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| **Grade Level:**  1st Grade |

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| **Essential Question:**  How is school today similar to and different from school in the past?  **Supporting Questions:**   1. What patterns and routines do we have in my school and classroom today? 2. What patterns and routines did schools in the past have? 3. How are multiple resources helpful to readers and writers? |

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| **Source 1**   * [One room schoolhouse in rural Colorado](https://www.loc.gov/item/ncl2004004418/PP)   00379t.gif | **Source 2**   * [Boys and teacher in school interior at Colorado School around 1910](https://www.loc.gov/item/2002706092/)   3b25396t.gif | **Source 3**   * [Print showing classroom tools from around 1870](https://www.loc.gov/item/2001700214/)   07749t.gif |

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| **Background Knowledge / Contextual Paragraph for Teachers:**  The purpose of this resource set is for students to practice using the language of patterns and chronology in order to compare schools of the past to their own school and classroom today. Students will also practice using multiple resources to enrich their writing with detail. The final product that students will create is a non-fiction chapter book comparing schools in the past to schools today by using multiple details that they gather from sources including images, oral histories, as well as artifacts from their own classroom and school.  **Suggestions for teachers prior to teaching:**   * You may want to gather artifacts related specifically to the history of your own school. * You may want to choose an era of the past to focus on specifically with students that relates to the age of schools in your community. (For example, if your school was built in the 1960s, what was school like during that time?) |

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| **Building Background Knowledge for the Student**   * Have students create a “Museum of Us.” They collect and create an inventory of important items in their classroom or school. The inventory may include things like notebooks, computers, manipulatives, books, pencils, crayons, etc. They then determine the 5 most important things they think would belong in a museum in 100 years about their school. Have students discuss and debate which items are the most important in their classrooms. * Show (a) photo(s) of a classroom/your classroom today. Have students see how many of the following questions they can answer based on the photo(s):   + What does the classroom look like?   + What tools are students using to learn?   + What are students learning?   + What do students look like? What are they wearing?   + What else does the photo tell you? * Have students use artifacts from their classroom today to ask questions about the past. What are they wondering about? Have them make predictions about what they think was similar or different in schools in the past. |

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| **Strategy Instruction:**   * ***Close Reading:*** [See, think, wonder](http://tpsconnect.org/2016/07/20/elementary-age-primary-source-analysis-sheet/) by placing a photo in a plastic sheet protector and having students circle important details and annotate it with things they see, think, and wonder about the image.   + Suggestion: use sources 1 and 3 for this activity * ***Contextualization:***Finish the photo activity: Cut a primary source photo of a classroom in half and have students draw the other half based on classrooms today.   + [Suggestion: use source 2 for this activity - Ready to print version can be found here](https://drive.google.com/file/d/0By75HusF58yidHFyX1duNE9SVlU/view?usp=sharing). |

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| **Strategy Instruction Differentiation:**  Sentence stems for students to use in discussion:   * I see… I notice… I wonder… * I think \_\_\_ is important because \_\_\_. * \_\_\_\_\_ is interesting because \_\_\_. * I didn’t expect \_\_\_. * I don’t understand \_\_\_\_. I’m not sure why \_\_\_. * Why is/are \_\_\_? Who is/are \_\_\_? Where is /are\_\_\_? When is/are \_\_\_? How is/are \_\_\_?   Sentence stems for students to use in writing:   * In the past, \_\_\_\_\_. * Long ago, \_\_\_\_\_. * Previously, \_\_\_\_\_. * Today, \_\_\_\_. * In our classroom, \_\_\_\_. * Schools in the past/today were/are different because \_\_\_\_\_. * Schools in the past/today were/are similar because \_\_\_\_. * \_\_\_\_\_ is different from/similar to \_\_\_\_. |

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| **Discussion:**  Possible discussion questions for students:   * What do you see in the pictures that is different from school today? What is similar to school today?   + What did classrooms look like? What do they look like today?   + What clothes did students wear? What do they wear today?   + What tools did students use in school? What tools do they use today?   + How many students were in a class? What do you notice about the students in the class? What do you notice about your class today? * What else do you want to know about schools in the past? What questions do you have about schools long ago? * Which era would you rather live in? Why? * What do you think is important for students to learn in school? * Why is it important to look at lots of different resources from the past? How do multiple resources help us as readers? As writers? |

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| **Assessment:**   * Students write a nonfiction chapter book that compares schools in the past to schools today based on a variety of characteristics (how classrooms looked, what tools students used in school, what students wore to school, etc.). |

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| **Curriculum Standards:**   * CO History Standard 1: GLE 1. Describe patterns and chronological order of events of the recent past   + Evidence Outcome d. Use words related to time, sequence, and change (DOK 1) * CO History Standard 1: GLE 2. Family and cultural traditions in the United States in the past   + Evidence Outcome a. Identify similarities and differences between themselves and others (DOK 1-2) |

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| **Reading and Writing Standards:**   * CO Writing Standard 3: GLE 1 Evidence Outcome b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2) * CO Research and Reasoning Standard 4: GLE 1. A variety of resources leads to locating information and answering questions of interest * CO Research and Reasoning Standard 4: GLE 2. Purpose, information, and questions about an issue are essential steps in early research |

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| **Sample Activities:**   * Students work to add to their own thinking and final assessment product by using additional sources to add richer details to their writing. Students may need to think about what additional sources they need in order to add more details to their chapter books. * Students create a time capsule with items (or pictures of items) from their classroom they think are the most representative of what it was like to be a student in their class * Students develop questions about how the present compares to the past and determine what other sources might be helpful in their research (for example, How did students get to school in the past? What sources might we find that would help us to answer that question?) * Have students listen to the oral history from Marie Ferrero Cosimi (link below). Have them listen to the section from 45:10-51:25. (“…and do you remember much about your school days?”) Ask them some of the following comprehension questions about the source: * What grades was it? (1st -8th) * What did the school have in it? (potbelly stove, 1st-3rd in a room and…no equipment except a ball and bean bags, desks, blackboards, hook on desk to save paper, no pencil sharpener…) * How did they sharpen their pencil? * What was lunch like? (had to carry lunch in lard buckets and eat butter and jelly sandwiches though other students brought fried peppers and potatoes…only had fruit when it was available…only water to drink from a pump and when it froze they drank melted snow…drank water out of a dipper that they shared…sandwiches were not wrapped or in a bag). * What did she wear? (dress always, long underwear, socks) * Why did she pull up her long underwear (inference: didn’t want others to see it but needed it because it was so cold…have you ever been embarrassed to wear something to school and didn’t want to wear it?) * Where was the bathroom? (only an outhouse) * How many students were in her class? (4 or 5 in one grade level) |

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| **Extra Source 1**   * [Online flip book of an 1886 picture book](http://read.gov/books/apple-pie.html)   applepie_p.gif | **Extra Source 2**   * [Marie Ferrero Cosimi Oral History: Interview with a Colorado teacher](http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=6688fa97-4916-4aea-94cf-02c6161ed0e7&displayFields=Attachment&lang=en-US)   ViewImage.aspx |