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!

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| **Subject/Course** | English Language Arts  |
| **Topic** | Essential Question: How do teenagers build and sustain conversation across different geographical areas?  |
| **Grade Level** | Grades 9-12  |
| **Related curriculum frameworks/ grade-level standards** | Common Core ELA Anchor Standards Craft and Structure 6. *Assess how point of view or purpose shapes the content and style of a text.*Integration of Knowledge and Ideas 9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.* |

**Lesson objectives and goals:**

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| 1. Students will make connections across generations, thinking about how teenagers communicate with one another in writing in the 19th, 20th, and 21st centuries.
2. Students will reflect upon language use and the connection between purpose, task, and audience in writing, regardless of genre, format, or modality.
3. Students will see that technological advances are not just the domain of the late 20th and 21st centuries. Teenagers found ways to talk to one another long before the internet or mobile phones. Innovations in printed allowed for teenagers across the United States to communicate with one another via amateur newspaper.
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**AAS primary source material(s) used:**

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| *Le Bijou* newspaper, 1878-1880Published by Herbert, Consuelo, and Clementine ClarkCincinnati, Ohio <https://www.americanantiquarian.org/le-bijou>  |

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

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| **The Ohio Black Press in the 19th Century website:** <https://ohioblackpress.org/s/ohioblackpress/page/home> “The Ohio Black Press in 19th-Century is developed in collaboration with the [Roy Rosenzweig Center for History and New Media](https://rrchnm.org/) at George Mason University, and is generously funded in parts by the [National Endowment for the Humanities](https://www.neh.gov/), [American Council of Learned Societies](https://www.acls.org/), and [Andrew W. Mellon Foundation](https://mellon.org/).”Sample page from Benjamin O. Woods and Company’s Catalog of Novelty Presses from 1875, a few years before *Le Bijou* began publication in Ohio. : <https://ohioblackpress.org/s/ohioblackpress/item/359> 1870s: 2nd Generation of Black Journalism <https://ohioblackpress.org/s/ohioblackpress/page/1870s> Herbert Clark and *Le Bijou*<https://ohioblackpress.org/s/ohioblackpress/page/le_bijou> [“The Puzzle-Writing, Puzzle-Solving, Teen Subculture of the 19th Century, Slate, June 19, 2014](https://slate.com/human-interest/2014/06/history-of-puzzles-puzzle-newspaper-published-by-teenagers-in-the-late-19th-century.html) Article: Isaac, Jessica. “Youthful Enterprises: Amateur Newspapers and the Pre-History of Adolescence, 1867—1883.” *American Periodicals* 22, no. 2 (January 1, 2012): 158–77.Optional: *Inventing Victoria,* historical novel by Tonya Bolden (Bloomsbury, 2020) <https://www.bloomsbury.com/us/inventing-victoria-9781547603176/>  |

**Lesson procedure/ summary of tasks:**

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| **Note: This is designed based on 50-minute class periods. You can adjust time accordingly to fit your schedule.** **Day One (20 minutes)**During the last 20 minutes of class, have your students brainstorm the different ways in which they talk to one another as well as to teens in other cities, states, or countries. Capture that list on the board, on chart paper, or within a digital document (Google Docs, Padlet, etc.). Likely answers will range from text threads and Snapchat to more public spaces like Instagram and Tik Tok. Next, have students share out the kinds of topics discussed with friends and those with whom they are connected via social media. Are there some topics they *only* discuss via text or Snapchat, and *not* on social media? Why? Capture this information in your shared notes. **Day One Homework (@ 10 minutes)**Finish the class by asking students to pose the following questions to an adult in their life. It could be a parent, guardian, grandparent, neighbor, employer, coach, or another teacher. Students should write down the answers and be prepared to share them the next day. 1. In what decade were you a teenager?
2. What other teenagers did you communicate with outside of school? Did you communicate with any teens who didn’t live in your community?
3. How did you communicate with one another?
4. What kinds of topics did you discuss?

Depending on the age of the adult, the responses may include handwritten notes, landline telephone calls, letters via snail mail, or early electronic communication like emails and blogs. **Day Two (50 minutes)** Step One (20 minutes) When students come back to class, put them in pairs to report out their findings. Across the board or in a project digital document, list decades (1950s-2000s) horizontally. Capture student findings decade-by-decade (you can write down, students can come to the board, or students can log in responses via digital devices). Once responses are complete, have the student pairs compare and contrast the similarities and differences across the decades using a T-Chart and then report their findings in whole class discussion. What surprises them? How are these responses similar to and different from what students reported about their own communication the day before? Step Two (20 minutes) Now it’s time to introduce [*Le Bijou*,](https://www.americanantiquarian.org/le-bijou) the newspaper published from 1878-1880 by Herbert, Consuelo, and Clementine Clark, a Black family living in Cincinnati, Ohio. In 1878, Herbert is 20, Consuelo is 18, and Clementine is 15. The intention of this exploration is for students to notice what is “happening” in the newspaper and develop questions. Place students in small groups, with each group attached to a single issue of the *Le Bijou*. Students can self-select their issue or you can assign them to avoid overlap. The language of the newspaper will at times feel “antiquated” to your students. Remind them that it’s okay if it feels challenging at times. Have each group review the newspaper and complete this graphic organizer (in print or via digital document). The graphic organizer asks students to identify the different “stories” or “articles” within the newspaper and what the different purposes may be for the different text types. You decide how many boxes you want to include for students to complete.

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| **Title:** Write down the name of the “story” or “article”.  | **Topic:*** *What is it about?*
* *What kind of text is it (fiction, nonfiction, advertisement, opinion, etc.)?*
 | **Language and Purpose:*** *What kind of language is used? How is that language different than the language style used in other stories in the paper?*
* *What do you think the* ***purpose*** *of this section is?*
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Step Three (10 minutes)Students won’t be done reviewing their issue but provide some time before class ends to have students share their observations so far. * What surprises them?
* Confuses them?
* Has anyone noticed any references to communication with other people?
* What might that mean?

**Day Three (50 minutes)** Step One: (20 minutes)Provide students more time with their group to examine their issue of Le Bijou. Again, emphasize that it’s not to read and understand every item in the issue, but to see what is similar and different across the issue. Step Two: (20 minutes) Place students in jigsaw groups, so that they can compare and contrast observations. Some students may be ready to share right away, and others may struggle to share out their observations without an additional focus. Therefore, focus on the right-hand column and the purpose of each story/article. Have students report out what they think the purpose of different pieces are. As they report out, encourage them to share the jpegs of stories with their classmates. Step Three: (10 minutes) Now bring the class back together to report out on the similarities and differences across the elements of their *Bijou* issues. Make a T chart on the board or in a digital document projected on the screen, and have students name the similarities and differences they note. **Day Four (50 minutes)** Step One: (20 minutes) Provide students with time to explore information about the amateur publishing community across the United States in the late 19th century, and the ways in which teenagers communicated with one another via subscriptions to one another’s newspapers and journals. In addition to these resources that you can share, you can investigate whether your state historical society or state university archives have a repository of local teen newspapers. Sample page from Benjamin O. Woods and Company’s Catalog of Novelty Presses from 1875, a few years before *Le Bijou* began publication in Ohio. : <https://ohioblackpress.org/s/ohioblackpress/item/359> 1870s: 2nd Generation of Black Journalism <https://ohioblackpress.org/s/ohioblackpress/page/1870s> Herbert Clark and *Le Bijou*<https://ohioblackpress.org/s/ohioblackpress/page/le_bijou> [“The Puzzle-Writing, Puzzle-Solving, Teen Subculture of the 19th Century, Slate, June 19, 2014](https://slate.com/human-interest/2014/06/history-of-puzzles-puzzle-newspaper-published-by-teenagers-in-the-late-19th-century.html) Article: Isaac, Jessica. “Youthful Enterprises: Amateur Newspapers and the Pre-History of Adolescence, 1867—1883.” *American Periodicals* 22, no. 2 (January 1, 2012): 158–77.Step Two: (10 minutes) Provide time for students to make connections between what they just learned about 19th century teenage-run amateur newspapers and journals and what they saw in their issue of *Le Bijou*. Step Three: (20 minutes) Next, provide students with the opportunity to think about how and what they communicate using the same graphic organizer, slightly revised, that they used to examine *Le Bijou*. This will occur in two stages. First, they will look at others’ use of these digital modalities, and then their own. If your school prevents students from accessing these platforms on their phones during the school day, this could be completed as homework. **Other Teens**

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| **Form of Digital Communication:** * List the platform (Tik Tok, Instagram, Instagram message)
* Name the specific post (teen author and date). *Please do not focus on teens in your community*.
 | **Topics:*** *What is this(school-friendly) post about?*
 | **Language and Purpose:*** *What kind of language do they use?*
* *How is that style different than the language style used in other people’s posts?*
* *What do you think their* ***purpose*** *is?*
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**Your Students**

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| **Form of Digital Communication:**  | **Topics:*** *What kinds of things do you write and post about?*
 | **Language and Purpose:*** *What kind of language do you use?*
* *How is that style different than the language style used in other forms of communication?*
* *What do you think your* ***purpose*** *is when you use this digital communication?*
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| **Text** |  |  |
| **Snapchat** |  |  |
| **Tik Tok** |  |  |
| **Instagram** |  |  |
| **Other:**  |  |  |

If students don’t finish they can pick up tomorrow. **Day Five (50 minutes)** Have students now work on a written reflection synthesizing their thinking about the ways that teenagers have communicated with one another over the decades and centuries, drawing on all the notes taken from the initial brainstorm and homework assignment on Day One through the graphic organizers on Day Four. Customize and personalize this so that the diverse needs of your students are met through differentiated and structured support.  |

**Are there any take home tasks for students?**

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| Yes! At the beginning, students have a set of questions to ask an adult in their life.  |

**How might AAS incorporate lesson plans into the project website?**

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| I think it would be helpful to organize the lesson plans in a variety of ways that would allow you to expand over the years without having to “redo” as you add more. For example, I think both English Language Arts teachers and Social Studies/History teachers could draw from this collection. Some lessons might work for both, but some lessons will likely be more clearly rooted in one subject and set of standards than another. So one entry point could be that – click on Social Studies/History or click on ELA. You could organize the lessons by source material, but it’s more likely teachers will search by purpose. Again, for Social Studies/History you could have a chronological organization, based simply on time. Or you could organize them by themes. For ELA, I think it makes sense to organize by different purposes – perhaps which standards are connected to the lessons. But you could also have them by theme. If lessons could be coded to get pulled into different pathways, that would be great, so teachers can find them as they need them. Let me know if I’m being confusing! I’m happy to talk. One other thought – in this lesson, I shared resources for learning more about adolescent newspapers. But most teachers would not feel comfortable just sharing out the resources without learning more themselves. And while I shared the article info, most teachers don’t have access to the same academic journal databases that I do, or the time to read a 20+ page article. It might make sense to create a short powerpoint about these amateur newspapers that could be attached to any lesson that draws from that portion of the Children’s Voices repository. This could be true for some other lessons, too. Creating a “turnkey” powerpoint for establishing a larger context for the primary source. Some may not need it, but I know the amateur newspapers is something about which most people don’t have prior knowledge.  |