

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – The Poor of Plainfield *By Kevin Grant*

Grade - 8

Length of class period – **50 minutes**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How did Plainfield care for the less fortunate of the town?

Objectives (What content and skills do you expect students to learn from this lesson?)

- **Analyze primary sources**
- **Categorizing**
- **Comparing and contrasting**

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Marilyn L. Labbe, *The Poor And Others To Be Pitied: Eighteenth and Nineteenth Century Selectmen's Records of Town Welfare Cases Windham County, Connecticut*, Heritage Books, Westminster, MD (2005) 265-283

Activities (What will you and your students do during the lesson to promote learning?)

- **Students will brainstorm how our current society supports the less fortunate.**
- **Students will analyze Selectmen's Records and categorize types of support provided for the less fortunate. (Concept Web, Ex: Medical, Clothing, Food, Shelter, Funeral, etc...)**
- **Identify who supported these individuals, and what they received in exchange.**
- **Compare and contrast the way the less fortunate were provided for in Colonial Plainfield and how the less fortunate are supported today. (Venn Diagram)**

How will you assess what student learned during this lesson?

- **Students will write a short essay explaining the similarities and differences between supporting the less fortunate of Plainfield during the Colonial period and how society supports the less fortunate today.**

Connecticut Framework Performance Standards –

- 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;
 - distinguish between primary and secondary sources;
 - interpret data in historical maps, photographs, art works and other artifacts;
 - analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time;
 - examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and
 - develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.
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- display empathy for people who have lived in the past; and
 - describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.