

School Life: 100 Years Ago and Today

Teacher: Kristin Becker – 1st grade

Estimated lesson duration: 1 hour

Standards	Learning Goals and Objectives	Formative and Summative Assessment
<p>History Social-Science 1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals</p>	<p>Students will be able to identify differences and similarities in schools 100 years ago and schools today. Students will be able to use the words “different” and “similar” to compare and contrast school life in the past and present.</p>	<p>Double bubble thinking map Student responses during classroom conversation, pair shares and partner work.</p>
<p>ELD Part I 3 Offering opinions (emerging) Offer opinions and ideas in conversations using a small set of learned phrases (e.g. I think X.)as well as open responses in order to gain and/or hold the floor</p>	<p>Students will be able to use the sentence stem “I notice that___” to offer ideas about schools in the past shown in pictures.</p>	<p>Student responses during classroom conversation and pair shares</p>
<p>ELD Part II 6 Connecting ideas (emerging) Combine clauses in a few basic ways to make connections between and to join ideas (e.g. creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Students will be able to use the words <i>but, and, also</i> to compare differences and similarities in schools in the past and present.</p>	<p>Student responses during classroom conversation and pair shares</p>
<p>CCSS.ELA Language 1.1.g Use frequently occurring conjunctions (e.g. and, but, or, so, because) Language 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>Students will be able to use conjunctions (but, so, and, also) to explain the relationship between a picture of school 100 years ago and school life today.</p>	<p>Student responses during classroom conversation and pair shares</p>

Lesson Overview

This lesson is part of a unit on past and present. Students will look at a photo from a classroom in the past (100 years ago) and share what they notice. They will then use sentence frames to support their explanations about what is both similar and different in the photo compared to their school today. Students will work with a partner to complete a graphic organizer that is used to compare and contrast schools 100 years ago and their school today. They will share these findings with the class.

Segment/Activity	Vocabulary
<p>Launch (Contextualize Learning) 10 minutes</p> <ul style="list-style-type: none"> • “Last week we read ‘If you lived 100 years Ago...’ and found differences in life 100 years ago and today. Some of you noticed many things that were the same as well. These are called similarities. We use this word when 2 things are similar, or the same.” • Write definition on board: Similar- when two things are like each other or almost the same. • “Today we will use photographs, or pictures, to discover ways that schools were both similar and different 100 years ago.” • Show students a picture of a classroom from the past (refer to timeline and review with hand motion for past). • Students pair share what they notice about the photo. “I notice that_____.” • Guide students to notice: clothes, walls, furniture, etc. 	<p>Similar Different</p> <p>photographs</p> <p>past</p>
<p>Whole Class - 10 minutes</p> <ul style="list-style-type: none"> • Connect to prior use of double bubble map to compare 2 people. (MLK and Rosa Parks) • Handout copies photos of a rural WV school (1921) (Photo 1) to pairs of students • Guide students to use sentence frame to explain differences in school in photo compared to school today. “They are different because in the photo,_____, but in our class _____.” • Record differences on double bubble map (model both writing responses and drawing responses) • Guide students to use sentence frame to explain similarities between school in photo and school today. Sentence frame: “They are similar because in the photo _____, and in our class_____ also _____.” Scaffold: “In the photo _____, and in our class _____.” (or remove the scaffold frame and I can repeat back any responses that do not use also on their own and model how to use “also”?) -record similarities on double bubble map (model both writing responses and drawing responses) 	<p>but</p> <p>also</p>

<p>Partner work: double bubble map- 15 minutes</p> <ul style="list-style-type: none"> • Handout copies photos of a one room school from around 1910 (Photo 2) to pairs of students • Show students a different photo of a classroom in the past, review vocabulary in photo • Students will use photo to complete a double bubble map with their partner. • Review partner norms, expectations -Scaffold: students can write or draw similarities/differences as modeled 	
<p>Closing- 5 minutes</p> <ul style="list-style-type: none"> • Meet back as a class, share and record findings using sentence frames above. -option (time/attention span dependent?): students can add findings to their own double bubble maps that other students share • Summarize / review: 100 years ago schools were different than they are today because_____. They were similar to schools today because_____. • “Today we learned about how schools were different and similar 100 years ago. Tomorrow we will talk about the ways communication has changed over the past 100 years.” 	