



TEACHING *with* PRIMARY SOURCES

The 1930's, The Invention of Hugo Cabret, and Historical Fiction

Subjects: English Language Arts & History

Grade Level/Range: 7th

Overarching Concept for the Learning Unit:

For students to develop an understanding and appreciation of historical fiction.

Overview:

This unit uses the book *The Invention of Hugo Cabret* to teach about the 1930's and about historical fiction. The unit involves whole class discussion and analysis of primary sources. It also requires the students to do writing of their own.

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Lesson/Activity #1

Historical Background of Hugo Cabret: The 1930's

Overview of Lesson:

This lesson will be conducted in three centers. The direct station focuses on Paris in the 1930's. The independent station focuses on America in the 1930's. The group station looks at the global impact of The Great Depression and at types of government.

PA Standards:

8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.C: Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

7.3.7.A: Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Investigative Question for this activity:

What was happening in the world in the 1930's?



Objectives:

1. Students will demonstrate a general knowledge of the Great Depression while working in groups.
2. Students will participate in classroom discussion of the 1930's.
3. Students will define types of government.

Print Sources:

1. WWI & the Great Depression Readworks.com handout
2. Graphic organizer:

Online Collections/Exhibits/Websites:

1. <http://www.digitalhistory.uh.edu/era.cfm?eraID=14&smtID=1>
2. http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3433

Student Learning Process:

The teacher will inform the class that they will be reading *The Invention of Hugo Cabret*, and that before they begin reading, they will be learning some background information on the time period in which it was written. This lesson will take place in three separate centers.

Center 1: Paris in the 1930's

- Direct Station
 - In the direct station, the teacher will give an overview of the blossoming culture of Paris in the 1930's.
 - Topics to cover:
 - Artists: Balthasar Klossowski de Rola, Picasso, Salvador Dali, and Marcel Duchamp.
 - Film makers: Georges Méliès, Jean Renoir, and Rene Clair
 - 1930's fashion

Center 2: America in the 1930's

- Group Station
 - In this center, students will work as a group to answer the questions from the Readworks.com handout: "WWI & the Great Depression."
 - Students placed in the group station should be given individual roles:
 - Leader: keeps the group running smoothly and on task
 - Recorder: writes down the group's answers



- Time-keeper: keeps track of how much time the group has left
- Checker: this student looks over the work, checking the text to make sure that the answers the group has chosen are based on textual evidence
 - The students can either read the text aloud or individually.
 - Once they've read the text, they are to complete all the included questions as a group.
- If the students finish the hand out early they can browse through the University of Houston's Digital History resources on The Great Depression at the following web address:
<http://www.digitalhistory.uh.edu/era.cfm?eraID=14&smtID=1>

Center 3: Global impact of The Great Depression

- Independent Station
 - In this center, students will independently read about the Great Depression's global impact from
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3433
- At the same time, they will be filling out the portion of their graphic organizers titled "countries governed." In this section, the students will write which countries held that particular type of government during the Great Depression. This information is found in their reading.
 - Answers:
 - Dictatorship: Argentina & central American countries
 - Fascism/militarism: Germany, Italy, Japan
 - Totalitarian/communism: Soviet Union
 - Capitalism: Canada, Great Britain, France
- After, the students will define the types of government: dictatorship, fascism, militarism, totalitarianism, communism, and capitalism.
 - They will be given the "Types of government" graphic organizer, and must summarize the information in each to make a concise definition.



Types of Government

Dictatorship

This system of government has one individual who is in absolute control of the nation, he effectively dictates terms to it. Dictators can **usurp** power in military or populist coups, or be elected to office by the people under a different form of government and then **wrest** power. The best example in modern times is the dictatorship of Adolf Hitler over Nazi Germany.

Fascism

This form of government is highlighted by the **propaganda** of **nationalism** and patriotic pride, ruled by a single leader who is part of a larger group of individuals who adhere to a common philosophy. Fascism relies heavily on nationalistic sentiment to bring the people under **subjugation** and repress their freedoms. Italy under the dictator Benito Mussolini was a fascist state.”

Militarism

Junta is a Spanish word meaning meeting, a military junta on the other hand is a group of military officers who control the government of a country. They wrest power from the government in a **coup d'état** and share power amongst themselves. An example is the island nation of Fiji.

Totalitarianism

A totalitarian government has a very conservative and close-knit power base. The decision makers come from or are **affiliated** to a certain party or order and strive to control every aspect of public life, often in the name of patriotism or some economic ideal. The former USSR is a great example of a totalitarian government. Also, Italy under the fascist dictator Benito Mussolini was a totalitarian state.

Communism

Here the people own the factors of production and have no personal holdings. Everything is produced by the state, which is the people, and is distributed to each individual according to his or her need. The power structure in such governments is often centralized and conservative. The countries under the **aegis** of the former Soviet Russia, followed communism as their state-sponsored goal.

Capitalism

A country ruled by the free-market economy and practices of perfect competition. The people can earn their living, keep property, and buy goods and services according to their income. The type of government can be either **democratic**, federal, oligarchic or even aristocratic in nature. The US is often cited as an example of a capitalist economy.



Vocabulary terms

(<http://www.buzzle.com/articles/different-types-of-governments.html>)

Usurp: to seize and hold (a position, office, power, etc.) by force or without legal right.

Wrest: to take away by force.

Propaganda: information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

Nationalism: spirit or aspirations common to the whole of a nation. Excessive patriotism.

Subjugation: the act or process of bringing under complete control; to make submissive or subservient; enslave or conquer.

Coup d'état: a sudden and decisive action in politics, especially one resulting in a change of government illegally or by force.

Affiliated: being in close formal or informal association; related.

Aegis: protection; support.

Democratic: pertaining to or characterized by the principle of political or social equality for all.



Closure: Whole class discussion of how all the stations related to each other.

Modifications/Accommodation Techniques for Students with Special Needs:

- If necessary, the “Types of Government” handout can be modified so that the important information is highlighted.
- The information from http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3433 which the students read through in the independent station can be printed and also highlighted to show the important information.

Formal Assessment:

Readworks.com handout

Graphic organizer

Informal Assessment:

During the direct station, the teacher should monitor student response.



Lesson/Activity #2

Historical Content in Fictional Writing: The Invention of Hugo Cabret

Overview of Lesson:

This lesson focuses on Historical Fiction. Students will discuss the pros/cons of this genre, especially in the context of *The Invention of Hugo Cabret*. The teacher will use primary sources to show that historical fiction novels allow for an introduction to the time period in which they are set.

PA Standards:

8.1.7.C Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Investigative Question for this activity:

Do you think that the incorporation of historical content into fictional writing adds value to the story?

Objectives:

1. Students will argue whether or not the weaving of historical content into its story adds value to the book *The Invention of Hugo Cabret*.
2. Students will identify instances of historical information used in *The Invention of Hugo Cabret*, and discuss these with the class.
3. Students will analyze a poem from Maillardet's automaton.

Materials:

- Book: *The Invention of Hugo Cabret*
- Reading journals
- Book backdrop
 - (Specifically the sections "A Trip to The Moon" – the first Science Fiction film from history, Maillardet's Automaton, and One of Maillardet's Seven Sketches)

Print Sources:

1. Maillardet's Poem
2. Book Backdrop



Student Learning Process:

- Students will read *The Invention of Hugo Cabret*
 - Before reading, the students will be instructed to keep a reading journal in which they must include instances where historical content is included.

- Introduction:
 - After the students have read *The Invention of Hugo Cabret*, the teacher will show them one of Maillardet's Seven Sketches.
 - The teacher will give students the handout "Maillardet's Poem"
 - The teacher will explain that Maillardet's automaton was able to write three poems (two in French and one in English) and four drawings. This picture is of the English poem it can write.
 - The teacher will read the poem with the students
 - Students will be given time to consider the poem. They will write:
 - Their feelings/opinions/interpretations of the poem
 - If/How they think it relates to the time period (1930's)
 - If/How they think it relates to *The Invention of Hugo Cabret*
 - The class will discuss what they wrote
 - The teacher will explain how these kinds of tie-ins are one of the things that make historical fiction writing special; that because things in the book really happened, you can look up more information about them and get a deeper understanding of the text.
 - The teacher may also use the "A Trip to the Moon" and "Maillardet's Automaton" portions of the book backdrop to illustrate this.
 - [See <https://www.fi.edu/history-automaton>, and http://www.nytimes.com/2011/12/27/science/maillardet-automaton-inspired-martin-scorseses-film-hugo.html?_r=0]

- Students will have a whole class discussion:
 - Students will bring their reading journals with them to the discussion
 - Students will discuss what historical information they included in their reading journals
 - Students will discuss how this information contributes to the book

- The teacher will divide the class into two groups
 - One group will take the viewpoint that the historical information does add value, and the other group will take the viewpoint that it does not add value.



- Each group will be given time to discuss and write down talking points in favor of their argument.
- The two groups will have a debate based on the talking points they came up with.

Closure:

Each student will fill out an exit slip in which they answer: “does the weaving of historical content into the book *The Invention of Hugo Cabret* make it a better story?” The students must include evidence from the book and from the class discussion.

Modifications/Accommodation Techniques for Students with Special Needs:

- If necessary, the student can have the book read to them

Formal Assessment:

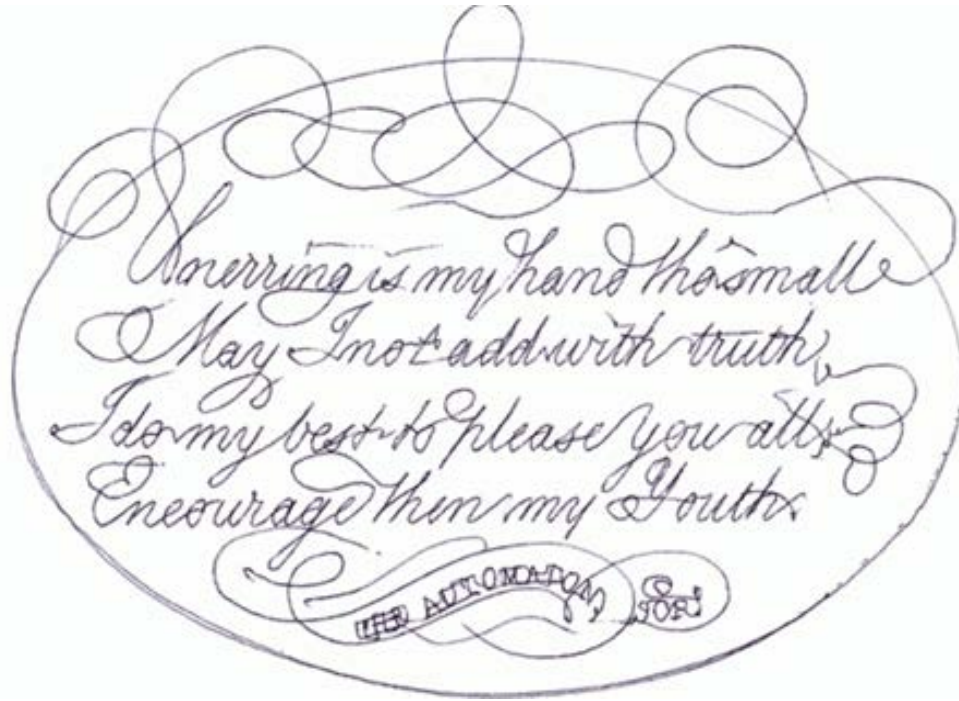
- Students will be assessed on:
 - Completion of reading journal (with historical content noted)
 - Written responses to poetry handout
 - Talking points written down by each group

Informal Assessment:

- Students will be assessed on:
 - participation in the whole class discussion
 - participation in the class debate.



Maillardet's Poem:



“Unerring is my hand tho small ___ May I not add with truth ___ I do my best to please you all ___ Encourage then my youth”

On a separate sheet of paper, answer the following:

1. What are your feelings/opinions/interpretations of the poem?
2. If/How you think it relates to the time period (1930's).
3. If/How you think it relates to *The Invention of Hugo Cabret*.



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Lesson/Activity #3

Setting: time and location

Overview of Lesson:

In this lesson, the students will learn about setting (both in location and time). They will do some free writing to demonstrate this. This lesson also uses primary sources.

PA Standards:

8.1.7.B Identify and use primary and secondary sources to analyze multiple points of view for historical events.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

Investigative Question for this activity:

How does the historical context of a story impact it?

Objectives:

1. Students will demonstrate in writing an understanding of setting in both location and time.
2. Students will apply historical information to their writing.

Materials

- Smart board
- Pencils & paper
- Picture of Exposition grounds, World's Columbian Exposition, Chicago from <http://www.loc.gov/pictures/resource/cph.3c04795/>
- Information about the World's Columbian Exposition: <http://www.encyclopedia.chicagohistory.org/pages/1386.html>

Print Sources:

- Picture of Exposition grounds, World's Columbian Exposition, Chicago from <http://www.loc.gov/pictures/resource/cph.3c04795/>
- Collection of other primary resources that could be used as free-write prompts: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/>



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Student Learning Process:

Introduction:

- Students will be shown the “Writing Activity Picture” (included at end of lesson).
- Students will be given 10-15 minutes to write a short story set in the location shown in the picture (graded only on participation)
- Students will briefly share with the class what they wrote about

- The teacher will explain to the class that the picture they wrote about was of the Exposition grounds at the World's Columbian Exposition in Chicago.
- The teacher will give a lecture about the World's Columbian Exposition using <http://www.encyclopedia.chicagohistory.org/pages/1386.html> for information.
- The teacher will relate this information to *The Invention of Hugo Cabret*
 - The teacher will remind the students that in the book, it mentions the World's Fair in Paris as a current event.
 - The teacher will explain that setting in a story refers to more than just a location; setting also refers to the time period.

Closure:

- The teacher will explain that the historical setting of a story has significant impact.
- The students will be given another 10-15 minutes to write a short story about the picture.
 - The students will apply their knowledge of the historical setting of the picture when writing their story.
- The students will discuss what they wrote about this time, and how having knowledge of the historical context of the picture changed their story.

Formal Assessment:

Students will be assessed on Inclusion of historical content in their second quick-write.

Informal Assessment:

Students will be assessed on:

- Participation in whole class discussion
- Completion of first quick-write





<http://www.loc.gov/pictures/resource/cph.3c04795/>




Writing Activity Picture:



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Primary Source Thumbnail	Caption Publication Information Book Notes	URL
	<p>Title: Exposition grounds, World's Columbian Exposition, Chicago Creator(s): Johnston, Frances Benjamin Date Created/Published: 1893</p> <p>Book Notes: The book talks about the World's Fair in Paris as a current event. I would discuss the World's Fair with my class; we would talk about other locations it has been held in, including in Chicago. In my unit plan, I would first show the students this picture and ask them to do a quick free write about it (graded only for participation). Then I would explain what this picture is and ask them to do a new quick write using the information they just learned.</p>	<p>http://www.loc.gov/pictures/item/92501035/</p> <p>There are several other primary sources and background information at the following website: http://www.encyclopedia.chicagohistory.org/pages/1386.html</p>
	<p>Title: "A Trip to The Moon" – the first Science Fiction film from history Creator(s): Georges Méliès Date Created/Published: 1902</p> <p>Book Notes: The Invention of Hugo Cabret centers around Hugo's interaction with an automaton created by Georges Méliès. Georges Méliès was a real person who, just like in the book, created movies. The book specifically references his movie "A Trip to the Moon." I know that I personally was interested in what this movie was like. I think that this movie could be used to discuss a variety of topics, including technology of the time and how movies have change since then. I would show my class a portion of the movie and have them write a reflection on it.</p>	<p>https://www.youtube.com/watch?v=50INs3lwPIE</p>
	<p>Title: Maillardet's Automaton Creator(s): Henri Mallardet Date Created/Published: around 1800</p> <p>Book Notes: The Invention of Hugo Cabret was inspired by this particular automaton. In November of 1928, it was</p>	<p>https://www.fi.edu/history-automaton</p> <p>The book recommends this website in particular.</p>



	<p>donated to the Franklin Institute Science Museum in Philadelphia. When it arrived, it was in disrepair and it was unknown who had made it. Upon its restoration, the automaton created its poems and drawings and signed them Maillardet thereby solving the mystery of who had made it. I think that this artifact could be used as an introduction into a research project. The students would research this and other automatons, or something else that interests them about the time period in which Maillardet was made.</p>	
	<p>Title: One of Maillardet's Seven Sketches Creator(s): Henri Maillardet Date Created/Published: around 1800</p> <p>Book Notes: Maillardet's automaton was able to write three poems (two in French and one in English) and four drawings. This picture is of the English poem it can write.</p> <p>I would absolutely use this to tie poetry into my social studies class. We could discuss not only the meaning of the poem, but also how it relates to the time period in which it was written (was other poetry of the time similar to this? Is the content of the poem related to the time period at all? Etc.).</p>	<p>http://www.nytimes.com/2011/12/27/science/maillardet-automaton-inspired-martin-scorseses-film-hugo.html?_r=0</p>
	<p>Title: Notebook LC #80 Creator(s): Whitman, Walt Date Created/Published: 1819-1892</p> <p>Book Notes: In the book, Hugo's father keeps a notebook. In it are sketches, memos, and other such notes. The American Poet Walt Whitman, much like Hugo's father, kept this notebook (and others) to write his own notes.</p> <p>I would use this to introduce Walt Whitman to the class. I could also use this as an anticipatory set for a reading journal. I would show them how other people have kept journals and what they've written in them, then tell them to use these as inspiration for when they're writing their own journals.</p>	<p>https://www.loc.gov/item/whitman.080/</p>



Lesson/Activity #4

Writing Historical Fiction

Overview of Lesson:

This is the last lesson of the unit. In it, the students will apply their previous knowledge of historical fiction to write their own short historical fiction story. The students will also practice research and using primary sources.

PA Standards:

8.1.7.B Identify and use primary and secondary sources to analyze multiple points of view for historical events.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.

Investigative Question for this activity:

How do you incorporate historical information into your own writing?

Objective(s):

Students will write their own historical fiction piece using at least two primary sources as references.

Materials:

- Access to <https://www.loc.gov/> to locate and use primary sources.
- Access to word processing software

Student Learning Process:

Introduction:

- The students will be told that they will be writing their own piece of historical fiction.
- They will be told that they need to use at least two primary sources as sources of information for their writing. For example, they could use the picture of the Exposition grounds at the World's Columbian Exposition in Chicago as a setting for their story. The primary source could be used as a reference when describing the scenery or buildings, etc.



- The teacher will show the class the Library of Congress website <https://www.loc.gov/>, and do a walk through with them on how to use it to locate sources.
- The students will be given time to research the time period they chose as the setting for their historical fiction writing
- The students will be given time to locate relevant primary sources
- The Students will write their first drafts
- The teacher will hold conferences with the students to review and discuss their writing. The teacher will suggest means of improvement
- The students will write their final drafts of their paper

Closure:

- The students will revisit the question asked in lesson # 2: “Do you think that the incorporation of historical content into fictional writing adds value to the story?”
- The students will discuss this as a class in light of their own writing.
- The students will complete and exit slip answering the question with their own opinion, noting if their opinion has changed and why/why not.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students may receive assistance from the teacher or from a co-op teacher throughout the writing process.

Formal Assessment:

Students will be assessed on:

- Final draft
- Exit slip

Informal Assessment:

Students will be assessed on:

- Completion of a 1st draft
- Participation in class discussion

