

Part I: Thematic Primary Source Set





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





Topic/Big Idea: Pre-reading Activity: Considering the setting for the novel *Uprising* by Margaret Peterson Haddix

Grade Level and Subject Area: 9th Grade Language Arts

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Artificial flower making at 8 cents a gross. Youngest child working is 5 years old. Location: New York, New York (State) Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1908 January. http://www.loc.gov/pictures/item/ncl2004000004/PP/</p>
	<p>Title: A "reflection" on the parent. Reflection in looking glass shows the father who had been picking nuts but refused to be photographed. He is out of work. Tommy Mascola, 5 years, picks some, Minne, 7 years, Rosie 9, and Angeline 11. Make \$3.00 and \$4.00 a week. 145 Hudson St., New York City. Location: New York, New York (State) Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1911 December. http://www.loc.gov/pictures/item/ncl2004002816/PP/</p>
	<p>Title: Italian woman carrying an enormous empty dry-goods-box for some distance along Bleeker Street, N.Y. Used for kindlings. Location: New York, New York (State) Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1912 February. http://www.loc.gov/pictures/item/ncl2004001576/PP/</p>
	<p>Title: Woman carrying heavy bundle of clothing to be finished at home. Near Astor Place, N.Y. Location: New York, New York (State) Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1912 February http://www.loc.gov/pictures/item/ncl2004003413/PP/</p>

	<p>Title: The breaking point. A heavy load for an old woman. Lafayette St., below Astor Pl., N.Y. Location: New York, New York (State) Creator(s): <u>Hine, Lewis Wickes, 1874-1940</u>, photographer Date Created/Published: 1912 February. http://www.loc.gov/pictures/item/ncl2004003419/PP/</p>
	<p>Title: [Labor Day parade, New York, New York] Date Created/Published: [1909 September 6] Medium: 1 photographic print. Summary: Woman on float of the Women's Auxilliary Typographical Union. http://www.loc.gov/pictures/item/97519074/</p>
	<p>Title: Sewing room, shirt factory, Troy, N.Y. Creator(s): <u>Keystone View Company,</u> Date Created/Published: Meadville, Pa. : Keystone View Company, c1907. http://www.loc.gov/pictures/item/89706288/</p>
	<p>Title: The letter of the law Creator(s): <u>Ehrhart, S. D. (Samuel D.), approximately 1862-1937</u>, lithographer Date Created/Published: 1912 Feb. 28. Medium: 1 print : lithograph. Summary: Cartoon showing owner of a factory, in which cold air is blowing in open windows on employees, saying to a visitor, "That's all right! You see, we put a label on all our goods guaranteeing that they aren't made in a sweat-shop." http://www.loc.gov/pictures/item/96525652/</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: What was life like for immigrant garment workers in the early 1900's in New York City?

Objective(s):

- Students will gain knowledge of the conditions of immigrant laborers, and their families, at the turn of century in New York City.
- Students will evaluate the cartoon "The Letter of the Law" to determine what business men thought of their labor pool.

Standard(s) Addressed:

- CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Procedure:

1. Students will be divided into 5 groups. Each group will analyze one of the first five pictures and complete a Primary Source Analysis form. A copy of the completed form, with leading questions on it, will be on the Smart board to assist students with their task.
2. One student from each group will present their final analysis to the class while projecting the picture that they analyzed.
3. The final three pictures will be analyzed as a class while they are projected on the board.
4. Students will write a 3 to 5 sentence entry in their reading log predicting the setting for the novel, after which the book *Uprising* will be passed out and reading will be assigned.

