Workshop: Using Primary Resources in the Classroom
Objective: Outline a potential lesson plan or activity for your class that uses one or more primary resources included in the AAS project. Other material, resources, and references are encouraged!

Subject/Course	6th Grade Humanities
Topic	Writing and Student Voice
Grade Level	6th Grade

Lesson objectives and goals:

Students will read several primary sources and engage in a group discussion of the format, assets and voice. Students will brainstorm ideas and create their own short story in response to the texts. The main thrusts of the activity are to get students thinking about how they can express their personalities and construct a lively and imaginative world, similar to the examples provided. This lesson serves as a low risk way for students to introduce their peers to their creativity and strengthen their writing skills.

AAS primary source material(s) used:

 Rebecca Waln Leaming : [Two children's illustrated stories] [manuscript], 1863-1864.

Nelson Brothers - American Family Robinson Vol. I c. 1890

Lesson materials and other non-AAS resources included in plan:

The Imaginary Superstar - A young man growing up in Washington DC in the 60s created an imaginary soul music superstar, complete with an elaborate backstory and record catalog.

Short Story Composition Graphic Organizer

Story Analysis Worksheet

Paper for stories

Art supplies for illustrations

Lesson procedure/ summary of tasks:

Bellringer: What are some ways that you can express your creativity? Post-it note brainstorming, have students paste the notes on the board and share out the best ones they see.

Day 1 (45 mins)

- Students will be introduced to one of the two short stories in table groups
- Reading time
- Complete Story Analysis worksheet with tablemates

Day 2-3

- Students will work the Short Story Composition Graphic Organizer
- Students will compose and illustrate a 2-3 page handwritten story of their own
- Students will share out by passing their stories around for warm feedback

Are there any take home tasks for students?

Some students will likely want to take the project home to work on their illustrations or to add elaborate touches. As a policy, our school discourages high-level homework assignments due to inequities.

How might AAS incorporate lesson plans into the project website?

The basic procedure outlined and the graphic organizers included could be adapted to a wide range of juvenile produced fiction with little modification