

Which Pennsylvania?

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Context

American History assignment suitable for one 90-minute class period. This assignment asks students to engage with an artwork as a primary source document, rhetorical object, and to consider its role in historical memory. In addition to fulfilling related Common Core standards (History) this lesson fulfills two Pennsylvania academic standards (Arts & Humanities). Lesson pairs well with [An Interview with the Paxton Boys](#) and [Transcribing the Paxton Boys](#).

Relevant Standards

- 8.1.9.B
- 8.1.9.D
- 8.2.9.B
- 8.2.9.D
- CC.8.5.9-10.F
- CC.8.5.11-12.I
- 9.3.8.A-B

Questions

- What makes art rhetorically effective?
- Why and for whom are artworks produced?

Objectives

- Students will describe how print and visual sources shape popular conceptions of Pennsylvania history.
- Students will research motivations of printers and visual artists.

Secondary Sources

- [Peaceable Kingdom Lost](#) (article)

Primary Sources

- [Penn's Treaty with the Indians](#) (artwork)
- [A Narrative of the Late Massacres \(1-6\)](#) (pamphlet)
- [The German Bleeds & Bears Ye Furs](#) (optional artwork)

Other Materials

- Internet access for to Digital Paxton and Google Drive
- Student laptops and classroom projector
- Assignment and Do-Now sheets