

Part I: Thematic Primary Source Set

Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: Store and Customer Then and Now

Grade Level and Subject Area: 5th Grade Library Class with emphasis on Literacy Standards

Author: Kelly Ahlfeld

Date: March 10, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: West Danville, Vermont. Maynard Clark, fourteen, and Guy Davenport, eleven, reading the air raid instructions posted in Gilbert S. Hastings's post office and general store</p> <p>Creator(s): Henle, Fritz, Photographer.</p> <p>Date Created/Published: July 1942</p> <p>http://www.loc.gov/pictures/item/owi2001040241/pp/</p>
	<p>Title: West Danville, VT. Mr. Hastings in his general store taking an order over the telephone.</p> <p>Creator(s): Henle, Fritz, Photographer.</p> <p>Date Created/Published: July 1942</p> <p>http://www.loc.gov/pictures/item/owi2001040245/pp/</p>
	<p>Title: West Danville, Vermont. "What else will it be today, Mrs. Metcalf?" asks Mrs. Hastings, who has clerked in the general store owned by Mr. and Mrs. Hastings for twenty-nine years. Ronald Drown is looking on</p> <p>Creator(s): Henle, Fritz, Photographer</p> <p>Date Created/Published: July 1942</p> <p>http://www.loc.gov/pictures/item/owi2001040247/pp/</p>
	<p>Title: Prize Voting Contest</p> <p>Creator(s): <i>Essex County Herald</i> (Guildhall, Vt). <i>Chronicling America: Historic American Newspapers</i></p> <p>Date Created/Published: 20 September 1912</p> <p>http://goo.gl/J45Ypd</p>

Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Essential/Investigative Question: How was the relationship between businesses and customers different long ago from today?

Objective(s): Students will use close reading of text and images and critical thinking skills to analyze these primary sources of the past in order to compare them to businesses and customers today.

Standard(s) Addressed:

- CCSS SL5.2 – Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS RI5.3 – Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- CCRAR.1 (Anchor standard) – Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRAR.7 (Anchor standard) – Integrate and evaluate content presented in diverse media and formats, including visually and qualitatively, as well as in words.

Procedure:

1. Working in small groups, use the primary source analysis tool to record observations of the three photographs, then note reflections and questions. Share with the whole group. As a group, compare 3 modern photographs of a local store with the primary sources. Create a presentation called “Then and Now” to inform younger students about the differences that have been determined.
2. Do a close reading of the newspaper advertisement as a whole group discussion. Note the language used to persuade, the vocabulary unique to the time period, and other observations. Compare the advertisement to a current store contest ad and create a “Then and Now” based on the language in both ads.

