

NAPER SETTLEMENT

Subject: Writing, Social Studies	Grade: 4-8
Topic: Journal Writing	Length: 1 hour
Materials: <ul style="list-style-type: none"> • Video tutorial/lesson on journal writing • Primary source provided by Naper Settlement • Worksheet for students • Student journal for personal writing 	Keywords: <ul style="list-style-type: none"> • Primary Source • Inner Voice • Interpretation
Rationale: <p>A journal is a tool for helping students develop their ability for critical analysis of their inner voice. People have kept journals throughout human written history. Journals make learning visible by providing a way for students to empathize with others and share their own thoughts, feelings, fears, and hopes. Keeping a journal has many proven benefits including:</p> <ul style="list-style-type: none"> • Stress relief and helping to move past trauma • Inspiring creativity and process ideas • Reflecting on your reactions to events • Strengthening your inner voice • Creating a feeling of being in control • Slowing down your mind <p>Consistent journal writing can help students become more expressive and build vocabulary skills. It also helps track how our thinking changes over time.</p>	Objectives: <ul style="list-style-type: none"> • Students will learn what a primary source is, how to find information in primary sources, and why primary sources are valuable in the study of history. • Using primary source documents, students will create a historical journal from a fictional character’s point of view. • Students will explore writing prompts and create a journal entry of their COVID experiences.
Lesson: <ol style="list-style-type: none"> 1. Students watch a video about sources, journaling, and historic interpretation 2. Students read information about the influenza outbreak of 1918 and biographical information about Merle Clarke. 3. Students read questions to ask while reading the journal. 4. Students read the journal entries. 5. Students go back and answer the questions to themselves. 6. Students think about what character from Merle’s household they might like to be and write a journal entry from their perspective. Follow up: <ol style="list-style-type: none"> 1. Students read the questions from the worksheet again. 2. Students answer the questions based on their writing as a character from the household. 	Need: <ol style="list-style-type: none"> 1. video link 2. images of journal 3. journal

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Standards:

4-5

- **SS.IS.4.3-5.** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
- **SS.H.2.5.** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.
- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

6-8

- **SS.IS.4.6-8.LC.** Determine the value of sources by evaluating their relevance and intended use.
- **SS.H.3.6-8.MdC.** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- **SS.CV.5.6-8.MdC.** Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
- **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).