

TEACHING AMERICAN HISTORY PROJECT

Pre-Industrial Education – OSV resources *By Don Curtis and Max Echevarria*

Grade - Sixth

Length of class period – 1-2 hours

Inquiry –

- How were pre-industrial student's attitudes compared to contemporary student's attitude?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Analyze primary source documents (pictures, diaries, etc.) using document analysis worksheets.
- Compare and contrast students' attitudes towards school in the 19th century with those of the 21st century.
- Evaluate findings in cooperative groups.

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

- OSV diary entries, pictures, and political cartoons.
- Weekly journal entries written by students.
- Document Analysis worksheets.
- Graphic Organizers: Venn Diagrams; Expository writing pillar.
- Chart Paper.

Activities (What will you and your students do during the lesson to promote learning?)

Write journal entries for a week prior to this lesson.

Day 1 – Whole Class Activity

- Student would have analyzed the David Clapp's diary using the primary source document analysis worksheet with their teacher a day prior to lesson. (written document analysis worksheet) (More analysis worksheets not used in this lesson can be found at:
<http://www.archives.gov/education/lessons/worksheets/>)

Day 2 –

- Student's will be divided into cooperative groups of four.
- Each will receive a copy of the document analysis worksheets (1 picture, diary, etc)
- Each group will receive unique diary entries from various students of the 19th century. Pictures and cartoons will also be distributed.
<http://www.osv.org/education/LessonPlans/ShowLessons.php?UnitID=&LessonID=30&PageID=P>

(Primary sources on schooling can be found in the above link.)

- Student will create lists of unique characteristics of the time period including attitude towards school and daily activities.

Day 3 –

- Student will analyze Student volunteer journals and discuss findings as they had done in the prior day's activities.
- In analysis of the journals, student will be charged with listing unique characteristics of contemporary school attitudes.

Day 4 –

- Distribute personal copies of Venn Diagrams.
- Students will compare lists and discuss findings.
- They will then contrast the lists of contemporary attitudes with those of the 19th century and write such a comparison on their Venn Diagram.

Day 5 -

- As a class, a Venn Diagram will be created bringing together findings and discussion would ensue.
 - Using the expository writing pillar, students will formulate a plan explaining the differences between contemporary and pre-industrial attitudes.
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- Extension Activities
 - Student debate preparation.
 - Focus on general attitudes of school i.e. town expenses, adult diaries related to schooling.
 - Comparison of students' lives in general.

How will you assess what student learned during this lesson?

- Use empowering writer's expository rubric.
- Primary source analysis worksheets
- Venn diagrams
- Class discussions/participation.
- Informal assessments

Connecticut Framework Performance Standards –

146 CONTENT STANDARD 1: Historical Thinking

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- interpret data in historical maps, photographs, art works and other artifacts;
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time;
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.