

CURRICULUM MAP: AT SCHOOL, THEN AND NOW

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