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Primary Sources— Third Grade

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (3 pages)
- Lesson Plan** (10 pages)
- Photograph Card** (2 pages)
- Primary Source Document** (1 page)

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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

Third Grade

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

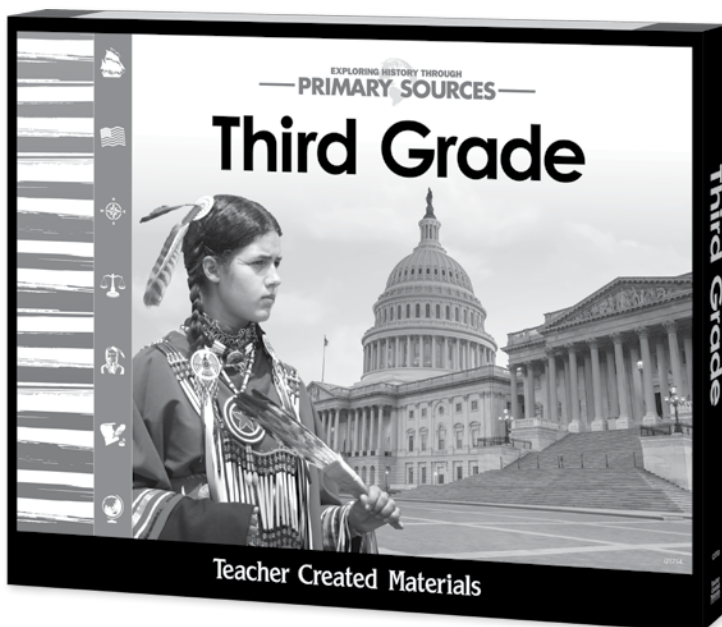
The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

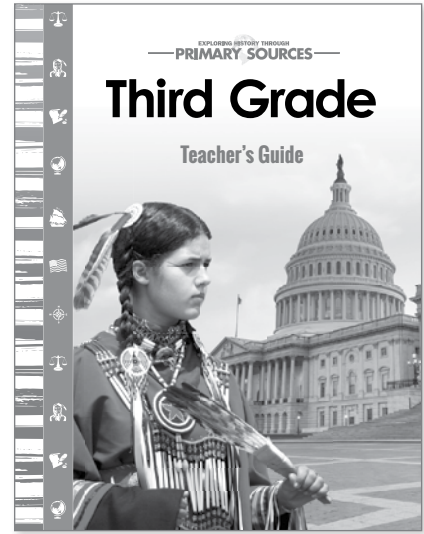


How to Use This Product *(cont.)*

Teacher's Guide

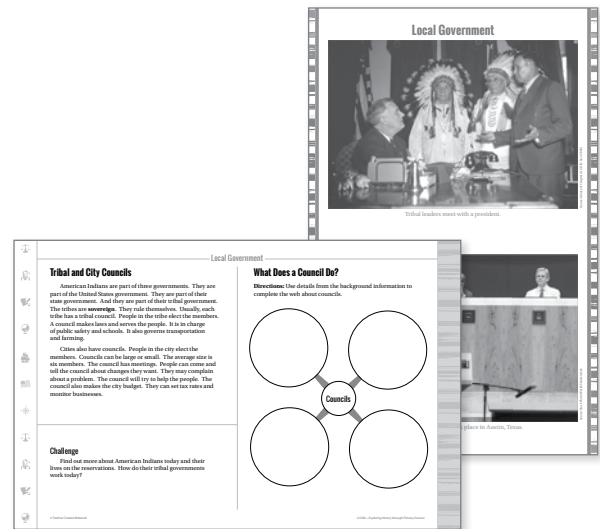
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary



Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes two primary source images with historical background information and a challenge activity.



Primary Source Documents

Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.

Local Government

PRIMARY SOURCES ACTIVITIES

Making a Difference Close to Home

Learning Outcomes

- Students will discuss what participation in local government looks like.

| | | |
|--|--|---|
| <p>A Photograph Card Students will learn about the role of a council for cities and American Indian tribes.</p> | <p>B Facsimile Students will understand how the tenth and tenth amendments give additional rights to states and citizens.</p> | <p>C Connections Students will make cross-curricular connections and take assessments.</p> |
|--|--|---|

Materials and Preparation

- Local Government photograph card (localgovernment.pdf)
- Bill of Rights facsimile (billofrights.pdf)
- copies of the student reproducibles (pages 96–100)
- Read *Background Information for the Teacher* (page 95), and use the information to supplement your class discussions.

Introductory Activity

1. Before the lesson, create a small problem in the classroom; perhaps hide a student's textbook or lunch box. Call students' attention to the problem of the missing item.
2. Theoretically tell students you are going to contact the superintendent (or a school leader beyond your school building). Have students convince you this is not the right step. Then, tell students you are going to go get the principal of the school to come solve the problem. Again, guide students to convince you this is not the right solution either. Ask students, "Do you think we can solve this problem in our own classroom?" Work together to find the missing item.
3. Explain to students this situation was a bit like government. The federal government is like the superintendent. The state government is like the principal. But sometimes a problem or issue does not need to be brought before those groups. The local government is like the classroom.
4. Ask students to think of issues that do not need federal or state government to get involved. These would be local government issues.

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School-Home Connection Letters

Each lesson includes a School-Home Connection Letter. Each letter provides students' families with a brief summary of the content covered in the lesson as well as a fun activity for families to complete with students. This helps engage students in the content at home and keeps families involved in students' civic education. Have students complete the letters and take them home. Allow ample time for busy families to complete the activity. Then, discuss students' experiences and findings as a class. Be sure to point out how the activities that students completed at home correspond to the activities completed in class.

Name _____ Date _____

**Local Government
School-Home Connection Letter**

Dear _____,

We are learning about local government and the rights given to states in the Bill of Rights. For example, states are given rights that are not specifically given to the federal government in the Constitution. Locally, cities and American Indian tribes often have councils to run local government.

I need to learn more about local government. Do we have a local leadership council? How big is it? Who is its leader? Let's look at the calendar and see when the next meeting is. Maybe we can drop by and see our government in action!

I will share my information with the class on _____.

Thank you for helping me with this activity.

Love,

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Digital Resources

The Digital Resources include: digital copies of the photograph cards and primary source facsimiles; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets; and a detailed listing of the original locations of all primary sources in the collection. See page 120 for more information.



U.S. Unity

Learning Outcomes

- Students will understand the symbols that create a sense of community among citizens.



Photograph Card

Students will discuss why the symbols on U.S. currency were chosen.



Facsimile

Students will learn about the meanings of the different symbols that create the Great Seal.



Connections

Students will make cross-curricular connections and take assessments.

Materials and Preparation

- *American Symbols* photograph card ([americansymbols.pdf](#))
- *The Great Seal* facsimile ([greatseal.pdf](#))
- copies of the student reproducibles (pages 86–90)
- examples of different types of U.S. currency (real, digital, or b/w copies)
- Read *Background Information for the Teacher* (page 85), and use the information to supplement your class discussions.

Introductory Activity

1. Write the word *symbol* on the board, and ask students what they think the word means without giving examples. A common definition of symbol is “something that stands for something else.”
2. Ask students to think of different symbols used in the following topics: math (plus or minus signs), music (treble and bass clefs), maps (dots and stars), editing (underlining and circling), and so on. Have them share their ideas with the class after each topic.
3. Tell students to think of symbols to represent the four seasons. For example, they might say a snowflake is a symbol of winter or flowers represent spring.
4. Ask students to think of symbols that represent the United States. As they share symbols, such as the flag, the bald eagle, or the White House, write them on the board. Have students talk with partners about the following questions:
 - Which U.S. symbol do you think is most important? Why?
 - Does the United States need symbols? Why or why not?

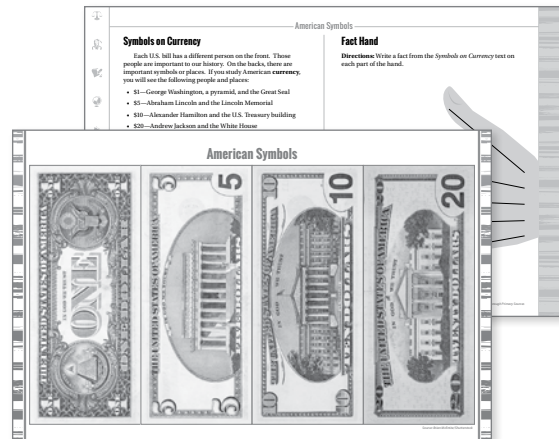
American Symbols

U.S. Unity (cont.)

Discussion Questions

Photograph Card: Show students the photographs of the backs of the U.S. currency. Use the following questions to guide a group discussion:

- What details do you notice?
- What do you know about the symbols on the backs of this currency?
- What do you think is the purpose of the different words on the bills?
- What is the same among all the backs of the bills?
- What is different about all the backs of the bills?



Using the Photograph Card

1. While displaying the photograph card, ask students what they know about the fronts of the bills. Also, discuss the symbols and buildings they see on the backs of the currency. The backs of these bills are available in the Digital Resources (additionalbills.pdf).
 - \$1—George Washington; pyramid and Great Seal
 - \$5—Abraham Lincoln; Lincoln Memorial
 - \$10—Alexander Hamilton; U.S. Treasury building
 - \$20—Andrew Jackson; White House
 - \$50—Ulysses S. Grant; U.S. Capitol building (additionalbills.pdf)
 - \$100—Benjamin Franklin; Independence Hall (additionalbills.pdf)
2. Read the information from the back of the photograph card as students look at the photographs on the front of the card. Or, distribute copies of *Symbols on Currency* (page 86).
3. Distribute real bills or display images from the Digital Resources. (Be sure you do not copy or print U.S. currency in color even for educational purposes.) Ask students to pay attention to the currency's pictures, numbers, and words. Have a class discussion about similarities and differences they find. Ask students why leaders of the government chose to put images of U.S. symbols and leaders on the money.
4. Re-create the graphic organizer from the back of the photograph card on the board. Work with students to brainstorm facts about the symbols on the bills. Have students study the photographs carefully to add details.

U.S. Unity *(cont.)*

Discussion Questions

Show students *The Great Seal* facsimile. Use the following questions to guide a group discussion:

- What different U.S. symbols are in the Great Seal?
- Where might you see this image?
- What do you think the eagle is holding in its talons?



Using the Facsimile

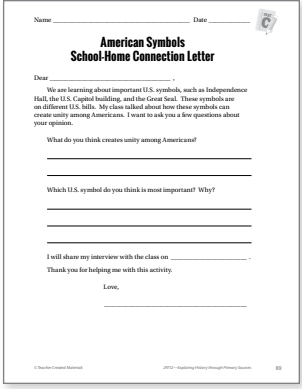
1. Distribute copies of *The Great Seal* (page 87) to students. Read it together or have students read it independently.
2. Discuss the different parts of the Great Seal. Make sure students understand an olive branch is a traditional symbol of peace.
3. Explain that "*E Pluribus Unum*" is Latin for "out of many, one." Spend time talking with students about what "out of many, one" means. If necessary, tell students a couple different ways it can be interpreted:
 - out of many states, there is one central government
 - though there are many people, they are all unified as Americans
4. Distribute copies of *A Symbol of Symbols* (page 88) to students. Have students work in pairs to complete the questions. If time permits, have students share their responses with the class.

American Symbols

U.S. Unity (cont.)

School-Home Connection

- Distribute copies of *American Symbols School-Home Connection Letter* (page 89) to students. Explain the assignment to students, and answer questions they might have. Have students write the greeting name(s) and date on the letter. Then, ask them to sign the letter. Have students share their interviews on the scheduled date.



The form is titled "American Symbols School-Home Connection Letter". It includes fields for "Name" and "Date". The text of the letter reads: "Dear _____, We are learning about important U.S. symbols, such as Independence Hall, the U.S. Capitol building, and the Great Seal. These symbols are on different U.S. bills. My class talked about how these symbols can create unity among Americans. I want to ask you a few questions about your opinion." Below this are three sets of lines for writing answers to the questions: "What do you think creates unity among Americans?", "Which U.S. symbol do you think is most important? Why?", and "I will share my interview with the class on _____. Thank you for helping me with this activity." The form ends with a line for "Love, _____" and a footer with "© Pearson Education, Inc. 2010" and "© 2010 Exploring History through Primary Sources 89".

Content-Area Connections

- **Mathematics**—Have students solve this math problem: *Imagine someone gives you a dollar. For the next nine days, you will get double what you received the day before. So day 1, you get \$1.00, day 2 you get \$2.00, day 3 you get \$4.00, and so on. How much money will you have after 10 days?* (\$1,023)
- **Science**—Have students conduct an experiment to find out what will best clean an old penny. Tell students they can try ketchup, water, soda, soap, or vinegar.
- **Language Arts**—Have each student write a paragraph about what the United States' motto *E Pluribus Unum* (out of many, one) means to him or her.

Read-Aloud Books

- Carr, Aaron. 2014. *Independence Hall (American Icons)*. Av2 by Weigl.
- Keenan, Sheila. 2007. *O, Say Can You See?: America's Symbols, Landmarks, and Important Words*. Scholastic.
- Kennedy, Edward M. 2006. *My Senator and Me: A Dog's Eye View of Washington, DC*. Scholastic Corporation.
- Maestro, Betsy. 1993. *The Story of Money*. Houghton Mifflin Harcourt.

Document-Based Assessment

- Distribute the document-based assessment, *Raising the Flag at Iwo Jima* (page 90), to students. Have students demonstrate their observation skills.

U.S. Unity *(cont.)*

U.S. currency includes both famous people and important buildings from the United States. Each bill was designed to honor or remember important moments in U.S. history. When Americans see an American flag on a pole or spend dollar bills at the store, they recognize these things as belonging to them and their country.

For example, the U.S. Capitol building is on the back of the \$50 bill. Construction of the U.S. Capitol Building in Washington, DC, began in 1793. In some ways, it has not stopped since. Originally, the Founding Fathers offered \$500 to the person who could design a suitable building. Seventeen people submitted plans for the building but none were accepted. Dr. William Thornton submitted plans for the building in October 1792 even though the design competition was over. His plans were accepted and construction began in April 1793.

Over the years, the Capitol has been rebuilt after a fire in 1814 and enlarged in both 1850 and 1959. It has been repaired and updated many times, but the building has not changed much since the 1970s.

The back of the \$100 bill includes Independence Hall in Philadelphia, Pennsylvania. Construction on Independence Hall started in 1732. In 1756, the building was complete and ready for use. Both the Declaration of Independence and the Constitution were written there. Sadly, Independence Hall would only be used for 34 years. In 1790, the capital moved, and Independence Hall was no longer used daily for the government. Instead, it became a place to demonstrate. Frederick Douglass

protested slavery there in 1844, and Susan B. Anthony staged a demonstration for women's rights in 1876.

The Great Seal is a symbol full of even more symbols. The red, white, and blue colors mimic the flag. The red stands for strength and valor, white for purity and innocence, and blue for perseverance and justice. The 13 stars, stripes, and arrows stand for the 13 colonies. The stripes beneath the blue bar stand for the states beneath the chief (president). The eagle, also a U.S. symbol, holds the arrows and olive branch showing the symbols of war and peace. The banner contains the words, *E Pluribus Unum*, which is Latin for "out of many, one."

Though symbols of the United States are varied, they unite the country.

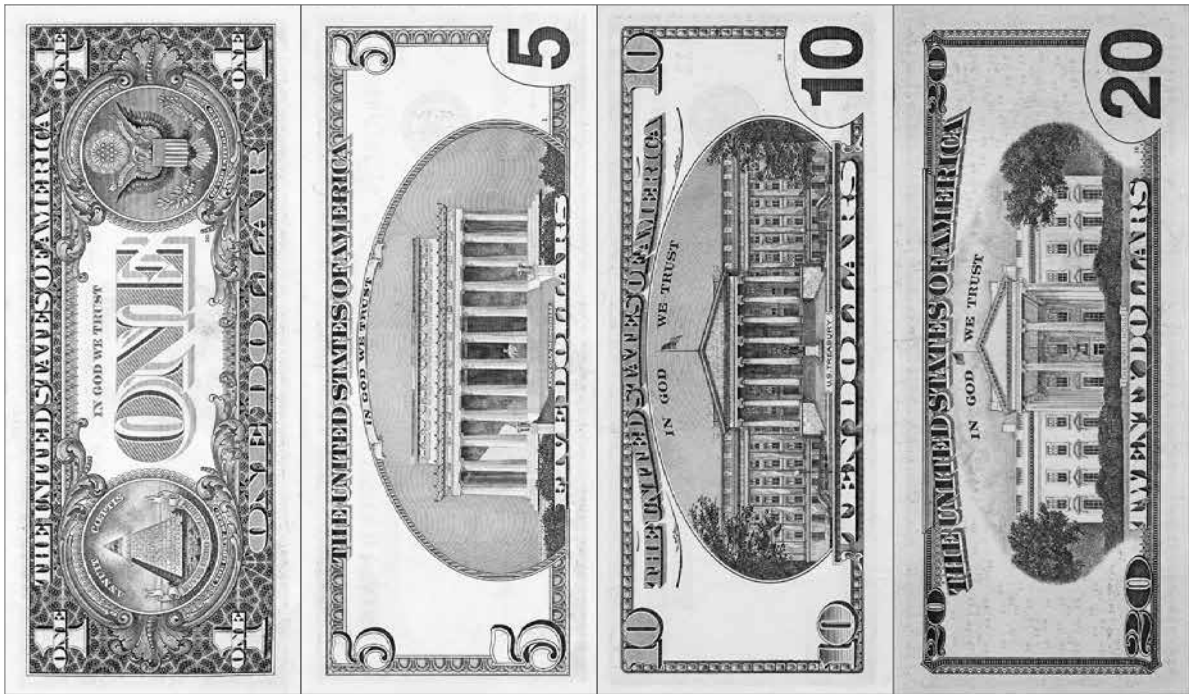
The Photographs

The U.S. bills include both people and symbols of the United States. New styles for most of the bills have been introduced in recent years. The updated bills have increased security measures such as raised printing, watermarks, and security threads woven in.

The Facsimile

The Great Seal of the United States took three committees six years to design. Finally, Charles Thomson, the secretary of Congress, used parts of different suggestions and added his own ideas to create the seal we know today. It was approved in 1782.

Symbols on Currency



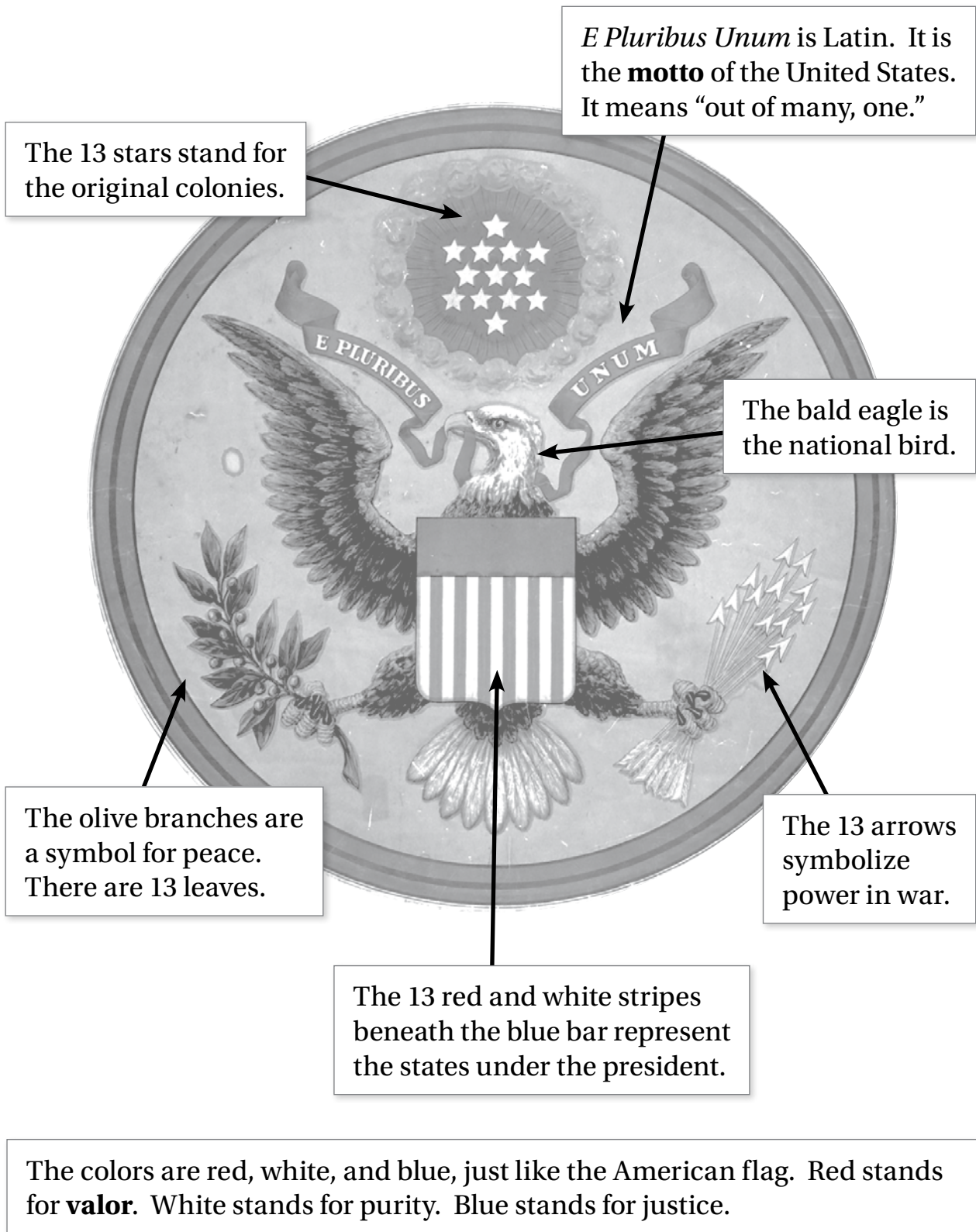
The backs of U.S. bills have symbols of the country.

Each U.S. bill has a different person on the front. Those people are important to our history. On the backs, there are important symbols or places. If you study American **currency**, you will see the following people and places:

- \$1—George Washington, a pyramid, and the Great Seal
- \$5—Abraham Lincoln and the Lincoln Memorial
- \$10—Alexander Hamilton and the U.S. Treasury building
- \$20—Andrew Jackson and the White House

All kinds of people are Americans. They are different from each other. But symbols on currency can help them feel united. The symbols belong to us all.

The Great Seal



A Symbol of Symbols

Directions: Answer the questions about the Great Seal.



1. What is the eagle holding in its talons? What do these things stand for?

2. Name all the parts of the Great Seal that have to do with the number 13.

3. What does *E Pluribus Unum* mean? Why do you think it is the motto of the United States?

Name _____ Date _____



American Symbols

School-Home Connection Letter

Dear _____ ,

We are learning about important U.S. symbols, such as Independence Hall, the U.S. Capitol building, and the Great Seal. These symbols are on different U.S. bills. My class talked about how these symbols can create unity among Americans. I want to ask you a few questions about your opinion.

What do you think creates unity among Americans?

Which U.S. symbol do you think is most important? Why?

I will share my interview with the class on _____ .

Thank you for helping me with this activity.

Love,

Raising the Flag at Iwo Jima

Directions: Make five observations about this image, and write them on the hand.



American marines raise a U.S. flag during World War II.

American Symbols



Symbols on Currency

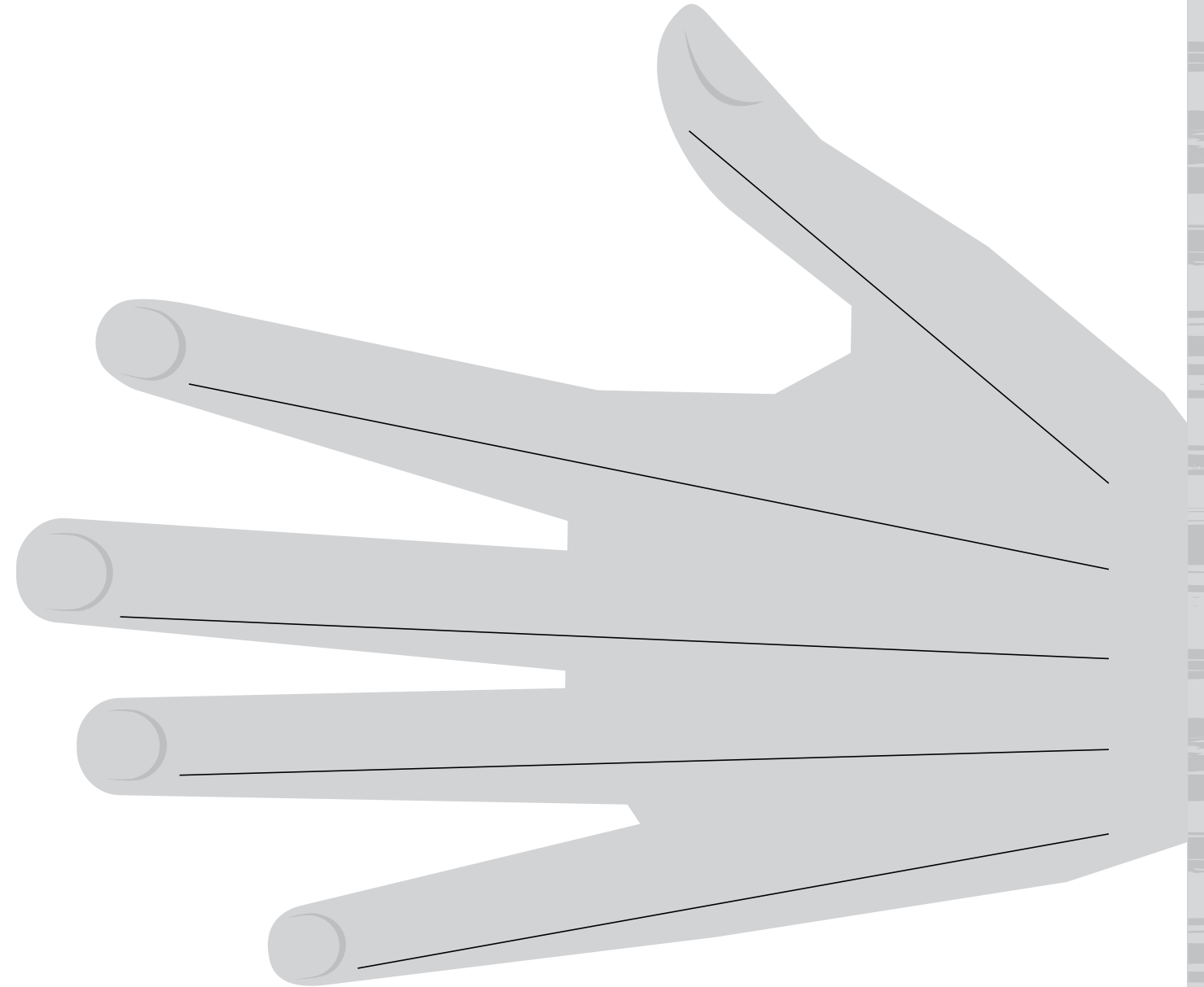
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- \$20—Andrew Jackson and the White House

All kinds of people are Americans. They are different from each other. But symbols on currency can help them feel unity. The symbols belong to us all.

Fact Hand

Directions: Write a fact from the *Symbols on Currency* text on each part of the hand.



Challenge

Find out what symbols are on foreign currency and why they are important to those countries.



i21738

Adm. Comm. in Mexico 1848