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## Exploring Primary Sources— Citizenship and Government

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (4 pages)
- Card** (2 pages)
- Document Lesson Plan** (6 pages)
- Document** (1 page)

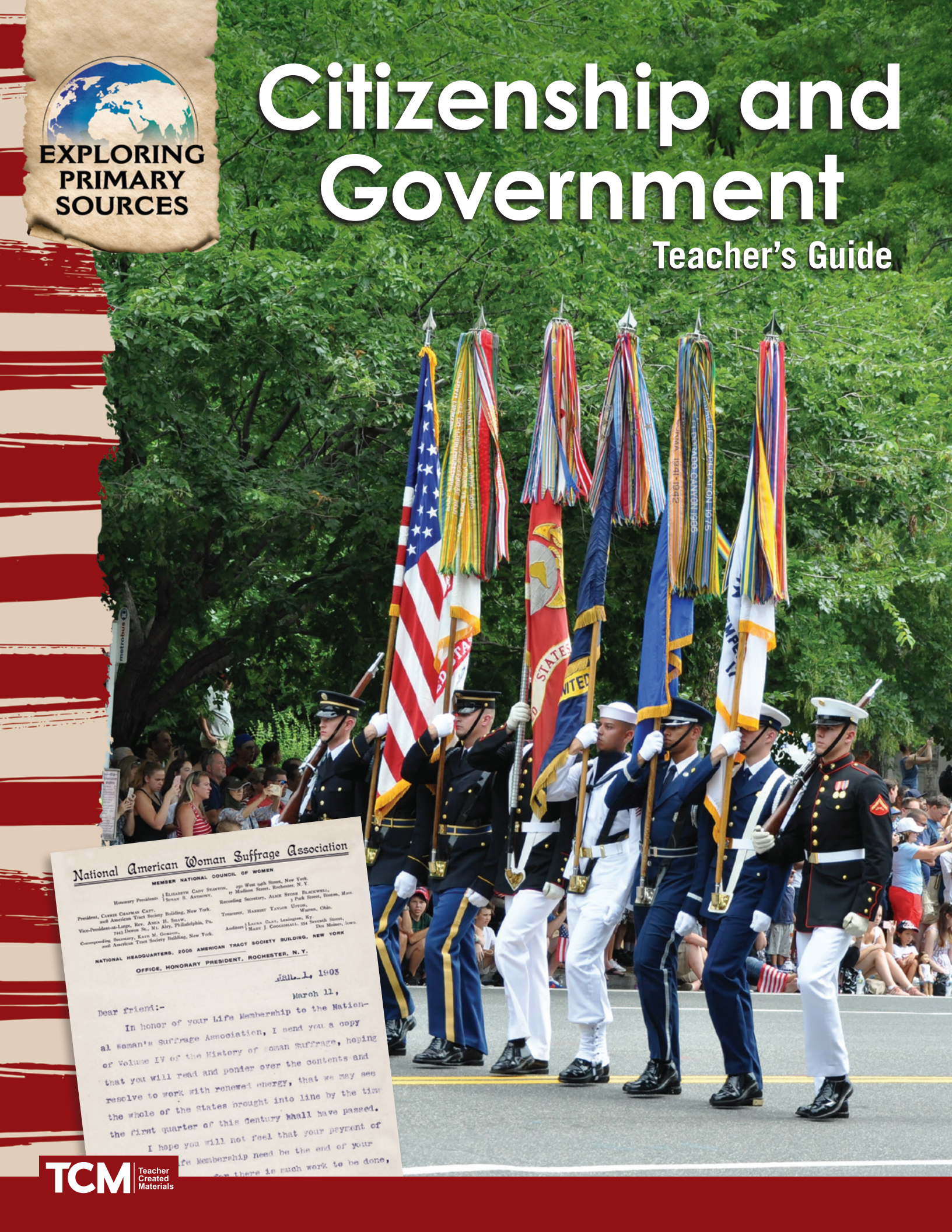
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# Citizenship and Government

## Teacher's Guide



### National American Woman Suffrage Association

MEMBER NATIONAL COUNCIL OF WOMEN

Honorary President: | ELIZABETH CADY STANTON, 47 West 94th Street, New York  
 | SUSAN B. ANTHONY, 17 Madison Street, Rochester, N. Y.  
 President, CARIE CHAPMAN CATY, 200 American Trust Society Building, New York  
 Vice-President-at-Large, Rev. ANDR. H. SEXTON, 3 Park Street, Boston, Mass.  
 Corresponding Secretary, KATE M. GOSWELL, 745 Duane St., Philadelphia, Pa.  
 and American Trust Society Building, New York  
 Treasurer, HARRIET TAYLOR URSIN, Warren, Ohio.  
 Auditors | LUCINA CLAY, Lexington, Ky.  
 | MARY J. COOCHMAN, 224 Seventh Street, Des Moines, Iowa.

NATIONAL HEADQUARTERS, 2006 AMERICAN TRUST SOCIETY BUILDING, NEW YORK  
OFFICE, HONORARY PRESIDENT, ROCHESTER, N. Y.

Feb. 1, 1903

March 11,

Dear friend:-

In honor of your life Membership to the National Woman's Suffrage Association, I send you a copy of Volume IV of the History of Woman Suffrage, hoping that you will read and ponder over the contents and resolve to work with renewed energy, that we may see the whole of the States brought into line by the time the first quarter of this Century shall have passed.

I hope you will not feel that your payment of

life Membership need be the end of your

for there is much work to be done,

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# How to Use This Resource

## Lesson Plans

The learning outcomes are the focus throughout each lesson.

**American Symbols**  
**"The Star-Spangled Banner"**  
**Learning Outcomes**

- Students will be able to explain the history of "The Star-Spangled Banner" and when it is commonly performed.
- Students will be able to understand the meaning of the lyrics of "The Star-Spangled Banner."

**Materials**

- copies of the American Symbols primary source card ([americansymbols.pdf](#))
- copies of *The National Anthem* (page 33)
- copies of Lyrics to "The Star-Spangled Banner" (digital only)
- copies of *The Statue of Liberty* document-based assessment (page 34)

**Essential Question**

- Why are symbols important?

**Guiding Questions**

- Where was this picture taken?
- What is happening on the field? Why?
- What U.S. symbols do you see in the picture?
- How does "The Star-Spangled Banner" help us remember the past?

**Introducing the Primary Source**

- Review the meaning of the word *symbol* (something that stands for something else) with students. Ask them to share different symbols they know. If necessary, give them hints, such as "What symbols are used in math?" Discuss why people use symbols.
- Share the photograph of the baseball game from the primary source card. Give students a few minutes to make lists of at least five observations or questions they have about the image.
- Introduce the essential question, and use the guiding questions to discuss the photograph of the baseball field. Encourage students to ask their own questions to facilitate further inquiry.

Page references and digital filenames make lesson preparation easy.

Digital-only reproducibles are clearly labeled.

The guiding questions help support development of inquiry by focusing on the primary source being studied.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

**American Symbols**  
**"The Star-Spangled Banner"**  
**Analyzing the Primary Source**

- Have small groups of students read the background information, *The National Anthem*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the underlying information they already know and circling information that is new.
- Provide time for students to complete at least two of the activities from the back of the primary source card.
- Display lyrics to "The Star-Spangled Banner" (digital only) or distribute printed copies to students. Read the words together. Explain the meanings of words that may be unfamiliar to students, such as *anthem*, *stanza*, and *galantry*.
- Discuss the lyrics with students. Have them compare the words in the anthem to the background information. Encourage them to find similarities between the two pages, U.S. flag still flying in the morning.
- Have students work with partners to explain what the lyrics mean in their own words.
- To learn more about "The Star-Spangled Banner," see page 119 for a technology-based extension activity.

**Document-Based Assessment**

- Distribute copies of *The Statue of Liberty*. A digital copy of the primary source is provided in the Digital Resources ([liberty.jpg](#)).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

**Key Words**

These key content words are included in both levels of the background information.

- anthem**—a formal song of loyalty or praise
- fort**—a strong building where soldiers live
- invaded**—entered a place to take control by force
- patriotic**—feeling love and showing support for one's country
- spangled**—decorated something with small, shiny objects

These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.

# How to Use This Resource (cont.)

## Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Asking Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Within the Teacher's Guide, the texts are leveled at a fourth- to fifth-grade reading level and are denoted by a triangle in the top right of each page.

Texts leveled at a second- to third-grade reading level are denoted by a square and are only provided in the Digital Resources.

Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information. A Student Glossary is provided in the digital resources. This document includes the vocabulary words and definitions from all 16 lessons.

# How to Use This Resource (cont.)

## Student Activity Pages

**Martin Luther King Jr.**

**About the Photo**  
This photo shows Martin Luther King Jr. at a march. It was in Washington, DC. It was called the March on Washington for Jobs and Freedom. It took place on August 28, 1963. The march was to protest the unfair treatment of African Americans. King gave his famous "I Have a Dream" speech that day.

**Analyzing History**

- Why did King give a speech at the march?
- Why did people join this march? What were their goals?
- Make a list of questions you would like to ask King.

**Historical Writing**

**Fiction**  
Imagine you were in the crowd that day. Write about your experience watching King give his speech.

**Nonfiction**  
King shared his dream. What is yours? Write about your dreams for the future. Write ideas for how you can make your dreams come true.

**Writing Challenge**  
Research and find a famous quotation from King's speech. Write what it means in your own words.

Background information provides a concise description of the primary source image students will study.

Activities for students increase in complexity, providing scaffolded opportunities for student engagement.

Fiction and nonfiction writing prompts promote deeper connections to the primary source.

An inquiry-driven writing task challenges students to take their learning to the next level.

Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

Extension challenges are provided to engage students in more complex tasks.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Dear Mr. or Ms. President**

**About the Primary Source**  
President Eisenhower was the 34th president. He led the nation from 1953 to 1961. Alaska became the 49th state in 1959. The U.S. flag needed to show Sheryl was a child at this time. She had an idea. She wrote a letter to the president to tell him about it.

**Directions:** Write a letter to the president. Ask some questions. Share your ideas.

Dear President \_\_\_\_\_, \_\_\_\_\_ (date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

**Challenge**  
Turn your letter into a social media message. Get the message down to 10 words or less. Also, include a hashtag (#). This is one or two keywords that tell about the main message.

- **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

# How to Use This Resource (cont.)

## Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Local Government**

**Movie Night**

**Directions:** This is a flyer for a local community. Read the flyer, and answer the questions.

**OUTDOOR MOVIE NIGHT**

BALLINGER & HERODIAN PARK  
1000 HERODIAN PARK  
7:00 pm  
FREE  
SAT. AUG. 22

- Who is hosting this event?
- What can people see and do at this event?
- Why would a movie night be good for a community to have?

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Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

## Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copies.



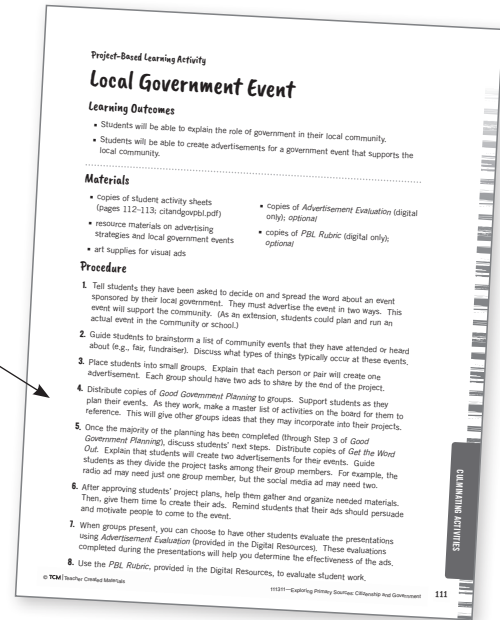
# How to Use This Resource (cont.)

## Culminating Activities

### Project-Based Learning Activity

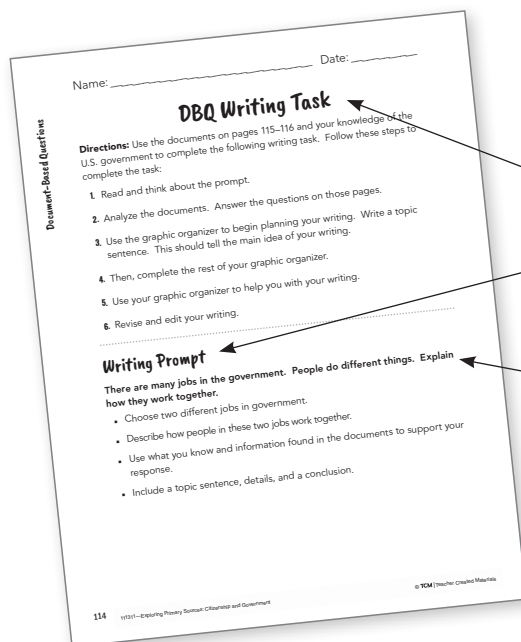
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



### Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.



Two essay tasks allow students to choose which DBQ they'd like to answer.

Each has a specific question and indicators to guide student responses.





# Veterans Day Parade

## Learning Outcomes

- Students will be able to explain the history of Veterans Day and how its purpose has changed over time.
- Students will be able to discuss and plan ways to honor and support U.S. veterans.



## Materials

- copies of the *American Holidays* primary source card (americanholidays.pdf)
- copies of *Honoring Those Who Served* (page 37)
- copies of the *Fourth of July Then and Now* document-based assessment (page 38)



## Essential Question

- Why do we celebrate certain holidays?

## Guiding Questions

- Where was this photo taken? Why do you think so?
- What do you notice about the people in the photo?
- Do you recognize the flags? What is familiar or unfamiliar about them?
- Why are these particular people part of this celebration?

## Introducing the Primary Source

1. Write the word *veteran* on the board, and discuss its meaning. Ask students if they know someone who has served or is currently serving in the military. If students do not know anyone, ask them if they have ever seen a person in the military at a store, restaurant, etc. Have students share their responses with partners.
2. Share the photograph of the Veterans Day parade from the primary source card. Give students a few minutes to make lists of at least five observations or questions they have about the image.
3. Introduce the essential question, and use the first three guiding questions to discuss the event shown in the image. Encourage students to ask their own questions to facilitate further inquiry.

# Veterans Day Parade (cont.)

## Analyzing the Primary Source

1. Have small groups of students read the background information, *Honoring Those Who Served*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, they should annotate the text by putting exclamation points by information they think is interesting or surprising.
2. After students have read the background information, discuss the essential question again and the last guiding question.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Have students work in small groups to brainstorm ways people can honor and thank veterans. Provide groups with sheets of chart paper to record their answers.
5. Invite groups to share their lists with the class and make a master list of ideas. If time permits, have students choose an idea to carry out as a class.
6. To learn more about Veterans Day, see page 119 for a technology-based extension activity.

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## Document-Based Assessment

- Distribute copies of *Fourth of July Then and Now*. A digital copy of the primary source is provided in the Digital Resources (fourthofjuly.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the prompt.

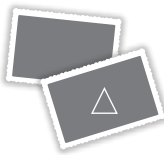


### Key Words

These key content words are included in both levels of the background information.

- **armed forces**—the Army, Marine Corps, Navy, Air Force, and Coast Guard
- **armistice**—an agreement to stop fighting a war
- **citizens**—people who have the rights and protections of a country
- **naturalized**—allowed to become a citizen of a new country
- **veterans**—former members of the armed forces

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Honoring Those Who Served

When World War I ended, there was an **armistice**. It was on November 11, 1918. On the same day the next year, people wanted to celebrate the year of peace. They called it Armistice Day. A few years later on that day, people honored an unknown soldier. They buried him in a special cemetery. It was called Arlington National Cemetery in Virginia.

People wanted to remember the **veterans** from World War I. They had Armistice Day each year. In 1938, it was made a holiday for the whole country. Over time, there were more wars. The United States fought in World War II and the Korean War. People wanted Armistice Day to honor those veterans too.

In 1954, the holiday's name was changed. It was called Veterans Day. It would honor anyone who served in any U.S. war. The focus of Veterans Day is all veterans.

People do many things to honor veterans on their special day. Some stores and offices close. Mail is not delivered. Cities have parades. People put flowers on the graves of soldiers who died. There is an event at the Tomb of the Unknown Soldier. There is a special ceremony for people who have served our country but are not **citizens**. They are **naturalized** during this special event.

The United States is not the only country to have a special day for veterans. Soldiers from many countries fought in World War I. Many countries honor their veterans around November 11 too. Great Britain and Canada have a day like this. Australia and France do too. It is often called Remembrance Day.

Many schools celebrate Veterans Day. They might have assemblies. Veterans might come talk to students. Students might write letters to people still serving in the **armed forces**. They might sing patriotic songs. Hallways might be filled with red, white, and blue. Students might even be able to invite soldiers they know to come to school!





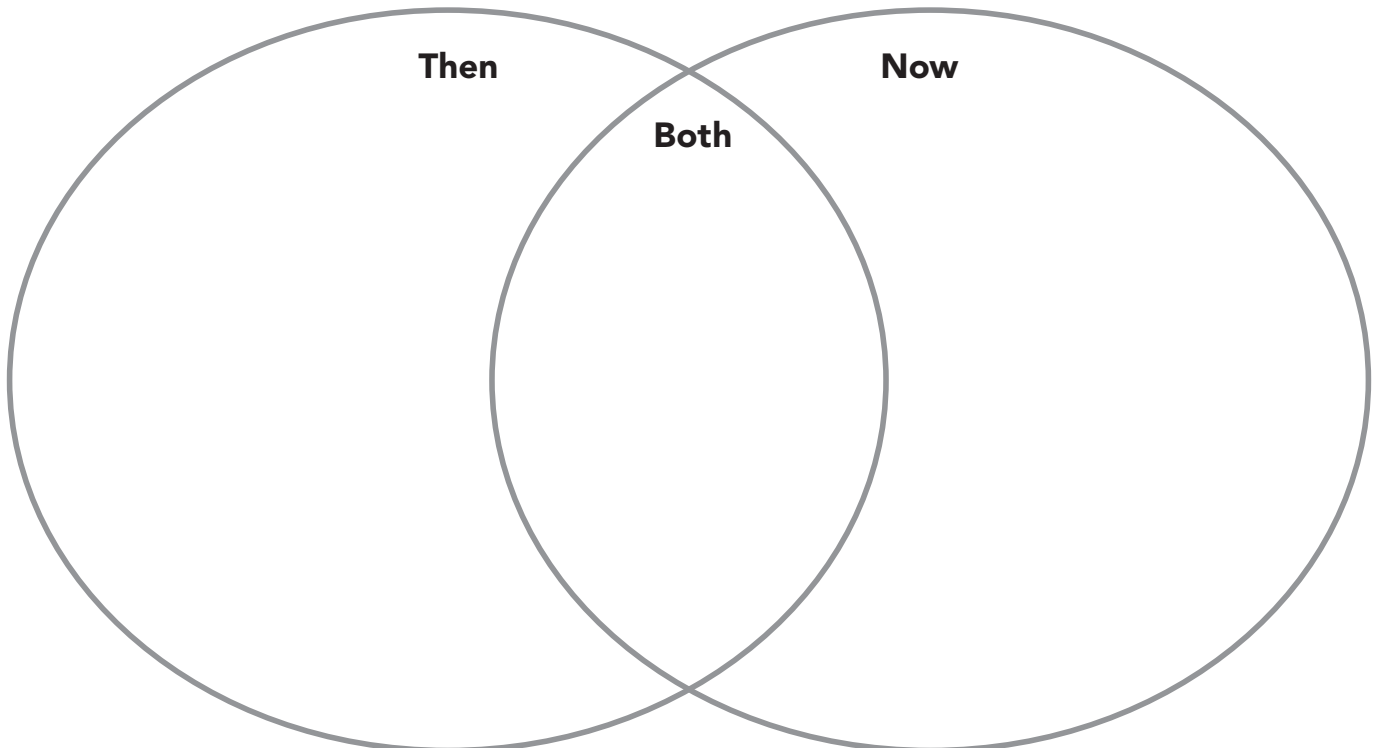
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Fourth of July Then and Now

**Directions:** Think about how people celebrate Fourth of July today. Look at the image. Then, complete the Venn diagram.



People celebrate the Fourth of July in 1876.





# American Holidays

## About the Photo

This photo is from New York City. It is of the Veterans Day parade. New York calls its parade "America's Parade." More than 20,000 people are in the parade. Many more people go to watch. Cadets from West Point are in the parade. They carry flags and rifles.

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### Analyzing History

- Who else might take part in the parade?
- What inferences can you make about West Point? Use what you see in the photo to support your thoughts.
- Create a poster you could carry at a Veterans Day parade.

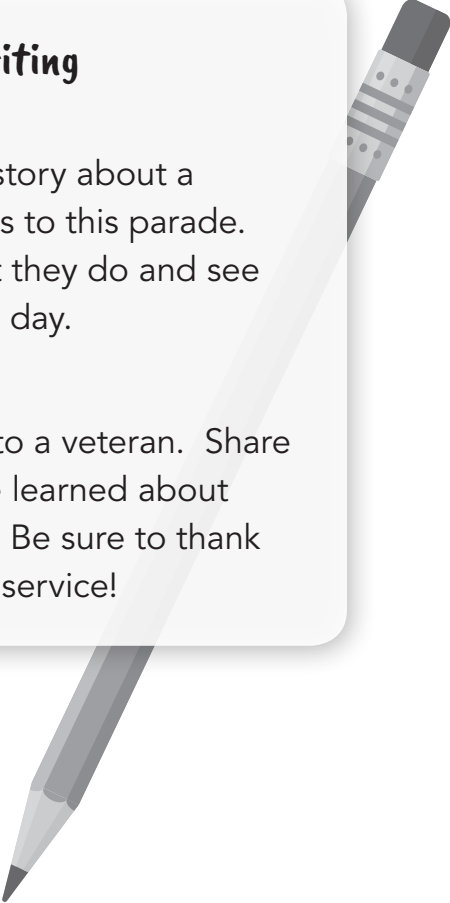
### Historical Writing

#### Fiction

Write a short story about a child who goes to this parade. Describe what they do and see on this special day.

#### Nonfiction

Write a letter to a veteran. Share what you have learned about Veterans Day. Be sure to thank them for their service!



### Writing Challenge

Veterans Day and Memorial Day both honor people who served in the military. Learn about Memorial Day. Then, write about it. Tell how it is similar to Veterans Day. Tell how it is different.

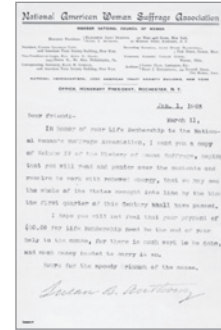


Susan B. Anthony

# Women's Suffrage

## Learning Outcomes

- Students will understand the role that Susan B. Anthony played in helping American women gain the right to vote.
- Students will design stamps to commemorate the work of Susan B. Anthony.



## Materials

- *Susan B. Anthony* reproduction (anthonypdf)
- copies of *Women for Change* (page 107)
- copies of *A Letter from Susan B. Anthony* (page 108)
- copies of *Let Women Vote!* (page 109)
- copies of the *Women in Washington* document-based assessment (page 110)

## Essential Question

- How and why have women's rights changed over time?



## Guiding Questions

- Which organization does Susan B. Anthony belong to and work for?
- What year was this letter written?
- What message does Susan B. Anthony wish to pass along to the "friend"?
- Who might the "friend" be?

## Introducing the Primary Source

1. Tell students that for many years, people did not enjoy all freedoms and rights equally in America. Explain that *equality* means having the same rights and opportunities as others.
2. To demonstrate inequality, list some freedoms students enjoy at school, such as using the library. Ask students to think about how they would feel if certain students were not allowed these freedoms because of a physical characteristic, such as eye color or height.
3. Share the *Susan B. Anthony* reproduction, and ask students to review it. Then, project the digital image, and distribute copies of *A Letter from Susan B. Anthony* for students to analyze more closely. Explain that *suffrage* means the right to vote. Give students a few minutes to read the letter to themselves, and then read it aloud to the class.
4. Introduce the essential question, and use the guiding questions to discuss Susan B. Anthony. Encourage students to ask their own questions to facilitate further inquiry.



Susan B. Anthony

# Women's Suffrage (cont.)

## Analyzing the Primary Source

1. Have small groups of students read the background information, *Women for Change*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, they should annotate the text by placing question marks beside information they have questions about and placing exclamation points beside information they believe is especially important.
2. Distribute copies of *Let Women Vote!* to students. Tell them to use their copies of *Women for Change* to complete the activity.
3. Make a class chart to compare women's rights in the past and in the present. Have students use the background information to list facts about women's rights early in the United States' history and current events or their own knowledge to list facts that are true today.
4. Revisit the essential question, and have students share their thoughts now that they have learned more about women's suffrage.
5. To learn more about women's suffrage, see page 120 for a technology-based extension activity.

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## Document-Based Assessment

- Distribute copies of *Women in Washington*. A digital copy of the primary source is provided in the Digital Resources ([womeninwashington.jpg](#)).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.



### Key Words

These key content words are included in both levels of the background information.

- **activist**—a person who takes action to change laws
- **convention**—a meeting of people for a common purpose
- **enslaved**—forced into slavery
- **mission**—a task that has importance for society
- **suffrage**—the right to vote





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Women for Change

The United States was built on the idea that “all men are created equal.” However, equality did not always apply to everyone who lived in America. For years, white people **enslaved** African Americans. Women did not have the same rights as men. Early on, only white men who were at least 21 years old and who owned land could vote. Does this seem equal? Of course not!

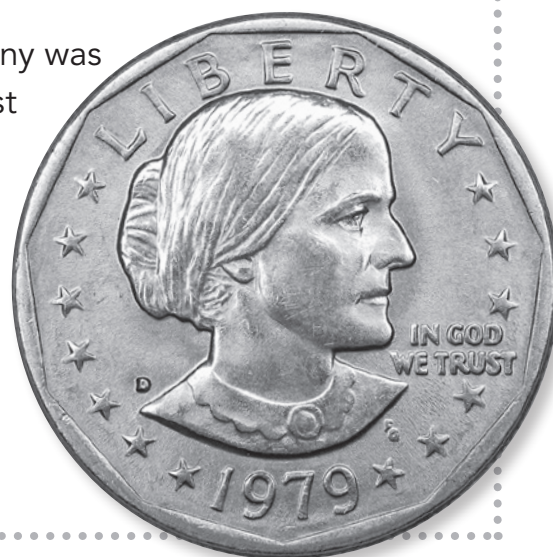
Over time, the voting laws were changed. Men of all backgrounds were allowed to vote in 1870 after slavery ended. But women still could not vote. One woman stood up for her rights. Susan B. Anthony stood up to change the law so all women could vote.

Susan B. Anthony was born in Massachusetts in 1820. She was a teacher before she became an **activist**. She spoke out against slavery. She inspired people with her passionate speeches. This was during a time when women were not supposed to do such things. The first Women’s Rights **Convention** was held in 1848. This is when the **suffrage** movement started.

Anthony soon became involved in the suffrage movement. But she did not work alone. She had many helpers. One person was her friend, Elizabeth Cady Stanton. Stanton wrote many speeches for Anthony. They both worked hard. They shared their opinion on inequality. They were a strong force! But it would be years before women were allowed to vote.

Anthony and Stanton continued their **mission**. They continued to fight for women’s rights. Anthony was arrested for trying to vote in 1872. This was against the law. She had to pay a fine. But she did not give up.

Anthony died in 1906. This was 14 years before women were given the right to vote. She did not see her dream become reality. But her hard work fighting for equality finally paid off.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

Susan B. Anthony

# A Letter from Susan B. Anthony

## National American Woman Suffrage Association

### MEMBER NATIONAL COUNCIL OF WOMEN

Honorary Presidents		{ ELIZABETH CADY STANTON, 250 West 94th Street, New York.
	{ SUSAN B. ANTHONY, 17 Madison Street, Rochester, N. Y.	
President, CARRIE CHAPMAN CATT, 2008 American Tract Society Building, New York.		Recording Secretary, ALICE STONE BLACKWELL, 3 Park Street, Boston, Mass.
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Corresponding Secretary, KATE M. GORDON, 2008 American Tract Society Building, New York.		Auditors { LAURA CLAY, Lexington, Ky. MARY J. COGGESHALL, 554 Seventh Street, Des Moines, Iowa.

NATIONAL HEADQUARTERS, 2008 AMERICAN TRACT SOCIETY BUILDING, NEW YORK

OFFICE, HONORARY PRESIDENT, ROCHESTER, N. Y.

Jan. 1, 1903

Dear friend:—

March 11,

In honor of your Life Membership to the National Woman's Suffrage Association, I send you a copy of Volume IV of the History of Woman Suffrage, hoping that you will read and ponder over the contents and resolve to work with renewed energy, that we may see the whole of the States brought into line by the time the first quarter of this Century shall have passed.

I hope you will not feel that your payment of \$50.00 for Life Membership need be the end of your help to the cause, for there is much work to be done, and much money needed to carry it on.

Yours for the speedy triumph of the cause,

Susan B. Anthony



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Let Women Vote!

## About the Primary Source

Susan B. Anthony was a leader of the National American Woman Suffrage Association (NAWSA). She was president of the group from 1892 to 1900. Members of NAWSA paid dues. This money helped the organization fight for women's suffrage. Letters such as this one were sent to members. They encouraged members, thanked them, and gave them updates.

**Directions:** Stamps are often made to honor people and events. Create a stamp that honors the women's suffrage movement.



## Challenge

Research other women who helped change inequality in America. Write a paragraph about what they did. Create a postage stamp to honor their work. (Suggestions: Agnes Baden-Powell, Ruth Bader Ginsberg, Lois Gibbs, Lilly Ledbetter, Rosa Parks)

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Women in Washington

**Directions:** Jeannette Rankin was the first woman elected to the House of Representatives. This was in 1916. This was before women in America were allowed to vote. She represented the state of Montana. In this state, women were allowed to vote in the national election. Study the image, and answer the questions.



1. What emotions do you see from the people in this photo?

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2. Why was Rankin's election to office important?

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3. How is Rankin similar to Susan B. Anthony?

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March 11,

In honor of your Life Membership to the National Woman's Suffrage Association, I send you a copy of Volume IV of the History of Woman Suffrage, hoping that you will read and ponder over the contents and resolve to work with renewed energy, that we may see the whole of the States brought into line by the time the first quarter of this Century shall have passed.

I hope you will not feel that your payment of \$50.00 for Life Membership need be the end of your help to the cause, for there is much work to be done, and much money needed to carry it on.

Yours for the speedy triumph of the cause.

*Susan B. Anthony*