

Wisconsin Immigrant Voices and Narratives

Heritage Hill State Historical Park
Belgian Farmhouse - Agricultural Area
1845-1960s



Grade Range: 3-5
Time: 30-40 minutes

Relevant Wisconsin Standards for Social Studies:

SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.

SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.

SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.

SS.Inq3.b.i Select appropriate evidence from sources to support a claim.

SS.Inq3.c.i Assess how evidence supports a claim.

SS.Inq2.a.i Gather a variety of resources into categories to guide the inquiry.



HERITAGE·HILL
STATE HISTORICAL PARK

LESSON INFORMATION

Learning Target(s):

I can use historical context to write about a period.
I can incorporate historical detail into my writing.

Academic Language:

- Narrative: a written account of an event or time.

ASSESSMENT

You can read student writing upon completion to gauge their understanding of the material. You can use a rubric that includes the following criteria:

- Uses three pieces of historical context.
- Is written with proper grammar and spelling.
- Takes an original perspective.

Feedback can be provided to students during the writing process and upon submission.

RESOURCES

Resources and materials available to support your planning:

[UChicago Immigrant Journals](#)

[UWGB Belgian American Research Collection](#)

Technology Integration (or limitations):

This activity can be printed and completed on paper or typed out. The teacher can share the resources on the screen along with the assignment description.

LESSON STRUCTURE

Transition to Lesson:

- Start the class with a refresher on the Belgian Farmhouse at Heritage Hill. Ask students what they remember. This would be a good opportunity to discuss things they may remember from certain rooms like the kitchen or a bedroom. Use the link above to share examples of what other farmhouses looked like during this time.
- Introduce the assignment. If you wish, you can have students read sample journals like the one linked above. You can also show them pictures of the house as a refresher or display them on the board. You should talk to students about the importance of journals as a way to preserve history.

During:

Students will first read/examine any of the resources assigned to them, then they will work on the reading. You can either have them do this independently (if they are older), or you can walk them through the writing process step-by-step. They can also read the resources out loud. Then, they will

pick elements of the farmhouse to write about. From there, they will create an outline before finally writing their piece. For grades 3-5, a paragraph of writing is suggested; older grades may wish to write a full page or letter instead of a journal entry

Modifications/Accommodations/Differentiation/Increases in Rigor:

The images can be displayed on the whiteboard as well. For students who are unable to see the worksheet, they can use the links provided in the lesson plan to see the graphics up close.

Closure:

To wrap up this lesson, have students share one thing that they learned about journaling during the process. You can have them submit their writing as an exit ticket or save it for a peer review process later.

Possible Extension Activities:

Writing Extensions (2 options):

- Students can be asked to write an essay detailing the pros and cons of living in Wisconsin. Think about the natural environment, available resources, geography, economic prospects, etc.
- Using a specific historical source, students can write a factual piece, such as a newspaper article, about an event of the time period.