

Introducing the life of Daniel H.
Sullivan

Lesson Plan I, II, and III

Created by Ashtin Griffie
introduced to the local history of those that served in our nation's military.
Students will gain an appreciation and knowledge of how we
commemorate those who have served and have been interred in our local
National Cemetery.

Students will be

Kidblog.org

Day One/Lesson One- Memorial Day; Remembering Our Veterans
PART A: PLANNING

Grade Level: 3-5

Targeted Content: Social Studies/History

Integrated Content: Language Arts

State Content Standard and/or Common Core Standard(s):

Target Standard(s): 4.H.5.2 Use evidence to develop a claim about the past.

Supporting Standard(s): CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group		Workshop			
Individual Student	<input checked="" type="checkbox"/>	Lab			

Lesson Focus: Memorial Day, originally called Decoration Day, is a day of remembrance for those who have died in service of the United States of America, it was borne out of the Civil War and a desire to honor the nation’s dead.

Learning Outcome(s):

As a result of this lesson students will read and discuss information presented to them about the origin of a national holiday “Memorial Day.” Students will create an informational brochure providing facts and information about Memorial Day according to the rubric.

Assessment Measures:

Formative Assessment(s): Before starting the lesson, ask students what they know about the topic. As students are working, walk around and listen to group discussions, conferring with the students/groups.

Summative Assessment(s): Students will individually create a brochure presenting the information pertaining to Memorial Day. This brochure will be graded using the attached rubric.

Differentiation: For students who are unable to read/comprehend the text on the website, a video is provided for the student to watch: <https://www.youtube.com/watch?v=SGdg6cf2TpE>
 Each student will be expected to create the brochure but some students may get extra help from the teacher or from a para. Picture and oral retelling of the facts can be used instead of writing.

Materials:

Tablet/Computer for each student

Materials for Brochure: Homework

- Colored paper
- Old magazines
- Glue sticks
- White paper
- Scissors
- Markers/crayons/ colored pencils

Red Poppy

- Before students arrive- cut 4 inch squares into red paper (two for each student)
- Green pipe cleaner (1 per student)
- Glue
 - Fold each square into quarters and then fold on the diagonal, so that each folded edge meets and the cut edge is along the top.

- Now mark out a curve on the triangle.
- Cut along that curve.
- When you open it out, you should have a red flower shape. Make two.
- Snip a hole in the center of each red flower shape, push the chenille stem through the center and tie a knot or twist to keep it in place.

PART B: DELIVERY OF INSTRUCTION

Procedures for Teaching and Learning:

1. Ask students what they know about Memorial Day, when it is, what it's for, etc. (5 min)
2. Put students into groups of 3. Each student will need access to a computer or Tablet. Encourage students to take notes. Each student will read a "tab" from the following website:
http://www.usmemorialday.org/?page_id=25 (About) (History) (Observance)
Students will then teach/discuss their portion with the students in their groups. (30 min)
3. Bring class back together to discuss as a group and ask students comprehension questions. (10 min)
 - Tell me something you learned
 - Tell me something you knew already
 - Tell me something you want to know more about
 - Does your family celebrate Memorial Day? Do they celebrate it as a start to summer or for the reason it was created?
 - How can we spread the real meaning of Memorial Day?
4. Discuss with students the "red poppies" as a symbol and have each student create a red poppy to wear on Memorial Day. (15 min)
5. Tell students about the assessment (Brochure) that they will be creating as homework. Let them know about the link on the class website (<http://veteranslegacystudentresources.weebly.com/>) where they can find information about Memorial Day as reference. Also remind them to blog.

Closure: "Most likely our summer will start and school will be out on Memorial Day. We have made these red poppies in class today in hopes that you will wear them on Memorial Day to show your support and sympathies for those who have served and are no longer living. I want you to all enjoy your summer and celebrate the season, but I hope that you can now spread your knowledge of the holiday and help others to once again remember Memorial Day for what it is."

Assignment: Students will create a brochure that they could share with a non-class member (parent, grandparents, cousin, friend etc.) that explains the holiday. See attached rubric.

	5	3	1	0
Facts	Student includes 5 or more facts about the holiday	Student includes at least 3 but less than 5 facts about the holiday	Student includes 1-2 facts about the holiday.	Student did not complete.
Grammar	No grammatical or spelling mistakes.	Very few grammar and spelling mistakes.	Several grammar and spelling mistakes.	Student did not complete.
Visual Appeal	Very appealing-Student used a lot of color, pictures, colored paper and other artistic flare.	Somewhat appealing-Student used some color, few pictures and little artistic flare.	Student added very little to no visual appeal.	Student did not complete.
Cover Page	Cover page included an overview of the information presented in the brochure Must include all 5 bullets.	Cover page included at least 3 but less than five of the	Cover page included 1-2 of the information bullets.	Student did not complete.

	<ul style="list-style-type: none"> Title Picture/Drawing Holiday Date of Holiday Students Name 	information bullets.		
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Day Two/Lesson 2- Types of Sources

PART A: PLANNING

Grade Level: 3-5

Targeted Content: Social Studies/History

State Content Standard and/or Common Core Standard(s):

Target Standard(s): 4.H.5.2 Use evidence to develop a claim about the past.

Supporting Standard(s): CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers	<input type="checkbox"/>	Other (list)	<input type="checkbox"/>
Small Group	<input type="checkbox"/>	Workshop	<input type="checkbox"/>		<input type="checkbox"/>
Individual Student	<input checked="" type="checkbox"/>	Lab	<input type="checkbox"/>		<input type="checkbox"/>

Lesson Focus: Students will be able to define and distinguish between primary and secondary sources.

Learning Outcome(s): Students will actively participate in discussions that will help them distinguish between primary and secondary sources to help them develop a claim about the past. They will complete an assessment/worksheet with 80% accuracy.

Assessment Measures:

Formative Assessment(s): Discussion during the introduction and instruction phase of the lesson. The worksheet that the students complete during the workshop time can be used to assess whether or not they understood the concepts.

Materials:

Lesson plan found at <https://betterlesson.com/community/lesson/29132/primary-vs-secondary-sources>

PART B: DELIVERY OF INSTRUCTION

Procedures for Teaching and Learning:

1. So far we have learned how to find information in a book in order to cite a source. It is important to cite this information because we can't take credit for information we learn through sources. Today, we will learn about two different types of sources; primary and secondary.
2. **Teach/Active Engagement (10-15 mins):** Primary sources provide first hand evidence of historical events. The authors of primary sources were actually present during the event. Examples of primary sources are photographs, maps, postcards, and manuscripts. However, secondary sources are interpretations and opinions about primary sources. For example, if two of your friends are having an argument on the playground and you don't see the argument, the information your friend provides to the principal would be considered a primary source because s/he was present during the argument. However, if you went to the principal to explain what you learned about the fight from other people, your explanation would be considered a secondary source. Textbooks are examples of secondary sources because the textbook writers were not present during the events in the book. They can sometimes add their own opinions and interpretations of the events into the textbooks.

I know that is a lot of information and sources can be very confusing. Turn and tell your partner the definition of a primary source. Try to explain the definition in your own words. Students should turn and talk. Teacher has students share out responses. Great job! Now partner number two, explain secondary sources to your partner. Remember to use your own words and try to teach your partner about secondary sources. Students turn and talk. Teacher calls on students to share.

Now that we have the definitions of the two types of sources let's try to place examples into categories. Teacher uncovers chart with the following examples of sources.

1. A diary entry from Anne Frank about the Holocaust.
2. A biography of Harriet Tubman written by a current author.
3. A textbook chapter about the Great Depression.
4. A fossil found in the desert from the Ice Age.

Teacher reads aloud the first example. Students place one finger in the air if they think the example is a primary source, and two fingers in the air if they think the example is a secondary source. Teacher asks students to share out their responses and explain their thinking. If necessary, teacher explains a diary entry is an example of a primary source because Anne Frank was writing about her own experiences in the Holocaust, a diary is a place you record your own thoughts and feelings about an event.

Let's try another example. Teacher reads aloud second example. Turn and tell your partner if this is an example of a primary or secondary source. Students should turn and talk. Teacher has students share out. You were all correct, a biography is a secondary source because the author is writing about the life of someone else. They may not have been present for every event in the life of that person and are therefore writing a secondary interpretation of those events.

Teacher repeats the same process with the last two examples. I think you are all getting the hang of primary and secondary sources. It is important to understand the difference between these two types of sources because we want to be critical readers of a text. We need to read secondary sources more critically because they may contain opinions or ideas of the author instead of the person the event revolves around.

When you return to your seats today you will be given several different examples of sources. With your group mates, discuss these sources and determine if they are examples of primary or secondary sources. Once you have determined the type of source, write a sentence explaining your reasoning. Off you go researchers!

3. **Workshop Time (15-20 mins):** Students should work in their groups to complete the source activity (attached to lesson). The worksheet does not require students to write sentences explaining their thinking, however I require students to complete this extra step. This is helpful in breaking down student misunderstandings and allows students time to debate their explanations.
4. **Exit Slip/Share (10-12 mins):** Teacher should collect the worksheets at the end of the lesson to determine which students need more support. It is also an option if students are struggling, to go over the examples as a whole class and allow students time to debate their answers.

Closure: Today we have learned about secondary and primary sources, and how each kind of source can help us understand events and people better. When studying subjects such as history, it is important to try to use both primary and secondary sources to tell the most complete story possible.

Assignment: <https://betterlesson.com/community/document/120932/primary-and-secondary-sources-exit-slip> Link to worksheet to be completed during workshop time

Day 3/Lesson 3- Using Primary Sources

PART A: PLANNING

Grade Level: 3-5

Targeted Content: Social Studies/History

State Content Standard and/or Common Core Standard(s):

Target Standard(s): 4.H.5.2 Use evidence to develop a claim about the past.

Supporting Standard(s): CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group		Workshop			
Individual Student	<input checked="" type="checkbox"/>	Lab			

Lesson Focus: Students will understand how to use primary sources to write about people and events in history.

Learning Outcome(s): Students will see an example of how primary sources were used to develop a biography, then repeat the process on their own.

Assessment Measures:

Formative Assessment(s): Discussion during the introduction and instruction phase of the lesson. Writing of short essay utilizing a primary source.

Differentiation:

Students may get extra help from teacher or para in writing their short essay. Picture and oral retelling of the interview can be used in place of writing.

Materials:

1. Daniel Sullivan biography found at www.bhveterans.omeka.net.
2. Paper
3. Pencils

PART B: DELIVERY OF INSTRUCTION

Procedures for Teaching and Learning:

1. Yesterday, we learned the difference between primary and secondary sources. One primary source we didn't talk about were oral history interviews. These are interviews with people who lived through an event or knew a person being researched. Today, we are going to see how using primary sources such as oral history interviews can help tell a story about people and events.
2. Read the Daniel Sullivan biography posted on the www.bhveterans.omeka.net site aloud to students. Discuss how this information was gathered by the author talking to the extended family of Daniel Sullivan. Ask students questions about the biography such as, what kind of questions do you think the author asked to write this biography? Who do you think the author might have

interviewed to learn this information? How does this biography, based on interviews, differ from other books that we have read based on secondary sources?

3. Have the students turn to their shoulder partner. Tell students that they are going to interview their shoulder partner about their summer. This oral history interview will then be used to write a short “history” about the past summer.
4. Give the students 5-10 minutes to brainstorm questions they want to ask their shoulder partner about their summer.
5. Give the students 10 minutes to interview their shoulder partner. The students should record their partner’s answers. After 10 minutes, have the students switch roles. While students are conducting their interviews, teacher can walk through to check on types of questions being asked and see if students are struggling or have any questions.
6. Set aside time for students to write up a paragraph about the interview they just conducted. Can either have the student turn the short essay in, or if time allows, have each student introduce their shoulder partner and tell their shoulder partner’s story.

Closure: We’ve learned a lot about primary and secondary sources the past few days. We have even had a chance to develop our own primary source and write an essay using that primary source. As we have seen, using primary sources changes the type of information that can be gathered while doing research, thus affecting how we discuss historical characters and events.

