

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Town Directories: Life in Griswold during the 1870s

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Grade - 8

Length of class period – 45 minutes (4-6 classes)

Shorter version: 45 minutes with class discussion (without the packet & poster)

Inquiry – What was Griswold like in the 1870s?

Objectives

This lesson will develop the students' understanding of change from the past to present.

1. Students will learn about local history- analyzing Griswold's history through its economy and society.
2. Students will formulate historical questions based on the sources used.
3. Students will be able to connect and explain how the economy and society in their own community has changed over time.

Materials

- ✓ Primary sources available in library: town directories, town documents, town historical maps (roads and buildings)
- ✓ Internet Access for online resources:
 - Griswold Town Hall: <http://www.griswold-ct.org/townhall.html>
 - Connecticut History online: <http://cho.uconn.edu/>
- ✓ Griswold Directory Project Packet
 - Rubric
 - Your Assigned Task
 - Worksheet questions
 - Data Log: residential & business
 - Daily Journal log (Day 2-5)
 - Data log
- ✓ 1870s Town Directory packet (photocopied for students)

Activities

Day 1

- 1: Students will be handed:
 - a. Griswold directory packet
 - b. Town Directory packet for assigned streets
2. Teacher will explain the project packets and town directory packets.
3. Students will start to work on the worksheet.

Day 2

4. The 24 students will be divided into 2 sections called Business and Residential. Each section will be separated into three groups of 4.
5. Local street names will be provided to each group.

Day 2-3

6. Groups will start to work on their project.
 - a. Assign roles to each team member
 - b. Gather information, input, analyze data in daily log
 - c. Write in their daily journal (last 5-10 minutes of class)

Day 4-5

7. Rough design of poster and index cards

Day 6

8. Work on the final design

Day 7

10. Presentations & Class Discussion on “How has Griswold’s businesses and society changed up to the present day?”

Assessment

1. Daily Assessment: (individual) daily journals & class participation (checkpoint system)
2. Self Assessment & Teacher Rubric- entire project

Connecticut Framework Performance Standards -

Standard 1: Historical Thinking

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- interpret data in historical maps, photographs, art works and other artifacts;

Standard 4: Applying History

- initiate questions and hypotheses about historic events being studied;
- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making;

Comments:

Additional Inquiries: What kinds of businesses were there? How many employees? What did people do for work? What were family structures like? What were the houses like? Two family houses, single family houses, boarding houses? What kind of transportation existed?

Lesson Plan Continuum: Teacher could complete this activity with students for the following three time periods: **1870s** (after the Civil War), **1940s** (before WWII, computers, televisions), and **present year**. At the end of the year, comparisons made between all three time periods with class discussions.

Griswold Directory Packet: Life in Griswold during the 1870s

Name _____

Student's Role _____

Group members _____

Assigned Street _____

Griswold Directory Project Rubric

<u>Main Components</u>	Total Points	Self	Teacher
1. Griswold Street Poster	30	_____	_____
2. Data Analysis (poster)	15	_____	_____
3. Daily Journal Entries	15	_____	_____
4. Completed Packet	25	_____	_____
5. Student's Role	15	_____	_____
Total Points	100	_____	_____

Your Assigned Task:

Discover what life was like in Griswold during the 1870s.

Requirements:

Individual Work: Students will be expected to complete their packets their OWN!

- Complete worksheets
- data logs
- daily journal entries
- data analysis question
- Must complete everything in your packet.

Group Work:

1. Assign a role for each group member: recorder, researcher, leader & presenter, graphic designer.
2. Gather information together from the town directories and create a data log (located in packet)
3. Create a poster of your assigned street of local businesses or local families.
Remember 1870s not 2006!
 - ✓ Complete a rough draft
 - ✓ Get a teacher's approval
 - ✓ Final draft

Poster Requirements

- Draw & Label *neatly*
 - the street
 - the local businesses or local residents/houses on the assigned street
- Data Analysis
 - For each street number: use index cards to explain the building:
 - Household: occupation, number of residents, who lives there, etc.
 - Business: what they manufacture, number of employees, etc.

Name _____

Date _____

Daily Journal Log: Day 2

What did new information did you find today?

What unanswered questions do you have?

What new information surprised you? Why?

Name _____

Date _____

Daily Journal Log: Day 3

What did new information did you find today?

What unanswered questions do you have?

What new information surprised you? Why?

Name _____

Date _____

Daily Journal Log: Day 4

What did new information did you find today?

What unanswered questions do you have?

What new information surprised you? Why?

Name _____

Date _____

Daily Journal Log: Day 5

What did new information did you find today?

What unanswered questions do you have?

What new information surprised you? Why?