

**Kansas Classroom – Then and Now
Second Grade**

**Developed for
Kansas Historical Society at the
Library of Congress, Midwest Region Workshop
“It’s Elementary: Teaching with Primary Sources” 2012**

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Overview

This lesson introduces students to classrooms of the past. Students will use photographs to compare and contrast classrooms in the twentieth century and today. Students will read diary entries written by a student and a teacher in the late 1800’s to understand point of view. Students will write a diary entry from a teacher or student perspective for a specific time period. This lesson is designed to take two class periods of about 45 minutes.

Standards

History

Benchmark 4, Indicator 2: The student locates information using both primary and secondary sources.

Benchmark 4, Indicator 4: The student compares and contrasts to draw conclusions.

Common Core ELA – Speaking and Listening

SL.2.1b The student will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.2 The student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.

Common Core ELA – Reading Informational Text

RI.2.9 The student compares and contrasts the most important points presented by two texts on the same topic.

Common Core ELA – Writing

W.2.3 The students write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

Objectives

Content

- The student will investigate Kansas elementary classrooms in the past.

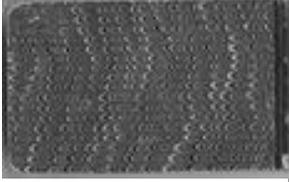
Skills

- The student will compare and contrast Kansas elementary classrooms in the 20th century with present day classrooms.
- The student will write a journal entry to portray the thoughts and feelings of a teacher and/or student in a specific time period.

Essential Question

- How do primary sources help to compare and contrast classrooms in the past and present?

Resource Table

Image	Description	Citation	URL
	<p>VALLEY FALLS PUBLIC SCHOOL, VALLEY FALLS, KANSAS This black and white photograph shows a group of students with their teacher in a classroom in Valley Falls, Kansas between 1900 and 1910.</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i>, Item 207857.</p>	<p>http://www.kansasmemory.org/item/207857</p>
	<p>CHILDREN AT THEIR DESKS, CIMARRON, KANSAS A photograph of children sitting at their desks in a District 101 school, Cimarron, Kansas, 1911-1912.</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i>, Item 217508</p>	<p>http://www.kansasmemory.org/item/217508</p>
	<p>SECOND GRADE CLASS, SUMNER SCHOOL, TOPEKA, KANSAS A photograph of a second grade class, taught by Miss Hadorn, at Sumner School, Topeka, Kansas, January 26, 1955</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i>, Item 215078</p>	<p>http://www.kansasmemory.org/item/215078</p>
	<p>ABBIE BRIGHT DIARY Born in Pennsylvania in 1848, Abbie Bright traveled to Kansas in 1870 as a young woman and her diary is primarily an account of this trip. It includes descriptions of her job as a teacher in a one-room schoolhouse.</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i>, Item 223662</p>	<p>http://www.kansasmemory.org/item/223662</p>
	<p>EDWARD S. "NED" BECK DIARIES The Ned Beck diaries describe the daily life of a boy in Holton, Kansas, in the late nineteenth century. Ned was born in Indiana and moved to Kansas with his family as a boy. He was eleven years old in 1880.</p>	<p>Kansas State Historical Society, <i>Kansas Memory</i>, Item 215431</p>	<p>http://www.kansasmemory.org/item/215431</p>

Lesson Plan

Day 1

1. Introduce the topic of elementary classrooms. They are students, so they are experts on what is in a classroom.
 - Ask students, “What is the past?”
 - Ask students what a classroom in the past would look like. How could we learn what it would be like? Students will share out their ideas with the class.
 - Ask student to look around our classroom. What do they see? Share observations and list them on the board.
2. Introduce primary and secondary sources.
 - Explain that primary and secondary sources are used to help us understand what happened in the past.
 - Share that a primary source is an item (artifact) or document that was created at the time of the event by a person who was present at the event, like a photograph or diary.
 - Share that primary sources are more than just looking at a picture or reading a diary. A primary source makes us ask questions such as: What was happening? Why was this event happening? What were the people thinking or feeling? What would you see, smell, hear, taste, feel if you were there?
 - Secondary sources are things that tell of an event in history secondhand, like a textbook telling about the event, or a biographer telling about someone’s life.
3. Show the students the photograph, **Valley Falls Public Schools, Valley Falls, KS**. Let them know the photos being shared are primary sources. Tell them this is a classroom in 1910.
 - Have students look at the photo for 30-60 seconds, silently.
 - Have table groups share their observations using a cooperative learning strategy.
 - Share observations and list them on the board.
 - Hang the picture on the board over the observations.
 - Optional: You could also show the photograph, **Children at Their Desks, Cimarron, KS** to show a close-up view of a classroom from the time period.
4. Show the students the photograph, **Second Grade Class, Sumner School, Topeka, KS**.

- Have students look at the photo for 30-60 seconds, silently. Have the table groups share cooperatively, then share observations as a class and list them on the board.
 - Hang the picture on the board over the observations.
5. Ask student to look around our classroom again. Do they notice anything they did not notice earlier?
 - Share observations and add them to the list on the board.
 - Ask students to look at the three lists of observations. Do they see any differences or similarities?
 6. Have students complete the **Kansas Classrooms – Then and Now** graphic organizer to compare and contrast the classrooms from 1910, 1955, and present. The activity includes asking a question about something else they want to know about the time period.

Day 2

1. Put the classroom pictures from the previous lesson up to view. As a follow-up activity from Day 1, allow students to share out the questions they wrote and allow time for class discussion.
2. Ask the students to look at the people in the pictures. What do the pictures have in common? (Both pictures have a teacher and students.) Put a T-chart on the board to compare and contrast the people in both pictures. This could be a comparison of past and present, or the comparison could be divided out with a chart for the teachers and a chart for students.
3. Introduce the topic of a diary to the students. Who writes in a diary? What is written in a diary? Lead them to understand that a diary is written by an individual to record personal experiences, thoughts, and feelings. The diary is a primary source because it was written by a person about his/her own experience, even though we only have a photo of the artifact.
4. Share the **Abbie Bright Diary**. Abbie was a 22-year-old teacher from the Midwest writing in 1870 about her first year as a teacher in a one-room schoolhouse. Project the diary snippets from pages 7-9 on the screen and provide text pages for the students to read, or put the text version on the screen with the diary image. After reading, have the class discuss some of the jobs and challenges the teacher had. What was unique to that time period? What would still be the same today?
5. Share a day from the **Edward S. “Ned” Beck Diary**. Ned was an 11-year-old boy from the Midwest writing in 1880 about his daily life. Project the entry from Friday, May 14, 1880 and provide the text version for students to read. After reading, have the class discuss what was read. What is this boy like? What are some of his responsibilities? What was unique to that time period? What would still be the same today?

6. Tell students they have read the thoughts of a teacher and a student in the late 1800's. In the previous lesson, we looked at classrooms from the past. Today, students will choose one of the time periods we looked at yesterday (1910, 1955, or present day) and write a diary entry for a school day. They may choose to write from a teacher's or a student's point of view. What activities took place? What did the person like or dislike? What was the person feeling or thinking?
7. Once students complete their writing, share aloud. This could be done as whole class, dividing into groups of teacher and student diaries, or dividing into groups by time period.

Assessment

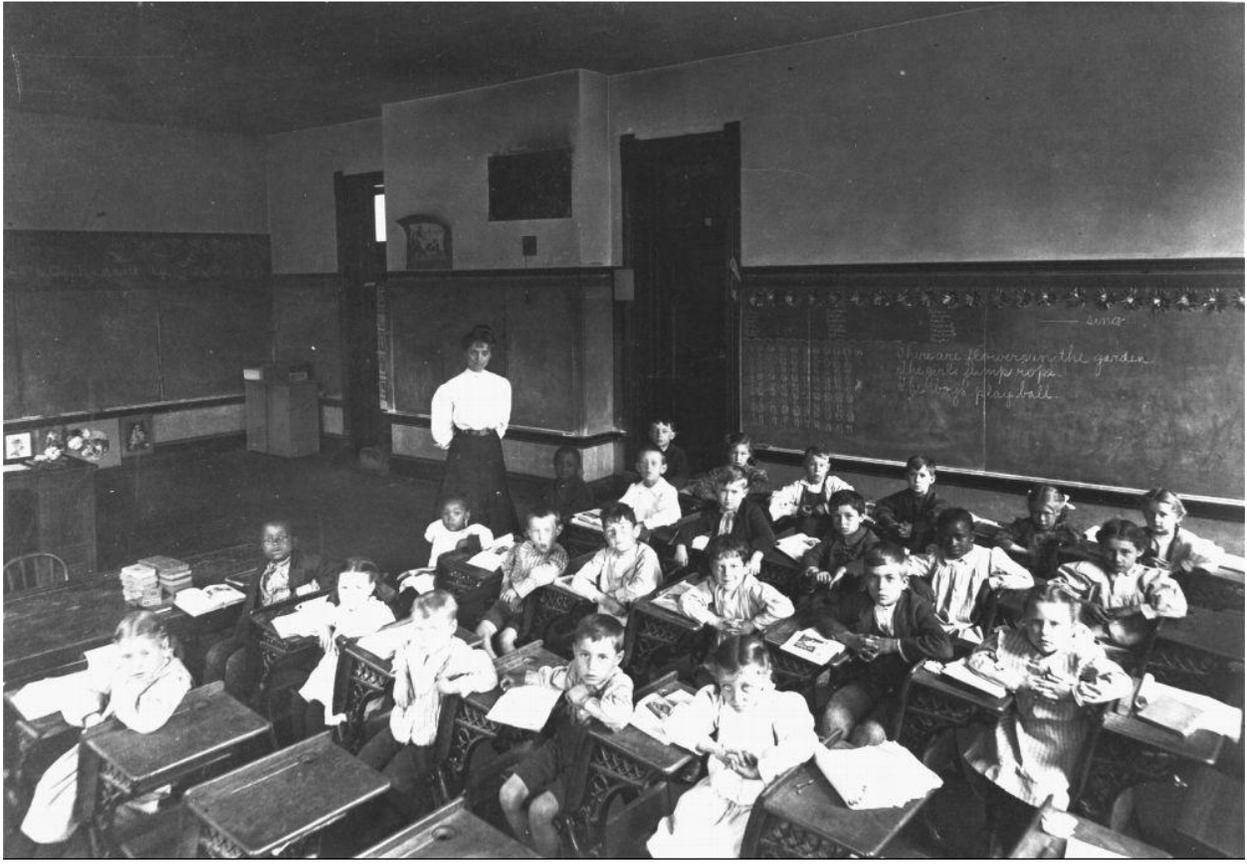
- Evaluate the student's ability to compare and contrast classrooms of the past and present by completing the **Kansas Classrooms – Then and Now** graphic organizer.
- Evaluate the student's ability to create a thoughtfully formed question about classrooms in the past based on the information shared.
- Evaluate the student's ability to use complete sentences to write a journal entry to portray the thoughts and feelings of a teacher and/or student in a specific time period.

For the Teacher

Encourage students to look carefully at the photographs to catch details and expressions. One way to help students notice details is to show only portions of the photo at a time to focus on particular areas or items. It may also be helpful to provide individual copies of the primary sources for students to examine with a magnifier. Ask questions to lead students to analyze the who, what, when, where, and why of the event. Help students to "step into" the photograph or diary entry to foster understanding of the subject's feelings and emotions. As an optional activity, the table groups could make skits to demonstrate elements unique to a time period, such as lighting a fire to warm the schoolhouse, then sharing how that is different in present day.

Note: The lesson for Day 1 includes an opportunity for students to share what they see in the photograph using cooperative learning strategies. This could simply be sharing their findings with their shoulder partner. Any strategy would be appropriate to give students an opportunity to voice and to hear what is seen in the picture.

Valley Falls Public Schools, Valley Falls, Kansas



Children at their desks, Cimarron, Kansas



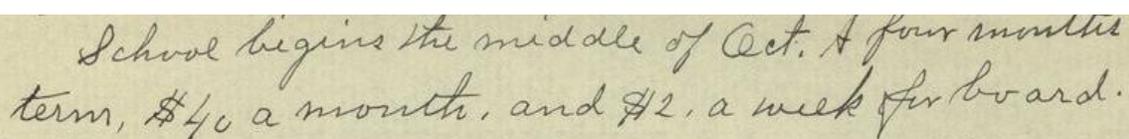
Second Grade Class, Sumner School, Topeka, KS



SUMNER SCHOOL
Mr. Richard Harder, Principal
Topeka, Kansas Jan. 26, 1955

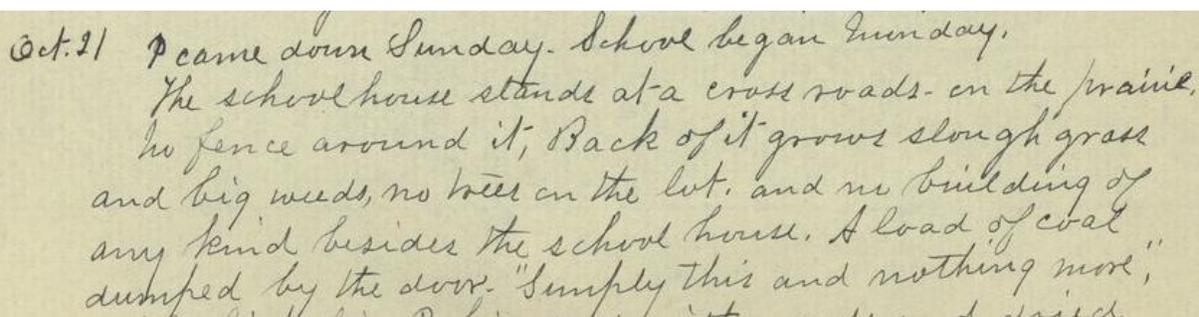
SECOND GRADE
Miss Hadorn

Excerpts from Abbie Bright's Diary, October, 1870 (p 6-7)



School begins the middle of Oct. A four months term, \$40 a month, and \$2 a week for board.

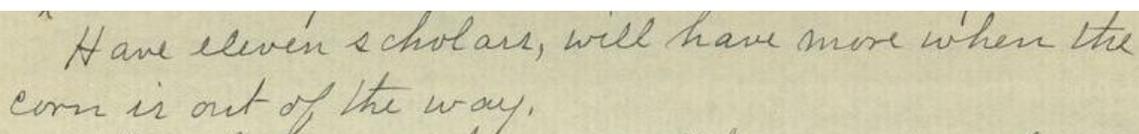
"School begins the middle of Oct. A four months term, \$40 a month, and \$2 a week for board."



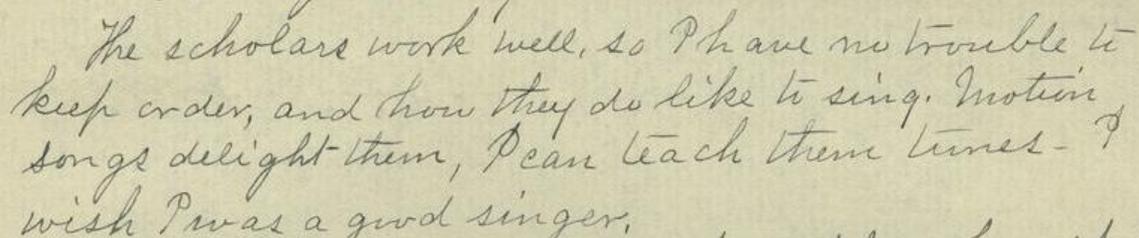
Oct. 21 I came down Sunday. School began Monday. The schoolhouse stands at a cross roads- on the prairie, no fence around it; Back of it grows slough grass and big weeds, no trees on the lot, and no building of any kind besides the school house. A load of coal dumped by the door. "Simply this and nothing more";

Oct. 21

"I came down Sunday. School began Monday. The schoolhouse stands at a crossroads on the prairie. No fence around it; Back of it grows slough grass and big weeds, no tree on the lot, and no building of any kind beside the schoolhouse. A load of coal dumped by the door. 'Simply this and nothing more.'"



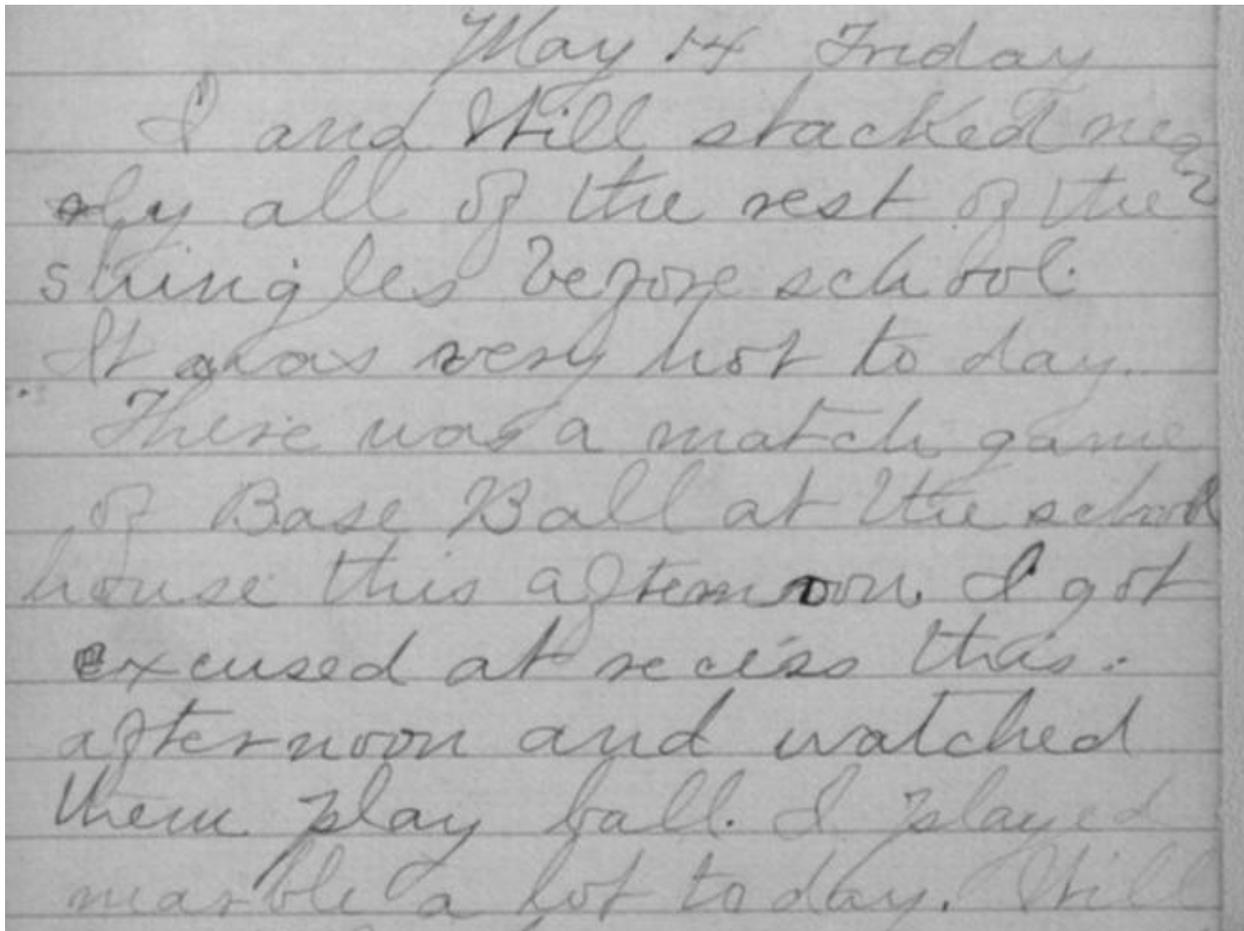
Have eleven scholars, will have more when the corn is out of the way.



The scholars work well, so I have no trouble to keep order, and how they do like to sing. Motion songs delight them, I can teach them tunes - I wish I was a good singer.

"Have eleven scholars, will have more when the corn is out of the way. The scholars work well so I have no trouble to keep order, and how they do like to sing. Motion songs delight them, I can teach them tunes. I wish I was a good singer."

Excerpt from Edward S. "Ned" Beck's Diary, May 14, 1880

A photograph of a handwritten diary entry on lined paper. The text is written in cursive and matches the typed transcription below. The entry is dated May 14, Friday, and describes the author and a friend stacking shingles, a hot day, a baseball game at school, and playing marbles.

May 14 Friday

"I and Will stacked nearly all of the rest of the shingles before school. It was very hot today. There was a match game of Base Ball at the school house this afternoon. I got excused at recess this afternoon and watched them play ball. I played marble a lot today."

Name _____



Kansas Classrooms – Then and Now

In the three boxes below, list at least one thing you notice in the classroom that is different from the other classrooms.

1910	1955	Now

Write three things that are the same in each classroom.

1. _____
2. _____
3. _____

If you could talk to a student from one of the classrooms from the past, what is one question you would ask? Year _____
