

Memory and Commemoration - 4th Grade Lesson Plan

Teacher Copy

Mississippi Social Studies Curriculum Standards	E.4.1.3: Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War.	E.4.3.1: Trace the negative impact of the Civil War and Reconstruction on Mississippi.	H.4.5.2: Examine historical events that are significant to Mississippi culture.
College, Career, and Civic Life C3 Framework	D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	D2.His.16.3-5. Use evidence to develop a claim about the past.

Introduction

One of the best ways to understand the past and primary source documents in particular is to be able to explain them to others. In this activity, students will identify vocabulary they are unfamiliar with and define those terms. Students will then analyze the given document(s) using primary source analysis tools from the National Archives. Lastly, students will take that information, and create a “museum exhibit” around the given document(s). The exhibits can be created physically or digitally, depending on how your classroom is currently meeting.

Note about the documents: For this activity, three documents were chosen from the twenty available. The three chosen provide opportunities for both struggling learners to become familiar with primary sources and primary source analysis while providing more advanced students an opportunity for more in-depth analysis. Teachers should feel free to swap out documents as needed/desired to fit their class curriculum and needs.

Materials

- Dictionary (physical or digital/online)
- [National Archives Written Document Analysis Sheet \(hyperlinked\)](#)
- Document: [Note Stating That Samuel Houston Had Authority To Arrest All Stragglers, Deserters, And Conscripts In Leake County, Mississippi.](#) (*struggling learners*)
- Document: [Telegram from General Tupper at Canton, Miss., asking if horses can be hired at the expense of the state to hunt down deserters.](#) (*all learners*)
- Document: [Letter From Yazoo City, Miss., By A Discharged Soldier, Informing On Robert L. Bates, Who Is Avoiding The Draft.](#) (*advanced learners*)

- Rubric (included)
- Coloring utensils
- Writing utensils
- Scissors (optional)
- Glue (optional)
- Tape (optional)
- Blank white paper
- Construction paper (optional)
- Exhibit board (optional)

Procedures

1. The teacher will introduce the lesson to students, explaining what a primary source is and why they are valuable.
2. The teacher will introduce the National Archives analysis tool to students, explaining the parts of the tool and answering any questions that may be presented.
3. The teacher will assign students one of the three documents to analyze using the analysis tool.
4. The students will use the analysis tool, along with a dictionary, to analyze their given primary source. The vocabulary portion of the exhibit may want to be extended to a separate sheet given the amount of new language students may be introduced to.
5. The teacher will aid students as needed with questions and analysis.
6. The students will then design and create a museum “exhibit” for their document. The directions and rubric will be included below.

**The exhibit activity can be modified to a digital assignment using Google Slides as the “exhibit space.” For more technologically gifted students, a program like Adobe Spark (free to use, but you have to create an account) could also be considered.*

Exhibit Creation

1. Students will write a brief description of their given document that will explain it to the “audience.” 50-75 word maximum (teacher decision).
2. Students will get one peer to peer-review their text. This should ideally be a student with a different document, if the numbers allow.
3. Students should sketch out their exhibit on a sheet of paper which should contain the following:
 - a. Title
 - b. Document
 - c. Description
 - d. Some type of design (borders, colors, etc.)

4. Once approved by the teacher, students should begin “constructing” their exhibit. This can be done on plain white paper with coloring utensils, construction paper with scissors and tape or glue, or even an exhibit board with decorating options.
5. Students will present their exhibit to the class. The exhibits could also be displayed in the classroom or in the hallway.

(Rubric on next page)

Category	4 - Distinguished	3 - Proficient	2 - Apprentice	1 - Novice
Topic and Length	Contains multiple facts and details about the document. Project was creative and unique.	Contains a few facts and details about the document. Project was creative.	Information was more opinion than fact. Project needed more details.	Project does not contain accurate information or sufficient details.
Content	Project displayed understanding of the topic and answered all questions.	Project showed some understanding of the topic and answered most questions.	Project was on the topic and answered a few of the questions.	Project was not accurate and did not answer the given questions.
Spelling and Grammar	Made only one or two spelling, punctuation, or grammar errors.	Made less than five spelling, punctuation, and grammar errors.	Made ten or less spelling, punctuation, and grammar errors.	Made more than ten spelling, punctuation, and grammar errors.
Sentence Structure	Most sentences were varied in length and structure. Writing had a natural flow and was easy to read.	Many sentences varied in length and structure. Some sentences did not flow smoothly.	A few sentences varied in length. Most sentences did not flow smoothly.	Sentences were short and choppy and did not flow well.
Design	Project was well organized and creative. Design made the reader want to continue viewing the exhibit.	Project was organized and the design made the project attractive to viewers.	Project used too many or not enough colors, making the exhibit difficult to view and read.	Project had no real design or layout.