

# **Living on the Edge of Empire**

## **Workshop Lesson**

June 7 -12, 2013

Charlene Diaz, Woodland Elementary School  
Southwick-Tolland Regional School District

Grade level: 3

### **I. Topic: Mary Jemison and the Seneca Nation of Indians**

Students will learn to identify and differentiate primary and secondary sources to learn about the history of Native people after contact with Europeans.

### **II. Purpose of Lesson**

After completing this lesson, students will understand that primary and secondary sources help us to have access to important historical events.

### **III. MA Frameworks (Grade 3)**

Students will:

- engage effectively in collaborative discussions (Speaking and Listening Standards Pre-K-5 Comprehension and Collaboration 1.)
- draw on evidence from literary or informative texts to support analysis, reflection, and research (Writing Standards Pre-K-5 Types and Purposes MA. 3. A. 9.)
- locate and organize content from primary and secondary sources (Technology Literacy Standards and Expectations MA. 3.1)

### **IV. Learning Objectives**

Students will demonstrate the ability to:

- Use maps to locate important landmarks
- Participate in collaborative groups
- Participate in oral reading
- Understand relevant vocabulary
- Identify and analyze primary and secondary sources
- Use technology to research and produce projects

## Instructions for Lesson

1. Introduce vocabulary associated with primary and secondary sources such as: primary, secondary, origin, bias, opinion, firsthand, direct, eyewitness, narrative, journal, diary, engraving, illustration, exaggeration

Collaborative groups will discuss and define vocabulary words.

2. Introduce samples of primary and secondary sources.

Collaborative groups will identify and differentiate sources and report to the class.

3. Lesson on analyzing primary and secondary sources using excerpts from *Mary Jemison, Captivity Narrative from the 1750's (1824)* (<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/47-jem.html>) and *Indian Captive: the Story of Mary Jemison, Lois Lenski, Harper Trophy, 1941, pg. 59, 60* (\*sections on the adoption ceremony and the new name)

\*Create versions of both excerpts based on Daisy Martin's *Deciphering Primary Source Documents*

<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/24270>

and

*Tampering with History: Adapting Primary Sources for Struggling Readers*, by Daisy Martin & Sam Wineburg

[http://conference.esc13.net/assets/inclusion/docs/Tampering\\_with\\_History\\_Article\\_Social\\_Education\\_Vol\\_73\\_No\\_5\\_Sept\\_2009.pdf](http://conference.esc13.net/assets/inclusion/docs/Tampering_with_History_Article_Social_Education_Vol_73_No_5_Sept_2009.pdf)

4. Collaborative groups will analyze the primary and secondary excerpts using the questions: what, who, when, where and why to determine the type of source, who wrote it and when, where it was created, and why it was created. They will be asked to consider purpose and possible bias and how both contribute to our knowledge of a historic event.
5. Students will use **Symbaloo**(<http://www.symbalooedu.com/>, collection of organized websites) to research assigned topics on the life of the Seneca Nation of Indians after European contact.
6. Students will use **Biteslide** (<http://www.biteslide.com/>) to create digital scrapbooks (or PowerPoint presentations) to present research. They will also print hard copies of the scrapbooks. Primary and secondary sources must be included.