

ONE-ROOM SCHOOLHOUSE LESSON PLAN

Lesson Title: Classrooms: Then and Now

Grade Level: Kindergarten – 1st

Standard(s)

8.1: Historical Analysis and Skills Development (PA State Standards)

A. Understand chronological thinking through days, week, months, years

B. Begin to develop an understanding of historical interpretation

II, Time, Continuity, and Change (NCSS)

d. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others

Objective

TSWBAT use primary sources to compare, contrast and understand the differences between classrooms of today and those of yesterday (over 100 years ago).

Materials

* clip boards, pencils, and paper (enough for each student) * chart paper
* markers (1 pack) * 1 adult scissor * Items for centers: dress-up clothes, lunch pails & plastic foods, quill pens and paper, horn books and abacus (a few for each center)

Subject Matter

The teacher will provide opportunities for students to participate in a living history lesson. This lesson focuses on comparing the classroom in the past and present demonstrating an understanding that while basic equipment and tools are needed for learning to take place, they are sometimes different in different times and places.

Procedure

Introduction & Motivation

- Students will select a partner (or teacher can partner students) and gather a clip board, pencil and paper. Then ask the students to imagine that they are walking into their classroom for the first time.
- Task: Partners will need to list/draw things that they see in the classroom. Making sure to focus on things that they observe that are necessary for learning to take place.
- Teacher as Facilitator – guide the students to notate some of the following items:

table/chairs

maps

chalkboard

flag

supplies

mailboxes/cubbies

teacher desk

whiteboards

bulletin boards computers globe
books coat rack calendar

- After 5 – 10 minutes the partners will gather back to the carpet area with their information to take part in a whole group discussion of their findings. The teacher will list the common information on chart paper leaving room for two columns at the end of each statement.
- Tell the children that tomorrow they will be taking a field trip to a classroom that was used 100 years ago.
- Direct the students' attention to the class list of objects/tools they found within their own classroom and star the items they think will be in the classroom of yesterday.

Development

- After completing the individual and class lists of classroom specific objects/tools explain to the class that they are now going to take a trip to a classroom from over 100 years ago.
- After arriving at the one-room school house explain to the students that they are now going to do the same activity that they did yesterday within their own classroom.
- State that their objective is to LOOK (**explain museum etiquette prior to arriving at the one room school house and review upon arrival**) at the classroom and see what objects/tools they needed to make sure learning took place 100 years ago.
- Allow the partners to explore and note observations within the one room schoolhouse just as they did yesterday. (5 – 10 minutes)
- Ring the school bell and instruct the students to sit at a desk with their research partner.
- Upon exploring the classroom, refer back to the list and mark with a green check mark the items that were really there and see if any of their predictions were correct.
- Add any items that they saw that were not already on the list.
- Refer to objects that the students may not have known what they were, ex. lunch pails, quill pens, abacus, horn books ...
- Break off into centers to allow students the opportunity to explore materials/objects/tools from yesterday. (replicas can/should be used to avoid possible breakage)
- 1.) Writing with quill pens 2.) Packing a lunch using plastic foods and lunch pails (What kinds of foods do you think they packed?) 3.) Reciting the horn book mini replicated lesson 4.) math facts using the abacus 5.) Dress-up: using clothing from that period of time – Role Play!
 - Spend about 5-7 minutes at each center. Ring the class bell to circulate children to the next center.
 - Be sure to take pictures while the children are discovering and exploring to use for their writing prompt later.

Closure

- While the children are at centers, have a parent volunteer cut apart the words of objects that were written on the group chart.
- After centers, instruct the children to go back to their desk.
- Pass out the teacher created word strips, making sure to give at least one to each set of partners.
- Make three columns on the board and title them; Yesterday, Both, and Today (see attached sample chart)
- Give the partners a minute or two to read and discuss their information to decide where it belongs on the board (yesterday, both or today.)
- Begin calling partners to come up and place their information on the chart.
- Upon completion, take 2-3 minutes to check over the strips and do a thumbs up/thumbs down to see if everyone agrees or if changes need to be made to the lists. Invite children to voice their opinions, however, make it clear that they also need to support their answers.

Assessment

Students will create a labeled drawing and list at least 5 items found in both a classroom of yesterday and today. (see attached rubric)

Re-teach Activities

- Distribute pictures of two photographs. One being a classroom from yesterday and one of a classroom of today.
- Ask the child to recall what we have talked about the past two days.
- Using a red and green marker, ask the student to circle items found in both types of classrooms in green and things that one classroom has and the other does not have in red. (You may have to do these in 2 steps for some children!)

Extension Activities

1. Read and enjoy, *The Secret School* by Avi (Synopsis: By the 2002 Newberry Medal winner! In 1925, a fourteen-year-old girl secretly takes over as teacher when her one-room schoolhouse in remote Colorado is closed.)
2. Transportation Focus: draw predictions of how students from yesterday arrived at their school each morning. Then create a pictograph of the various predictions. Ask & answer questions based on the pictograph (patterns, most, least, ties, how many more ...) Then check responses with photos.
3. Using a picture taken at one of your centers, Write a descriptive sentence or two (using kid writing) about what you were doing and why. Which classroom do you like better and why?
4. Read and discuss the events in, *Twister on Tuesday* (Magic Tree House Series #23.) Synopsis: That's what Jack and Annie get when the Magic Tree House whisks them back to the 1870s. They land on the prairie near a one-room schoolhouse, where they meet a teenage schoolteacher, some cool kids, and one big, scary bully. But the biggest and scariest thing is yet to come! Your head will spin when you read, *Magic Tree House #23 Twister on Tuesday*.