

LESSON PLAN FOR JOSHUA JOHNSON,
*GRACE MCCURDY AND HER DAUGHTERS,
MARY JANE, AND LETITIA GRACE, C. 1804*

TITLE: END OF UNIT ALTER EGO ALTERED BOOK JOURNAL

GRADE LEVEL: EIGHTH

ACADEMIC SUBJECT: SOCIAL STUDIES, LANGUAGE ARTS

GOAL/DESCRIPTION:

To have students show their knowledge of the unit's subject matter in a fun creative way by using written text and visual cues.

BIG IDEA:

Historians look to both visual and written accounts of the past to help learn about the everyday lives of people who lived during that time.

OBJECTIVES/OUTCOMES:

Students will design and create two journals. Students will use both written and visual journal entries to show what they know about life in Baltimore in the early 19th century for both freemen and middle class white citizens.

TEACHING PROCEDURE/TIME ALLOTTED: ONE WEEK

MONDAY:

INTRODUCTION, DEMO, AND CREATION OF THE JOURNALS

Students will be assigned to keep two journals. They will make these journals from altered books. One journal will be written from the point of view of a freeman (black teenager around their age) who is living in Baltimore, MD around 1820. The other journal will be written from the point of view of a white middle class teenager (about their age) who is living in the same city at the same time. Students must use their knowledge of what life was like at that time in a city that was right on the border between the North and South. The design (the cover and entries) should indicate which journal belongs to which one of their "alter-egos".

The teacher will give a demo on how to remove pages and glue others together. It will be up to the students as to how to alter their books from there (covering up or incorporating text, portions of illustrations, etc).

**HOMEWORK: FINISH CREATING YOUR TWO JOURNALS
(WON'T BE OFFICIALLY DUE UNTIL THE FOLLOWING
MONDAY, BUT THIS WILL HELP THEM WORK ON TIME
MANAGEMENT SKILLS)**

ADDITIONAL DISCUSSION QUESTIONS:

Do you think it is appropriate for historians to look into people's private journals to learn about the past? How can looking at a portrait tell us about people's lives in the past? What elements in a painting help indicate what time period and place it was painted in? How does personal writing differ from written historical documentation?

TUESDAY

Introduce what the first entry will be and give remaining class time to brainstorm and begin working on the entries

Each journal must contain:

- one entry about the "authors" past, some examples:
 - a story about when the authors were growing up within historical context
 - what birthdays or holidays were like
 - place or places they lived
 - a favorite sport to play
- a visual (one for each journal). This could include:
 - maps,
 - portraits of the authors or of their family members
 - food labels (designed by the students) of their character's favorite food
 - clothing their character would have worn
 - hairstyles that were popular at the time
 - interior of their character's home and what it would have looked like

HOMEWORK: FINISH FIRST TWO ENTRIES AND VISUALS (WON'T BE OFFICIALLY DUE UNTIL THE FOLLOWING MONDAY, BUT THIS WILL HELP THEM WORK ON TIME MANAGEMENT SKILLS)

WEDNESDAY:

Introduce what the second entry will be and give remaining class time to brainstorm and begin working on the entries

Each journal must contain:

- one entry about the "authors" day to day activities, some examples:

- chores
- work
- friends
- school

- a visual (one for each journal). This could include:

- maps,
- portraits of the authors or of their family members
- food labels (designed by the students) of their character's favorite food
- clothing their character would have worn
- hairstyles that were popular at the time
- interior of their character's home and what it would have looked like

HOMEWORK: FINISH SECOND TWO ENTRIES AND VISUALS (WON'T BE OFFICIALLY DUE UNTIL THE FOLLOWING MONDAY, BUT THIS WILL HELP THEM WORK ON TIME MANAGEMENT SKILLS)

THURSDAY:

Introduce what the third entry will be and give remaining class time to brainstorm and begin working on the entries

Each journal must contain:

- one entry about the "authors'" family, some examples:
 - who do they live with (parents, grandparents, etc)
 - how many siblings do they hve
 - where do they live, describe their house/neighborhood
 - what their parents do for a living

- - a visual (one for each journal). This could include:

- maps,
- designing a food label of their character's favorite food
- depicting the type of clothing their character would have worn
- hairstyles that were popular at the time
- what the interior of their character's home would have looked like

HOMEWORK: FINISH THIRD TWO ENTRIES AND VISUALS (WON'T BE OFFICIALLY DUE UNTIL THE FOLLOWING MONDAY, BUT THIS WILL HELP THEM WORK ON TIME MANAGEMENT SKILLS)

FRIDAY:

Introduce what the fourth entry will be and give remaining class time to brainstorm and begin working on the entries

Each journal must contain:

- one entry about what the “authors” hope to accomplish in the future, some examples:

- education
- work
- family
- civil rights

- - a visual (one for each journal). This could include:

- maps,
- designing a food label of their character’s favorite food
- depicting the type of clothing their character would have worn
- hairstyles that were popular at the time
- what the interior of their character’s home would have looked like etc.

HOMEWORK: FINISH FINAL TWO ENTRIES AND VISUALS, HAVE EVERYTHING READY TO TURN IN ON MONDAY

PLANS FOR DIFFERENTIATING INSTRUCTION:

Each entry does not have to be written prose. The assignment can be expressed through poetry, lyrics to a song (ex: can keep a list of chores, or make bullet point descriptions of each family member). Could use an altered book for their journal instead of making one from scratch.

ENDURING UNDERSTANDINGS:

Some artists create new things that look old. Some artists paint portraits that give us insight into what life was like a long time ago. We learn much of what we know about past events based on art work and private writings that were done at the time.

KEY KNOWLEDGE/SKILLS:

(Declarative) Private journals contain information that tell us about the author/owner of the journal. Paintings give us a glimpse into what life was like (or what was desirable in life) at the time when they were painted.

(Procedural) While it is important for students to have good writing skills, the grade for this project in particular will be weighed more heavily on the content of each journal rather than the exactness of grammar, etc. Similarly with the artwork, it is more important for the journal to include well thought out visual clues and be designed in such a way that the reader can easily gather information about who the journal “belonged” too, than stress the perfectness of the artwork.

EVALUATION/ASSESSMENT:

(Summative) The journals entries will judge how much knowledge students gained while learning about both the lives of white and black citizens living in a major city in the Northern-US during the 1st half of the 19th century.

(Formative) As students are working, ask them about their ideas (how much of their own lives are influencing their ideas, what parts of history really stuck out to them that they feel are important to include, etc).

MATERIALS/TEACHER RESOURCES:

Old books that can be altered (larger books with fewer pages, like children’s books work best), glue sticks for gluing pages together, scissors and exacto knives for removing pages, blank paper (white and colorful) to glue in to cover text and create blank pages, markers, and colored pencils.

TEACHER REFLECTION:

It is important for teachers to take into account their own teaching when grading the journals. If there are many students who seem to have overlooked one particular lesson in the unit, then it may not have been taught as effectively as it could have been. Use these journals as a way to figure out what those things may have been then discuss with students to help clarify.

DEVELOPMENT RATIONALE:

Most eighth grade students are in the Artistic Challenge stage of artistic development. In this stage, students strive for their artwork to look realistic. They also tend to be clumsy in their art making due to their changing physical development. There is a greater chance for student’s to be self critical and compare their work to that of other student’s so it is important for teachers to stress the light heartedness of the assignment. It is also important to allow students to pick their own partners. If they are assigned to a partner that they are not comfortable with, the student might feel embarrassed and be less likely to want to participate.

STANDARDS:

SOCIAL STUDIES

- *The Divergent and Unifying Paths of the American People (1800-1850):* Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.
- **8.7.2** Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction). (G)
- **8.7.5** Describe the lives of black Americans who gained freedom in the North and founded mutual aid societies, schools, and churches to advance their rights and communities. (P,S)
- **8.8** Students analyze the paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced
- **8.8.4** Trace the development of slavery; its effects on black Americans and on the region's political, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g., through the writings of David Walker, Henry Highland Garnet, Martin Delany and Fredrick Douglass, as well as the historical documents on Nat Turner and Denmark Vesey). (P,S).
- *Civil War and Reconstruction (1830-1877)*
- **8.12** Students analyze the character and lasting consequences of Reconstruction.
- *The Divergent and Unifying Paths of the American People (1800-1850):* Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.
- **8.10.7** Describe the lives of free blacks and the laws that limited their freedom and economic opportunities (e.g., Cincinnati riots and the Ohio Black Codes). (P,S,E)

LANGUAGE ARTS

- **8.LT-C.1** Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
- **8.W-1.1.** Write stories or scripts that include
 - Well-developed characters and setting
 - Dialogue
 - Clear conflict and resolution, and
 - Sufficient descriptive detail.

