

Sample Lesson Plan A

Public History Workshop

We envision this lesson will come after students have learned the historical context of the 1960s and tools for analyzing primary sources. In particular, we imagine that students will have already been exposed to some essays from the “New York’s Future as I View It” contest collection in prior lessons about analyzing primary sources. This lesson could take one class period (plus homework) or could span longer, depending on how much editing/revision or how many letters the teacher hopes the student will complete.

I. Focus Questions

- A. What were young New Yorkers’ hopes and fears in 1965?
- B. How do their hopes and fears resonate with you now?

II. Lesson Objectives

- A. Students will analyze primary sources to explain what young New Yorkers hoped for and feared in 1965
- B. Students will demonstrate historical understanding and empathy as they craft responses to these letters

III. Resources

- A. [Folder of essays](#)
- B. [“New York’s Future as I View It” Project Worksheet](#)

IV. Standards

- A. **WHST4:** Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

V. Plan (50 mins)

- A. Introduce letter-writing project + activity (10 mins)
- B. Explore collection of documents with accompanying worksheet (30 mins)
 - 1. Open folder of documents, skim briefly (5-10 mins)
 - 2. Analyze document + brainstorm response
- C. Begin drafting response (10 mins)
- D. Homework
 - 1. Finish response

VI. Assessment

- A. Worksheet
- B. Draft of response