LESSON TITLE: HOW DO WE MEMORIALIZE WAR? – ANALYZING PRIMARY SOURCE PHOTOS

GRADE**/A**UDIENCE:

- High School 9-12
- Students

STATE STANDARDS:

- D2.His.2.9-12-Analyze change and continuity in historical eras.
- D2.His.8.9-12-Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- D2.His.9.9-12-Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D2. His.12.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

LESSON OBJECTIVES:

• Using primary source photographs, students will be able to analyze a photograph despite reading ability or struggles with literacy to form a claim or argument.

LESSON OBJECTIVES FOR YOUR STUDENTS:

• Students will be able to analyze a primary source photograph and use a graphic organizer to create a claim.

COMPELLING / GUIDING QUESTIONS:

• How do photographs provide evidence about how people remember or memorialize a war in history?



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DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

- The teacher will choose one primary source photograph to model the analysis of the photograph using the graphic organizer. On the board or SmartBoard, the teacher creates a rough draft of the graphic organizer and completes it together with the class. The teacher elicits responses from the students, filling in the organizer on the overhead or on a SmartBoard while students fill it in individually.
- Students are divided into groups and each group is given a copy of the following photographs: "Major John Mason Statue Former Site-Mystic CT", "Bay landing on Block Island, Fall 1636", "Wethersfield Raid_Tercnetenary Celebration", "Stone Carving Relief_CT State Capital Hartford Attack on Indian Fort", and/or any others. These photos represent memorializing through statues, art, role-play, and carvings.
- 3. In groups, students will then fill out one graphic organizer per photograph. They will examine the photo and analyze it with a specific focus on how it memorializes or helps people remember the Pequot War. After they are filled out, a special focus should be on part 6 of the organizer.
- 4. Students will then create a claim as to what they think is the best way to remember a war. Students will write a persuasive letter to the state or national politician of their choice arguing which form is the best way to remember or memorialize a war.

TIME NEEDED FOR LESSON: 45-60 minute period

*Letter can be written for homework or continued in additional periods.

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Graphic Organizer- <u>http://tps.nl.edu/TPSjournafreville11.htm</u>
- Writing utensils, SmartBoard or Overhead projector
- Primary Source Photgraphs

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

 "Major John Mason Statue Former Site-Mystic CT," "Bay landing on Block Island, Fall 1636,"
"Wethersfield Raid Tercentenary Celebration," "Stone Carving Relief CT State Capital Hartford Attack on Indian Fort"- All photographs from the Pequot Museum Primary Source Image Collection.



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PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

• History of John Mason, Pequot War, Raid on Wethersfield

SUGGESTED DIFFERENTIATIONS:

- Model claim or argument to be used in persuasive letter
- Differentiated groups- either group strong students with weaker students, so that they can assist. Or group by level- all Level 1's together, all Level 2's together, all Level 3's together.
- Have students revise and edit letters and actually mail them to government officials.

CROSS-DISCIPLINARY CONNECTIONS:

- Creative Writing- Use of language and vocabulary to make argument stand out and persuade an official.
- Art- Can have students create their own memorial of the Pequot War

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Persuasive letter on what the best way is to remember or memorialize a war to a government official
- Have students review their graphic organizer- are there any empty spaces? Did student use evidence from organizer in letter? Have student explain why they put a piece of information where they did.

