

Waynesburg University TPS Unit



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: Veterans

Subjects: Civics, History, Geography, Literature, Creative Writing, Government

Grade Level/Range: k-2

Overarching Goal or Concept for the Learning Unit:

- I can talk to a veteran.
- I can talk about veterans.
- I can thank a veteran.
- I can explain what a veteran is.

Overview: Students will learn about veterans and their lives through various exposures, such as literature, primary sources and an interview with a veteran. Students will compare and contrast their own lives and the lives of veterans. They will learn about veterans' life styles, uniforms, identification, and communication. Through these experiences, students will gain an appreciation and/or understanding of the daily life of a veteran and how to interact with them.

Written By: Rachel Henrich, Alyssa Crile, Lauren Boscaljon, Stephanie Sopic

Date: December 1, 2013

Pre-instructional Assessment/Introduction: After reading H is for Hero as a class, the students will create a timeline of the life of a veteran. There will be various pictures for students to choose from in order to create this timeline.

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Title of Lesson/Activity #1: Who can be a Veteran?

Created By: Stephanie Sapic

Overview of Lesson: This lesson has the students comparing a picture of a married couple and a picture the students bring from home of their parents or grandparents. The teacher will talk to the students about what a veteran is and what he or she may look like.

PA Standards:

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.

Standard 6.5- Identify different occupations

Investigative Question for this activity: Who can be a veteran?

Objective(s):

- Before looking at the sources, the student will be able to give at least 2 statements of what they think a veteran is.
- After looking at two different pictures, the student will be able to compare and contrast the pictures in at least 3 ways.
- By the end of the lesson, the student will be able to give at least 2 characteristics of a veteran.

Materials:

- Pictures from home
- Smart Board
- Paper
- Pencil
- Primary Source

Print Sources:

- "Letter to his wife"- LOC primary source, created in 1944 by unknown.
URL- <http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.05440/pageturner?ID=pm0086001>

Student Learning Process:

1. The teacher will tell the students to pull out their picture they brought from home. Who is in your picture? What do you think we are going to be talking about today?

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2. Remember last week when we started our discussion of Veterans? What do you remember about Veterans?
3. Today we are going to look at what Veterans look like. Do they wear certain clothes? Do they have a certain hair color? What are two characteristics of Veterans that you knew from before?
4. Let's take a look at the primary source on the Smart Board. Do you remember what a primary source is? Where can you find primary sources?
5. Now take a look at the picture you brought from home. Do you see any similarities? Differences? What are your parents/grandparents/aunts/uncles wearing? What color hair do they have?
6. Do you think that anyone could be a Veteran? Are the people in your picture Veterans?

Closure:

1. The teacher will pass out a sheet of paper to each student.
2. On each piece of paper, write down at least two characteristics of a Veteran. It could be what they look like or what they do. Underneath of that write three ways the two pictures (the one of the Veterans and the one that you brought in) are alike and different.

Modifications/Accommodation Techniques for Students with Special Needs: The students will be given a complete Venn diagram to look at that shows how Veterans are the same and different. They will use this sheet to complete the written part of the assessment. The student could also dictate what he or she has to say to the teacher.

Informal Assessment: The teacher will collect the sheet done at the end of the lesson. The teacher will check the sheet to make sure that there are at least two characteristics of a Veteran and at least 3 likes and differences.

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Title of Lesson/Activity #2: Veterans: Then and Now

Created By: Rachel Henrich

Overview of Lesson: Students are comparing and contrasting the uniform style and weapons of veterans from the Civil War era and the uniform style and/or weapons of veterans from present day.

PA Standards:

8.3.2.C. Identify facts related to how different people describe the same event at different time periods.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

Investigative Question for this activity: How do present-day veterans differ from and how are they similar to veterans in the past?

Objective(s):

- After being given a primary source picture of a soldier from the Civil War, the students will be able to list at least three descriptive words to describe his uniform and/or weapons.
- After being given a primary source picture of a soldier from present day, the students will be able to list at least three descriptive words to describe his uniform and/or weapons.
- After describing the veterans, the students will be able to complete a Venn diagram with at least three points in each section.

Materials:

- Primary source pictures: Civil War Veteran and Present day Veteran
- Venn diagrams
- Pencil for each student
- Document camera to show the pictures

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Print Sources:

1. "Portrait of a Federal Soldier" *Library of Congress*. Inspector General. 1860-1865. 5 November 2013. <http://www.loc.gov/pictures/item/cwp2003001053/PP/>
(No author given)
2. "Troy Scott" Our Military Heroes. 29 September 2010. 5 November 2013.
<http://ourmilitaryheroes.defense.gov/profiles/scottT.html>
(No author listed)

Student Learning Process:

Anticipatory set/hook:

-Ask students "What is a veteran?" Students will answer based upon prior knowledge from the unit. Place photo of veteran from the Civil War on the doc cam. Ask "What comes to mind when you see this photo? Do you think this photo was taken recently?" Place present day picture of Veteran on the doc cam. Ask the same questions for this picture.

Lesson Presentation:

-Pass out Venn diagrams (or have students create their own). Have the students write Civil War Veteran above one circle. Write Present Day Soldier on the top of the other circle. Above the middle section, write both. Model this for the students.

-Do first part together. Place the picture of the Civil War veteran on the doc cam. Ask "What do you notice about his uniform? What kind of weapon is he holding?" Students will give ideas and thoughts. Write down three-five of them and have students do the same.

-Place picture of the present day veteran on the doc cam next to the picture of the Civil War vet. "How does his uniform differ from the Civil War veteran's?" "What kind of weapons does he use?" Have students write down three thoughts.

-Once they are finished, tell them they will be completing the middle section next. "What is similar about these two men and their uniforms?" "List at least three similarities"

-Ask "Why do you think these uniforms have changed over time?" "Why do you think the weapons have changed over time?"

Closure:

Have students come up and share their Venn diagrams with the class. Talk about the differences and similarities between veterans then and now. Collect papers.

Modifications/Accommodation Techniques for Students with Special Needs:

Enrichment:

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Students can think of other differences that are not just uniform and weapon based.

Modifications/accommodations:

Let students dictate to teacher or paraprofessional. These students can write one or two similarities/differences.

Formal Assessment:

Venn diagram that the students will make.

Informal Assessment:

Teacher observation, student participation.

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Title of Lesson/Activity #3: Letters to a Veteran

Created By: Alyssa Crile, Stephanie Sapic, Lauren Boscaljon, Rachel Henrich

Overview of Lesson: The students will be given the primary source “Jungle Snoozing”. They will then interpret the source. The teacher needs to ask the big question, can students identify the difference between mail from 1944-2013? After discussing the source, they will write an age appropriate card to a veteran.

PA Standards:

CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.

Standard 8.1- A. Understand chronological thinking and distinguish between past, present and future time.

Investigative Question for this activity: Can you tell me what a primary source is and how it is used?

Objective(s):

1. After looking at the primary source, the student will be able to distinguish the differences between two pieces of mail.
2. Following the discussion of the differences in mail, the student will be able to write an age appropriate card to a veteran with 100% participation.

Materials:

- one piece of construction paper per student
- pencil and crayons per student
- one envelope per student
- Projector/Smart Board
- 2013 Sample Envelope
- Paper

Print Sources:

photograph-*Jungle Snoozing* from the American Treasure Boxes Online; Samuel Boylston, 1944, <http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.01848/artworks?page=3>

Student Learning Process:

Lesson introduction/anticipatory set/student motivator

- When students walk into the classroom, we will have the picture of the letter from 1944 on the smart board
- The teachers will guide a short discussion about the primary source. Key question: Do you remember what a primary source is? Remember we talked about it yesterday...Each student will be handed an individual piece of mail to look at and observe before moving on to the next activity.

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Detailed sequence of student and teacher activities including formative and summative (if appropriate) assessments

- Students will be divided into groups of 5-6 students. Teacher 1 will be placed at center one. Teacher 2 will be placed at center 3.
- In the first center (10 mins)
 - Have the students decide what the primary source is
 - Ask questions
 1. What does it look like?
 2. What do you notice about this picture?
- In the second center (10 mins)
 - Show the sample of mail from 2013 on the smartboard
 - Have the students discuss the similarities and differences of the two primary sources and have them record their answers on the smartboard or dry erase board
- In the third center (10 mins)
 - Introduce the idea of writing cards to veterans
 1. Ask students if they know anyone who has served in the armed forces
- As a whole class (15 mins)
 - Model how to make a card
 1. Fold the paper
 2. Write on the inside
 3. Draw a picture on the outside
 4. Show that crease goes on the left side of the card
 - Pass out paper to each student
 - Monitor students' work until completed
 - The lesson will be assessed bases on participation and willingness to engage in conversation

Closure:

The teacher will collect the cards and place them in an envelope to be distributed later to veterans. If students know a veteran they can keep their card to give to them.

Modifications/Accommodation Techniques for Students with Special Needs: The student will be dictating the sentences to the teacher for the letter.

Informal Assessment: Participation

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Title of Lesson/Activity #4: Interview a Veteran

Created By: Lauren Boscaljon

Overview of Lesson: Students will learn how to interview people in order to learn more about their lives. They will learn about the interview process, from writing questions to prepare to interact with the person they are interviewing. The focus of the lesson is to learn about the life of a veteran by interviewing him. They will have an opportunity to not just write questions to ask the veteran, but to ask the veteran during a real interview.

PA Standards:

1. 5.3.K.C: Identify roles of fire fighters, police officers, and emergency workers.
2. CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.
3. CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.
4. CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Investigative Question for this activity: What can we discover about a veteran's life through interviewing them?

Objective(s):

1. After watching an interview, students will be able to explain the roles of the interviewer and interviewee with 80% accuracy.
2. During center discussion, students will be able to say questions that they would like to use to gather more information from a veteran with 100% participation.
3. During the interview, students will properly interview the veteran with 100% participation.

Materials:

1. Pencils
2. Crayons
3. Paper
4. Smartboard
5. Primary sources
6. Matt (veteran)

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Online Collections/Exhibits/Websites:

1. "The shock of boot camp." Video clip. From Ronald Winter Collection, Veterans History Project, American Folklife Center, Library of Congress. Clip: First night home; writing about his wartime experiences.

URL:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/winter.html>

Student Learning Process

1. This is a center activity
2. Students will watch the clip of the interview with the soldier.
3. After the interview, I will lead a discussion about what is an interview.
 - a. What happened during the interview?
 - b. Did one person do one thing and one person do something different?
 - c. Who asked the questions?
 - d. Did someone answer them?
4. After this discussion, I will show them a picture of Matt in uniform
 - a. Introduce him
 - b. He is a soldier who was deployed
5. We will then brainstorm ideas of questions to ask him
6. Write a brain map on the smart board
7. I will record the questions that the students came up with to use during the interview

Closure: Later on, (either that day or week) the students will interview Matt. They can use the questions they came up with during center time, or questions that they think of at that time.

Modifications/Accommodation Techniques for Students with Special Needs:

Students will have preferential seating in order to help participation and students pay attention.

Formal Assessment: Save the brain map that we create on the smart board and the list of questions as formal assessment.

Informal Assessment: Use observations, and student participation for informal assessment.

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Title of Lesson/Activity #5: The Dog Tag Project

Created By: Alyssa Crile

Overview of Lesson: The focus of this lesson is to allow students to explore the concept of enlisting into the military. They will be able to participate in creating their own dog tags. Students will learn that the dog tags were a method of identifying the soldiers while in combat.

PA Standards:

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.C: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Standard 8.3.B: Identify and describe primary documents, material artifacts and historic sites important in United States history.

Investigative Question for this activity: Who wears dog tags and why?

Objective(s):

1. While viewing the primary source, the student will be able to ask and answer questions collaboratively with 100% participation.
2. Following the viewing of the picture, the student will be able to talk with his or her peers about the importance of dog tags for soldiers stating at least one important reason.

Materials:

- 20-20 inch silver chains
- 20- dog tags with plastic border
- Crayons
- Markers
- Teacher created PowerPoint (slides covering what enlisting is, what is on the tag, why they wear the tag, and pictures of tags)
- Evaluation Rubric (Participation and process of creating the tags)

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Print Sources:

1. "This is a Real War Picture"-American Treasure Box-Veterans
<http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.01939/enlarge?ID=ph0022001&page=1> -James Walsh, Circa 1951-1952

Student Learning Process:

1. The students will gather on the rug in the front of the classroom. The teacher will already have a picture of a dog tag loaded on the screen.
2. She will then ask the students: what is that? Who wears a dog tag?
3. The students will be reminded of the day when the veteran came to visit the classroom. They will need to reference their previous knowledge about his dog tags.
4. The teacher will provide the students with a few minutes to wonder and create questions about the use of dog tags.
5. The teacher will then display the primary source. The primary source is titled "This is a Real War Picture".
6. Volunteers will be asked to identify their observations of the primary source. Some observations are as follows: its outside, dirty, men, look alike, dressed alike, old, and etc.
7. The class will discuss who, when, and why this picture was created.
8. Students will speculate as to when this picture was taken. The teacher will tell them the circa year and inform them that it is older than their parents.
9. All of the details will be pointed out. The students will come to discover that these are real soldiers in the battlefield. The teacher will pull the students' attention to the fact that they all look very similar.
10. She will ask the students what they could use to identify who the different soldiers were.
11. The students will imagine the guest veteran or any military family members they know on the battlefield.
12. At this time the teacher would take any new questions that were formulated from investigating the primary source.
13. The students should draw a conclusion from the primary source that dog tags are used to identify the men and women.

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14. After discussing the primary source in great detail, the teacher will show her brief PowerPoint on dog tags.

15. Following the PowerPoint, the students will express their understanding by constructing their own dog tags. All of the materials will be provided. They will just simply have to decorate and provide the information for it.

16. The teacher will tell them to include their name, age, birth date, and since we didn't enlist in service their grade. Also, they may use any of the coloring materials to provide to create designs or a picture on the opposite side.

Closure: The teacher will allow volunteers to come to the front of the classroom to share their dog tags. She will then take a group photo of the students wearing dog tags to send to soldiers overseas and veterans (all students must have permission to be photographed). After the picture, the teacher will collect the tags to look at then redistribute them to take home. As an exit slip, the students will be required to write why the soldiers and veterans have dog tags. It will be suggested that they ask one new question which we will answer at the very beginning of the next lesson.

Modifications/Accommodation Techniques for Students with Special Needs:

For this lesson, students that have difficulty writing could be permitted to type their information on the computer so that we can make it fit onto the dog tag. To deal with the issue of gender and only "boys" wearing these, the girls can see pictures of female soldiers. If students are beyond this lesson or finish early, they could create a poster to try and convince people to enlist in the army. Whenever they enlist, that is when dog tags are issued.

Formal Assessment: The teacher will assess the dog tags to make sure that they have name, grade, and age included on them. The assessment form is included below. The teacher will also review the students writing about why soldiers wear dog tags.

Informal Assessment: The teacher will also track student participation. That sheet is also included and students should participate twice.

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Post-instruction Assessment

The post-instructional assessment for this lesson will be to have students journal about what a veteran is, why we have them, what they look like, and what they do. Students will be instructed to write anything that they still want to know. This way, we will see what the student has learned and what they are still wondering about. Future lessons can be determined by noting what they still want to know. By writing this journal piece, the students will be gaining the overall picture of veterans. They will be able to put together all of the pieces that they learned about from each different lesson.


0-1	2-3	3-4
The student did not follow directions and did not complete the journal. There is little to no evidence of comprehension.	The student did the journaling, but forgot to include questions that they still want to know. The journaling has minor errors and is not completely developed.	The student completed the entire journal with full thoughts. He or she included a question or more about something they still want to know. Their comprehension is evident and it shows that they understand what a veteran is.

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Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: Veterans		
Created by: Rachel Henrich, Alyssa Crile, Lauren Boscaljon, Stephanie Sapic		
Date: 12-1-2013		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Who can be a veteran?		
	<p>"Letter to his wife"</p> <p>Created in 1944 by unknown.</p>	http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.05440/pageturner?ID=pm0086001
Lesson #2: Veterans: Then and Now		
	<p>"Portrait of a Federal Soldier" <i>Library of Congress.</i> Inspector General. 1860-1865. 5 November 2013. (No author given)</p>	http://www.loc.gov/pictures/item/wp2003001108/PP/
	<p>"Troy Scott" Our Military Heroes. 29 September 2010. 5 November 2013. (No author listed)</p>	http://ourmilitaryheroes.defense.gov/profiles/scottT.html
Lesson #3: Letters to a Veteran		
	<p>"Jungle Snoozing"-Water Color Envelope</p> <p>Samuel Boylston</p> <p>Created/Published c.1939-1945</p>	http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.01848/artworks?page=3

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Lesson #4: Interview a Veteran		
	<p>“The shock of boot camp.” Video clip. From Ronald Winter Collection, Veterans History Project, American Folklife Center, Library of Congress. Clip: First night home; writing about his wartime experiences.</p>	<p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/winter.html</p>
Lesson #5: The Dog Tag Project		
	<p>This is a Real War Picture</p> <p>James Walsh</p> <p>Created/Published c.1951-1952</p>	<p>http://lcweb2.loc.gov/diglib/vhp/storoc.natlib.afc2001001.01939/enlargeID=ph0022001&page=1</p>