

**Urban Education Roundtable PLC
Curriculum Unit**

Unit Plan Theme/Topic: Childhood Experiences

Unit Goals: <ol style="list-style-type: none">1. The students will understand how children lived, learned, and worked long ago.2. The students will compare children's lives long ago to today.	Overview: Learning from the past can benefit children in current times. In this unit we will consider how students long ago learned in schools, worked at home and secularly, and were entertained. Students will understand how artifacts can/will be used to learn about people and how they live during different time periods and in different environments.
	Grade Level: Elementary
	Unit Length: 2-3 weeks <u>New Jersey Student Learning Standards</u>
	Essential Questions: <ol style="list-style-type: none">1. What are your favorite toys to play with?2. What games do you like to play?3. Do you have toys or games from a sibling, parent, or other relative?4. Do you think toys and games were different from long ago? Why?5. What do toys and games tell us about kids?6. Exploring toys are historical artifacts. What can toys tell us about kids in the past?7. What do different dolls tell us about different groups? Indians? African Americans?8. Why do people create new toys and games?9. What makes a toy or game interesting or fun?10. How do video games change our view of other toys and games from the past?11. How can we learn about children in the past by learning about what they did in school?

12. What else do you want to know about schools in the past? What questions have you had about schools long ago?
13. Which era would you rather live in? Why?
14. What do you think is important for students to learn in school?
15. Why is it important to look at lots of different resources from the past? How do multiple resources help us as readers? As writers?
16. What kinds of chores do you do to help around the house?
17. Do you earn an allowance?
18. How many objects can you find at home to help with chores and jobs?
19. Based on what we have learned so far this week, what kinds of chores do you think children had to do long ago?
20. Do you think chores today were different from long ago?
21. Do you think that technology has made today's chores easier?

Objectives:

Students will:

1. We are learning to compare and contrast childhood play long ago and today.
2. We are learning to compare and contrast schools and learning long ago and today.
3. We are learning to compare and contrast childhood chores and work long ago and today.
4. Students will be able to write descriptive and explanatory sentences and stories. (They can write about their own toys/games, describe a toy they want to invent, compare and contrast different toys/games, etc.)

Materials & Resources:

- *On the Banks of Plum Creek* by Laura Ingalls Wilder
- [Then and Now Video](#)
- [Then and Now Read Aloud](#)
- [Ruby Bridges Read Aloud](#)

- Read Aloud: Toys Then and Now by Nadia Higgins
<https://www.youtube.com/watch?v=FelmAwzmFSE>
- K-2 Read Aloud: School Then and Now by Robin Nelson
<https://www.youtube.com/watch?v=v7ZEvbg14zE>
- 3-5 Read Aloud: On the Banks of Plum Creek by Laura Ingalls Wilder Chapter 20: "School".
<https://www.youtube.com/watch?v=3r7CPlsztDU>

Source Collection 1

- [Child seated in toy automobile](#) (image)
- [Child with toy dog](#) (image)

Source Collection 2

- [Elementary school children watching teacher](#) (image)
- [Washington D.C Classroom scene](#) (image)
- [Current Classroom](#) (image)

Source Collection 3

- [Shining shoes outside Near's Drug Store](#) (image)
- [Oh, chores! Oh, dear God. Every day we had something to do.](#) (image)
- [Boys carrying boxes of cranberries, Burlington County, New Jer Burlington County, New Jersey](#) (image)
- [Child labor in onion field, Rice County, Minnesota](#) (image)
- [Children working in the potato fields near East Grand Forks, Minnesota](#) (image)

Recommended Implementation Plan:

1. Fall Semester

Student Activities: (include links to handouts created in Google Docs)

1. Source Collection 1

a. Students will observe pictures of children playing long ago and discuss the similarities and differences of play today.

b. [Read Aloud: Toys Then and Now by Nadia Higgins](#)

2. Source Collection 2

a. K-2 Students will listen to the story School Then and Now and discuss the similarities and differences of schools long ago and schools today. Grades 3-5 will read/listen to Chapter 20 "School" and discuss the similarities and differences between schools long ago and schools today.

b. [K-2 Read Aloud: School Then and Now by Robin Nelson](#)

c. [3-5 Read Aloud: On the Banks of Plum Creek by Laura Ingalls Wilder Chapter 20: "School"](#).

3. Source Collection 3

a. Opener: Have students complete a survey about what chores they do. Can have multiple choice and then an "other" section where the students can write a chore that they do not see on the survey.

b. Discuss the results of the survey. What chores do they think were the most common?

c. What chores do students do around the world? Reference the book, "The Water Princess." Sometimes the chores that we do are for survival. For example, we have grocery stores, but other people have to hunt for their food to survive.

d. Seasonal: Shoveling snow, raking leaves, walking dogs. They can look at this geographically and think about how/why the climate might create opportunities for some chores and not others.

e. Chores are not limited to the house, but can sometimes expand to the neighborhoods that they live in. This is to help maintain a clean neighborhood.

- f. K-5 students will listen to the story *Life Long Ago: Cooking and Chores* by Karen Jones. They will also observe pictures of children doing chores long ago and discuss similarities and differences of chores today.
- g. [Chore Video for K-5](#)
 - i. Culminating Activity:
 - ii. Observe provided pictures of Children Playing Then and Now, Children in School Then and Now and Childhood Chores Then and Now.
 - iii. Use a question creation chart to make leveled questions based on the photographs for grades K-2 and 3-5.
 - iv. Use selected pictures to make example questions to model for students. Students will be able to use prompts/stems to create their own questions.
 - v. Choose pictures to present to class, one for each category.
 - vi. Use differentiated model questions using different tiered words.
 - vii. [One Room Country Schoolhouse Virtual Tour](#)
 - viii. Field trip to Howell Living History Farm: Children will participate in childhood chores, school, and play from long ago. They will experience hands-on learning that is both engaging and interactive to develop a true idea of what it was like to be a child long ago. [Howell Living History Farm](#)

4. Project

- a. Project (How will students synthesize all sources to create an outcome/ a product?)
- b. Project 1, Day 2 Children Playing: K-2: Students will work in pairs to draw a picture of their favorite toy and compare that toy to a toy in the past. Students will discuss the similarities and differences of their toys.
- c. 3-5: Students will work in pairs to compare their favorite toy and their favorite toy in the past. Students will write a paragraph about what the toy says about them and how people in the future will view their toy. As an

	<p>additional creative writing assignment, students could invent a brand new toy or game.</p> <ul style="list-style-type: none"> d. Project 2, Day 3 Children in School: K-2: Students will complete a picture sort where they will determine if the pictures are from Schools Long Ago or Schools Today. (TPT Activity) e. 3-5: Students will play a game of Scoot. Students begin at Station 1 and Scoot to others as they fill in the correct answer. f. Project 3, Day 4 Childhood Chores: K-5: Younger students will buddy up with older students (Example: K/5, 1/3 and 2/4) to rewrite the text from the shared story Life Long Ago: Cooking and Chores by Karen Jones in their own words. Students will work together to both write and illustrate the story. After the activity, students can play “Chores” Charades.
<i>Interdisciplinary Connections with Standards</i>	
	<p>English Language Arts: Procedure:</p> <ol style="list-style-type: none"> 1. Students create Venn diagrams as an anchor chart for comparing and contrasting different aspects of life long ago. 2. Students will create a KWL anchor chart to discuss what they know, want to know, and what they learned. Older students will complete a T chart. 3. Students will write a paragraph about what the toy says about them and how people in the future will view their toy. 4. Younger students will buddy up with older students (Example: K/5, 1/3 and 2/4) to rewrite the text from the shared story Life Long Ago: Cooking and Chores by Karen Jones in their own words. Students will work together to both write and illustrate the story. After the activity, students can play “Chores” Charades. 5. Students participate in an interview with an adult to discover what life was like for them long ago.
	Social Studies/History:

	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Students will observe a map of the United States; discuss/review cardinal directions. 2. Google Earth: Students will explore a one room schoolhouse. https://earth.google.com/web/search/One+Room+Schoolhouse/@38.51345219,-77.01902211,3.34391794a,103.20755537d,35y,-156.97692005h,44.99553668t,0r/data=Cn8aVRJPCiUweDg5YjcwNjA3NzI2Mjk2OWQ6MHhIODYyMzc4MmM4YWVlZmRjGR0dVyO7QUNAIW36WGY2QVPAKhRPbmUgUm9vbSBTY2hvb2xob3VzZRgCIAEiJgokCd2rt1WjXTNAEdurt1WjXTPAGcN5ZQLnCORAIY9YRg56JU7AOgMKATA
	<p>Math:</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students will determine greater and less than by discussing classroom sizes and understanding how school was different long ago. Students will compare/contrast their class size with other classrooms in the school. 2. Grades K-2 will compare using greater than/less than/equal to symbols. 3. Grades 3-5 will compare using fractions or decimals (depending on their grade level). <p>Extension: Students will organize and interpret their data into bar graphs. Students will compare their data and discuss how class sizes were different long ago and today.</p>
	<p>Science:</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The students in all grades will learn the life cycle of a plant (curriculum will vary by grade level). Students can look at plants that are unique to different habitats. 2. The students can plant a seed and watch it grow in the classroom. 3. If there is a gardening club, students can pick an area of the school to grow plants, vegetables, and fruit.

	<p>4. Students will look at the two pictures and discuss how farming was different long ago to today.</p> <p>https://www.loc.gov/item/2005685013/ https://www.loc.gov/resource/ppmsc.01664/</p>
	<p>About the Authors: We are all elementary school teachers in Hamilton Township School district: Nataly Beck: 5th grade Stephanie Gephart: 1st grade Jenna Mihalow: Kindergarten</p>