

## Grade One

# How Did Students Have Fun Long Ago?

### FOCUS STANDARDS

#### **History-Social Science 1.4**

Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of **schools** and communities in the past.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, **games** and festivals, drawing from biographies, **oral histories**, and folklore.

#### **History and Social Science Analysis Skills :**

- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture

#### **English Language Arts Common Core State Standards:**

- RI 1.7 Use the illustration and details in a text to describe key ideas.
- W. 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Speaking and Listening 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Speaking and Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

#### **Common Core ELD Standards:**

- Section 2: I.B.6 Emerging: Reading /Viewing Closely  
Describe ideas, phenomena and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support
- Section 2: I.B.6 Part 1: Listening Actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentences frames and substantial prompting and support.

**Background:**

These lessons are best taught second semester of first grade at the same time as the Treasures Unit 3 on *Having Fun*. The social studies lesson on timelines should have already been presented.

**Preparing for the Lesson**

**Concrete Materials:**

Copy and Paste the following links into your browser and then print the images or prepare to project the images. Images can be found at the Library of Congress website at [www.loc.gov](http://www.loc.gov).

<http://www.loc.gov/pictures/resource/hhh.mn0297.photos.091437p/>  
<http://www.loc.gov/pictures/resource/cph.3b01999/>

Find an artifact to share (Examples: dial phone, record player, piece of chalk)

**Other Materials needed:**

Sentence strips  
Glue and scissors  
Large time line  
Chart paper

**Lesson**

**Big Idea:**

- Some aspects of people, places and things change over time while others stay the same.

**Objective:**

- Students will be able to compare and contrast play and games from today and one hundred years ago.

**Essential Question:**

How has our world changed over time and how has it stayed the same?

**Focus Questions:**

- What was school like 100 years ago?

- How did students have fun long ago?

If you use the Pearson History-Social Science Program, you can access the following resources from the Digital Path:

Song – *Way, Way Back*

Introduction Video – *The Old Schoolhouse*

Video Life Long – *Life Long Ago*

### **Academic Vocabulary:**

Past, present, history, artifact, photograph, like, different, compare, contrast

## **Instructional Procedures**

### **Part I**



If students have not discussed “the past” in previous lessons provide background knowledge by showing a picture of an older family member and telling the students that this person was born in the past or reading a picture book about someone who lived in the past. Ask the students how we know someone lived long ago.

1. Display an artifact from the past of your choice. (Examples: dial phone, record player, piece of chalk), or a photograph of an artifact. Tell the students that today they will be "thinking like a historian". Historians use primary sources to give them clues to what life is like in the past.

Ask the students:

- ❖ What is the object? What makes you think this?
- ❖ What is it used for? Why do you think so?
- ❖ Who used it? What makes you think this?
- ❖ What do we have today that we use instead? Why do you think this?

(After giving students the opportunity to respond, supply the correct name and function of the artifact.)

2. Introduce the following vocabulary using the artifact as an example:
  - ❖ Past, present, history, artifact, photograph, like, different

**Instructional Procedures**

3. Read together from *Wonders Volume 2: Life Now and Then*

Ask the students the following text dependent questions:

- Look at the photograph on the second page. Was this photograph taken today or in the past? What do you see in the photograph that tells it was taken long ago?
- How was life different long ago? What do you see in the photographs that tells you that? What did you read in the text that told you that?
- How was life the same in the past as your life today?

(Note: Cultural sensitivity should be displayed when showing these pictures. What is called the “past” may be “today” in some rural areas in other countries. The homes displayed in the text and the use of horse drawn carts is still available today.)

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Video Life Long – *Life Long Ago*

4. Display the following two photographs using the document reader or provide the photographs for pairs of students.

<http://www.loc.gov/pictures/resource/hhh.mn0297.photos.091437p/>

<http://www.loc.gov/pictures/resource/cph.3b01999/>

Create a circle map with *School 100 years ago* written in the center. Ask students the following questions allowing time for them to talk to their shoulder partner first before answering to the whole group.

Long ago \_\_\_\_\_. I know this because \_\_\_\_\_

5. Ask the students the following text dependent questions

Observations:

- ❖ Who went to school 100 years ago? What did you see in the pictures that tells you this?
- ❖ What did the students learn 100 years ago? What did you see in the

**Instructional Procedures**

pictures that tell you this?

- ❖ What did the classrooms look like? What did you see in the pictures that tell you this?
- ❖ What were schools like 100 years ago?

6. Ask the students the following text dependent questions.

Analysis:

- ❖ How are schools 100 years ago like your school today? What did you see in the pictures that tells you this?
- ❖ How are schools 100 years ago different from your school today? What did you see in the pictures that tell you this?
- ❖ How have schools changed over time?
- ❖ How have schools stayed the same?

7. Students work independently or in pairs to complete the following graphic organizer.

	<b>SCHOOL</b>	
<b>PAST</b>	<b>BOTH</b>	<b>PRESENT</b>

**Part 2**

Focus Question: How did students have fun 100 years ago?

7. Display the following photograph using the document reader or provide the photograph for pairs of students.

[http://memory.loc.gov/ammem/award97/ndfahtml/hult\\_school\\_02.html](http://memory.loc.gov/ammem/award97/ndfahtml/hult_school_02.html)

Students work in pairs to complete a circle map that asks the question below using the photograph as the text.

- ❖ How are students having fun 100 years ago?

Ask students to share their answers with the whole group. Complete a class circle map posted in front of the group.

Be sure to have the students notice the different ages of the students, the number of students in the school, the clothing, the role of the teacher.

### Instructional Procedures

8. Then as a whole group discussion answer the following questions:

- ❖ How has play changed over time?
- ❖ How has play stayed the same?

Add this information to a graphic organizer comparing and contrasting fun past and present.

9. Read aloud the oral history *A Grandmother's Memories*. Tell the students that the grandmother was 63 years old when she told this story. She is telling her story aloud. She is remembering what it was like to be a little girl in a one room schoolhouse over a hundred years ago. (Note: this is intended as a read aloud; students are not asked or expected to read this complex text.)



Front load tier 3 vocabulary found in *A Grandmother's Memories* selection by reviewing the primary source photograph of the school. Display the photograph on the document reader and label parts of the school (potbellied stove, benches, and chalkboard. Note the absence of indoor plumbing.)



Build prior knowledge. Ask students if they have a grandmother or older aunt who likes to tell them stories of life when they were little. Asks students to tell their shoulder partner about a time that their older relative told them a story.



Highlight the words and show pictures as you read unfamiliar vocabulary.

10. After the first read have students talk to a shoulder partner to answer the question:

- ❖ How are students having fun at recess?

Have students share their responses with the whole group while the teacher adds their answers to the circle map.

11. Read aloud the oral history selection a second time. This time ask text dependent questions to lead to an understanding of the big idea.



If students struggle to recall the text as you ask questions, chunk the text during this second read and ask questions after each chunk.

Text Dependent Questions:

- ❖ Who is telling this story? When did she tell this story?
- ❖ This is called an oral history. Is this a true story? How do you know?

### Instructional Procedures

- ❖ How do you know this story takes place in the past? What evidence from the story tells you this?
- ❖ Where would Grandmother's school be placed on our timeline. What evidence did you find from the oral history that helped you decide?
- ❖ What was the school like? How do you know?
- ❖ What was lunch time like at this school?
- ❖ How did the grandmother have fun?
- ❖ How was recess in the past like your recess at school?
- ❖ How was recess in the past different from your recess?

12. Look at the photograph of students playing. Let's compare our two texts. Could one of these students be the grandmother? Why or why not?



Teach the oral history selection in a small group setting to keep student engaged in the text.

#### **Culminating Task:**

13. Explain the project to the students. (Teacher may choose which option to pursue depending on technology availability.)

Option A. "We are going to be historians collecting oral histories about how people had fun in the past. You are to interview an older member of your family (such as your grandmother, grandfather, aunt or uncle) and write down what they say. We will take all of our oral histories and create a class book to be donated to the library or the local historical society".

Option B. "We are going to be historians and collect oral histories about fun in the past. We are going to invite members of our school staff to visit our classroom and each pair of students will be given the opportunity to interview the visitors while we video record the interview. We will create a class movie that can be donated to our library or used in a time capsule by students 10 years from now."

(Instead of using school staff, Grandparents could also be invited to visit the classroom during a specific time for students to conduct the interviews there.)

14. Demonstrate the idea of an interview. Teacher will model an interview with a student

**Instructional Procedures**

acting as the older adult. Put the questions on sentence strips for the practice session. Tell the students that they may ask the adult to spell a word if they have not heard it before.

15. Have students practice interviewing skills with a partner.

**Interview Questions:**

1. What games did you like to play when you were my age?
2. How did you have fun at recess when you were my age?

16. Give students a week to complete the interview if they are doing them at home. Allow time for the students to present the interviews to the class.

Note: Acceptable Use forms, both adult and student, will need to be completed if any videotaping or photography is part of the project.



Send home a letter in the students' home language explaining the project to the parents. Explain that answers can be in another language and will be translated.

Assessment: Writing to Inform

17. After completion of all activities the following assessment can be given. Students may refer to all posted graphic organizers and word wall for support.

**Communication Guide**

Long ago boys and girls played \_\_\_\_\_

Now I play \_\_\_\_\_

We are alike because

\_\_\_\_\_ We are different

because \_\_\_\_\_