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Primary Sources: People Who Shaped America

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (3 pages)

Lesson Plan (6 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children Love to Learn!

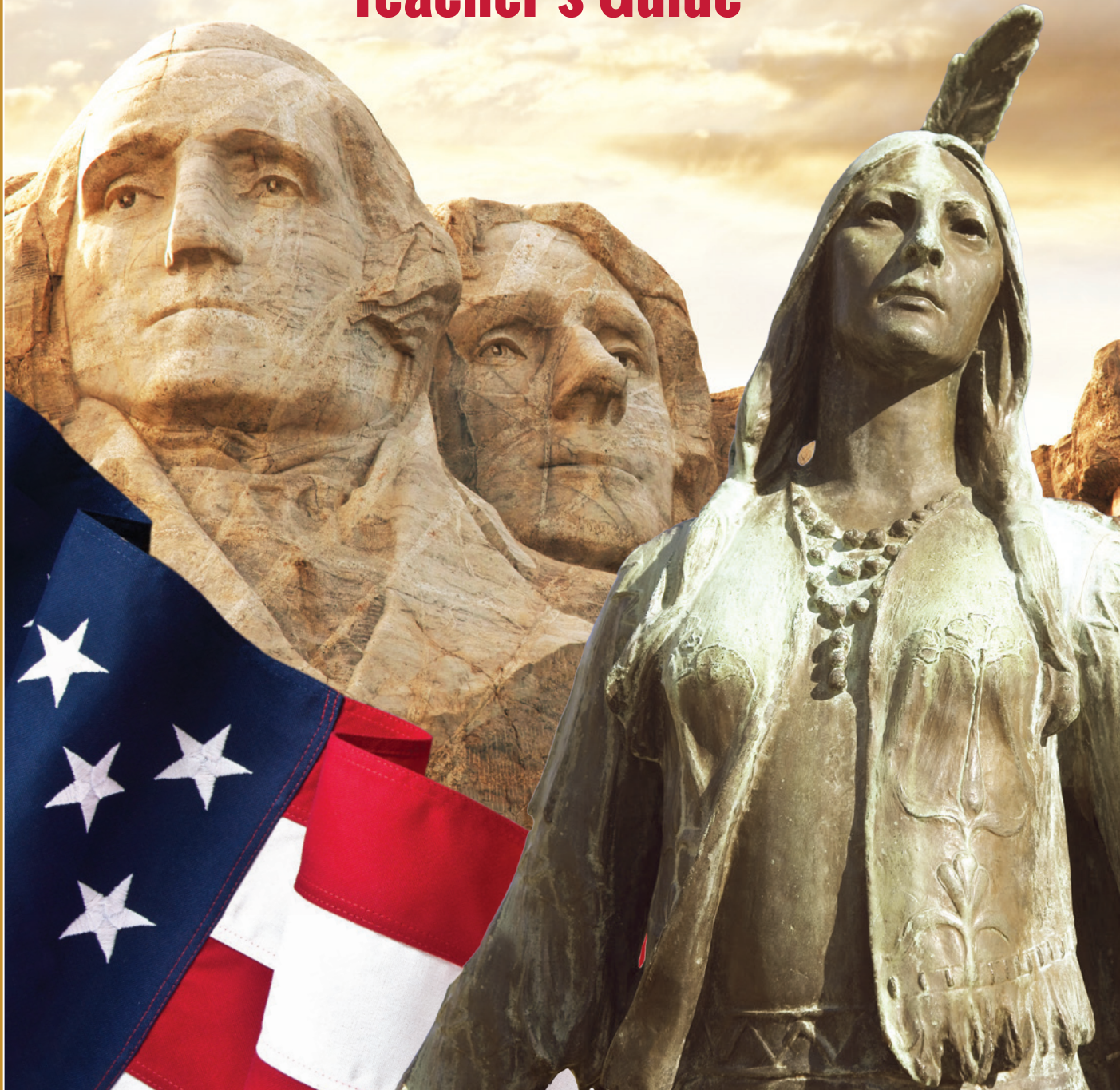
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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

People Who Shaped America

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the Primary Sources series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

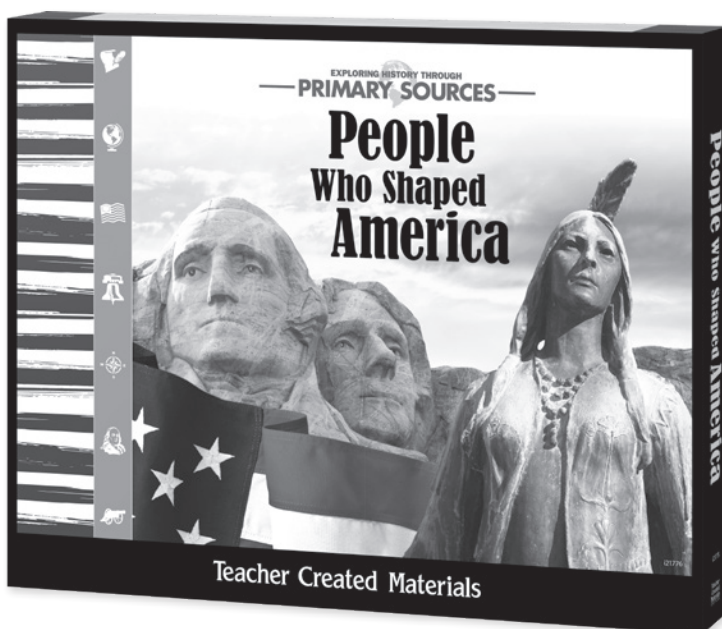
The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

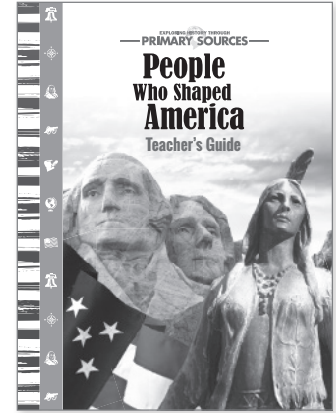


How to Use This Product *(cont.)*

Teacher's Guide

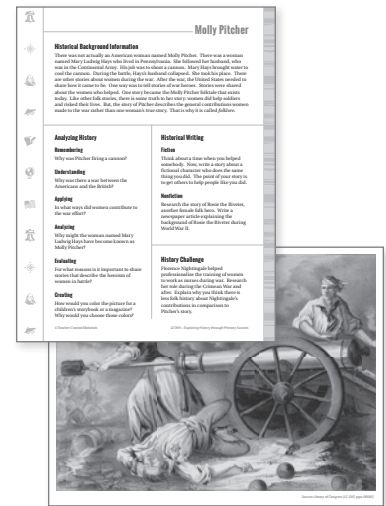
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- extension activities
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary
- suggested literature and websites



Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the backs of the photograph cards. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes: a primary source image with historical background information; Bloom's taxonomy questions or activities; historical writing prompts (fiction and nonfiction); and a history challenge featuring an engaging and challenging activity.



Primary Source Documents

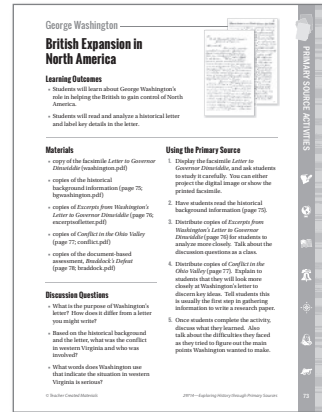
Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



How to Use This Product *(cont.)*

Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.

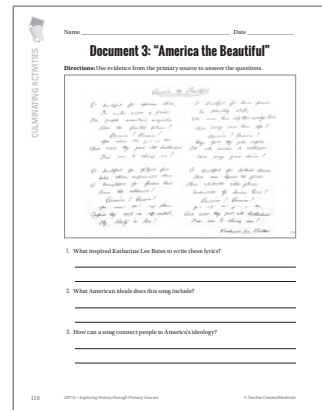
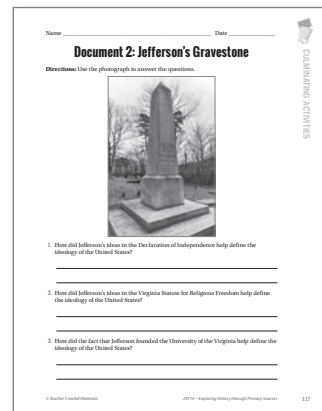


Culminating Activities

Culminating activities are provided to help students synthesize the information they have learned throughout this unit of study. First, students will complete a document-based question task (DBQ). A DBQ is a special type of essay question. Documents are provided for students to analyze and use to support their responses to the question or prompt. When writing a response to a DBQ, students use general information they have learned along with specific evidence from the documents. The purpose of a DBQ is to help students think like historians. Analyzing and using primary sources is an effective way to practice this skill.

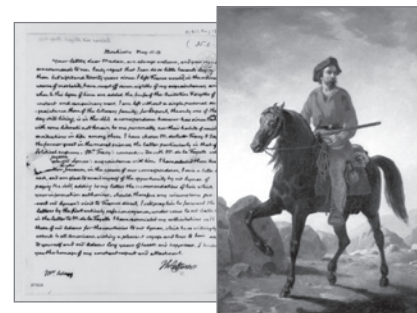
DBQs also help students improve their writing skills. Students have to write strong theses, use evidence to support arguments, and make connections between different pieces of evidence. They will also be better able to analyze the author's purpose, point of view, and bias.

Finally, students will complete a culminating group activity. This fun activity allows students to draw upon what they have learned throughout the unit of study.



Digital Resources

The Digital Resources include: digital copies of the photographs and primary source documents; additional primary sources to support and enrich the lessons; student reproducible; analysis activity sheets discussed on pages 10–20; and a detailed listing of the original locations of all primary sources in the collection. See page 128 for more information.



Written Words



Learning Outcomes

- Students will learn about the achievements and impact Sequoyah’s alphabet had on his and other tribes.
- Students will use Sequoyah’s alphabet to write in Cherokee.

Materials

- copy of the facsimile *Sequoyah’s Alphabet* (sequoyah.pdf)
- copies of the historical background information (page 111; bgsequoyah.pdf)
- copies of *Sequoyah’s Alphabet* (page 112; alphabet.pdf)
- copies of *Writing Cherokee* (page 113; writing.pdf)
- copies of the document-based assessment, *Remembering Sequoyah* (page 114; remembering.pdf)

Using the Primary Source

1. Display the facsimile *Sequoyah’s Alphabet*, and ask students to study it carefully. You can either project the digital image or show the printed facsimile.
2. Encourage students to examine the alphabet. You may choose to distribute copies of *Sequoyah’s Alphabet* (page 112) to students for closer analysis.
3. Ask students the discussion questions, and have them discuss the answers in small groups. Then, discuss the questions as a class.
4. Distribute copies of the historical background information (page 111) to students, and have them take notes, focusing on Sequoyah’s achievements and the impact he made.
5. Distribute copies of *Writing Cherokee* (page 113). Have students use the Internet or display the website, which is listed in the directions. Have students write the five listed words in Cherokee.

Discussion Questions

- What do you notice about this drawing?
- What do you think this man’s ethnicity is? What details make you think this?
- In what ways might this man be important?



Written Words *(cont.)*

Extension Idea

- Have students research the history of the Cherokee Nation and its relationship with the United States government. Students should focus on the early 1800s.

Document-Based Assessment

1. Distribute copies of *Remembering Sequoyah* (page 114) to students. A digital copy of the image is provided in the Digital Resources (remembering.jpg).
2. Tell students to use the cartoon in order to answer the questions. Discuss how students can use strong evidence from the primary source to effectively respond to the questions.

Answer Key

Writing Cherokee *(page 113)*

forest	deer	boat	Big Dipper	anvil
G M Ⴛ	D Θ	Ⴛ Ⴛ	Ⴛ Θ R	A P Ⴛ Ⴛ D Ⴛ Ⴛ

Challenge: Encourage students to be creative in their sentences, realizing many of the small words we use in English may not be available.

Remembering Sequoyah *(page 114)*

1. The photograph has both English and Cherokee letters.
2. Sequoyah helped the Cherokee nation become literate.
3. Answers may include information and artifacts from Sequoyah's life.





Written Words *(cont.)*

Historical Background Information

Sequoyah was born in 1767. He was part of the Cherokee Nation. Historians do not know what name he was given at birth. Europeans called him George Gist or George Guess. Later in life, he called himself Sequoyah.

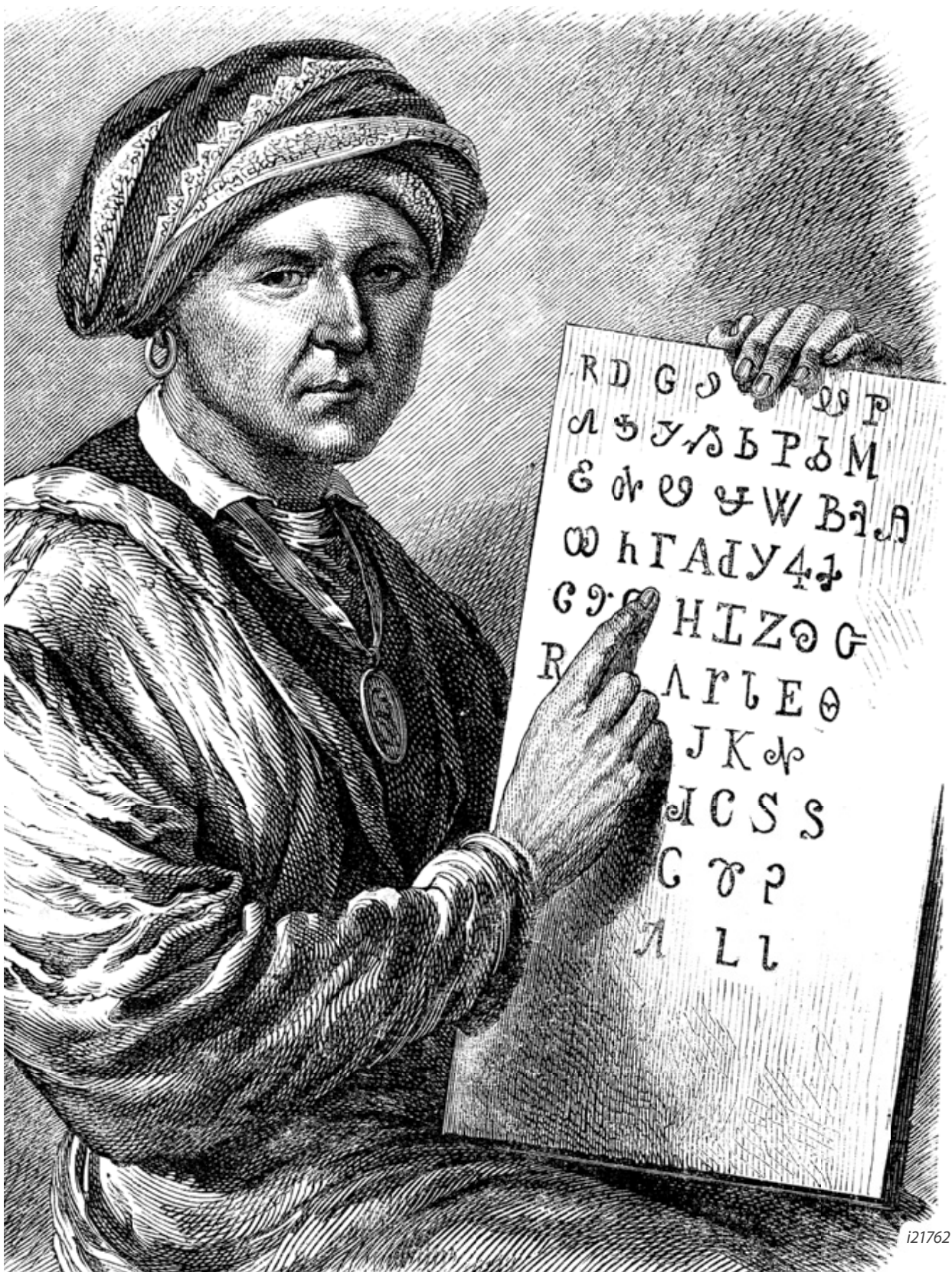
Sequoyah was not formally educated. However, he could figure out how things worked. He built devices that helped people. Eventually, Sequoyah became a blacksmith. A blacksmith works with iron and steel. He did business with both Cherokee Indians and colonists. He had a small trading post where he sold and traded goods.

Sequoyah wanted a written alphabet for the Cherokee language. This was not easy, but he persisted. Sequoyah's first attempts failed. Initially, he tried to make a symbol for each word in the language. He soon realized that a symbol for each word would be too many to memorize. Then, he tried to create a symbol for each idea. That was also too difficult for people to remember. Finally, he created a symbol for each syllable. He used some symbols from other languages. Sequoyah's alphabet has 86 characters. Each symbol represents syllables in spoken Cherokee.

Sequoyah shared his alphabet with the other Cherokee tribes. The elders of the tribes did not understand. They did not know how people could learn to match the written characters to the sounds of the language. Historians believe that Sequoyah demonstrated how this alphabet worked. He asked his daughter to wait outside. Then he had the elders say something in Cherokee. He used his alphabet to write the words. Then his daughter came in the room. She read what he wrote. The elders were surprised to hear her say their words. They finally had a written format for their own language. The elders adopted Sequoyah's writing system in 1825. They began to teach it in schools. The *Cherokee Phoenix* became the first newspaper written in Cherokee.

Other groups wanted to write their languages. They studied Sequoyah's system. The Cree Nation in Canada created a written alphabet. Sequoyah's system helped many other nations develop alphabets.

Sequoyah's Alphabet



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Name _____ Date _____

Writing Cherokee

Historical Background Information

Sequoyah wanted a way to write the Cherokee language. This was not easy. Sequoyah's first attempts failed. He tried to make a symbol for each word in the language. He realized that a symbol for each word would be too many to memorize. He tried to create a symbol for each idea. That was also too difficult for people to remember. He created a symbol for each syllable. This worked! Sequoyah's system has 86 characters. His system inspired people all over the world to build their own written language systems.

Activity

Directions: Use the following website to write the words in the chart in Cherokee:

www.native-languages.org/cherokee_alphabet.htm

English	Phonetic Cherokee	Written Cherokee
forest	tsa - lu - yi	
deer	a - wi	
boat	tsi - yu	
Big Dipper	yo - na - e	
anvil	go - tlv - nv - di - a - tlu - di	

Challenge

Find more words in Cherokee. Write at least one sentence.



Name _____ Date _____

Remembering Sequoyah

Directions: Look at the photograph. Then, answer the questions.



1. What do you notice about this photograph?

2. Why do people remember Sequoyah today?

3. What would you expect to find in the museum?



R	D	G	o	o	P
л	с	у	б	р	м
ε	ϑ	ϑ	ϑ	W	B
ω	h	Γ	A	Y	4
G	o	H	I	Z	o
R	A	r	l	E	o
	J	K	ϑ		
	I	C	S	S	
	G	o	p		
	л	L	L		