why were they all dressed up? Why were so many people there? Did they all live in the house? Why did they have the picture taken? Who owned the horse and carriage?

WRITING ABOUT THE PRIMARY SOURCE

Focus Question: What can this photograph tell us about the Harvey family in 1874?

The primary source photograph of the Harvey House shows (1) _____,
(name three important pieces of evidence from the "I see" column)

(2) _____,

and (3) _____.

In the photograph, it looks like _____
(say what you think your evidence means)

Conclusion: The Harvey family might have been an important family in Salinas City.

WRITING ABOUT THE PRIMARY SOURCE **KEY**

Focus Question: What can this photograph tell us about the Harvey family in 1874?

The primary source photograph of the Harvey House shows (1) _____ a two story house _____,
(name three important pieces of evidence from the "I see" column)

(2) _____ a horse and carriage _____,

and (3) _____ thirteen people dressed up _____.

In the photograph, it looks like _____ the people who lived in the Harvey House looked like they had some money _____
(say what you think your evidence means)

_____ to buy nice things. This is because the house is big, there is a horse and carriage, and the people are dressed up.

This looks like an important day to the family.

Conclusion: The Harvey family might have been an important family in Salinas City.

Historical Context (cut out):



This is the Isaac J. Harvey House. It was built behind his store in Salinas City in 1868. Around 1874, the house was moved to 138 Monterey Street and made bigger. Salinas was beginning to look like a real town. Cattle ranching, dairy farming, and farming were important ways people made money. The Southern Pacific RR came in November 1872. The next month, Salinas City became the county seat (county center of government).

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