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. Use of other material, resources, and references are encouraged!

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| **Subject/Course** | Social Studies & ELA |
| **Topic** | 187 days on a sailing ship in 1858: A Museum Exhibit  |
| **Grade Level** | 5th -7th |
| **Related curriculum frameworks/ grade-level standards** | **Social Studies Geography:** Basic Geographic Literacy: Describe and locate places and regions as defined by physical and human features.Physical Characteristics of Places and Regions: Describe / Explain the physical processes that shape patterns on Earth’s surface.**ELA**Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. |

**Lesson objectives and goals:**

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| Learners will * Map the Toando’s progress using the coordinates provided in Emily Talbot Keller’s diary entries.
* Investigate weather patterns and animals and link them to the characteristics (climate, fauna) of the corresponding geographic locations.
* Use text evidence from Emily Talbot Keller’s diary to create a profile of the experience of passengers in extended sea journeys in the 1800s.
* Map explicit and implicit discursive choices that reflect audience awareness.
* Contrast the western expansion narrative with the perspective of the S’Klallam people.
* Synthesize knowledge and work collaboratively to curate a (mock) museum exhibit of the Toando’s journey.
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**AAS primary source material(s) used:**

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| Emily Talbot Keller Journal, 1858-1859, Mss. Octavo Vols. K., American AntiquarianSociety, Worcester MA. |

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

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| Antarctic Digital Heritage (Director). (2020, March 17). *Around Cape Horn (1929)*. <https://www.youtube.com/watch?v=9tuTKhqWZso>DeCosta, W. (1992). Around The Horn: The Journal of a Voyage to San Francisco. *The Missouri Review*, *15*(2), 91–97. <https://doi.org/10.1353/mis.1992.0024>Morrison, M. (n.d.). *Voyage of the Toando*. Kalloch Family Reunion Association. Retrieved December 21, 2023, from <http://kalloch.org/voyage_of_the_toando.htm>Newman, P., & Donovan, N. (2023). *A river’s gifts: The mighty Elwha River reborn*. Millbrook Press, an imprint of Lerner Publishing Group, Inc. Port Gamble S’Klallam Tribe. (2023). *Port Gamble SKlallam Tribe | A Washington State Tribe*. <https://pgst.nsn.us/>Prosser, W. F. (1903). *A History of the Puget Sound Country: Its Resources, Its Commerce and Its People: with Some Reference to Discoveries and Explorations in North America from the Time of Christopher Columbus Down to that of George Vancouver in 1792 ...* Lewis Publishing Company.Wilma, D. (2003). *Port Gamble—Thumbnail History*. History Link. <https://www.historylink.org/file/5505> |

**Lesson procedure/ summary of tasks:**

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| Background Skills/Knowledge1. Basic understanding of map reading, including coordinates
2. Purposeful notetaking across text and other resources
3. Prior visits to historical exhibits and exploration of exhibit curation

Summary of Tasks1. Brainstorm:
	1. How do people travel from the northeast to the northwest coast of the US in modern times?
	2. How do you imagine people traveled from the northwest coast of the US in the 1850s? What would be some challenges they would face?
2. The teacher sets the sociohistorical context of the Keller family decision to board the Toando in September 1858.
	1. The movement of people of European descent from the northeast to the west coast precipitated by territorial gains; the promise of economic prosperity, including the allure of the gold rush; a belief in “manifest destiny”; and the systematic removal of Native Americans from their ancestral lands.
	2. The need for lumber to support San Francisco and other gold rush boomtowns (*II. Seeing the Forest for the Trees: Placing Washington’s Forests in Historical Context*, n.d.).
	3. The preceding journey of Josiah P. Keller to the Washington territory in 1853 and the establishment of a sawmill at a site that used to be a S’Klallam village (Port Gamble S’Klallam Tribe, 2023).
	4. The need for further equipment and people with lumber expertise for expanding the sawmill business.
	5. In groups: Groups are provided material related to the travel routes from the northeast to the Pacific northwest available at the time: overland routes, sea voyage around Cape Horn, or using the Panama shortcut (DeCosta, 1992; *Transcontinental Railroad - Construction, Competition & Impact*, 2019). Invite students to consider why the family may have chosen the surprising for modern contexts journey around Cape Horn.
3. After a brief introduction of the Toando and its passengers and of Emily Talbot Keller’s journal (see Morrison, n.d.), the culminating project is introduced: The class will be creating a (mock) museum exhibit on the Toando’s 1858-1859 journey from Boston to Teekalet, centering Emily’s journal. To begin this work, the class is divided into 4 or 5 groups. Each group is responsible for a segment of Emily Talbot Keller’s Journal. Group tasks include:
	1. Tracking the Toando’s journey through the coordinates provided in Emily’s journal (via Google maps or a paper map with coordinate grid).
	2. Noting the weather, animals, and other location-related information in Emily’s journal. These notes will form the basis of inquiry explorations later in the lesson.
	3. Noting patterns in the experiences Emily describes to imagine the experience of passengers on extended sea journeys in the 1800s.
	4. Considering how Emily’s intention to send the journal to her friend Carrie back in Maine after the end of the trip may be influencing what and how she writes.

Prior and during the group engagements, teachers are encouraged to teach mini lessons related to the group tasks (e.g., how to input coordinates on maps, using color-coded highlighting to identify patterns, tracing evidence of audience awareness in written text). It would also be helpful to provide students with a note-taking guide. If time and resources permit, the class may be given access to a large-scale map of the North and South America continents where all groups can record their findings from 3(a) and 3(b). 1. Using their notes from 3(a) and 3(b), each group identifies a location of interest and works with their teacher and a school librarian to locate resources about it, including common weather patterns, physical characteristics, biome, etc. The group will use the resources to create a segment of an interactive map exhibit. Teachers and their students can decide whether the interactive map exhibit will include print/digital, audio, or video segments.
2. The groups take turns sharing with the class their work on 3 & 4 through short presentations. Listeners take notes on how the information presented by other groups is similar to and different from their own findings.
3. The class works together to create an anchor chart of what could be included in an exhibit segment on the experience of passengers on sea voyages and a segment on how Carrie’s presence as an intended audience may have shaped Emily’s writing.
4. The teacher reminds students that Emily and her family arrived as part of wave of people of European descent to lay claim of land inhabited by the S’Klallam. As a class, read and discuss about the history and culture of the S’Klallam of Port Gamble (Port Gamble S’Klallam Tribe, 2023) and surface issues of justice arising from what transpired. If time permits, reading *A River’s Gifts: The Mightly Elwha River Reborn* (Newman & Donovan, 2023), would expand the discussion to environmental concerns.
5. The class reflect on their work so far and brainstorm using a mind map on how to organize the exhibit. Once the structure is agreed upon, working groups are created to complete each piece.
6. At the conclusion of the project, the mock exhibit is shared with other members or the school community. If a partnership with a local museum is possible, the project could be turned into an actual exhibit.
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**Are there any take home tasks for students?**

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**How might AAS incorporate lesson plans into the project website? What themes or case studies would you find useful?**

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| 1. Attach lesson plans/ideas as links on the pages of each resource.
2. Ask the creators of each lesson plan to generate a list of keywords that could be attached to their lesson plan.
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