

**Kansas Schools—Then and Now  
Second Grade**

**Developed for  
Kansas Historical Society at the  
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**Overview** This lesson allows students to use primary sources to find out what schools were like in early Kansas. Students will use photographs as their primary source to compare and contrast early schools and their own school. Students will use a Venn diagram to record their findings. They will have opportunity to work in small groups to share information and practice their listening skills. Finally, they will demonstrate their knowledge by completing a writing project.

**Standards**

**History**

Benchmark 4, Indicator 2 The student locates information using both primary and secondary sources

Benchmark 4, Indicator 4 The student compares and contrasts to draw conclusions

**Common Core ELA – Writing**

W.2.7 The student participates in shared research and writing projects

**Common Core ELA – Speaking and Listening**

SL.2.2 The student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media

**Objectives**

**Content**

- The students will investigate Kansas schools from the past.

**Skills**

- The students will compare schools from the past to present-day schools using primary and secondary sources.

**Essential Questions**

- How are schools in Kansas today similar or different from schools in the past?
- Why have schools changed?
- What do you think school will be like for your grandchildren?

**Resource Table:**

<b>Image</b>	<b>Description</b>	<b>Citation</b>	<b>URL</b>
	<p><b>Blue Mound School, Jefferson County, KS</b> View of three boys with lunch pails walking from the Blue Mound School near Valley Falls in Jefferson County, Kansas. Also visible in the background are a shed and a girl standing near the school Date: Between 1900 and 1929</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i> Item Number: 208705</p>	<p><a href="http://www.kansasmemory.org/item/208705/page/1">http://www.kansasmemory.org/item/208705/page/1</a></p>
	<p><b>Students and Schools, Hoxie, KS</b> A classroom full of children Date: Between 1900 and 1930</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i> Item Number: 218871</p>	<p><a href="http://www.kansasmemory.org/item/218871">http://www.kansasmemory.org/item/218871</a></p>
	<p><b>Tennessee Town Kindergarten, Topeka KS</b> A photograph showing children playing musical instruments Date: Between January 1, 1890 and December 1900</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i> Item Number: 100517</p>	<p><a href="http://www.kansasmemory.org/item/100517">http://www.kansasmemory.org/item/100517</a></p>
	<p><b>Centennial School, Montgomery County, KS</b> A photograph showing children playing at Centennial School, District #9, Montgomery County, Kansas.  Date: 1892</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i> Item Number: 207744</p>	<p><a href="http://www.kansasmemory.org/item/207744">http://www.kansasmemory.org/item/207744</a></p>

## Lesson Plan

### Day 1

This activity uses the four pictures of Kansas schools from the past listed in the resource table, pictures of your school, your students in their classroom, your students in music class, and your students at recess, four index cards, and chart paper.

1. Begin by asking the class,
  - a. "What is the past?"
  - b. "What do you know about schools in the past?"
  - c. "How can we learn more about schools from the past?"
2. Record their answers on a piece of chart paper.
3. Ask students,
  - a. "What is a historian?"
  - b. "Do you know any words that sound like historian?" (history)
4. Share with students that a historian is a person who studies history, and history is the story of the past. Today your students will become historians by studying pictures of schools and students from the late 1800's- early 1900's. They will make observations and compare schools from the past to their current school.
5. Ask students,
  - a. "How do historians learn about the past?"
  - b. "How do you think we could learn about schools from the past?"
6. Tell students that historians use sources to find out about the past. They can use either primary or secondary sources. In school we often use secondary sources, like our social studies books, or picture books to learn about the past. Secondary sources are created by people after events have occurred.
7. Today, however, we are going to be using primary sources. Primary sources are photographs, objects, or writing from the time period that you are studying. Primary sources are created by people living during that time period. Sometimes it can be difficult to find primary sources, for example there are not many primary sources available to study pre-historic times.
8. Tell students that we are going to be historians. We are going to learn about schools from the past in Kansas. The schools were from 100 years ago. We are going to use photographs of these schools as our primary sources in order to learn about the past.
9. Use a document camera to project the picture of the outside of a one room school house, (**Blue Mound School, Jefferson County, KS**). Allow the students 30 seconds to one minute to make observations.
10. Using index cards, cover  $\frac{3}{4}$  of the picture. Ask students to make observations about the first quadrant of the picture. Continue this process with the rest of the picture.
11. Record student observations on chart paper. You can divide the chart paper into quadrants and record the information for each quadrant of the picture in the

corresponding quadrant of the chart paper. Be sure to include what students see as well as what they might hear, touch, taste, and smell.

12. Follow this same procedure to study a picture of the students' present day school. Allow the students 30 seconds to one minute to make observations. Using index cards cover  $\frac{3}{4}$  of the picture. Ask students to make observations about each quadrant of the picture.
13. Record these observations on another sheet of chart paper. Be sure to include what students see as well as what they might hear, touch, taste, and smell.
14. Continue this process for the other pictures. Show the picture of the classroom from the past (**Students and Schools, Hoxie, KS**), as well as a picture taken of your students in their classroom. Next, show the picture of the students from the past in music class (**Tennessee Town Kindergarten, Topeka KS**) as well as a picture of your current students in their music class. Finally, show the picture of the students at play (**Centennial School, Montgomery County, KS**) as well as a picture of your students at recess. Record all observations on chart paper. Save the chart paper for your next lesson.

## Day 2

This activity uses the pictures and chart paper from the previous lesson.

1. As a class, review the students' observations from the previous lesson. Tell students that the task for the day is to begin comparing and contrasting the schools from the past to their present-day school. Begin looking for similarities and differences between the schools.
2. Give students a copy of the Venn diagram. If it is not labeled, ask students to label the left circle **School 100 Years Ago** and the right circle **School Today**. Students may begin adding information to the circles. To make this easier for second graders, you may want to copy the Venn diagram on 18" x 9" copy paper.
3. Depending on the abilities of your students, ask students to find between three and seven differences, and at least three similarities.

## Day 3

This activity uses the pictures from Day 1 and the Venn Diagrams completed by the students from Day 2.

1. Ask students to share the information from their Venn diagram with a neighbor. Give them the opportunity to add new information to their diagram.
2. Ask several students to share one similarity or one difference their partner listed on his or her diagram. This encourages students to listen to their peers and remember what was said. Ask students to say "I heard my partner say..." If a student cannot remember an item, give that group a chance to confer and come back to them later. Allow students to add new information to their diagrams.
3. Place students in pairs. Give each pair a copy of one of the pictures from the past. Review with students the expectations for writing a paragraph. Ask

students to write a paragraph comparing and contrasting schools from the past and schools of today.

### **Assessment**

- Evaluate the student's ability to list similarities and differences between schools of the past and schools of today using their completed Venn diagrams and paragraphs.
- Observe the students' abilities to share information orally, and to listen to others speak.

### **Extensions**

- Share the book, *My Great Aunt Arizona* by Gloria Houston. It is the story of a woman who taught at a one-room school house.
- Share examples of school materials that were used at schools in the past. Clippership Publications <http://www.clippership-publications.com/home.html> has affordable materials that you can order.

### **Definitions**

history – the story of the past

historian – a person who studies the story of the past

primary source – a document or an artifact that was created at the time of an event or by a person who was present at the event (photograph, newspaper, diary).

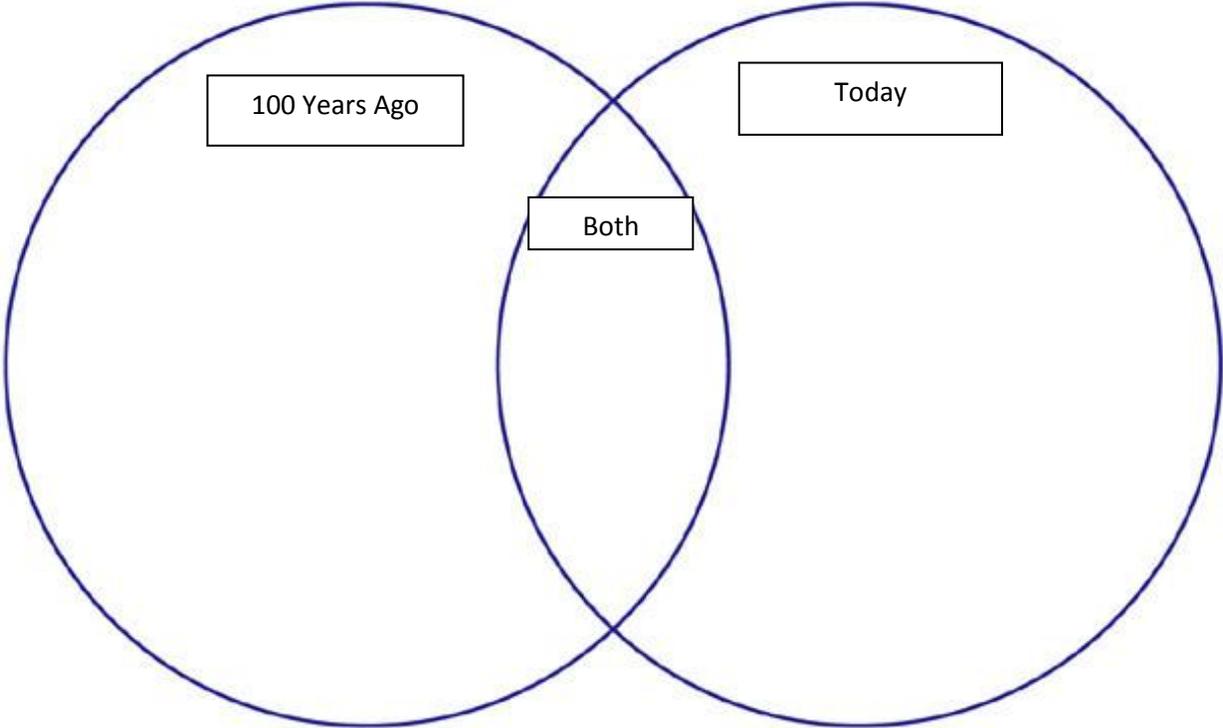
secondary source – a document or an artifact that relates to the past but is created by a historian

### **Graphic Organizer**

**Venn diagram** – A sample Venn diagram has been included. You may want to change the orientation to “landscape” and print on larger paper.

NAME:

School



**Blue Mound School, Jefferson County, KS**



## Students and School, Hoxie, KS



Tennessee Town Kindergarten, Topeka, KS



Centennial School, Montgomery County, KS

