School in the Past and Present
Second Grade
Developed for
Library of Congress Midwest Region
“It’s Elementary: Teaching with Primary Sources” 2012

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Overview
This lesson helps students to compare their school with those of the past. They will use photos and an actual visit to a one-room schoolhouse to learn about schools of long ago. They will write a journal entry of their visit to the school. This lesson is planned for three days including the trip to the one-room schoolhouse.

Standards
History
Benchmark 4,
Indicator 2: The student locates information using both primary and secondary sources.
Indicator 4: The student compares and contrasts to draw conclusions.

Common Core ELA—Writing
W.2.3: The student writes narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Objectives
Content
• The student will use primary source materials to gather evidence about the past and present.
• Students will compare and contrast their schoolroom with those of students in the past.

Skills
• The student will define primary source and identify an example (artifact or photo).
• Students will illustrate and write a short narrative of their one-room school experience.
Essential Questions

- How were schools different in the past?

Resource Table

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Crawford County" /></td>
<td>Crawford County one-room school house interior view. Crawford County, Wisconsin. 1939</td>
<td>Library of Congress, Prints &amp; Photographs Division, FSA-OWI Collection, [reproduction number, e.g., LC-USF35-1326]</td>
<td><a href="http://www.loc.gov/pictures/item/fsa20000040799/PP/">http://www.loc.gov/pictures/item/fsa20000040799/PP/</a></td>
</tr>
<tr>
<td><img src="image2" alt="Children at their desks" /></td>
<td>Children at their desks A photograph of children sitting at their desks in a District 101 school, Cimarron, Kansas. 1911-1912</td>
<td>Kansas State Historical Society Kansas Memory Item 217508</td>
<td><a href="http://www.kansasmemory.org/item/217508">http://www.kansasmemory.org/item/217508</a></td>
</tr>
</tbody>
</table>

Lesson Plan

Day 1

Divide students into groups of two. Provide each pair of students with a photo of a classroom from the past (use either Crawford County or Children at their desks photo) and one from the present. Explain to students that photos are primary sources of information and the objects in the photos are artifacts. Have students label the Venn diagram headings “Past” and “Present”. Working with their partner, allow students enough time to complete the Venn diagram. Together collect student results by completing a large Venn diagram on chart paper. In conclusion revisit the definitions of primary source and discuss examples.

Day 2

Visit Lower Fox Creek School at the Tallgrass Prairie National Preserve. (or any available one-room schoolhouse)

Day 3

In preparation for the assessment piece review the field trip and the definition of primary sources. Explain that they will each write a journal entry recounting their field trip. Their journal entry will be a primary source because they personally participated in the event.
As a prewriting activity, make a class list of all the artifacts that the students remembered from their visit to a one-room schoolhouse. Remind the students that they should use time order words such as first, next, then, and finally to write a paragraph about their experience. Have each student illustrate their entry on a separate sheet of paper.

**Assessment**
- Evaluate the students’ abilities to complete with accurate details the Venn diagram.
- Evaluate the students’ original writing and illustration.

**For the Teacher**
- Primary sources are the original items or records that have survived from the past. (diaries, artifacts, journals, photographs, and newspapers).
- Artifacts are objects intentionally made, modified or produced by humans for a certain purpose.
- Make enough enlarged copies of the classroom photo from the resource table so that every pair of students has a copy. You may want to laminate or put the photos in a clear plastic sleeve.
- Take a photo of your classroom. Make enough enlarged copies of the photo so that every pair of students has a copy.
- Make enough copies of a two-set Venn diagram so that each student has their own copy to complete.
- Related lessons: *Read Kansas!* lessons—P-14 Games Children Play: Then and Now (second grade) and P-18 Understanding Clues from the Past: School Days (third grade)
Templates
A two set Venn diagram may be found at the site below:
http://www.math-aids.com/cgi/pdf_viewer.cgi?script_name=venn_2set_graphic.pl&lines=1&language=0&memo=&x=72&y=21

The diagram below may be enlarged to fit an 81/2 x 11 piece of paper: