

Through the Years: African-American History in Champaign County

Spring/Summer 2000

“The Shelton Laundry: 1934-1986”

by Doris Hoskins as told by Frances Shelton Moreland

Vocabulary list -
subsidy/subsidies
dispute
negotiate
frugal
integrity
legacy

Ties to National History -
Depression Era

http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53467--,00.html

Lesson plan on teaching the Depression using oral histories.

<http://newdeal.feri.org/>

Set of links for studying the Depression and the New Deal. Many lesson plans, projects, pictures, etc.

<http://www.eyewitnesstohistory.com/snprelief.htm>

Great link for studying the Depression - pictures that you can click on for more information. Good info about the different role of the family, women, etc.

<http://www.americaslibrary.gov/cgi-bin/page.cgi>

Library of Congress “America’s Library” - great site where you can “jump back in time” and read lots of information about different periods in American History

<http://www.pbs.org/wgbh/amex/rails/tguide/index.html>

This site has a teacher’s guide for a PBS movie that showed called “Riding the Rails” about teenagers that were homeless during the Depression. You can order the film online and get a Depression Era timeline from this site as well.

“Horatio Alger” Story

http://www.historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=200683

Short biography of Horatio Alger

Illinois Learning Standards -

15.A.3d Describe the causes of unemployment.

15.B.2c Explain that when a choice is made, something else is given up.

15.C.2b Identify and explain examples of competition in the economy.

15.C.2c Describe how entrepreneurs take risks in order to produce goods or services.

16.A.2c Ask questions and seek answers by collecting and analyzing data from

historic documents, images and other literary and non-literary sources.
16.C.2c Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.

Materials -

[Issues of the Spring/Summer 2000 Newsletter](#)

[Concept Map](#)

[Double-Entry Reflective Journal](#)

[Fortunately](#) by Remy Charlip

white paper

Objectives -

1. Develop vocabulary
2. Demonstrate comprehension of nonfiction text
3. Describe what people do in times of trouble to overcome obstacles
4. Analyze primary sources - artifacts

Before Reading -

Concept of Definition Map with vocabulary words

Model the definition map using something relatively simple - the included example is "[Siberian Husky](#)," but there are many other possibilities! Students should come up with the *category* (what the term is), a *comparison*, *properties* (what it is like), and *examples*. Students may need a few examples modeled before you have them work on their own.

Assign one word each to groups of 4 students. Using the text (they haven't read yet, but they can find the vocabulary and use it to help them understand a word), a dictionary, and/or each other, they should construct one concept of definition map. When they finish, have them present their maps to the class so that everyone is exposed to the vocabulary.

During Reading -

[Double entry reflective journal](#)

(Ideally, the students would be lifting the quotes or summary statements from the text themselves. If they have never done double entry journals before, however, this would be a good place to start.)

To model, read aloud a short nonfiction text. As you read, write a meaningful quote from the text or a short summary statement on the left side of the blackboard. On the right side, write "This reminds me of...." and complete it, or "I am confused because....", "I wonder....", or "I predict...."

Pass out the reflective journal pages to the students. Briefly discuss what they think of the two quotes they see listed on the left side of their journal. Instruct them to read to find out not only what these quotes mean, but what the Shelton

family did during these years to help themselves succeed. Students should write their reflections as well as the factual information from the text about the Sheltons.

After Reading -

1. Fortunately & UnFortunately

Discuss students' reflections in class as well as what the Sheltons did to overcome obstacles.

Give students a piece of blank white paper; have them fold in half. If available, read aloud Fortunately by Remy Charlip. This book follows a pattern: "Fortunately one day, Ned got a letter that said, Please come to a surprise party, but unfortunately the party was in Florida and he was in New York." Have students follow this pattern to write "Fortunately and UnFortunately" sentences about the Shelton Laundry text. (For example, "Fortunately, the Shelton Laundry was able to purchase machinery that was motor driven and they could take on more work for the University of Illinois. Unfortunately, they had a terrible fire in 1950 that destroyed their garage," or "Unfortunately, the stock market crash left people in terrible financial crises. Fortunately, Arah Mae Shelton decided to help her family by taking in washings to make more money.") When the class finishes their pages, bind them in a book and illustrate if time allows.

2. Primary Source Analysis - Analyze artifacts

What is an artifact?

In a computer lab, have students sign on to <http://www.history.org/history/argy/argykids.cfm>

This is a Colonial Williamsburg site with lots of games for kids to play related to artifacts. Have them select "Artifact Challenge" and play.

Go on to "Artifact Match."

Go on to "Find Artifacts in your Room."

When students are done with these games, ask them, "What is an artifact?" They should by now have the idea that artifacts can be old, but they don't have to be! They can be anything that represents history - a diary, a spoon, a Bible, a book, etc. The objects in their house right now are artifacts.

At this time, show them the pictures of artifacts from the Shelton laundry at the EAM. Have them complete the artifact analysis sheet below and discuss when all students are complete.

Assessment -

Use the group vocabulary map, the reflective journals, and the "Fortunately/UnFortunately" assignment to assess student comprehension of the vocabulary and the content of the text. Use the classroom discussion to assess students' knowledge about what artifacts and primary sources are.

Artifact Analysis

(Adapted from *Artifact Analysis Worksheet*, U.S. National Archives & Records Administration)

1. Describe the material from which this artifact was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other materials.

2. Describe how it looks, and if you are allowed to touch it, describe how it feels: shape, color, texture, size, weight, movable parts, anything printed, stamped, or written on it.

3. Describe the uses of the artifact:

What would it be for?

Who might it be for?

Where might it have been used?

When might it have been used?

4. What does this artifact tell us about the life and times of the people who made it and used it?

5. Can you name a similar item today?

***6. Draw a sketch, or bring in a photograph or the artifact you described in #5!