

Kindergarten-Grade 2: Graduation Cards

Lesson Overview

This project will help introduce the concept of “the past” and help lay the groundwork for future course work on history.

Objectives

- To help students understand the concepts of “long ago,” “before,” and “past versus present”
- To demonstrate that Americans have a variety of traditions
- To illustrate the importance of friendship and community

Time required: One forty minute class period

Recommended Grade Level: K-2

Classroom Setup and Material:

Computer and Project
Colorful paper
Markers or crayons

Lesson Procedure:

1. Ask students if they have older siblings. Ask if they have seen pictures of their siblings or parents from when they were younger.
2. Tell students their parents, grandparents, and even great-grandparents were once children, too.
3. Show the class Caroline’s scrapbook. Explain that she created it about 80 years ago.
4. Explain to the class that things change over time, but some things stay the same. Show the class some of Caroline’s graduation cards. Explain that we still give cards to our friends and family today – just like Caroline’s friends and family gave her cards.
5. Explain that when Caroline was in school, she and her classmates demonstrated their friendship by exchanging colorful cards. Also explain that these particular cards were meant to show that Caroline’s friends were proud of her.
6. Explain that Caroline saved the cards because they reminded her of how much she loved her friends.
7. Have students create their own cards for someone they are proud of.

Grade 3-5: Primary Sources and Personal Artifacts

Lesson Overview

This lesson plan introduces the practice of using primary sources; where to find primary sources, what they are, how to examine them, and how to construct a context to tell more of the story.

Objectives

Students will:

- Analyze personal artifacts as primary sources;
- Analyze historical primary sources; and
- Connect historical text with primary sources.

Time Required: Two forty minute class periods

Recommended Grade Level: Grade 3-5

Classroom setup and material:

Computer and projector

Chalkboard or white board

Display items from Caroline's scrapbook along with personal primary documents and personal artifacts that reflect something important in your own life (e.g., driver's license, diary, letter written to you).

Lesson Procedure:

Day One

1. Begin by asking the class if they know what a primary source is.
2. Define both primary source and secondary source. Show the class items from Caroline's scrapbook and your personal examples of a primary source.
3. Ask the class to describe primary sources from their own lives. Compile a list on the board.
4. Ask the class what kind of information these primary sources reveal about people.
5. Ask the class to bring in their own personal artifacts to share with the class.

Day Two

1. Ask members of the class to share their personal artifacts.
2. As a class, interpret the artifacts to determine information about the owner's personality and lifestyle. Have the owner construct the context that provides more of the story.
3. Show the class a sample of primary sources from Caroline's scrapbook.
4. Together, the class should discuss the value of the historical primary sources, returning as needed to the previous discussions of their own artifacts.
5. Students may write a short reflection, connecting their own artifacts to their study of the historical primary sources.

Grade 6-8: Interpreting the Past

Lesson Overview

This lesson discusses the differences between primary and secondary sources. It will help students understand the important role artifacts play in shaping our past. It will also provide students with a look into how history is created.

Objectives

Students will:

- Learn the difference between primary and secondary sources;
- Be introduced to the concept of the historical artifact; and
- Learn how archaeologists and historians draw conclusions based on surviving evidence

Time Required: One forty minute class period

Recommended Grade Level: 6-8

Classroom Setup and Material

Computer and project

Chalkboard or white board

Caroline's scrapbook

Lesson Procedure :

1. Ask the class if they know the difference between primary and secondary sources.
2. Define primary source and secondary source. Ask the class for examples and list them on the board.
3. Project Caroline's scrapbook for the class, or break the class into small groups and ask them to examine the scrapbook on their own.
4. Have the students study the pages and make observations by answering questions such as, "What can you tell about Caroline's life from reading this scrapbook?" and "What can you tell about the time in which Caroline lived?"
5. Now, ask the class to look in their bags for items that tell something about them. Ask the class, "What conclusions might a future historian make about your life based on these items?"
6. Ask the class questions such as "Do these items offer a complete picture of you? What does this tell you about the accuracy of history?" These questions should lead into a discussion of how history gets written and the possibility of gaps in the historical record.

Grade 9-12: Recreation Yesterday and Today

Lesson Overview

Students research entertainment and recreation in the early 20th century using Caroline's scrapbook. Students then compare the experience for this time period to their own

experience. While this lesson is about recreational activities, it is also about being a teenager in the 1920s and 1930s.

Objectives

Students will:

- Learn the difference between primary and secondary sources;
- Understand and use online primary sources; and
- Express ideas in writing.

Time Required: One forty minute class period

Recommended Grade level: 9-12

Classroom Setup and Material

Computer and projector

Chalkboard or white board

Caroline's scrapbook

Lesson Procedure:

1. Divide the class into small groups.
2. Ask students to think about all the activities they were involved in during the past 24 hours, and list as many of these activities they can remember.
3. Have students write down what evidence, if any, each activity may have left behind.
4. Ask students to review their lists, and then answer these questions as a class:
 - a. Which of the daily activities were most likely to leave traces of evidence behind?
 - b. What, if any, of that evidence might be preserved for the future? Why?
 - c. What would a future historian be able to tell about your life and your society based on evidence of your daily activities that might be preserved for the future?
5. As a class, view Caroline's scrapbook. Examine the evidence she has left behind and discuss its significance.
6. Following an examination of the scrapbook, discuss similarities and differences between Caroline's activities and the daily activities of the class.
7. Students will write a short paragraph summarizing their experience with the scrapbook and answering the questions: What differences do you see between your recreational activities and Caroline's? What similarities?