TPS Primary Source Learning Activity

Section I

1. Title of Lesson: Preparing for Spring - Planning a School Garden

2. Overview: Students in my service learning class will discover the history behind school gardens while they develop a working vocabulary, read historical accounts of school gardens and examine pictures and advertisements promoting the establishment of a school garden. Students will read three (3) primary sources of information on the establishment of school gardens as well as view historic photographs and posters promoting gardens through primary sources of information from the Library of Congress website. Students will be engaged in reading and writing activities as they acquire knowledge, conduct observations, develop critical and independent thinking skills and prepare for an authentic activity that they can implement throughout their life. The culmination activity will be to create raised bed gardens. Vegetables grown will be donated to our local Meals on Wheels organization as well as be used by the students at home.

3. Learning Goals:
   - Students will identify school gardens evolution from the 18th century in Europe to its modern day existence on both sides of the Atlantic.
   - Students will complete Type I and Type II writing assignments as they view historic photographs and posters depicting school gardens.
   - Students will analyze, interpret and describe the message of historic school garden photographs and historic garden posters and newspaper advertisements using primary sources of information.
   - Students will describe and explain the benefits of this outdoor classroom.
   - Students will be provided with direct experiences as they connect with the ecology around them and learn how to establish their own gardens at home.

4. Time Required/Duration of Activity:

I would like to allow five (5) days for a total of 200 minutes to allow for reading and writing activities. I would then a lot an additional five (5) days to prepare the raised beds, plant via direct sow and plants and create garden journals with prompts to document student learning.
5. Recommended Grade(s): I will implement this project with learning support students in grades 9, 10, 11 and 12 in my Service Learning Course.

6. Subject: This is a cross-curricular approach to teaching and learning. Content areas addressed are science, math, reading, writing, history and art.

7. Credits: Michele M. Grandovic, Hopewell High School

8. LDC Teaching Task:

   Informational/Explanatory Task #13
   After researching school gardens from their evolution in the 18th century, write a Type II in which you describe and explain what school gardens looked like from the 18th century to their evolution today. Support your statements with evidence from your research.

   Informational/Explanatory Task #22
   After researching and reviewing historical school garden photographs and posters, write a Type II with a minimum of 13 lines in which you compare and contrast historic school gardens to school gardens created today. Support your statements with evidence from your research and photographs.

Section II

9. PA Common Core Standards:
   CC.1.2.9–10.A
   CC.1.2.910.B
   CC.1.2.910.F
   CC.1.2.9–10.J
   CC.1.4.910.U

10. Materials Used:
    Library of Congress Primary Source Analysis Tool
    Collins Type I and Type II
    Upside down “T” Charts
Ticket Out the Door

Rubrics

Computer, Projector, Smart board, iPads, Blank Journals

11. Resources Used:
   Primary Sources:

   http://www.loc.gov/rr/program/journey/schoolgardens.html?locfr=blogtea
   http://www.loc.gov/pictures/resource/pan.6a09434
   http://hdl.loc.gov/loc.pnp/fsa.8b06077
   http://www.loc.gov/pictures/search/

   Informational Text:

   http://www.loc.gov/rr/program/journey/schoolgardens-transcript.html

Section III

12. Instructional Procedures:

Begin Teaching Task: Take a good hard look at this photograph depicting school gardens in the 1800’s. Now look at this next photograph depicting Hopewell High School’s school gardens last year. What is the major theme that comes across as you study these two pictures?

For the next two weeks, we will embark on a historic trip of school gardens from the 1800’s to the 1900s as well as to examine school gardens, as they exist today. These resources came from the Library of Congress Primary Sources Website. Here let me show you: http://www.loc.gov/.

During this period of time, we will complete pair/share activities, clock buddies, independent reading and writing activities, Venn diagrams and Collins Type I and Type II writing assignments. You will be assessed on using a variety of assessment instruments like rubrics, pic collages, Type I and Type II responses and informal critical thinking questions posed through daily discussions. You will have an opportunity to work with your peers at times to share your thoughts and discuss the works that will be presented. I think you will find this study simply amazing as we take a look back at the start of school gardens and find answers as to the how’s and why’s they were created.
Instructional Mini Task #1 – Analysis of Primary Source Image: Students will be shown one of a series of 10 photographs that will be used in the next five days capturing early school gardens. Students will receive a copy of the Primary Source Analysis Tool from the Library of Congress.

The students will answer the following questions about each of the 10 photographs presented:

Observe:
1. What did you notice first?
2. Describe what the children are doing in the picture?
3. What is most surprising about the picture?

Reflection:
1. What would be different if this photograph was taken today?
2. How are today’s advertising posters/slogans for gardening promoted as compared to the historic ones recently viewed?
3. How did these images reflect society at this period of time?
4. What can you learn from this picture?

Question:
1. Where do these children live?
2. What period of time is this?
3. Speculate about what the children in the photograph are saying.

Students will be shown a photograph and have five minutes to complete the tool. They will then have an additional three minutes to turn and talk with their “clock buddy” about their answers.

Students will follow up with a Collins Type II writing prompt where they describe and explain what was learned from this activity. (5 to 7 sentences.)

Mini-Task #2

Students will be given the handout entitled, Transcript of School Gardens with Constance Carter. Students will be asked to read silently the article and highlight important points as they read. Students will be asked, “What vocabulary words stood out that you did not know?” Students will then be asked to complete a group oral reading of the article. Students will turn to a partner and complete a pair share activity using the upside down “T” chart (This is where the students write down what were the main ideas/what stood out, any connections/questions they have and finally, any unfamiliar words or terms). Following pair/share discussion and activity, the students will regroup for a discussion of main points raised in the article. The upside down “T” chart will be discussed and comments will be placed on the smart board for further discussion.
A writing assessment template (see below) will be given for students to further analyze their reading.

**Key Ideas and Details**

Students will be asked to read closely to determine what the text says explicitly and to make logical inference from it.

Q. What are the key ideas in this text?
Q. What have you learned from this text?

Turn and Talk to a Partner. Share your answers.

Analyze how you feel about this text.

Explain your feelings to a partner.

**Craft and Structure**

Students will be asked to interpret words and phrases as they are used in the text.

Q. Select five words and/or phrases and explain their meaning.
Q. What kind of text is this?
Q. Why was this text written?

Turn and talk to a partner. Share your answers.

**Integration of Knowledge and Ideas**

Students will integrate and evaluate the content presented in diverse formats.

Q. Were there any pictures in the text that helped convey the message of the text?
Q. What was the author's overarching message in this text?
Q. How does this selection connect to the theme of school gardens?

**Mini-Task #3 – Differentiated Instruction Activity**

The students will be asked to create a Pic Collage or a Movie Trailer using the Library of Congress website. They will access the website and select a minimum of three photographs to use to illustrate the history of school gardens. They will be asked to develop either a storyboard for the iMovie or text for the Pic Collage to include in their project. Students will then share their work and be assessed on their product and presentation.
Section IV

13. Assessment:

One Type of Summative Assessment that I will be using is the Primary Sources Analysis Tool to analyze historic photographs and prints. Students will complete an Analysis Tool for each photograph and poster presented.

They will answer the following questions:

Observe:
4. What did you notice first?
5. Describe what the children are doing in the picture?
6. What is most surprising about the picture?

Reflection:
5. What would be different if this photograph was taken today?
6. How are today’s advertising posters/slogans for gardening promoted as compared to the historic ones recently viewed?
7. How did these images reflect society at this period of time?
8. What can you learn from this picture?

Question:
4. Where do these children live?
5. What period of time is this?
6. Speculate about what the children in the photograph are saying.

I will use the following Formal Assessment Tool to assess all mini-tasks related to writing activities.
Formative Assessment Rubric

Service Learning

Mrs. Grandovic

<table>
<thead>
<tr>
<th>Student: ___________________________________</th>
<th>Date ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Student is able to list similarities and differences in the photograph.</td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Student has listed only 1 or 2 similarities or differences.</td>
<td>Student has listed only 3 or 4 similarities or differences.</td>
</tr>
<tr>
<td><strong>Contextualization</strong></td>
<td>Student is able to analyze the photograph and provide only 1 or 2 statements on what the image is depicting.</td>
</tr>
<tr>
<td><strong>Connection – Prior Knowledge:</strong> Student made a personal connection to the photograph.</td>
<td>Using prior knowledge, the student made no personal connection with the photograph.</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
</tr>
</tbody>
</table>