

Grade Level/Content Area: Grades 6-8 Social Studies Curriculum

Unit 4: School 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.

Materials Required:

Laptops, internet access, printed copies of National Archives Primary Source Document Analysis Sheet (link below), whiteboard or chalkboard.

Time Needed: Three or Four 40-minute class periods (depending upon class size)

Objectives:

By the end of the lesson, students will Know, Understand, and Do the following:

*Use primary source documents to illustrate the role of schools and daily life of students at various points and locations in Rockford area history.

*Using evidence from primary sources, students will answer “how do schools in the Rockford region differ across generations”.

Resources and Scholarship

Midway Village Online Collection “Schools, Rockford, Illinois”

<https://midwayvillagemuseumdigitalcollections.omeka.net/collections/show/12>

National Archives Primary Source Document Analysis Sheet:

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf

<p>Illinois State Standards:</p> <p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time</p> <p>SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras</p> <p>SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation</p> <p>SS.H.3.6-8.MdC: Detect possible limitations in</p>	<p><u>Day 1:</u> Go over set introduction and write student responses on the board.</p> <p>Set Introduction Ask students to brainstorm the following questions and write their answers on the board:</p> <ol style="list-style-type: none"> 1: What is a school? 2: What is the purpose of a school? 3: What types of things do you learn in school? 4: Why are schools important parts of a community and its history? <p>Activity 2: Log in to an internet browser and look up your school's website. Give students 10 minutes to explore your school's website and write down the following observations:</p> <ol style="list-style-type: none"> 1: What ages/grade levels does my school teach? 2: What pictures of your school are present on the website? <p>*Outdoor pictures: observe what is located outside the building and what materials the building is made out of (bricks, concrete, wood, etc.). What are students wearing outside? What is the season?</p> <p>*Classroom pictures: What sorts of things are hanging on the walls? How are students dressed (uniforms, seasonal clothing, etc)? How are teachers dressed?</p> <p>*Website features: What sorts of pictures are featured on the site? Sports? Academics?</p> <p>What do the pictures of the students tell you about the population at the school?</p> <p>Activity 3: Project picture of Henrietta School 4th grade classroom to your students: https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/3290</p> <p>Distribute paper copies of National Archives Primary Source Document Analysis Sheet to each student (link below).</p> <p>Guide student observations about Henrietta School and work through the worksheet as a class. Compare this historical document to your own classroom. What are the similarities? Differences? Write these on the observations on the board.</p>
--	--

<p>the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p> <p>SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.</p> <p>SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p>	<p>Project picture of Henrietta School Students to your students: https://midwayvillagemuseumdigitalcollections.omeka.net/items/show/3288</p> <p>Distribute paper copies of National Archives Primary Source Document Analysis Sheet to each student (link below).</p> <p>Guide student observations about Henrietta School Students and work through the worksheet as a class.</p> <p>Compare this historical document to your own classroom. What are the similarities? Differences? Write these on the observations on the board.</p> <p>Revisit anticipatory set and review student answers that were written on the board. Ask students what pictures of Henrietta School say about the anticipatory set.</p> <p><u>Day 2:</u> Ask students how they can learn from primary source photographs. Ask for examples from Henrietta School photos.</p> <p>Distribute 5 copies of National Archives Primary Source Analysis Sheet (link below) to each student.</p> <p>Have students go to the Midway Village Online Collection “Schools, Rockford, Illinois”: https://midwayvillagemuseumdigitalcollections.omeka.net/items/browse?collection=12</p> <p>Each student is to select 5 photographs from the collection (teacher may assign each student 5 photographs ahead of time) and fill out the primary source analysis sheets for each photo).</p> <p>Students are to work on their observations and sheet completions during the class period.</p> <p><u>Day 3/4:</u> Have students present their findings to the class. Teacher projects each photograph in the classroom while each student explains their observations.</p>
	<p>Assessment Completion of National Archives Primary Source Document Analysis Sheets. Presentation of 5 assigned photographs to class.</p>

	<p>Possible Extension Activities</p> <p>Plot all schools in archive on a map of Rockford. Determine which schools are still present in Rockford.</p> <p>Compare and contrast schools from Rockford and surrounding areas during various time periods.</p> <p>Compare and contrast schools from different time periods.</p>