**Teaching with Primary Sources - Lesson Plan**

**Subject and Grade Level:**

**11th Grade - Religion - Racism and Prejudice: Duration: Part 1: 10 Class Days, independent time for research as needed, Part 2: 10 Class Days**

**Part 1 - Desired Results**

**Goals for Learning**

As a background to their research, students will have completed units on prejudice and racism.

Through their research students will develop a deeper understanding of the definitions of prejudice, stereotypes, bigotry and anti-Semitism. Students will recognize and identify the stages of prejudice that lead from least to most aggressive forms and understand that they are learned. Common features and factors will be noted. Teacher and librarian will introduce the students to the Library of Congress, citing primary sources. Students will arrange themselves into groups of 3-4 students and pick 2 consecutive decade time periods with which to work. Each group will present to the class their findings in the form of a video research project. In addition to their research a guest speaker from the Holocaust Resource Center was invited to share his experiences during World War ll. At the conclusion of their research, students will individually select a book from a predetermined list that is about a person’s first- hand account of racism and prejudice and create a newspaper that reflects the book and the time period it in which it took place. If time allows, students will present their video research projects at the Teaching with Primary Sources Symposium in the spring of 2014.

**Procedure:**

**Day 1:**

**STEP 1** Students are given the handout about Jackie Robinson’s court martial in 1944 titled HEADQUARTERS XXIII CORPS at the top and the two page handwritten letter from Jackie Robinson with McCLOSKEY GENERAL HOSPITAL at the top. The article is read aloud. DIscussion follows. Would that likely happen today? What would be different? What impact does seeing the original documents have? **10 minutes**

**STEP 2:**

Using the Jackie Robinson articles as a jumping off point, the librarian discusses with the students the differences between primary and secondary sources. Examples given are written on the board in separate columns. **5 minutes**

**STEP 3:**

Students are informed that they will be doing a project that uses primary sources. The Library of Congress(LOC) is introduced by the librarian. The main page is shown to the class using the Rover projector. The site’s internet address (<http://www.loc.gov>), Collection highlights and especially for: teachers, location of Resource Guides are shown. Different primary sources that are available through the LOC are discussed. (interviews, photographs, posters, audio, manuscripts, etc.) A photograph of segregation is analyzed. **20 minutes**

**STEP 4:**

Class concludes by showing You Tube video of Three Dog Night singing” Black and White”.

**3 minutes.**

Students follow along with lyrics handout. Original lyrics are then read aloud. Discussion of differences between the two follows. How does it reflect that time period? **7 minutes**

**DAY 2:**

**Step 1:**

The article regarding a lynching is shown using the Rover projector. Jim Crow laws are discussed. What time periods would this most likely take place? If time allows play an audio that is included in the book Jim Crow and You Tube of Billie Holiday singing “Strange Fruit. **7 minutes**

Review LOC. Tips will be given on navigating the LOC by the librarian including how to locate and save address of a specific primary source. **5 minutes**

**Step 2:**

Hand out requirements and rubric for project. Discuss. Questions and answers. It will also be available on Schoology (our course management software) **5 minutes**

**Step 3:**

Brainstorm possible avenues of inquiry that might arise and vocabulary that they might come across while investigating the time periods. Write this on the board. Discuss how and why a time period could affect this. New list for each class discussion. **10 minutes**

**Step 4:**

Students will choose their group. 3-4 students will be in a group depending on the number of students in the class. Each group will hand in a paper with their group’s names on it. When groups are chosen and handed in, a student from each group will draw a slip from a bowl with 2 consecutive time periods on it. This will be noted on their group names. The time periods available will be decided ahead of time by the teacher. **12 minutes**

**DAYS 3-10**

Groups work independently on the project. Half of the groups go to work in the library and the other half staying in the classroom, alternating each day. Groups are encouraged to use Google Drive so that group work can be easily shared. The teacher and librarian are available, monitoring that the task is understood and helping where needed. The final project will be emailed to the teacher. **40 minutes/day**

**Part 2**

**Day 1:**

**Step 1:**

Students will be given requirements for the Newspaper part of the project. The newspaper should reflect their book and the time period it took place. It should include primary sources.

**15 minutes**

**Step 2:**

Each student will be able to choose a book from a preselected collection by the librarian to read independently. Books chosen will be on display for students to browse and make their selection. Books remain in the classroom, to be read in class. **15 minutes**

**Step 3:**

When book has been selected, students start reading independently. **10 minutes**

**Days 2-10:**

Continue reading in class. Student starts newspaper project when the book is finished, working independently and finishing it outside of the class if necessary. **40 minutes**

**MATERIALS NEEDED:**

Individual access to laptops for students, Rover (projector)

Chosen websites by the teacher and librarian from the Library of Congress(LOC)

Teacher Resources page, LOC

American Memory LOC

Website through the National Archive of Jackie Robinson’s court martial

Remembering Jim Crow, African Americans tell about life in the south book and 2 volume CD

ISBN 1565846974

Handouts of readings from Jim Crow if needed

Photographs of signs of racial discrimination through the LOC

Access to Billie Holiday singing Strange Fruit on NPR, lyrics for students on a handout

YouTube of 3 Dog Night singing Black and White, copy of their lyrics and the original lyrics

Individual books of first person accounts on prejudice

Instruction handouts and rubrics for main projects

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Presentation: oral rubric: <http://www.ncsu.edu/midlink/rub.pres.html>

**Resources**

**Japanese-American Internment Photographs:**

<http://www.loc.gov/pictures/resource/cph.3a35053/>

<http://hdl.loc.gov/loc.pnp/cph.3a25601>

<http://hdl.loc.gov/loc.pnp/cph.3a25601>

<http://hdl.loc.gov/loc.pnp/cph.3a25601>

**NAACP Investigation of a Lynching**

<http://hdl.loc.gov/loc.pnp/cph.3a25601>

<http://myloc.gov/Exhibitions/naacp/newnegromovement/ExhibitObjects/InvestigationLynching.aspx>

[http://memory.loc.gov/ammem/aap/photo05.jp](http://memory.loc.gov/ammem/aap/photo05.jpg)g

**Billie Holiday/3 Dog Night**

<http://www.wsws.org/en/articles/2002/02/frut-f08.html>

<https://www.youtube.com/watch?v=h4ZyuULy9zs>

[http://www.threedognight.com/l\_black.htm](http://www.threedognight.com/l_black.html)

<http://en.wilipedia.org/wiki/Black_and> [\_White](http://www.threedognight.com/l_black.html)

<http://www.youtube.com/watch?v=GC7JJy9fvbA>

Jackie Robinson

<http://www.archives.gov/education/lessons/jackie-robinson/>





**Book List:**



















