

Grade Level/Content Area: Elementary Social Studies Curriculum

Unit 2: Community Then and Now

Created 2021

Rationale

The purpose of this lesson is to teach students how to retrieve information from period photographs. In addition, students will be able to determine what kinds of insights and information can be gleaned from period photographs such as period history, technology, societal roles, and how people lived when comparing period photographs with modern ones.

Time Needed: Three class periods (depending upon class size)

Objectives:

They will discover essential clues about culture and life from the past.

Students will make comparisons between life in the late 1800's and today by comparing what aspects are similar, what are different.

Students will make conclusions based on observations.

Resources

Midway Village Digital Collection "Business, Interiors, 20th Century, Rockford, IL"
<https://midwayvillagemuseumdigitalcollections.omeka.net/items/browse?collection=20>

Primary Source Analysis Sheet for Novices from the National Archives
https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf

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<p>Illinois State Standards:</p> <p>SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>SS.CV.4.3: Describe how people have tried to improve their communities over time.</p> <p>SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.</p>	<p>Essential Question: In which communities are we included?</p> <p><u>Activity 1: What is Community?</u></p> <p>Start by asking students to make a list of the common characteristics of a community.</p> <p>Who lives in a community? What does a community look like?</p> <p>A community is a group of people living or working together in the same area. People in communities might go to the same schools, shop in the same stores and do the same things. They also help each other and solve problems together. If it's a bigger community, the people in it might not always go to the same places, but they might like or believe in the same things.</p> <p><u>Activity 2: What kind of Communities are you in?</u></p> <p>Let us start with your family. They are a type of community because they usually live together and do a lot of the same things.</p> <p>Then there are your friends. They share your ideas and probably go to the same school.</p> <p>Your neighborhood is a community. Your town or city is a community in your state.</p> <p>Your state is a community that is part of the United States. What else can you think of?</p> <p><u>Activity 3: Draw Your Community</u></p> <p>Have them students draw a picture of their communities. Break off into small groups or pairs and explain their pictures to each other and why they included things in their pictures?</p> <p>Assessment Collect their pictures and give credit for group participation.</p>
	<p>Essential Question: How are different people important to a community?</p>

Activity 1:

Using images from the Midway Village Museum Digital Collection, students will brainstorm how the person or place in the image may have been important to the community of Rockford in the past.

Work through one example together. Show the image “Jim Smith Grocery Store” to the whole class.

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1887>

1. Who and what is in the is in the photograph?
2. How is he important to a community?
3. In our communities today, what people or places do we have that are similar?

Activity 2:

Divide the students into groups or pairs to work on the images.

“Piggly Wiggly Food-O-Mat”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1933>

“Shoe Shop Interior”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1921>

“Ahlstrand Meat Market”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1918>

“Nurse at Work”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/4303>

“Rockford Public Library”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1522>

“Fireman Demonstrate Ladder”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1102>

“Sinnissippi Park Lagoon”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1297>

	<p>“Haskell Park Fountain”</p> <p>https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/1345</p> <ol style="list-style-type: none"> 1. Have each group fill out the National archive worksheet for the images. 2. Write a sentence explaining how each photograph shows something that is important to a community. 3. Write a sentence explaining what we have in our community today that is similar to what you see in the photograph. <p>Assessment: Collect their worksheet and writing activities.</p>
	<p>Additional Activities:</p> <p><u>Outreach Programs from Midway Village Museum</u> http://midwayvillage.com/outreach-and-traveling-history.html</p> <p>Creating Community- Students will learn the importance of a community working together. Lessons include historical maps, measuring tools, graphing activities, books, crafts and more.</p> <p>Local Life - This lesson includes primary source documents, photographs, artifacts and more that will teach students about how Northern Illinois was founded and by whom.</p> <p>Queen City of the Prairie - Step back and take a look at the early days of Rockford settlement. Who came and what did they find here?</p>