



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: Veterans Day

Subjects: Social Studies and Language Arts

Grade Level/Range: Third Grade

Overarching Goal or Concept for the Learning Unit:

The goal of this unit is for students to understand why we celebrate Veteran's Day and the importance of symbolism.

Unit Overview:

In this unit, students will be learning about Veteran's Day and symbolism. Using the book, *The Poppy Lady*, students will learn where one of the most iconic symbols of Veteran's Day came from. Students will be able to reflect on their own experiences and knowledge as they explore use of poppies, newspaper advertisements, and meaning found in lyrics. It is important for students to be able to analyze works that use symbolism, and to be able to create their own.

Written By: Karley Isiminger

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Pre-instructional Assessment/Introduction: To introduce the unit, discuss with students what veterans are. Have students discuss if anyone in their family is a veteran or is currently serving. Ask guiding questions to assess students' prior knowledge. Ask students if they know what the poppy flower. Use that as an introduction into the first lesson. Write down some questions or points that come up through the discussion to use at the end of the unit.



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Title of Lesson/Activity #1: The Poppy Lady

Created By: Karley Isiminger

Overview of Lesson: In this lesson, students will be reading the book the Poppy lady. They will discussing and learning the importance of the poppy flower and what it represents. Students will also learn and understand the importance of symbols. Using a primary source of a Red Cross poster, students will analyze and answer questions about the source. Students will need to know how to use computers and search for information.

PA Standards:

8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

CC.1.2.3.E Use text features and search tools to locate and interpret information

Investigative Question for this activity: What is the importance of symbols?

Objective(s): After learning about the importance of symbols, students will be able to analyze a primary source, using online resources to locate more information, and demonstrate understanding by responding individually to questions.

Materials:

1. Blank lined writing paper/ notebooks
2. Post-it notes
3. Writing utensils

Print Sources:

- The Red Cross sees a man through More than 26,000 men are still in hospitals as a result of the war. Created/ Published 1919 LCCN Permalink <https://lccn.loc.gov/00651746>
- *The Poppy Lady* by Barbra Elizabeth Walsh

Online Collections/Exhibits/Websites:

- <https://www.library.georgetown.edu/exhibition/first-call-american-posters-world-war-one-collection-roger-n-mohovich>
- <http://www.ifrc.org/en/who-we-are/history/>

Student Learning Process:

1. Teacher will read the book *The Poppy Lady*, with no interruptions (Don't stop to ask questions)
2. After reading, lead a discussion:
 - "What is this book about?"
 - "In the book, Moina strived to make the poppy flower a symbol. Why do you think she would do that?"
 - "What does the flower represent?"
3. Refer to different pages in the book to help students

- “Are there symbols in our lives?”
 - “What kind? What do they mean?”
4. Have students look at the primary source of a Red Cross poster from 1919
Without talking, students will write what the notice for 2 minutes
Students will then share what they notice, the teacher will make a class list on the board
 - “What is the point of this poster?”
 - “Who is this poster meant for?”
 - “When was it made?”
 - “Does it matter when it was made?” “Why?”
 - “Where would this have been viewed?”
 - “Where would someone have put it?” “Why?”
 - “Why would they have made this?”
 5. Have students discuss their answers to the questions.
 6. Assign students to groups of 3-4.
In their groups, students will explore the pre- selected websites (listed above) to reexamine the questions.
 - Students will take notes as they work.
 - The teacher will assist as needed.
 7. After students have had time to explore the websites, bring the class back together.
 8. Discuss what the students have found and re- ask the questions

Closure:

- “Why are symbols important?”
- “Why do we use symbols?”
- Review with students what the poppy flower represents and the importance of this symbol. Using a post-it note, have students write the importance of the poppy flower and what it means to them
 - Students will stick their notes on the board
 - With no names, read the post- it notes aloud

Modifications/Accommodation Techniques for Students with Special Needs:

- Students will verbally answer the closing question to the teacher
- Students will be strategically placed in groups with stronger learners

Assessment:

- Use the post- it notes to assess student understanding.
- During discussions, keep track of student participation with a notecard and tally marks

Lesson/Activity #2: Poster Symbols

Created by: Karley Isiminger

Overview of Lesson: In this lesson, students will be analyzing a poster from 1917. This lesson will relate to the first lesson and will allow students to practice analyzing and understanding symbols. Students will then be able to create their own posters, focusing on symbols to convey the message. By creating their own, students will have a better understanding of the use of symbolism.

PA Standards:

8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

CC.1.4.3.I Support an opinion with reasons.

Investigative Question for this activity: How do symbols help convey messages?

Objectives: After practicing analyzing posters, students will be able to create and analyze posters, determining the meaning, using reason to support their opinions.

Materials:

- Poster board cut in half
- Art materials
- Paper bags
- Tape
- Notecards

Print Sources:

Title Wake up America! Civilization calls every man, woman and child! Created/
Published N.Y.: The Hegeman Print, 1917. LCCN Permalink

<https://lccn.loc.gov/91726511>

Student Learning Process:

1. Have students look at the poster from 1917
“How does this relate to the book we read?”
(Moina grabs a newspaper from a paperboy that had some things like this)
2. Students will analyze the poster like they did in the first lesson.
 - *“Why was it made?”*
 - *“What is its purpose?”*
 - *“What is it representing?”*
 - *“What is it a symbol of/ for?”*
 - *“Who was the intended audience?”*
 - *“How do you know?”*
3. After a discussion, have students partner up (or assign partners)
4. Students will choose a topic to make a poster.

5. The poster will need to use symbols bring awareness or have a message of their choice (school appropriate).
6. After all posters are finished, display them around the room, with no names showing.
7. Tape or place paper bags near each poster.
8. Students will walk around the room, analyzing each poster.
9. On the notecard, students will answer the following questions:
 - *“Why was it made?”*
 - *“What is its purpose/ what is it a symbol of?”*
 - *“Who is the intended audience?”*
 - *“How do you know?”*

Closure:

Review with the students the importance of analyzing posters or advertisements

- *“Why do people use symbols?”*
- *“How do symbols help us understand messages/ convey meaning?”*

Modifications/ Accommodations:

- Allow students to use images from a magazine to make their poster (fine motor problems)
- Preferential grouping with stronger learners
- Verbally answer the questions to the teacher or allow students to record their answers as the walk around the room

Assessment:

- Use a rubric to grade students on their posters
- Check notecards, if students answered the questions AND reasoned their answers, check as complete.
- Check students for participating throughout discussions and during the ‘round-robin’ display

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Teamwork	Student worked very well to develop ideas, problem solve, and complete the poster with their partners	Student needed some assistance to problem- solve with their partner	Student struggled to work as a team	Student did not work well with their partner/ student argued or wouldn't problem- solve
Effort	Student used their best work. They took time and effort to make their poster	Student finished the poster. More time and/ or effort could have been used.	Poster seemed somewhat uncompleted. Student used some effort in their poster.	Student did not finish their work and/ or student did not put in any effort or time
Requirements	Student used a symbol to convey a school appropriate message.	Student's use of symbol was not fully clear/ concept developed	Student's use of symbol did not make sense for the message they want to convey	Student did not use a symbol, and/ or it was not school appropriate
Answered questions	Student made an effort and answered questions for all of the posters	Student made an effort and answered most of the questions, missing 1-2	Student did not make a real effort and/ or answered questions for 3 or less posters	Student did not make an effort while answering questions or did not answer any
Reasoning	Student reasoned their answers			Students did not reason their answers

Lesson/Activity #3: The Poppy Project

Created by: Karley Isiminger

Overview of Lesson: This lesson is a centered activity that will be used to make a bulletin board to display what the students have learned. By this point in the unit, students will have analyzed primary sources from the WW1 time period, read the book *The Poppy Lady*, and have an understanding of symbolism. They are creating their own poppies to connect symbolism and Veteran's Day and writing to set questions/ prompts to reflect on Veteran's today and to reflect on a song written during that time.

PA Standards:

- 5.1.3.F Identify state symbols, national symbols, and national holidays.
- CC.1.4.3.E Choose words and phrases for effect

Investigative Question for this activity: *Who is an important veteran to you and why?*

Objective(s): After reading the *Poppy Lady* and discussion about Veterans, students will be able to create a Poppy display, writing 2-3 sentences about a veteran, using a thesaurus to choose words.

Materials:

- Red tissue paper
- Glue
- Markers
- Blue construction paper
- Green construction paper
- Scissors
- Coffee filters colored red OR red cupcake papers
- V-e-t-e-r-a-n Paper
- Primary Source song printout
 - If able, have a music teacher or musically incline person record the song

Print Sources:

- <https://funinfirst.com/veterans-day/>
- Poppies of Flanders song **Created/ Published** 1919, monographic. World Music Publishing Corporation,, New York :, [1919]. **LCCN Permalink**
<https://lccn.loc.gov/2013566696>

Student Learning Process:

1. Read through the lyrics of the song (listen if possible)
2. Write 3 words that the song made you feel
 - a. You will use these later
3. Cut green construction paper to make grass
 - a. Make 1 straight edge.
 - b. Make the other end spiky. (see example)
4. Glue the green grass to the bottom of the blue construction paper

5. Cut out 2-3 circles from the red tissue paper
6. Glue the middle of 1 circle near the middle of the blue paper
 - a. Don't glue don't the edges
7. Glue the middle of the 2nd circle in the middle of the 1st
 - a. Glue the middle of the 3rd circle in the middle of the 2nd if needed
8. Bend the edges of the tissue paper to make it "pop" up
9. Draw a stem from the flower to the grass
10. Color a small black circle in the middle of the flower
11. On the side of the flower, write 1-2 sentences about (PICK ONE):
 - a. A veteran you know
 - b. Why our veterans are important
 - c. What veteran's day means to you
12. Write 1 sentence: what the song would mean to you if you were a veteran
13. Use a thesaurus (*students will have used these before*) to choose 'better' words
14. Put you name in the Right corner of your grass
15. Put you Poppy Project in a pile to be displayed

Closure: Give students the opportunity to share their writings

Modifications/Accommodation Techniques for Students with Special Needs:

- Students may use colored coffee filters or red cupcake papers to make their poppy flower
- Students may type and print their sentences
- Students may write 1-2 sentences instead of 2-3
- Students may work with a partner to find 'better' words for effect

- **Enrichment:**
- V-e-t-e-r-a-n form
- Students will write something about Veterans that start with each letter

- **Formal Assessment:**
- Students will be assessed on completeness of their Poppy Project
- Students will be assessed on having 2-3 sentences on the Poppy Project
- Students will be assessed on their use of at least 3 new/ different words they found in the thesaurus
- Students will be assessed on staying on topic in their writing

Name _____



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Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated for each letter of the word 'VETERAN'.

Post-instruction Assessment for the Unit:

Revisit questions or topics that were brought up in the first discussion. Ask students to share something they learned. Have students share if there was anything they didn't like, and have them use reasons to support their answers. Use the assessments from the lessons and the end of unit discussion to determine learned skills. In future lessons, the information gathered will help the teacher to determine if the lesson worked well or not. It will also help to determine if anything needed removed, added, or tweaked to make the unit better.