"Employing Magic to Teach Authentically Using Primary Sources"

By: Lannie Castagne

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Lesson Overview: This lesson plan introduces the concept of using primary sources and how to examine them. They will use the analytical tools and using these analytical skills to understand 'more of the story.' Once the students have gained an understanding of these different sources, they will use the Library of Congress. primary source materials and their secondary sources by writing Harry Houdini's autobiograpy.

Objectives:

- Students will analyze primary source artifacts.
- Students will be able to explain the difference between a primary and second source.
- Students will engage in the writing process while using 6 + 1 Traits with a C.R.A.F.T.S. writing prompt.
- Student will use technology to publish their final summative piece-an autobiography.
- Student will use speaking, viewing, and listening skills.

Standards: Michigan, Grade 3, ELA,

- W.GR.03.01 - in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.
- W.SP.03.01 - in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
- W.PR.03.01 - set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece
- W.PR.03.02 - apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).
- W.PR.03.03 - draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution
- W.PR.03.04 - revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions
- W.PR.03.05 - proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups

Standards: Michigan, Grade 3, Technology

- proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups
- create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience
- know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others

Time Required: 16 Days

Recommended Grade Levels (s): Grade 3rd – 5th

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Topic: Using primary sources to better understand key individuals and make connection to the past with Harry Houdini.

Era: Political Reform (Late 19th/early 20th century)
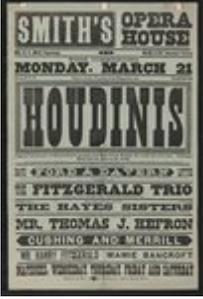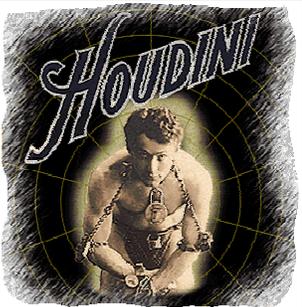
Preparation:

Materials:
1. Rubric and Worksheet Copies (enough for each student)
2. Large poster paper
3. Individual pocket folders to compile work for each student.

Resources:

Image	Description	Citation	Permanent URL
	Using Primary Sources - Key Concepts and Questions	N.p., n.d. Web. 30 June 2011. <http://www.eup.k12.mi.us/608910111172715317/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=52994&608910111172715317Nav=|&NodeID=3078>.	http://www.eup.k12.mi.us/608910111172715317/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=52994&608910111172715317Nav=|&NodeID=3078
	Photo Harry Houdini At Work	Credit: "Harry Houdini, full length portrait, standing, facing front, in chains." 1899. The American Variety Stage: Vaudeville and Popular Entertainment, 1870-1920,	http://www.loc.govlobal/s code.js

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		Library of Congress.	
	Poster A novelty, the first in 20 years, Harry Houdini as a magician	N.p., n.d. Web. 30 June 2011.http://www.loc.gov/pictures/item/var1994001594/PP/resource/>.	http://www.loc.gov/global/s_code.js http://lcweb2.loc.gov/pnp/var/1600/1630/1630r.jpg
	Poster Return of the greatest of all magicians, the Houdinis, Harry, Bessie original introducers of metamorphosis, greatest and finest trunk mystery the world has ever seen, challenge hand-cuff act, open to the world	N.p., n.d. Web. 30 June 2011. <http://www.loc.gov/pictures/resource/var.1631/>.	http://www.loc.gov/global/s_code.js
	Poster Houdini, nothing on earth can hold Houdini! Fred Ray & Co. in an intensely funny "Roman travesty"	"The Smith-Brooks Co., Show Printers, Denver." Forms part of the McManus-Young Collection. Transferred from; LC Rare Book and Special Collections Division; 1956	http://www.loc.gov/global/s_code.js
	Committee letter challenging Houdini to escape from "one of their extra strong and large travelling baskets" and his reply	Manchester : John Heywood Ltd., Printers, [1904?] Part of: Magic Poster Collection (Library of Congress) Reproduction Number: LC-USZC2-3786	http://www.loc.gov/global/s_code.js

	A newspaper article describing an escape performed by Houdini in mid air.	`The Washington times. (Washington [D.C.]) 1902-1939, April 19, 1916, HOME EDITION, Image 1" />`	http://chroniclingamerica.loc.gov/lccn/sn84026749/1916-04-19/ed-1/seq-1/
	Harry Houdini: A Chronological Biography	The Houdini component of the American Variety Stage Collection comprises 143 photographs and 29 related items of personal memorabilia that document the career of Harry Houdini, the legendary magician and "Genius of Escape Who Will Startle and Amaze." Collection materials have been drawn from the Rare Book and Special Collections Division, and the Prints and Photographs Division of the Library of Congress, and date from 1886 to the years following Houdini's death in 1926.	http://www.loc.gov/global/s_code.js

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Proceedure:
Activities:

Day 1 (1 hour, Whole Group Instruction)
1. Display several school items, both primary and secondary, for students to examine. Possibilities include,
    a. Primary Sources: class picture, yearbook, school letterhead, lunch trays, journals, uniform, trophy
    b. Secondary Sources: textbook, encyclopedia, drawings,
2. Go through the Primary and Secondary Source "Teachers Guide" with the children and discuss as a group the difference between the two. Give each child a copy to refer to.
3. Classify the items into source groups after analyzing them and fill out a compare and contrast Venn Diagram as a whole group. Ask children to explain/verify the classification for each item. Use the Primary and Secondary Source "Teachers Guide."
4. Post the completed diagram in your room for future reference. Collect guides.

Day 2 (1 hour, Partners)

1. Explain to students that you are going to give them a source and they are to fill out the Photo Analysis Worksheet from the Library of Congress with their partner. (Use '*Harry Houdini at Work'* photo.) Each student will fill out their own sheet.
2. As a whole group, record partner inferences on large poster paper. Repeat with raised questions. Post in your classroom for future reference. Collect photos and worksheets to the students' individual Houdini folders for future reference.

Day 3 (1-2 hours, Individual/Small Group)

- **L.CN.03.01 - ask substantive questions of the speaker that will provide additional elaboration and details**
- **L.CN.03.02 - listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings**
1. Explain to students that you are going to give them a poster that they are to examine and analyze it using the Poster Analysis Worksheet. (See attached) Give each student a poster. Mix them up so students seated next to each other do not have the same one.
2. After the students have completed the worksheet, group them with other students who have the same poster. Have them compare their worksheets and discuss in small groups what they discovered.
3. The students can give mini group presentations to the rest of the class. Students not presenting will take notes in their journals.
4. Collect posters and worksheets.

Day 5 (1 hour, whole group/individual)

- **L.CN.03.04 - be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media**
1. Display the newspaper for the entire class either by overhead or Epson projector.
2. Read the headline to the students and then the article. Discuss as a group how they know this is a Primary Source. (Date of paper, etc.)
3. Formative assessment: Instruct students to jot down in their journals everything they have learned about Harry Houdini and his life from the primary sources we have studied this far. In addition, include what perspective the media has taken in this editorial. Using teacher observation skills ensure students have grasped the key concepts thus far.

Day 6 (1-2 hours, Whole Group)
1. Inform the students that we will be working as a class from a Library of Congress website covering Harry Houdini's life.

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2. Read the following information aloud to the children, as they silently read, the chronological biography of his life. (Make individual copies for the students.) After the reading, select a descriptive part, or parts, of the work and let the students infer what the image may look like if drawn and draw it. This will serve as a secondary source for the students. Discuss what classifies these drawings as a secondary source. At the end of the unit, they can be compiled into a class book.

Day 7 (1 hour, Individual)

- **S.DS.03.01 - engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols**
1. Return to the Library of Congress website from Day 4 and instruct the students to go back through the biography information and view the primary source images. Have them compare their own drawing to the image. Discuss the role of individual perspectives how they influenced their drawings and how their images may or may not have been similar.

Day 8 (1-2 hours, small group)

R.CM.03.02 - retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

1. Return to the Library of Congress website from Day 4 and instruct the students to go back through the biography information and take notes regarding an assigned aspect of Houdini's life. Stress the importance of determining dates of the events as the information will be compiled and used to create a timeline.
2. Arrange small groups together, by assignment, and compare notes and create a poster of that time. As a group, create a class timeline with the group posters. Display in hallway or on a bulletin board.

Evaluation:

Days 9-16 (1 hour, individually) Autobiography - Writing

- **W.GR.03.01 - in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.**
- **W.SP.03.01 - in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).**
- **W.HW.03.01 - fluently and legibly write the cursive alphabet**

Note: Because writing is a process, time may need to be altered as the students need. Adjust accordingly to fit your schedule.

Day 9-10 (1 hour, individual) Pre-Write

- **W.PR.03.01 - set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece**
- **W.PR.03.02 - apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).**
1. Using all of the information gathered thus far, explain to the children that they will be writing Harry Houdini's biography. Set the stage by giving the students this prompt. *You are a magazine reporter who is very excited about what you discovered researching Harry Houdini's life and his magic tricks. Write a biography, for your boss describing Houdini's life that you hope will be published in an upcoming magazine.*
2. Your biography needs to include 5 parts. See Biography Outline Resource.
3. Students will read the outline, clarify questions, and fill out the outline.

Day 11 (1-2 hour, individual) Drafting

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- **W.PR.03.03 - draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/ contrast, cause/effect, or problem/solution**
1. Student will begin their rough drafts. Remind students to leave skip and leave blank lines as a strategy that will assist in the revision process.
2. Addition time for drafting if needed.

Day 12 (1 hour, individual) Revision

- **W.PR.03.04 - revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)**
    1. Students will revise their work.

Day 13 (1.5 hours, partners) Peer Editing

- **W.PR.03.05 - proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups**
- **W.GR.03.01 - in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.**
- **W.SP.03.01 - in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).**
    1. Students will work with partners peer editing using the writing rubrics.
    2. Students must check off areas of the rubric as they complete them. Include in folder with the peer editor's name.

Day 14 (10 minutes/student) Teacher Conferencing

- **W.PR.03.05 - proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups**
- **W.GR.03.01 - in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.**
- **W.SP.03.01 - in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).**
    1. Students will conference with the teacher for a final edit.
    2. Students must bring their folders.

Day 15 (1-2 hours, individually) Publishing

Michigan Technology Grade 3 Standards

- **proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups**
- **create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience**

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- **know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others**
    1. Students will use a word processor to publish their autobiography.
    2. Teachers will evaluate (summative) the autobiographies according to the rubric.

Extension Activities:
Day 16 (1 hour) Celebration Ideas!!!

1. Have students share their Houdini autobiographies with students from another class.
2. Read books about Card Tricks, Magic, Illusions, etc.
3. Visit the L.O.C. website and have students work through "Meeting Famous Americans-Harry Houdini" under "Especially for Kids"
4. Do some further online research about Harry Houdini for fun.
5. Ask a magician to visit your classroom.

http://memory.loc.gov/ammem/vshtml/vshchrn.html
Extension Activities:

Poster Analysis Worksheet

Quadrant 1	Quadrant 2
What did you observe about the poster in this quadrant?	What did you observe about the poster in this quadrant?
What did you observe about the poster in this quadrant?	What did you observe about the poster in this quadrant?

Quadrant 3   Quadrant 4

Answer the following questions about the poster.

1.   What are the main colors in the poster?

2.   What is the message in this poster?

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3.   Is the message mostly done with symbols, text, or a combination?

4.   Who do you think the poster is intended for? (audience)

5.   What purpose does this poster serve? Persuade and inform? Explain your reason and include an example from the poster that supports it.

_____

_____

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_____

_____

Your Name: _____

Biography Outline Resource: Harry Houdini

Directions: Your biography will consist of five parts and in this order. Using your completed primary source analysis worksheets, journal entries, our timeline, class notes, and our online resources complete the following outline and use it as a guide to direct your writing. We will be using the writing process: pre-write, draft, revise, peer edit, teacher edit, and publishing in this piece. Be sure to examine and use the writing rubric frequently, to ensure your best efforts! Most of all, embrace our study and show your enthusiasm in your work.

You are a magazine reporter who is very excited about what you discovered researching Harry Houdini's life and his magic tricks.   Write a biography, for your boss, describing Houdini's life with the hope that you will be published in an upcoming magazine.

PART 1-Key Concepts/Ideas: Harry Houdini's Background Information

- Birth
- Childhood/Growing Up
- Family
- Wife
- Are there any other key events/ideas that you could add here?
    -

    -

    -

PART 2-Key Concepts/Ideas: Harry Houdini's Years as a Performer

- How did Harry Houdini become a performer?
- What type of performances did he give?
- Did he perform alone?
- Where did he perform?
- Are there any other key events/ideas that you could add here?
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PART 3-Key Concepts/Ideas: Harry Houdini's Magic and Illusions

- Name and describe 3 tricks.
- What was his most successful or famous trick?
- Were his tricks safe, funny, amazing, dangerous, etc? Should these be tried at home?
- Did you have a favorite trick? (Remember this is only <u>your</u> viewpoint! You are not persuading your audience, but just a great place to add voice traits. Example: I was amazed at….because…)
- Are there any other key events/ideas that you could add here?
    - o
    - o
    - o

Biography Outline Resource: Harry Houdini – page 2

PART 4-Key Concepts/Ideas: Harry Houdini's Other Accomplishments

- Was Harry Houdini only a magician/illusionist?
- What did he do in his personal time?
- Did he have any hobbies?
- Are there any other key events/ideas that you could add here?
    - o
    - o
    - o

PART 5-Key Concepts/Ideas: Harry Houdini's Death

- When did he pass away?
- How did this affect his fans?
- Did he leave a lasting impression or influence on the city, state, country, or world?
    - o If so, what was it?
    - o   Do you have an impression even though you did not ever see him?
    - o If not, why do you think that was?

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Six Traits Writing Rubric 6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content ○ *main theme* ○ *supporting details*	Exceptionally clear, focused, engaging with relevant, strong supporting detail	Clear, focused, interesting ideas with appropriate detail	Evident main idea with some support which may be general or limited	Main idea may be cloudy because supporting detail is too general or even off-topic	Purpose and main idea may be unclear and cluttered by irrelevant detail	Lacks central idea; development is minimal or non-existent
Organization ○ *structure* ○ *introduction* ○ *conclusion*	Effectively organized in logical and creative manner Creative and engaging intro and conclusion	Strong order and structure Inviting intro and satisfying closure	Organization is appropriate, but conventional Attempt at introduction and conclusion	Attempts at organization; may be a "list" of events Beginning and ending not developed	Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion	Lack of coherence; confusing No identifiable introduction or conclusion
Voice ○ *personality* ○ *sense of audience*	Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life	Appropriate to audience and purpose Writer behind the words comes through	Evident commitment to topic Inconsistent or dull personality	Voice may be inappropriate or non-existent Writing may seem mechanical	Writing tends to be flat or stiff Little or no hint of writer behind words	Writing is lifeless No hint of the writer
Word Choice ○ *precision* ○ *effectiveness* ○ *imagery*	Precise, carefully chosen Strong, fresh, vivid images	Descriptive, broad range of words Word choice energizes writing	Language is functional and appropriate Descriptions may be overdone at times	Words may be correct but mundane No attempt at deliberate choice	Monotonous, often repetitious, sometimes inappropriate	Limited range of words Some vocabulary misused
Sentence Fluency ○ *rhythm, flow* ○ *variety*	High degree of craftsmanship Effective variation in sentence patterns	Easy flow and rhythm Good variety in length and structure	Generally in control Lack variety in length and structure	Some awkward constructions Many similar patterns and beginnings	Often choppy Monotonous sentence patterns Frequent run-on sentences	Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions *age appropriate, spelling, caps, punctuation, grammar*	Exceptionally strong control of standard conventions of writing	Strong control of conventions; errors are few and minor	Control of most writing conventions; occasional errors with high risks	Limited control of conventions; frequent errors do not interfere with understanding	Frequent significant errors may impede readability	Numerous errors distract the reader and make the text difficult to read

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