

FLCHE-TPS Lesson 1 Third Grade

Sensory Figures with Primary Sources

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ul style="list-style-type: none">• Primary sources tell a story about the past.• School is part of the American culture	
<u>Essential Questions:</u> <p>How does the study of history help us understand the past? How are American classrooms different today than they were in the past?</p>	
<u>Vocabulary/Targeted Skills:</u> culture, primary source, history, perception, senses	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> <p>Students will compare and contrast primary source photos by creating a sensory figure about a person in the photo.</p>	
<u>Lesson:</u> Sensory Figures with Primary Sources	<u>Time:</u> 120 mins (1-2 days)
<u>Standard(s):</u> <p>Florida Social Studies Standards: SS.3.A.1.1: Use primary and secondary sources to understand history.</p> <p>Florida Language Arts Standards: ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
<u>Content Purpose:</u> <p>Students will use primary sources to compare and contrast school culture in the late 1800s vs. the 2000s.</p>	
<u>Assessment/Evaluation (for this lesson):</u> <p>Sensory Figure worksheet and class discussion.</p>	
<u>Reading Materials/Primary Source links:</u> <ul style="list-style-type: none">• Elementary school children standing and watching teacher write at blackboard, Washington, D.C., 1899 (?) Library of Congress https://www.loc.gov/resource/cph.3b36952/• Elementary classroom in Alaska, 2007 Wiki Commons https://commons.wikimedia.org/wiki/File:Elementary_classroom_in_Alaska.jpg• Sensory Figure Worksheet	
<u>Suggested Procedures:</u> <ol style="list-style-type: none">1. Display and provide each student a copy of <i>Elementary school children standing and watching teacher write at blackboard, Washington, D.C.</i>, without the title, caption or	

citations. Have students attempt to determine what is happening in this photo without any prior knowledge about the photo.

2. Have students source the photo using Historical Thinking Skills:
 - Who took this photo?
 - Why was this photo taken?
 - When was this photo taken?
 - Where was this photo taken?
 - Is this photo reliable (trustworthy)? Why? Why not?
3. Ask students to imagine that they were in the classroom the photo is showing. Ask them what they think the students might be seeing, feeling, saying, hearing, and/or doing. Discuss with the students what evidence the photo gives that supports their answer during discussion.
4. After students orally express what they think the photo is showing, reveal to them the caption of the photo:
 - Elementary school children standing and watching teacher write at blackboard, Washington, D.C., 1899 (?)
5. Pass out the Sensory Figure worksheet. Go over the instructions, explaining to the students that they will be drawing one of the students in the photo. Remind them to be creative for they may not be able to see all sides of the student they choose to draw.
6. Once they have drawn their student, have them complete the sentence stems. The teacher should remind them that they will need evidence to support their sentences.
7. After students have completed the sensory figure, have them share it with the class.
8. In closing, pull up the photo of the elementary classroom in Alaska from 2007. Ask students to answer the following questions based on their own experiences:
 - What do you see that is different? the same?
 - Why do you think things in the classroom photos are different? the same? over such a long time period? (Guide students to relate to American culture today vs. back then. Also, you may want to mention technological advances.)
 - What do you feel classrooms of the future may look like?
9. Based on what the students have learned from this activity, have them gather evidence (primary sources) about their current classrooms. This could include: photos of their classrooms, newspaper articles about their school, assignments they have done in the classroom, artifacts from their classroom, etc.

Extensions: Students could make another sensory figure of themselves regarding their classroom today. Students could choose an object in the classroom (stapler, tape, Expo marker, whiteboard, computer, etc.) and research what this object would have looked like in the past.

References:

Elementary school children standing and watching teacher write at blackboard, Washington, D.C., 1899 (?) Library of Congress <https://www.loc.gov/resource/cph.3b36952/>

Elementary classroom in Alaska, 2007 Wiki Commons

https://commons.wikimedia.org/wiki/File:Elementary_classroom_in_Alaska.jpg

Reading Like a Historian <https://sheg.stanford.edu/history-lessons>

Sensory Figure worksheet adapted from History Alive Interactive Notebook

Sensory Figure- Complete the following sentence stems describing the historical figure you are studying. Then go back and draw your historical figure **(in the center)** based on the sentences you created. Your sensory figure should show the thoughts, feelings, and experiences of your historical figures.

I am hearing...

I am seeing...

I am saying...

I am feeling...

I am doing...

Name of my sensory person:

The daisy lives out in the grain
fields where it is sunny

The buttercup and the bluebell
her playmates in the meadow

Each flower has

