

# CURRICULUM MAP: AT SCHOOL, THEN AND NOW

<p><b>Overarching Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn that the school experience of a child in 1888 was very different from a first or second grade student today.</li> <li>2. Students will explore artifacts and use experimental archeology to compare and contrast their school experience to that of local Minnesota children in 1888.</li> <li>3. Students will make connections between history, English language arts, science, themselves and persons of the past.</li> <li>4. Students will communicate (and ask for help while solving problems) to demonstrate learning and comprehension of material presented during this lesson.</li> </ol>					
<p><b>Program:</b></p> <p>Grades 1-2</p>	<p><b>Standards Applied:</b></p> <p>Grade 1 (5) and Grade 2 (6) applicable standards from Social Studies, Science, and ELA.</p> <p><small>*See "Cahill/Grange Standards Index" for applicable standards.</small></p>	<p><b>Timeline: 30 Minutes</b></p> <ul style="list-style-type: none"> <li>• 5 minutes Introduction</li> <li>• 10 minutes Patriotism</li> <li>• 15 minutes Compare and Contrast</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is this classroom different from your classroom today?</li> <li>2. How is this classroom the same as your classroom today?</li> <li>3. Why were schools smaller in the 1888 era?</li> <li>4. How has technology changed education?</li> <li>5. What can historic artifacts tell us about the people who used them?</li> <li>6. How have the lives and roles of children changed since 1888?</li> </ol>		
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening appropriately</li> <li>• Answering questions appropriately</li> <li>• Asking appropriate questions</li> <li>• Following directions</li> <li>• Repeat the original version of the Pledge of Allegiance.</li> <li>• Handle artifacts appropriately</li> </ul>	<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• Use 1888 era classroom tools such as slates, desks, historic maps and books.</li> <li>• Write with a slate pencil on a slate.</li> <li>• Learn about the importance 1888 educators placed on patriotism.</li> <li>• Experience the stories of one-room school life in 1888.</li> <li>• Practice classroom etiquette and behaviors of 1888 era.</li> </ul>		<p><b>Knowledge/Understanding:</b></p> <ul style="list-style-type: none"> <li>• Smaller and more sparse populations allowed for smaller schools with mixed age/grade classes in 1888.</li> <li>• Some tools have changed over time while others have stayed the same.</li> <li>• Patriotism was a key component of the classroom experience for students in 1888.</li> <li>• Expectations for children's behavior was different in 1888 than it is today.</li> <li>• Some components of school have changed over time while some have stayed the same.</li> <li>• Artifacts are important tools made and used by people in the past.</li> </ul>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Children's lives were different in 1888 compared to today.</li> <li>• The Pledge of Allegiance has changed over time.</li> <li>• Different ages and grades of students were all taught by one teacher in one-room schools in the 1888 era.</li> <li>• Artifacts are defined as "Something that tells us something about something," made by a human.</li> <li>• Artifacts can teach us about the people who used them.</li> <li>• Educational resources and technology have changed over time.</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students will appropriately reiterate key information presented in this lesson when asked open-ended, critical thinking questions.</li> <li>• Students will successfully repeat the original Pledge of Allegiance.</li> <li>• Students will use appropriate 1888 classroom etiquette.</li> </ul>