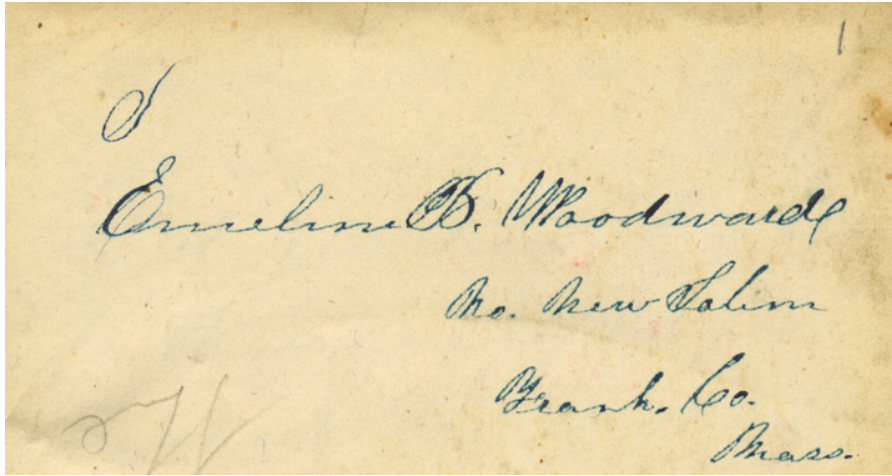


Cracking the code

Using clues to understand diary entries

SOL Connection:

USI.8b The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by identifying the geographic and economic factors that influenced the westward movement of settlers.



Wells, Emmeline B.. Diaries, 1844-1920 (vol 1)

[http://memory.loc.gov/cgi-bin/query/r?ammem/upboverbib:@field\(DOCID+@lit\(dia5574\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/upboverbib:@field(DOCID+@lit(dia5574)))

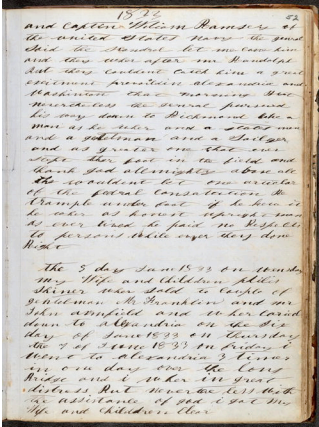
ACTIVITY

1. Do you keep a journal or diary? Or do you jot notes on pictures, calendars, check book memo lines, or in lesson plan books? What might someone learn about you or the times you live in from these primary sources that you are creating?
2. Next, read a primary source from the 19th century, Emmeline B. Wells Diary (and translation from LOC).
3. Complete the chart found in your folder.
4. Put together picture of Emmeline: What did she think about or deeply believe? What did she care about or love? What practical concerns or observations did she make? What do you think happened to her once she reached her destination?

REFLECTION (consider these questions)

4. How would you introduce the above activity to your students? What would you have them do after completing the activity?
5. What do you think makes this lesson engaging for students? What drawbacks do you see to this lesson?
6. What would be an appropriate “learning goal” for this activity?

Where can I find more items like this one?



From www.loc.gov, click on **American Memory**

Choose **Immigration, Westward Expansion** under “Browse by Collection Topic”

Choose **Utah and Western Migration ~ Multiformat ~ 1846-1869**
Trails to Utah and the Pacific: Diaries and Letters, 1846-1869

Choose **Categories of Materials**. Choose **diaries**.

Michael Shiner diary, 1813-1869.
<http://memory.loc.gov/ammem/aohhtml/exhibit/aopart1b.html#0104>

Click on any title that interests you. Click on the thumbnail of the item.

HINT: if an image does not appear on the bibliographic information page, click on “View this item.” If the letter is more than one page, click on **NEXT IMAGE** to scroll through the letter.

OR

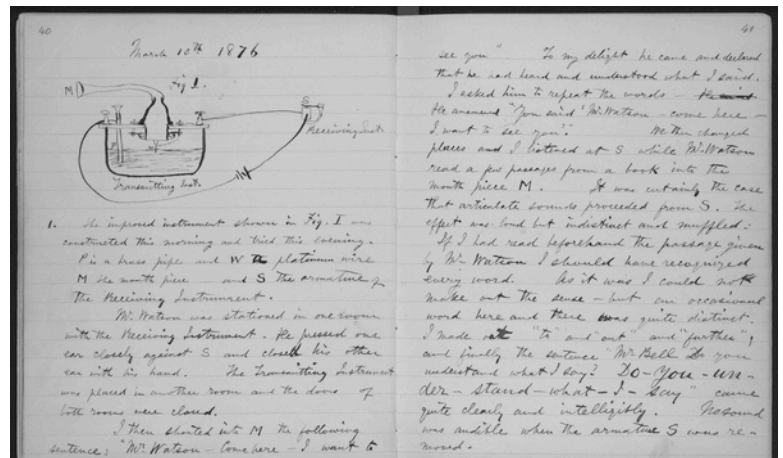
From www.loc.gov, click on **American Memory**

Click on a topic of interest to you.

At the box at the center of the screen (not the top left corner) which says “Search Selected Collections” type “diary,” “notebook,” or “journal.”

Click **Search**.

Click on any title that interests you.



Alexander Graham Bell's notebook entry of 10 March 1876
<http://memory.loc.gov/ammem/bellhtml/bellsp.html>

HINT: If the letter is handwritten look for a link that says “Transcription” or “View text.” To see if the Library has a transcription.

Cracking the Code

Identify Factual Information

Time frame, place, her age. Some of her life interests, year diary was written

Pose Historical Inquiry Question

How does she feel about traveling? Are many other people traveling at the same time?

List: *Interesting /peculiar language*

List: *Places and people*

List: *Topics written about or discussed*

List: *Personal Thoughts of writer*

List: *Other observations*

Create hypothesis that addresses the inquiry question you created.

List facts to support your hypothesis.