TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** Children’s lives at the turn of the twentieth century as compared to children’s lives at the beginning of the twenty-first century.

2. **Overview:** Students will compare and contrast how children lived around 1900 compared to how children live today. They will use several sources to gain information about daily life of children around 1900. From the information found in the primary sources, the students will create a Venn diagram to show the comparison between children during these two time periods. Then they will put their information into a paragraph form to create an informational writing.

3. **Learning Goals:**
   - Students will analyze the sources to see what information they can obtain about life for children around 1900.
   - Students will list the information they have gathered.
   - Students will compare information about life in 1900 to their own lives, listing what is different and what is the same.
   - Students will complete their Venn diagram showing how children lived in 1900, how they live in 2014 and similarities between both sets of children.
   - Upon completion of writing assignment, students will see how different their life would be if they were born 100 years ago. This will also lead them to conclude that there have been many changes in 100 years.

4. **Time Required/Duration of Activity:** 5 Library classes which are 40 minutes each.

5. **Recommended Grade(s):** This lesson is designed for Grades 1-2.

6. **Subject:** This lesson focuses on English Language Arts and Social Studies curriculum.

7. **Credits:** Tammy May

8. **LDC Teaching Task:**
   What would it be like to a child in the 20th century as compared to being a child today? After looking at the three primary sources and the poem entitled, “Muddy Jim,” complete the Venn diagram showing “20th Century” in left circle, “21st Century in right circle” and same on the overlapping part. Write a short paragraph to describe what life was like for children during the 20th century as compared to the life of children today.
Section II

9. **PA Common Core Standards:**
   - Grade 1 Writing: 1.5.1.A, 1.5.1.B, 1.5.1.C, 1.5.1.D, 1.5.1.E, 1.5.1.F
   - Grade 2 Writing: 1.5.2.A, 1.5.2.B, 1.5.2.C, 1.5.2.D, 1.5.2.E, 1.5.2.F
   - Grade 1 History: 8.3.1.C
   - Grade 2 History: 8.3.2.C

10. **Materials Used:**
    - Primary Source Analysis Tool to Observe, Reflect and Question the sources
    - Venn diagram as a graphic organizer
    - Smart Board to show the sources completing each step as a class

11. **Resources Used:**
    - Title: [Elementary school children standing and watching teacher write at blackboard, Washington, D.C.] Creator(s): Johnston, Frances Benjamin, 1864-1952, photographer Date Created/Published: [1899?]
      http://www.loc.gov/pictures/item/96516051/
    - Title: [Children posed with bicycle and tricycles] Related Names: Detroit Publishing Co., publisher Date Created/Published: [between 1910 and 1920]
      http://www.loc.gov/pictures/resource/det.4a25886/?co=det
      http://www.loc.gov/pictures/item/ncl2004000511/PP/
      http://memory.loc.gov/cgi-bin/ampage?collId=berl&fileName=04010600//berl04010600.db&recNum=0&itemLink=r?ammem/berl:@field(NUMBER+@band(berl+04010600))&linkText=0

Section III

12. **Instructional Procedures:**

    Instructional Mini Task #1:
    Complete the Primary Source Analysis Tool as each of the three images are shown on the Smart Board. I will prompt each section by asking questions for discussion while we Observe, Reflect and Question. This will be completed as a class. During the Observe section, I will prompt students with questions such as: What do you see? What people and objects are shown? What is the setting? Etc. During the Reflect section, I will ask prompt: What’s happening in this picture? Why do you think this picture was made? If somebody made this picture today, what would be different? During the question section, I would ask: What do you wonder about? Why do think this picture was taken?
Instructional Mini Task #2:
The students will evaluate the poem and picture of "Muddy Jim" summarizing what makes Jim undesirable. Students will then infer what attributes were desirable to most people in the 20th century.

Instructional Mini Task #3: Using the completed primary source analysis tool, complete a Venn diagram showing what life was like in 20th century for children, what is different for children today and what both children have in common. Students can work with a partner.

Instructional Mini Task #4: Write a paragraph about what life was like for children in the 20th century as compared to what life is like for children today. The writing portion will be completed individually.

Section IV

13. Assessment:

At the end of Mini Task #4 students will complete their informational writing in a paragraph form. I will use the primary source rubric (attached) to determine their skill level for their writing.
# Formative Assessment Rubric – Mini Task #4

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<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>Student did not list any similarities or differences</td>
<td>Student listed 1 similarity or 1 difference</td>
<td>Student listed 2 similarities and 2 differences</td>
<td>Student listed 3 similarities and 3 differences</td>
<td>Student listed 4 similarities and 4 differences</td>
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<tr>
<td><strong>Focus:</strong></td>
<td>Student writing lacks focus and does not use sources</td>
<td>Student attempts to answer but lacks focus and does not reference the sources</td>
<td>Student answers question weakly and only uses 2 sources</td>
<td>Student stays on topic but only uses 3 sources</td>
<td>Student stays on topic during the writing and uses all sources provided</td>
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<td><strong>Grammar:</strong></td>
<td>5 or more grammatical errors</td>
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<td>1 or fewer grammatical errors</td>
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**CPS:** (capital letters, punctuation and best guess spelling)