

Primary Source Lesson Plan Template

Name: Brenda Wright

School: Edgar Road Elementary

Lesson Overview:

Lesson Title: Inventions: For Better or Worse

Objectives: After completing this activity, students will be able to:

-observe details in a historic photograph.

-identify inventions and draw conclusions as to how they have changed people's lives over time.

Time Required: 3 twenty-five minute lessons

Recommended Grade Level(s): 2nd-3rd

Topic: Inventions, comparing artifacts from today and long ago

Lesson Preparation:

Primary Sources: Project on Screen

Photograph: (ca. 1903) Puerto Rican laundry. Puerto Rico, ca. 1903. [Photograph]

Retrieved from the Library of Congress, <https://www.loc.gov/item/96522630/>

Photograph: Kinsey, D., photographer. (ca. 1902) Home Laundry. Sedro Woolley

Washington, ca. 1902. Sedro Woolley, Wash.: Darius Kinsey. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2008678992/>

Photograph: Geo. R. Lawrence Co, photographer. (ca. 1905) Rubbing / The

Lawrence Co. , ca. 1905. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/90716580/>

Photograph: Horydczak, T., photographer. Laundry. Clothesline suspended between

trees. Washington Region, None. ca. 1920-ca. 1950. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/thc1995002005/PP/>

Photograph: (ca. 1920) Union Barber Supply, washing machine. , ca. 1920.

[Photograph] Retrieved from the Library of Congress,

<https://www.loc.gov/item/npc2008009724/>

Photograph: Horydczak, T., photographer. Electric Institute of Washington. Woman

with washing machine. Washington D.C, None. ca. 1920-ca. 1950. [Photograph]

Retrieved from the Library of Congress, <https://www.loc.gov/item/thc1995004725/PP/>

Photograph: free image/public domain.

<https://pixabay.com/en/washing-machine-dryer-laundry-902359/>

Other Materials:

One copy of the Primary Source Analysis Tool enlarged on chart paper

<http://loc.gov/teachers/primary-source-analysis-tool/>

Computers- 1 per every 2 students

Print copies of *Inventions: For Better or Worse* worksheet for each partner group

Lesson Procedure:

1. During the first 25 minute lesson, show the class the first 4 primary source pictures. Ask them the following observation questions:
 - What do you see?
 - What did you notice first?
 - What objects and people are shown?
2. Record their responses on the analysis tool on the chart paper. Ask for clarification if needed. Remind them that during the observation stage they are only saying what they see. They are not making any judgements.
3. Next ask them to reflect on the pictures. Have them answer the following questions:
 - What's happening in the images?
 - When do you think this picture was made?
 - What can you learn from examining the image?
 - Why do you think this picture was made?
4. Record their responses on the chart paper.
5. Ask the students if they have any questions about the images? Ask them what they still wonder about the images. Record their answers on the chart paper.
6. As the students are asking questions, point out where the questions lead to more observations and/or reflections.
7. Show the last 3 pictures and repeat steps 1-6.
8. During the second 25 minute lesson, review the analysis tool from the 1st session.
9. Show the class the Library of Congress website. Show them where to search for images and how to cite the images and information.
10. Assign partners and give each pair a computer. Display the link to the Library of Congress website.
11. Hand out the *Inventions: For Better or Worse* worksheet.
12. Read and discuss the directions, ask if anyone has questions and have them begin the

group work on the worksheet. Collect the worksheets at the end of the period.

13. During the last session, have the students finalize their information and present their findings to the class.

Lesson Evaluation:

Observation of students during discussion and use of analysis tool

Evaluation of completed *Inventions: For Better or Worse* worksheet

Inventions: For Better or Worse?

Names _____

Directions: Using the Library of Congress website, find a picture of an invention that has changed the way people do things in their daily lives. Find photographs that show how the task was performed before the invention. (ie. look up photos of laundry and then look up photos of washing machines)

Name of invention:

Date it was introduced:

How has this invention changed the way people do things in their daily lives? Describe how people used to complete the task and how the invention changed the way they do it now.

What is your opinion? Has this invention changed people's lives for the better or worse?

