TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** Differences of children’s physical activities and safety equipment in the early 1900’s.

2. **Overview:** First, students will learn about taking proper safety precautions and wearing proper safety equipment when being active outside with their friends. Specifically, when riding their bike, skateboard, rollerblades/skates, or scooter. Students will then view a primary resource from the early 1900’s of three children on bicycles and tricycles. Students will compare and contrast the bicycles in the primary resource to today’s current model of bicycles. They will also discuss the safety equipment that is provided today that was not available to children in the early 20th century.

3. **Learning Goals:**

   - Students will learn in class about the proper safety equipment that should be used when riding a bike, scooter skateboard, or rollerblades/skates.

   - During the lesson, students will verbally answer questions and give verbal responses about the importance of using safety equipment to protect bones.

   - Students will then view a primary source photograph and write three similarities and three differences about the safety equipment that children had available 100 years ago.

4. **Time Required/Duration of Activity:** This lesson will take approximately 3 class periods, 35 minutes each.

5. **Recommended Grade(s):** Grade 3

6. **Subject:** This lesson focuses on both health and language arts curriculum areas.

7. **Credits:** Miss Natalee Bufalini, Aliquippa Elementary School, Aliquippa School District

8. **LDC Teaching Task:** (EC2: Informational/explanatory)

   - What did children do for fun or play time in the early 1900’s? After learning about using and wearing proper safety equipment that protect your bones, compare and contrast what safety equipment children used 100 years ago. Please write 3 examples of safety equipment that you use when you are playing with outside with friends, that children 100 years ago did not have access too. Think about the lesson where we discussed safety equipment and when you should use it to protect your bones.
Section II

9. PA Common Core Standards:

- **Health, Safety, and Physical Education:**

  10.3.3. D: Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
  10.4.3. B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

10. Materials Used:

- [http://www.loc.gov/](http://www.loc.gov) (primary source)
- 25 pieces of paper
- 25 pencils
- Interactive white board OR 25 copies of the primary source photograph for students to use at their desks
- Primary Source Analysis Tool & Teacher's Guide

11. Resources Used:


Section III

12. Instructional Procedures:

Instructional Mini Task #1:

1. During a lesson in the classroom, students will learn about the bones in their body and importance of how to protect them with safety equipment during recreational activities.
2. Throughout the lesson students will verbally read and answer questions from the board about when proper safety equipment is required and during what physical activities that it should be used.
3. Students will also discuss what safety equipment that they currently have at home and when they use it.
Instructional Mini Task #2:

1. Students will then view a primary source photograph that will be projected on the interactive white board.
2. Student’s will have to analyze and recognize the time period that the photograph was taken and they will have to think about what life was like for children back then.
3. Then they will be asked to write 3 similarities and 3 differences about the safety equipment in the photograph compared to the safety equipment that is available today, they will do this by using a Venn diagram worksheet.
4. In the overlap section of the Venn diagram, students will write any personal thoughts about the photograph that they would like to share.

Section IV

13. Assessment:

- At the end of the Instructional Mini Task #2, students will use a Venn diagram worksheet with two circles (one for similarities and one for differences) and an overlap in the middle. They will be asked to write 3 similarities and 3 differences of the primary source compared to their daily physical activities. They will also be asked to write 1 personal comment about their thoughts towards the primary source in the overlap space between the similarities and differences circles.

I have created a formative assessment primary source rubric to assess their understanding of the assignment. The rubric will assess the students: content, knowledge, and effort/ethics. There is a 0-3 point scale that the student’s will be graded on: “0” is below basic, “1.5” is average, and 3 is proficient (see next page).

I will use the LDC Informational Teaching Task Scoring Rubric for grade 2 to assess my student’s writing at the end of my primary source learning activity.
**Formative Rubric**

**Teacher:** Natalee Bufalini

<table>
<thead>
<tr>
<th>Points</th>
<th>0</th>
<th>1.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Student did not provide <strong>any differences</strong> about safety equipment from the primary source</td>
<td>Student provided <strong>1-2 differences</strong> about safety equipment from the primary source</td>
<td>Student provided <strong>3 differences</strong> about safety equipment from the primary source</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Student <strong>did not understand</strong> the prompt and <strong>did not complete</strong> the assignment to the full extent</td>
<td>Student <strong>seemed to understand</strong> the prompt but <strong>did not complete</strong> the assignment to the full extent</td>
<td>Student <strong>understood</strong> the prompt and <strong>completed</strong> the assignment to the full extent</td>
</tr>
<tr>
<td><strong>Effort &amp; Ethics</strong></td>
<td>Student <strong>did not work</strong> on the task assigned <strong>individually</strong> and <strong>did not give their best effort</strong></td>
<td>Student <strong>worked</strong> on the task assigned <strong>individually</strong> but <strong>did not give their best effort</strong></td>
<td>Student <strong>worked</strong> on the task assigned <strong>individually</strong> and <strong>gave their best effort</strong></td>
</tr>
</tbody>
</table>