

Teachers: Jennifer Christianson and Samantha Slaughter

Grade level: Secondary, can be adjusted for middle or high school classes

Unit Title: Impact of minority groups in Western America between 1850 – 1950

Lesson Title: Applying the Prown method to historical inquiry and review

Objectives:

- 1) Students will identify the areas where western expansion was most important during the century of focus; this may include territories, states, major metropolitan areas, and/or cities.
 - 2) Students will identify the minority groups in the areas from Objective 1; what are important factors to consider such as ethnicity, gender, age, social structure including family dynamics? Are there other factors to consider?
 - 3) Students will compare how an item was marketed to women in the early 20th century and how the same item would be marketed today; how does this get them to relate to the Prown method? Why is it important to understand historical context and perspective?
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Materials/Resources Needed:

- Students will have access to internet searches through tablets, laptops, or desktop computers provided by the school, in class or computer lab.

- Students will have access to the school library as well as classroom library and books that will allow them to find primary and secondary sources to support their argument.
 - Additional content may be provided by teacher(s) during initial presentation, however, the teacher(s) do not want to frame the groups as it will be the students' research that will guide these identifications.
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Anticipatory Set:

Activity #1: The class will work together to identify major geographical areas within the time and dates given for the unit. This will be the second half of the class period where the unit is introduced.

Activity #2: Students will compromise groups of 3 to 4 persons and select a geographical area from the established area. Using the resources, they will use one class period to gather the information needed to identify the minority groups in the geographical area.

Activity #3: Students will employ the Prown method as their homework assignment; this may be done individually or in their groups. (either with a shoe provided or with their own)

Activity #4: The groups will have 1 more class period to compile their information and how they applied the Prown method as well as how they came to their conclusions.

Activity #5: The groups will each have 5 minutes to present their findings and answer questions from the rest of the class about their presentation and research methods.

Activity #6: Students will write a one page reflection of what they learned individually during their research process as well as how they applied the Prown method and how that led to their conclusions. They will incorporate how the comparison of the two shoe ads helped them to understand historical context and perspective, and how they personally related to the presentation, or if they did not, why. This will serve as their “test” for understanding of the project and process.

Objective/Purpose:

- 1) Students will be able to apply the Prown method to understand why artifacts are important in establishing context and perspective in history.
- 2) Students will learn to employ historical thinking and analyzing in the following areas:
 - a) Multiple perspectives: they will understand why it is important to examine information from different resources and perspectives.
 - b) Influence/significance/impact: they will begin to use text, subtext, and context to look more deeply into a subject, as well as develop a process for following a research path (i.e. what is important and why versus what is extemporaneous material to fill in a story from a specific perspective)
 - c) Historical empathy: they will start to analyze why a decision was made at a point in history that today seems different or wrong. Part of this process will also be their learning to examine history from WHEN it happened rather than from today’s perspective.

Input:

What students need to know before starting:

- What larger, general area is being examined geographically and historically
- What the expected outcomes of the lesson are (why it should be important to them)
- What steps they will take, in the form of activities, to gain the understanding and present it to the rest of the class in an organized and meaningful way

How it will presented:

- Teacher A (Jennifer) will present a brief outline of the area (location and period) being researched and examined.
- Teacher A will provide a document, in print or other method as necessary for accessibility of all students, explaining the activities and steps the students will take to complete the unit.
- Teacher A will frame learning outcomes in an example of presenting ads for comparison: a representation of an ad as it would have appeared and been used during the original time period for the shoe (1917) and a modern video ad the students might see today (2018) for the same shoe.
- Teacher B (Sam) will present the Prown method the students should use in their research and explain how to apply it. She will use the research and design of the shoe ads as an example of how the Prown method can be applied to a historical artifact, and how that factors into the bigger research project.

Model:

- Teacher A (Jennifer) will model for the students how perspective and historical empathy can be found in research for a single historical artifact. This is presented in the form of a brief introductory lecture at the start of the unit.
- Teacher B (Sam) will model for the students how the Prown method is applied to a historical artifact, and how that process works into their research. This will be presented in a short verbal layout of the process and accompanied by blog posts demonstrating the Prown method.

Check for Understanding:

- 1) Students will demonstrate understanding of multiple perspectives and influence/significance/input in presentation of their research to the class.
- 2) Students will demonstrate understanding of historical empathy in their one page written response; this will reflect individual comprehension of this process of analyzing.

Guided Practice:

- 1) Activities listed in the section "Anticipatory Set"; each will take from one half to one full class session, as well as outside work as necessary.

- 2) The final reflection paper will be written over the course of a weekend homework assignment and will be due the week after the unit concludes. The apportioned timeframe for the unit is one week.
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Closure:

- 1) Review will be done with group presentations and questions from the class to the presenting group. As time allows and may be necessary, teacher(s) will answer additional questions related to the analysis portion of the process.
 - 2) Evaluation will be based on the group's research and presentation as 50% of the unit grade and the individual reflection paper as 50% of the grade.
 - a) Alternative means of reflection will be authorized as accommodation based on arrangements made with those students who request it prior to the start of the unit and based on individual needs.
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Independent Practice:

- 1) Part of the group research portion of the unit will likely require outside research time. Students may need to use one to two hours one day after school to complete their research before compiling with the rest of their group the next day in class. Time will provided during class for research and compilation; additional time needed will vary by group and/or individual.

- 2) The reflection paper to be completed at the end of the unit will require out-of-class time; the student should expect to spend one to two hours explaining the process they used for research, why it was pertinent to their area and time period, and how their results help them to understand the objectives.
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Professional Reflection and Final Thoughts:

- 1) What can the teacher(s) take away from this process?
- 2) How will this affect the use of this unit with future classes?
- 3) Is there anything that needs to be changed: i.e. did students not understand the connections between the subject and objective, did students have enough time to complete the activities, did students work well in groups or better on their own?
- 4) Is the evaluation process appropriate; did it measure comprehension in a meaningful way for the teacher(s) and student(s)?