Differences between Schools Now and Then

[http://lcweb2.loc.gov/cgi-bin/ampage?collId=rbc3&fileName=rbc0001_2002juv22424page.db](http://lcweb2.loc.gov/cgi-bin/ampage?collId=rbc3&fileName=rbc0001_2002juv22424page.db)

#1. Local Primary Source- Donora Smog Museum.

Kindergarten


1.1: N- Discuss unknown words and word meanings.

I will introduce the book of the “The Children” to my students. This lesson is based on kindergarten or first grade students. I will be projecting the book from the Library of Congress rare book collection. During this story we will review the Author and Illustrator of the book. We will discuss the characters of the story. I will want the students to identify the plot/main idea of this story. The story starts by asking the students to tell me what are some of the things that children long ago had that they had? While reading the story words that I know the students are unfamiliar with I will stop announce the word and review what it means. That will help the students to understand the book better. I would ask the students if the pictures look like other books pictures. I would discuss that students long ago did not have a lot. This would tie into the Local resource when we would take a trip to the Donora Smog Museum. Once we arrived at the Local Primary Source: The Donora Smog Museum, we would tour the museum and have the students point out things that children may have done or worn long ago. I want students to identify the difference between students today and students long ago. We will also look at the Donora schools pictures. I want the students to be able to identify the differences between schools now and then. I will encourage students to ask questions about items that look unfamiliar to them. I can explain the items
and tell them how it was used long ago and that some items are still being used today.

#2. National Primary Source-The Library of Congress/ Poetry 180
http://www.loc.gov/poetry/180/p180-howtoread.html

#2. Local Primary Source-Donora Smog Museum

Second Grade

PA Standards: 1.5: Publishing: Write a final product for the intended Audience.

1.6: A. Apply listening and speaking strategies effectively

I will introduce my lesson during the time of learning about poetry. We will review the rules of poetry and read through many other poems. Students will read poems on their own and be able to come to class and discuss the main ideas of the poems they read. I will read “How to read a poem” By Billy Collins. This is found on the library of congress website. I found it very helpful in informing my students on the appropriate way to read poetry. My Local Primary Source would be the Donora Smog Museum. We will tour the museum and learn about how the people lived many years ago. I will inform the students to pay close attention to all the artifacts. I will tell the students that they will need to come up with a poem of their home relating to the museum. The students can write about the artifacts that they saw of the photos in the museum. As long as it has something to do with The Donora Smog Museum they can write the poem. They will have a few days to complete their poem and then they will read them to the class. I will
assess if students are using any of the advice give by Billy Collins “How to read a poem”. I will have made copies of Billy Collins page and they can review it before they read their poems. Half of their grade will be from their poem they develop and half will be from their use of Billy Collins advice.
Heather Victor
February 16, 2009
Teaching Application Reflection

Click on the picture of Donora’s 1948 mayor. Now go to the “Opening of the Smog Museum and read the history educator’s anecdote. How important do you think it is to make history come alive? How can museums help accomplish this goal.

I have chosen the essay above for my students to complete. I would choose this essay because this essay gives the students more hands on experience. With younger students if they are able to see and hear items or ideas they are more likely to remember and make sense of it. Here the students are able to visually see pictures and have an idea of the concept that I would hope they would take from this learning experience. I like to assign things that keep students interested that way they are eager to keep learning. Using technology is considered to be a reward with most of these students in today’s society. So asking students to get onto a website and review the information they would prefer to do that rather than reading it out of a book.