



The City as Primary Source
September 2018

Local history provides rich insight into our daily lives. So often we do not use primary source images, situations, and artifacts in the presence of our students. The practice of teaching using primary sources is the objective of this lesson. In using teaching tools that are first person and immune to interpretation, these tools allow for the students' own interpretation. The focus using this practice is that students come to their own conclusion through guided practice. In these lessons, we will tour a neighboring city of Philadelphia, learn and use the Library of Congress website as a means of teaching effectively, and reflect and respond to situations which sometimes take place outside of the classroom.

Overview

Student Objectives

List the bulleted goals/objectives behind your lesson plan

Students will be able to analyze and interpret primary source images/ locations and answer and generate questions about the images and experiences.

Students will be able to navigate and use the Library of Congress images to crystalize and clarify questions and topics related to historic themes.

Grade level

9-12

Curriculum area

Example: Language Arts

Language Arts/ Social Studies/ Digital Literacy

Materials

Chart Paper, markers, Electronic devices with access to the internet, projector, K-W-L chart, scavenger hunt paper, graphic organizer, Final Assessment.



Standards

Learning Standards by State

Explain in bullet points how each of the Objectives align with state learning standards

PA State Standards

CC.1.2.9–10.K.- Language Acquisition

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PA.CC.1.5.9-10 Speaking and Listening

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions

CC.1.5.9–10.D.- Speaking and Listening

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Procedures/Resources

Recommended time frame overview

*Example: 6 sessions: 1 30-min group
intro / 5 30-min computer-based
activity sessions / 1 30-min group
wrap-up*

90 minutes



<i>List the procedure and resources for– bullet points with resource links for each sessions:</i>	
Warm Up	<p>Students will be prompted by asking the following Questions</p> <ol style="list-style-type: none"> 1. Who is from Philadelphia? (students respond) 2. Who knows some celebrities from Philadelphia? (Students respond) 3. Through teacher led activity students generate a list of local Philadelphia Celebrities (Benjamin Franklin, Will Smith, Jill Scott, The Roots) 4. Introduce that today we will be using Primary sources to learn more about local musician and Jazz great John Coltrane.
Explore & Respond Session 1 30 Minutes	<ol style="list-style-type: none"> 1. Brief overview of “ What are Primary Sources?” 2. Review Library of Congress Website have students gain facts from this source. www.loc.gov 3. Students Watch John Coltrane House video https://www.youtube.com/watch?v=POMqFL9f1z0 4. Students Fill out K-W-L Chart (students will fill out the K section of what they know abhttps://www.youtube.com/watch?v=POMqFL9f1z0out John Coltrane , Students will generate questions about what they want to know about John Coltrane). 5. Students will view and analyze the TPS Album Summer in the City and be prompted answer higher order thinking questions about the time period, socio economic struggles, and historic significance of the house. 6. Students will be instructed to fill out the L section of their K-W-L chart. (L for what they learned about the this historic site). 7. Exit Ticket: students will generate one question that they could ask a historian about the life of John Coltrane in Philadelphia?
Uncover & Wonder Session 2 90 Minutes	<ol style="list-style-type: none"> 1. Students will attend a field trip to the site of 1511 North thirty third street in Philadelphia. 2. Students will observe and analyze the neighborhood and house of John Coltrane. 3. During the tour students will complete a scavenger hunt. <u><i>See attached document.</i></u> 4. Students will get opportunity to ask student generated questions to local historian.
Follow Up Session 3 30 Minutes	<p>After the visit students will work in heterogeneous pairs and answer the following questions</p>



	<ol style="list-style-type: none"> 1. What ideas or concepts were confirmed about the visit to this historic site? 2. What one fact that you thought was interesting about the historic site? 3. What were you surprised to learn about John Coltrane? <p>Students responses will be displayed and shared as a whole group.</p>
Session 4 Research and Share 30 Minutes	<ol style="list-style-type: none"> 1. Students will search the Library of Congress Website www.loc.gov for images relevant to our visit to the historic site. 2. Students will print these images. 3. Students will share the significance of these images and what electronic resources they utilized. 4. Teacher will record and compile the use resources and share with students for future research use
Dig Deeper Session 5	<p>Get out your devices. Students will post a comment to group discussion in google classroom.</p> <p>Question: What information was the most meaningful to you throughout the lessons on John Coltrane.</p> <p><u>Extension Activity:</u> Students can use google maps to locate and analyze the surrounding neighborhood of the historical sight as seen in person or an image from the www.loc.gov, library of congress resource. or Students can generate questions to ask a local historian that were created after the historic site visit.</p>
Evaluation: Session 6 20 Minutes	<p>Students will complete graphic organizer about John Coltrane Primary source visit independently. (Assessment Attached)</p>
Evaluation	



<i>Note the rubric which will help you evaluate/grade your students</i>	<ul style="list-style-type: none">Students will be evaluated using the following graphic organizer. Students will analyze primary source images and analyze their cultural, societal and geographic impact. Students will then use this tool to make conclusions and generate questions about the use of the documents and what information can be discerned using the images as a resource. <p>Assessment Tool:</p> <ul style="list-style-type: none">https://www-tc.pbs.org/opb/historydetectives/static/media/downloads/2013-01-22/analyzing-primary-sources.pdf
Additional Resources	
<i>List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration</i>	<p>Image Gallery: https://www.loc.gov/resource/hhh.pa3863.photos/?sp=1</p> <p>Assessment Tool: https://www-tc.pbs.org/opb/historydetectives/static/media/downloads/2013-01-22/analyzing-primary-sources.pdf</p>
Accommodations	
<i>Note any accessibility options that might be applied to address student needs</i>	<p>Students who cognitive deficits will be given the accommodations of the extended time to submit activities.</p> <p>Students will also be given modified graphic organizers to clarify and organize thoughts and ideas related to the writing assignment.</p>



Primary Sources from the Library of Congress



Image Thumbnail	Description	Title	URL
<p><u>Image 1</u></p> 	<p>This primary source image serves as a focal point for direct instruction but also a preview of the neighborhood trip the students take.</p>	<p>John Coltrane. (1998, May 21). Retrieved August 1, 2018, from https://tpsteachersnetwork.org/my-images/my-albums</p>	<p>http://www.loc.gov/resource/hhh.pa3863.photos/?sp=1</p>
<p><u>Image 2</u></p> 	<p>This primary source image serves as a focal point for direct instruction but also a preview of the neighborhood trip the students take.</p>	<p>John Coltrane. (1998, May 21). Retrieved August 1, 2018, from https://tpsteachersnetwork.org/my-images/my-albums</p>	<p>https://www.loc.gov/resource/hhh.pa3863.photos/?sp=3</p>



Image 3&4



This primary source image serves as a focal point for direct instruction but also a preview of the neighborhood trip the students take.

John Coltrane.
(1998, May 21).
Retrieved August 1, 2018,

John Coltrane.
(1998, May 21).
Retrieved August 1, 2018, from
<https://tpsteachersnetwork.org/my-images/my-albums>

<https://www.loc.gov/resource/hhh.pa3863.photos/?sp=2>

<http://www.loc.gov/resource/hhh.pa3863.photos/?sp=8>



Name: _____

Directions: Find the following items on our trip to John Coltrane's house in North Philadelphia. The person to identify and mark each item wins the game. Please be sure to note specific details in your items. The person with the most facts that they can share wins, the prize.

Scavenger Items:

4 way intersection: Write below	Artifact: Write below	Food Truck
Wawa	Fire Hydrant	University Sign
Playground	S.E.P.T.A Bus	Mural
Recycling cans	Dogs	Music