

7th Grade

Using Primary Documents

Connecting History to the Present

Curriculum Tools

Using Primary Documents: Connecting History to the Present

This lesson plan focuses on teaching students how to connect history to the present. Students often forget that people living in the past are quite similar to them. They face many of the same challenges. Through the use of primary documents, students will be able to draw connections between their own lives and the lives of people who lived in their community before them. Students will read issues of *The Lake Forester* that are housed in the LFLB archive. They will focus on the advertising, social news, and pricing that are printed in *The Lake Forester*. They will conduct a cost analysis of several products and compare those to costs today, a comparison of the social section of the newspaper to social media today and compare historical and contemporary marketing strategies.

To demonstrate their understanding of the content, students will be asked to create an issue of *The Lake Forester* as a class. Students will be broken into 3 groups: advertising, social news, and budget. They will have to create content as if they were making an issue of *The Lake Forester* in the designated time period. The three different groups allow students to showcase their skills. Students who are good at math would be great candidates for the budget group, students who are artistic would be well suited to the advertising group, and students who are very social or creative storytellers would do well in the social news group.

Using Primary Documents- Connecting History to the Present (7th Grade)

Materials Needed:

Teacher:	Student:
Worksheets for students	Pencil
	Computers

Summary:

Students will view excerpts from *The Lake Forester* and compare them to their modern counterparts. They will do a cost analysis for clothing then and now, a comparison of the social section of the newspaper to social media today and compare marketing strategies from old ads to ads today. This plan will include a worksheet to guide students in their comparisons.

Standards:

D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Learning Objective:

Students will be able to analyze primary sources to gain a better understanding of a time period and will be able to draw connections to similar contemporary sources.

Instructional Procedures:

Teacher	Students	Time
Pass out graphic organizer. Break students into small groups, assigning each group a section from the graphic organizer.	Students meeting with their groups and reading over graphic organizer.	5 minutes
Using the primary sources for the digital archives of <i>The Lake Forester</i> , instruct students to observe and analyze the costs, advertising and social sections, and then compare to their modern counterparts.	Students are analyzing <i>The Lake Forester</i> , focusing on their assigned section.	20 minutes
Jigsaw the groups, having one member from each section form a new group in order to share their findings with their new group members.	Meeting with their new jigsaw groups.	20 minutes
Call the class back together. Discuss their findings, focusing on how society has changed/stayed the same from the periods addressed in <i>The Lake Forester</i> until now.	Engaging in class discussion	10 minutes
Assign assessment: Students will create a class copy of <i>The Lake Forester</i> , allowing each student to decide which aspect they would like to work on: the social page, the ads, and the budget.	Meeting with their groups and discussing assignment	15 minutes

Assessment(s): Creating an issue of *The Lake Forester*

For this activity there will be 3 groups:

Budget

Advertising

Social News

Teacher Assign students to groups. Consider surveying students about which groups they would like to be in. Pick a time period for this issue of *The Lake Forester*.

Budget	Students will create a budget for a family living in the chosen time period/year. They will base the budget off of the average income for that time period/year. This should include housing, food, clothing, and one other category of the students' choice. They can use ads and internet sources to find prices. This will be presented in an itemized list.
Advertising	Students will create a page of ads, drawing on what they have seen in the actual issues of <i>The Lake Forester</i> . These ads will be based on what students have seen in the magazine, but they cannot be products/services that they actually saw ads for. These must include: a description of the product/ service, the price, where it can be purchased, and some image or drawing. Students must create 3 ads for this section.
Social News	Students will create a social news page. They will pick contemporary social news and present it in the style that they saw in <i>The Lake Forester</i> . Students must include 3- paragraph long entries for this section.

Online references and links

https://box2.nmtvault.com/LakeForest/jsp/RcWebBrowse.jsp	Lake Forester online archives
https://lflb.passitdown.com/stories	Supporting articles and stories

Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
Highly Proficient	If students need more stimulation, they could also choose on other category to work on that could be included in the final copy of <i>The Lake Forester</i> . For example, if a student was assigned to the budget group, they could also contribute an ad or a social news posting.
ELL	Provide a vocabulary list for students ahead of time for new words they might encounter when reading the Lake Forester. Provide extra support for them as they are reading it.
Struggling Learners	Put the students into groups where their strengths might shine. If a student is particularly creative, put them in the advertising group, etc.

Resources: Worksheet on next page

Costs	The Lake Forester	Modern Source
Price:		
Avg. Income:		
Price ÷ Income:		
Percentage:		

<p>Advertising</p> <p>What differences do you notice?</p> <p>What similarities do you notice?</p>	<p>The Lake Forester</p>	<p>Modern Source</p>
<p>Social News</p> <p>What differences do you notice?</p> <p>What similarities do you notice?</p>	<p>The Lake Forester</p>	<p>Modern Source</p>