

FLCHE-TPS Second Grade

Ice Cream Demands

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<p>Enduring Understandings: Supply is the amount of something that is available to consumers. Demand is how much consumers want something. Primary sources (photographs and recipes) can tell us about the past.</p>	
<p>Essential Questions: What can we learn about history from photographs and other primary sources? What can we learn about economics from photographs? What is supply and demand?</p>	
<p>Vocabulary/Targeted Skills: supply, goods, services, consumer, demands</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <p>Prompt (<i>written or verbal</i>) Create a short summary of the four photographs, in sequential order, using at least one new vocabulary word.</p> <p>For example, <i>Thomas Jefferson brought an ice cream recipe from France to America. People liked ice cream. Over time, people made it and people wanted it. Later, ice cream stores opened to serve consumers the goods they demanded.</i></p>	
Lesson title: Ice Cream Demands	Time: two - 45 minute sessions
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.2.A.1.1 Examine primary and secondary sources. SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.</p> <p><u>Language Arts Florida Standards</u> LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question. LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. LAFS.2.L.3.4</p>	

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Content Purpose:

(I will) Use primary and secondary sources (so I can) to write a summary about supply and demand.

Assessment/Evaluation:

The students will create a diagram, using the vocabulary words to label the photographs. Once they are done, they will write a short summary (1-2 sentences.)

Reading Materials/Primary Source links:

****photos included on last few pages, but teachers need to remove titles before sharing with students****

Children making ice cream, 1940

http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_3.html

Jefferson brought this vanilla ice-cream recipe back from France

http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_2.html

I love my ice cream cone!

http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_1.html

Gary's Ice Cream, Jacksonville, FL

<https://www.loc.gov/item/2017709433/>

photo analysis worksheet from National Archives

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf

Suggested Procedures:

Session 1

1. To introduce this inquiry lesson, have students analyze the photograph *Children making ice cream, 1940*
http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_3.html, using the photo analysis worksheet from National Archives (https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf), but do NOT share the title of the photo.
2. Guide students through a discussion on what they think the photograph is depicting, making sure they include specific evidence from the photograph to support their response. However, don't give away the title or what the photograph is depicting.
3. Share the next primary source, a recipe from Jefferson (the real source and the transcribed version)
(http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_2.html), but be sure NOT to tell the students what they are looking at. Allow them to determine that it is a recipe. Then share that it is a recipe that Thomas Jefferson brought back from France. Allow them an opportunity to discuss what they think the recipe makes. If they get it, confirm, but if not, just wait. (As needed, explain who Thomas Jefferson was.)
4. Share the next photograph, *I love my ice cream cone!*
(http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_1.html). Using the 10-10-10 method, guide students through observing the photograph. (10-10-10: have the students list/state ten things they observe from the photo. Stop to share/discuss.

Have students list/state an additional ten things they observe from the photo. Stop to share/discuss. Have students list/state an additional ten things. Stop to share/discuss.)

5. Display the three photos side by side and have the students discuss what they think the three photos have in common. Guide them as needed. (*All three photos have something to do with ice cream.*)
6. Go online to read the short passages associated with the three photos:
http://www.americaslibrary.gov/jb/progress/jb_progress_icecream_1.html. Use the arrows to navigate to the next page.
7. Now show the students the final photograph of Gary's Ice Cream, Jacksonville, FL. Ask the students to discuss with their partner/group what the photograph is depicting.
8. Line the four photographs up in order: *Jefferson's recipe*, *Children Making Ice Cream*, *I love my ice cream cone!*, and then *Gary's Ice Cream*. Have the students create a short verbal summary, in sequential order.

Session 2

1. Complete step 8 again.
2. Introduce vocabulary words: supply, goods, services, consumer, demands. You could use BrainPop, Flocabulary, or some other engaging presentation.
3. Guide students through using the words in a sentence. Perhaps give them one word and allow partners to share a sentence with each other, etc.
4. Then give the students a copy of each photograph and a copy of the vocabulary words. Have them create a diagram, using the words to label the photographs. Once they are done, have them write a short summary (1-2 sentences.)

Extensions:

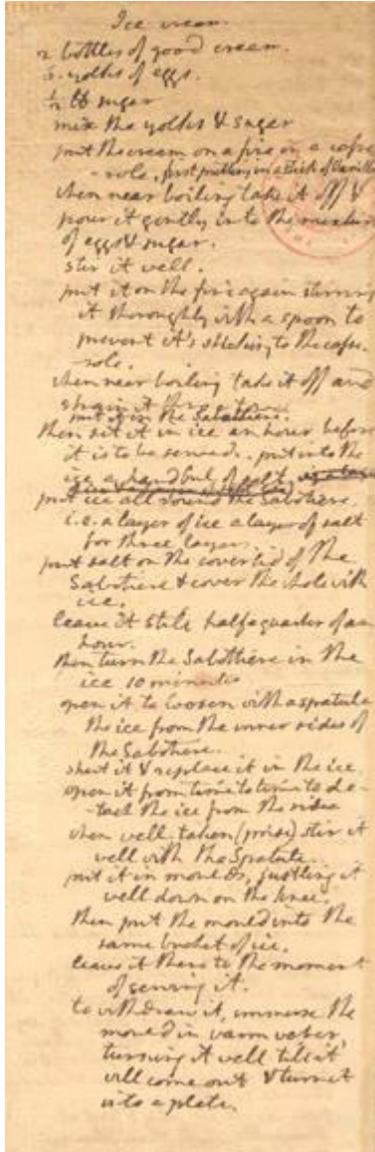
- Have students recreate the last activity, but this time use a different good.
- Conduct a classroom auction. An auction is perhaps the most effective way to demonstrate supply and demand since the students set the prices for the items. Give each student a set amount of fake money. Have certain items be more common such as pencils, and then have less common items such as stickers. Have the students bid on the items. Mark on the board how much each item ended at and then go into a discussion afterward as to why the items went for the prices that they did.



I love my ice cream cone!

CREDIT: Vachon, John, photographer. "Farm boys eating ice-cream cones. Washington, Indiana," 1941. Prints and Photographs Division, Library of Congress. Reproduction Number LC-USF33-016109-M3.

Ice cream



Jefferson brought this vanilla ice-cream recipe back from France
CREDIT: Jefferson, Thomas.

2 bottles of good cream
6 yolks of eggs
½ lb sugar
mix the yolks & sugar
put the cream on a fire in a casserole
first putting in a stick of Vanilla
when near boiling take it off &
pour it gently into the mixture
of eggs & sugar
stir it well
put it on the fire again stirring it thoroughly with a spoon to
prevent it's sticking to the casserole.
when near boiling take it off and
strain it thro' a towel.
put it in the Sabottiere¹⁴
then set it in ice an hour before
it is to be served. put into the
ice a handful of salt.
put salt on the coverlid of the
Sabottiere & cover the whole with
ice.
leave it still half a quarter of an
hour.
then turn the Sabottiere in the
ice 10 minutes
open it to loosen with a spatula
the ice from the inner sides of
the Sabottiere.
shut it & replace it in the ice
open it from time to time to de-
tach the ice from the sides
when well taken (prise) stir it
well with the Spatula.
put it in moulds, justling it
well down on the knee.
then put the mould into the
same bucket of ice.
leave it there to the moment
of serving it.
to withdraw it, immerse the
mould in warm water,
turning it well till it will
come out & turn it
into a plate.

“Jefferson's Recipe for Vanilla Ice Cream.” 1780's. Manuscript Division, Library of Congress.



Children making ice cream, 1940

CREDIT: Wolcott, Marion Post, photographer. "Children making ice cream to be sold for the benefit of the church at a ministers and deacons meeting near Yanceyville, Caswell County, North Carolina," 1940. Prints and Photographs Division, Library of Congress. Reproduction Number LC-USF33-031141-M4.