PRIMARY SOURCE SET

Teacher's Guide

Title: Philadelphia: The History of a City

Introductory Statement: Philadelphia has been a city since the 1600’s. Throughout the history of this city, there has been much development. The roles of the city have shifted more than once, but the importance of the city remains.

Historical Background

The city of Philadelphia was founded in the 1600’s. The city itself was laid out by William Penn. He decided how the streets would be organized to better suit the city. Although he only organized part of the city, the city thrived and it grew to be the largest city in the United States for quite some time.

Philadelphia had many firsts for the country. It was the place of the first library. The first public school was opened in Philadelphia. The city housed the first fire engine bought by any municipality for public purposes. There were many other firsts among these. All of these firsts went to developing the city into what it is today.

The city also had many different districts which helped to develop the city. These included the harbor which was a big export/import dock for the country. Many different ethnicities settled in the different districts of Philadelphia, which made the city very diverse.

Philadelphia was also the center of the government for some time. Many people know it has the city where the Declaration of Independence and the Constitution were signed in Independence Hall. The Liberty Bell is also now housed in Philadelphia and stands as a landmark to people in the United States.

Primary Sources

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horydczak, Theodor. Historical buildings and places. Independence Hall, Philadelphia. C1920-1950. Washington As It Was: Photographs by Theodor Horydczak, 1923-1959. American Memory. Lib. Of Congress. 12 Oct 2012. <a href="http://hdl.loc.gov/loc.pnp/thc.5a46026">http://hdl.loc.gov/loc.pnp/thc.5a46026</a></td>
<td>I would use this source in my classroom to show the students an important place in Philadelphia and to show where a lot of the history of Philadelphia took place. Students would be able to use the source to make a list of events that occurred in the building. I could project this item on an overhead projector to make it bigger and easier for students to see.</td>
</tr>
<tr>
<td>Philadelphia, map, Philadelphia, PA. Map. American Landscape and Architectural Design, 1850-1920. American Memory. Lib. Of Congress.</td>
<td>This source would be used in the classroom to show how the city looked and was laid out during that time period. The students could compare the maps from...</td>
</tr>
</tbody>
</table>
| 12 Oct 2012.  
<http://hdl.loc.gov/loc.award/mhsalad.260102> | both then and now. Since the items in this collection are from before 1920, I could reproduce this map for a few groups to share. |
|---|---|
<http://hdl.loc.gov/loc.pnp/pan.6a09440> | Even though this source was produced before 1920, since it is still copyrighted by the owners, I would use this source by putting both the picture above and one of the same location in Philadelphia today up on the projector for students to compare. |
<http://www.loc.gov/chroniclingamerica/lccn/sn83045211/issues> | I would use all of these newspaper articles in my classroom to help students see the progress of the development of Philadelphia. I would be able to give the students links to the articles which would prevent me from copyrighting. The students can then report back to the class about what they discovered in their article. |
<http://hdl.loc.gov/loc.pnp/det.4a27381> | I would use this photograph to show one event in the history of Philadelphia that helped to develop the city. The students can then find their own examples of events that helped to develop the city into what it is today. |
STANDARDS ALIGNED LESSON PLAN

1. Lesson Plan Code: SocSt-Gr5-Pd6

2. Subject: Social Studies – History of the City of Philadelphia

3. Grade Level/Course: 5th Grade/Social Studies

4. Title of Lesson: Philadelphia: The History of a City

5. Teacher name: Mrs. Nicole Breen

6. Alignments

8.1.5. C: Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)
8.2.5. B: Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

8.2.5. D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.
1.4.5. B: Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
   - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

7. Vocabulary

Township, militia, immigrant, constitution, fertile

8. Objective(s) for Learning

a. The students will be able to describe how the city of Philadelphia has changed since it was founded.
b. The students will be able to make a map of a part of Philadelphia.
c. The students will be able to write a descriptive piece on the area of Philadelphia that they choose.
d. The students will be able to compare items of past Philadelphia to items of present Philadelphia.

9. Essential Questions (includes guiding investigative and other essential questions)

1. How has the city of Philadelphia changed since it was founded?
2. What does the city of Philadelphia look like (i.e., streets, buildings, greenery)?
3. What are some essential landmarks and events in Philadelphia’s history?
4. Why has Philadelphia remained such an important city?
10. Duration

4 – 5 school days

11. Materials

Variety of sources about Philadelphia, paper, colored pencils, overhead projector, computers

12. Instructional Strategies (WHERE TO Instructional Strategy/Stripling Model of Inquiry)

| Connect: W and H | Previous to this lesson, the class will have learned about the early colonies, including Pennsylvania. Once the class is prepared to start the lessons on Philadelphia, the teacher will put up two pictures of the same place in Philadelphia (one above the other).

The teacher will then ask, “Where do you think this place is? Are they the same place, or are they two different places?”

After hearing some responses from the students, the teacher will explain, “These two pictures are of Philadelphia. One is of Philadelphia in 1872, and the bottom picture is from the present.”

“Over the next few days, we will be talking about past Philadelphia vs. present Philadelphia. You will compare maps, pictures, places, and look at other sources to learn the past.”

“At the end of the lessons, you will all be picking one part of Philadelphia that includes a major landmark, or building, and draw a map, find a photograph, and write one to two pages on the area that you picked, what is located there, how it started, whatever information you can find.” |

| Wonder | “How and why was Philadelphia started?”

“How did William Penn layout and design Philadelphia the way he did?”

“What are some places that are still in Philadelphia today from when the city first started?”

“How has the city of Philadelphia changed over the years?” |

| Investigate: First E and T | On the first day, the students will receive maps of Philadelphia, both of the past and present. The teacher will then ask, “which maps do you think are of the past Philadelphia, and which are of the present?” The students will then be able to tell the teacher the guesses of which maps are which. Once all the students have figured out which maps are which, the teacher will tell the students, “I want you to look at these maps and compare and contrast them. Write down how the maps are alike and how they may have changed. Note things like the way the streets run, where the buildings are, maybe if parks and bodies of water have changed.

The second day, students will receive pictures of some buildings that are in Philadelphia. They will need to look at the old photos and the new photos. The teacher will then tell students, “I want you to describe what you see in the first photo. Once done, describe what you see in the second photo. Think about why you think the building or the landmark has changed, or why it didn’t change, if it didn’t.” |

TPS_CALU
Lesson Plan Template
Revised: 6_2012
The class will then talk in their groups about the different responses they may have written down.
The third and fourth day students will be able to look at the newspapers about Philadelphia. The students will be able to see some events in history that took place in Philadelphia and compare them to what the newspapers would say today. “How did the people and the city change over the past hundred or so years?”

| Construct: O | The students will be able to pick a piece of Philadelphia that they would like to research. The students will then create a map of that piece of Philadelphia from the past and the present. If the students cannot find a map of that area, they should make note and ask the teacher for help. The students will also find a picture of the historical landmark or area of Philadelphia that they picked. Lastly, the students will research the area of Philadelphia and write a one to two page report on the area. Students will then be able to share their reports with the class, along with their maps and pictures. |
| Express: Second E | The students should be placed into groups and can compare their area of Philadelphia with the rest of the class. The students can then reconstruct Philadelphia to help them to see how the city has changed through the years. They can all give each other opinions on how their papers are written. The students can also check over their writing to make sure everything is complete and correct. |
| Reflect: R | The teacher will tell the class, “Now we can make a list of what has changed about the city of Philadelphia.” The class will be able to raise their hands and the teacher will make a list on the board in the front of the room. The students will then be able to see what changes about a city over time, specifically Philadelphia. |
Assessment

Formative Assessment (Performance Task & Rubric)

The students will use their knowledge that they have gained and new knowledge from research to complete a map, picture, and a one to two page informational paper on an area of Philadelphia. These will include both a past and present look of the map and picture. The paper shall include any information they find on their area. This shall include who may have settled there, where any landmarks are in the area, how the area has changed, or anything else important they may have found.

<table>
<thead>
<tr>
<th>Area of Scoring</th>
<th>Below Average</th>
<th>Average</th>
<th>Superior</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map</td>
<td>Does not include either map.</td>
<td>Has one map that is not complete. Not detailed enough.</td>
<td>Has both maps but both are not complete. Both are not detailed enough.</td>
<td>Includes both maps and both are complete. Shows some details of the area.</td>
</tr>
<tr>
<td>Pictures</td>
<td>Student does not include either picture, past or present.</td>
<td>Student has one picture included.</td>
<td>Student has two pictures, but they are not of the same area or near the same area.</td>
<td>Student includes both pictures, and both are of the same area or as close as they can find.</td>
</tr>
<tr>
<td>Paper</td>
<td>Paper is not complete, has many errors.</td>
<td>Paper is half complete and has less than three errors.</td>
<td>Paper is complete and has less than three errors.</td>
<td>Paper is complete and is free of all grammatical errors.</td>
</tr>
<tr>
<td>Overall</td>
<td>Student does not have sources that all connect to the area they picked.</td>
<td>Student has less than half of their projects connecting to the area they picked.</td>
<td>Student has most of the projects connecting to the area they picked.</td>
<td>Student has all projects connecting to the area they picked and all blend together well.</td>
</tr>
</tbody>
</table>