

LESSON CURRICULUM MAP: IT'S CHORE TIME 1888!

<p>Overarching Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will learn how technological changes such as electricity and running water led to the development of new machines and tools that changed the lives of Minnesotans. 2. Students will partake in challenges that compare and contrast the chores of children in 1888 to those of today. 3. Students will make connections between history, English language arts, mathematics, science, themselves and persons of the past. 4. Students will communicate (and ask for help while solving problems) in order to demonstrate learning and comprehension of material presented during this lesson. 				
<p>Program:</p> <p><i>1888 Time Machine!</i></p> <p>Grades 1-2</p>	<p>Standards Applied:</p> <p>Grade 1 (5) and Grade 2 (7) applicable standards from Social Studies, Mathematics, Science, and ELA.</p> <p><small>*See "Cahill/Grange Standards Index" for applicable standards.</small></p>	<p>Timeline: 40 Minutes</p> <ul style="list-style-type: none"> • 10 minutes Introduction • 5 minutes Station 1 • 5 minutes Station 2 • 5 minutes Station 3 • 5 minutes Station 4 • 10 minutes Conclusion 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What tools that we use today haven't changed since 1888? 2. Did children do more chores in 1888 than today? Why? 3. Why were the types of chores children did in 1888 more physically demanding than chores today? 4. How has technology changed chores? 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 • Participating in small group activities • Constructing and deconstructing a wood pile • Washing clothes in a wash bin • Handling artifacts appropriately • Making smart, safe decisions and choices 	<p>Students Will:</p> <ul style="list-style-type: none"> • Discuss how children's roles and chores have changed. • Stack a pile of split wood and compare and contrast how the tasks associated with heating and cooking have changed from 1888 to today. • Carry buckets representing water across a room and discuss the activities that utilize water in the home. How does this affect things such as cooking, cleaning, bathing and using a toilet? • Explore unique historic artifacts and discuss their modern counterparts. How and why have humans adapted and changed them? 	<p>Knowledge/Understanding:</p> <ul style="list-style-type: none"> • Children were essential in running a farm and home life in 1888. • Some tools have changed over time while others have stayed the same. • Technology, electricity, and running water have changed the way we live. • Children's chores were more physical in 1888 than they are today. • The roles of men, women and children in 1888 Minnesota were more explicitly defined than today. • 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 most important tools we have are our heads (minds) and our hands. • Chores were more physical in 1888 than they are today. • 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. 	<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 complete the four "It's Chore Time in 1888!" challenges presented.