

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Exploring Primary Sources— My Community Then and Now

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (2 pages)
- How to Use This Resource** (5 pages)
- Lesson Plan** (10 pages)
- Photograph Card** (2 pages)
- Primary Source Document** (1 page)

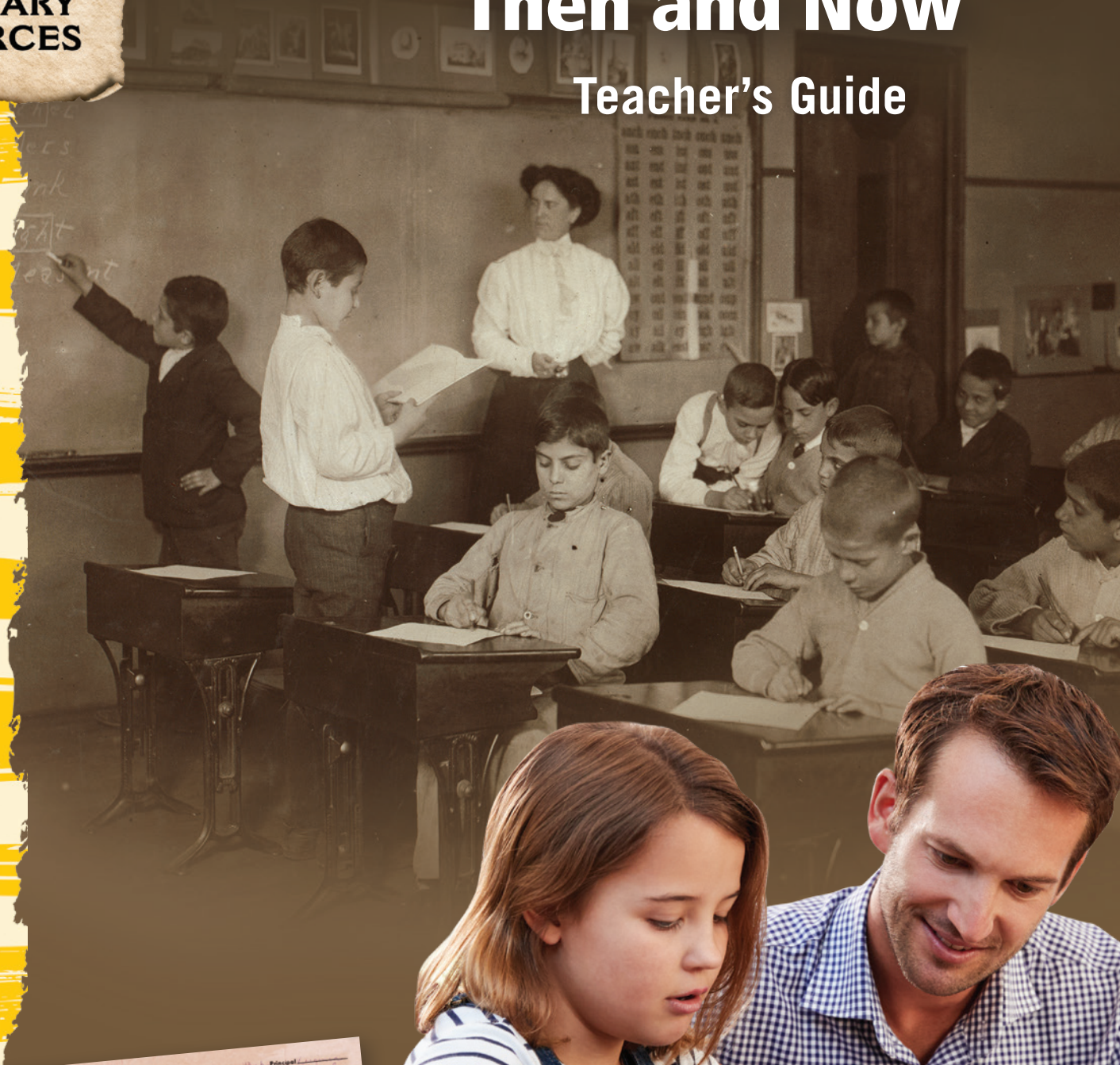
To Create a World ⁱⁿ which
Children **LOVE** to Learn!

800-858-7339 • www.tcmpub.com



My Community Then and Now

Teacher's Guide



STUDENT'S NAME _____ Present Grade _____ School Year _____ School _____ Principal _____

ACADEMIC ACHIEVEMENT AND EFFORT	REPORTING PERIOD			
	1	2	3	4
READING				
WRITING				
ARITHMETIC				
SCIENCE				
ENGLISH AS A SECOND LANGUAGE				
HEALTH EDUCATION				
ART				
PHYSICAL EDUCATION				

WORK HABITS AND COOPERATION	REPORTING PERIOD			
	1	2	3	4
LISTENS TO AND FOLLOWS DIRECTIONS				
FINISHES WORK ON TIME				
KEEPS OWN MATERIALS IN ORDER				
IS RESPONSIBLE				
ASSUMES RESPONSIBILITY FOR ACTIONS				
RESPECTS RIGHTS AND PROPERTY OF OTHERS				
IS COURTEOUS				
OBEDS SCHOOL RULES				

EXPLANATION OF MARKS	REPORTING PERIOD			
	1	2	3	4
EXCELLENT				
SATISFACTORY				
UNSATISFACTORY				

TEACHER COMMENTS AND PARENT'S SIGNATURE

Teacher's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

EXPLANATION OF MARKS

ASSIGNED TO: _____



Introduction

Why Are Primary Sources Important?	5
Research on Using Primary Sources	7
Analyzing Primary Sources with Students	12
Components of This Resource	16
How to Use This Resource	19
Standards Correlation	24
Asking Questions	28

Primary Source Activities

Schools

Lesson Plan: In the Classroom	31
Student Reproducibles.	36

Libraries

Lesson Plan: A World of Books.	41
Student Reproducibles.	46

Health Care

Lesson Plan: Take Care	51
Student Reproducibles.	56

Postal Service

Lesson Plan: Mailing Items	61
Student Reproducibles.	66

Banks

Lesson Plan: What Are Banks?	71
Student Reproducibles.	76

Law Enforcement

Lesson Plan: Law and Order	81
Student Reproducibles.	86

Fire Departments

Lesson Plan: Saving Lives.	91
Student Reproducibles.	96

Farming

Lesson Plan: Feeding People	101
Student Reproducibles.	106

Culminating Activities

Project-Based Learning Activity

Lesson Plan: Building a Community.	111
Student Reproducibles.	112

Document-Based Questions

Lesson Plan: DBQ Task 114
Student Reproducibles 115
DBQ Rubric 118

Making Connections

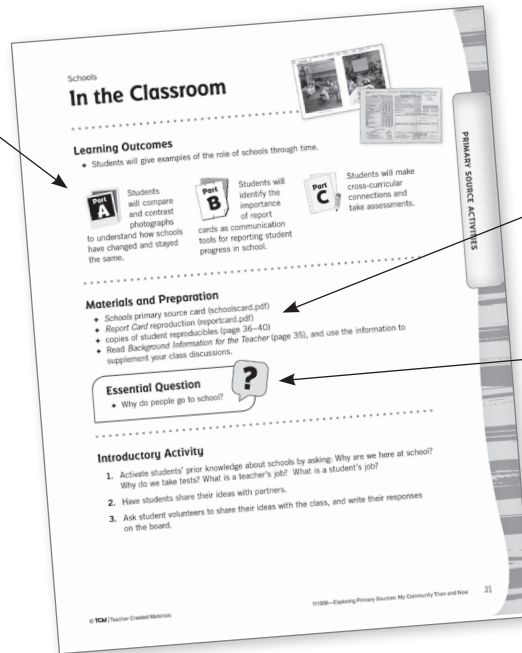
Technology Connections 119
Read-Aloud Literature Connections 123

Appendix

References Cited 125
Answer Key 126
Digital Resources 128

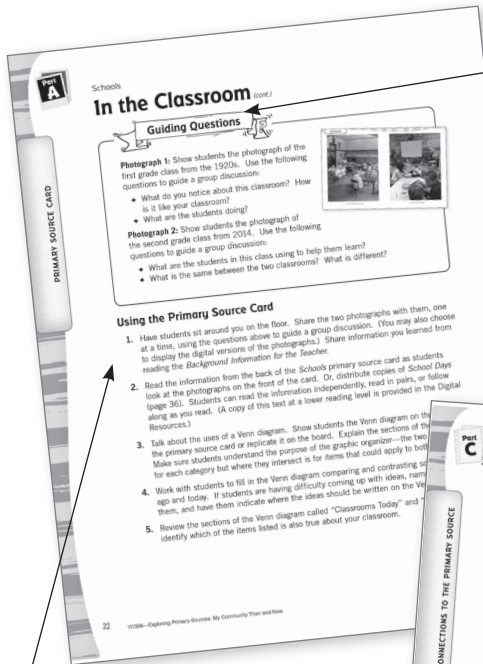
How to Use This Resource

The learning outcomes are the focus throughout each lesson.



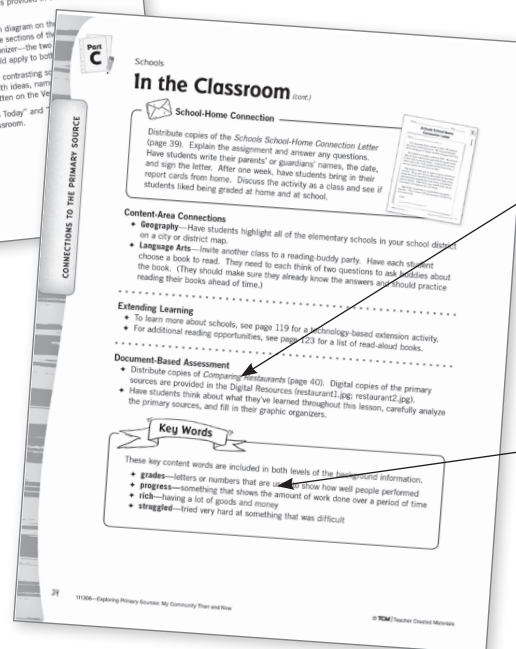
Page references and digital filenames make lesson preparation easy.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.



The guiding questions help support development of inquiry by focusing on the primary source being studied.

Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.



These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.

How to Use This Resource (cont.)

Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

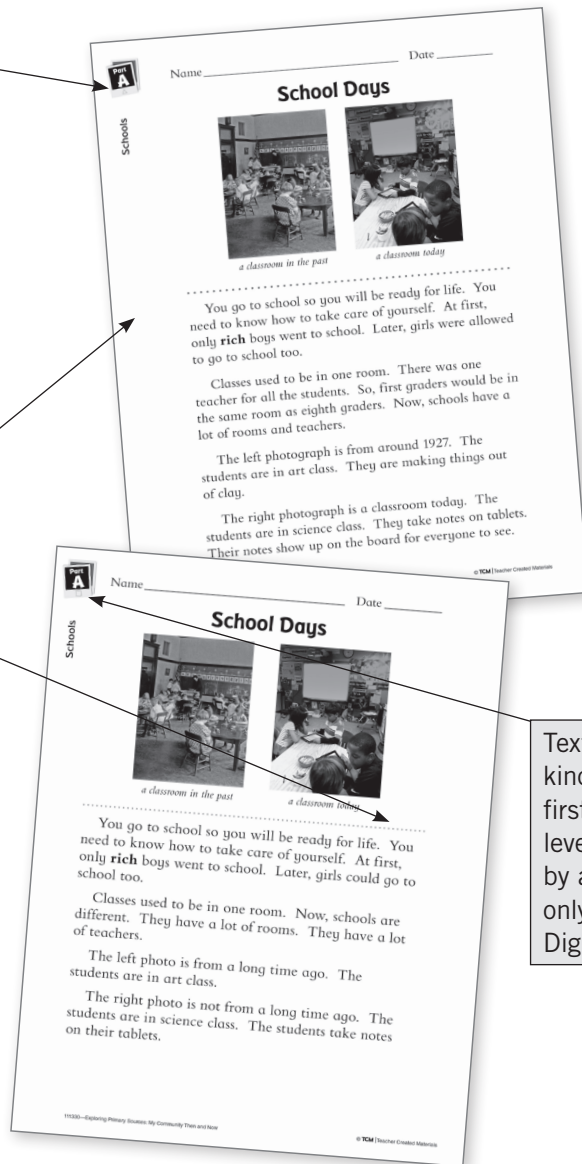
- ◆ Encourage students to write strong questions they have as they read these texts. The *Asking Questions* lesson on pages 28–29 will prepare students for this important aspect of the inquiry arc.
- ◆ Suggestions for annotations students could make while reading are provided in each lesson plan.

Within the Teacher's Guide, the texts are leveled at a first- to second-grade reading level and are denoted by a triangle in the top right of each page.

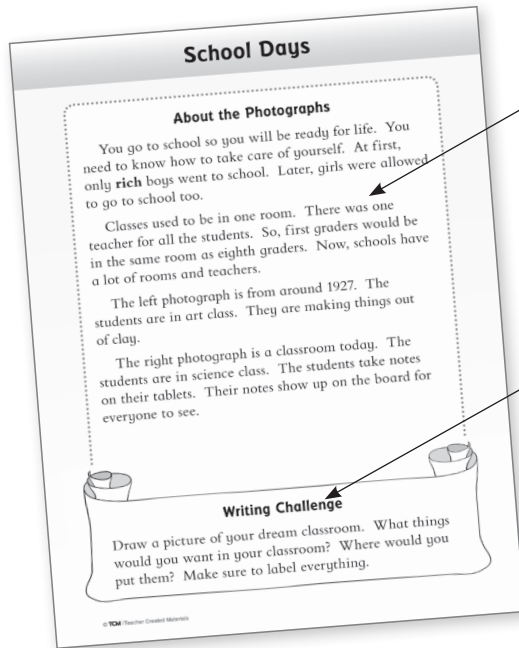
Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information.

A Student Glossary is provided on the digital resources. This document includes the vocabulary words and definitions from all 8 lessons.

Texts leveled at a kindergarten- to first-grade reading level are denoted by a square and are only provided in the Digital Resources.

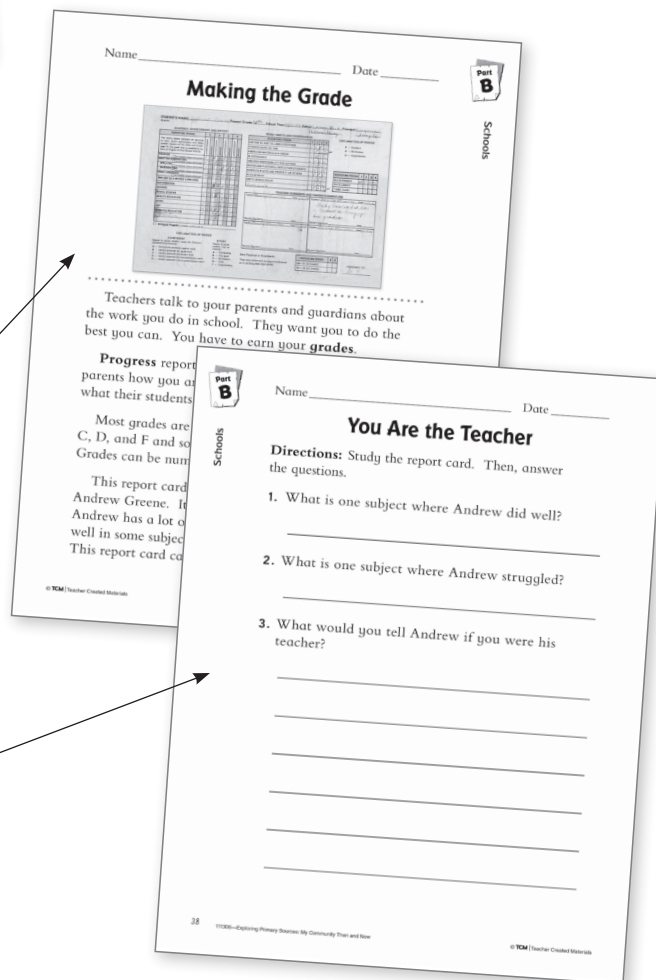


How to Use This Resource *(cont.)*



Background information provides a concise description of the primary source image students will study.

An inquiry-driven writing task challenges students to take their learning to the next level.



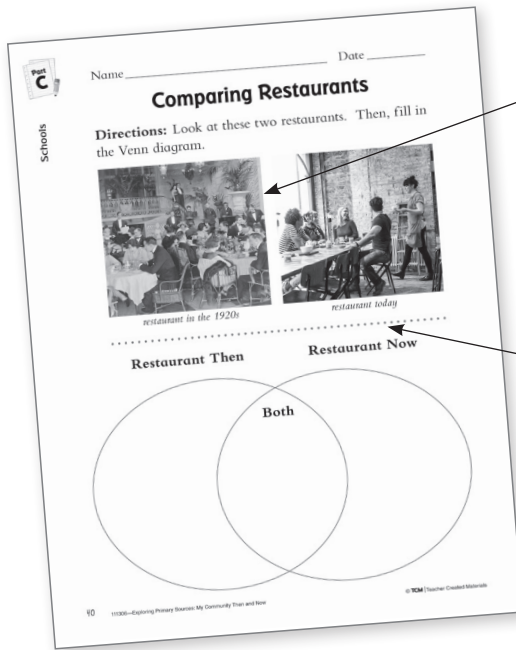
Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

- ◆ **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

How to Use This Resource cont.)

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.



Each DBA includes a visual or textual primary source.

Students use what they learned in the lesson and details in the primary source to respond to the constructed-response questions.

Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



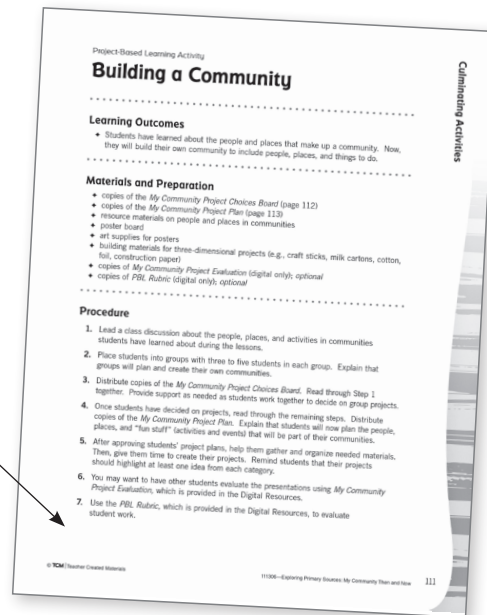
How to Use This Resource *(cont.)*

Culminating Activities

Project-Based Learning Activity

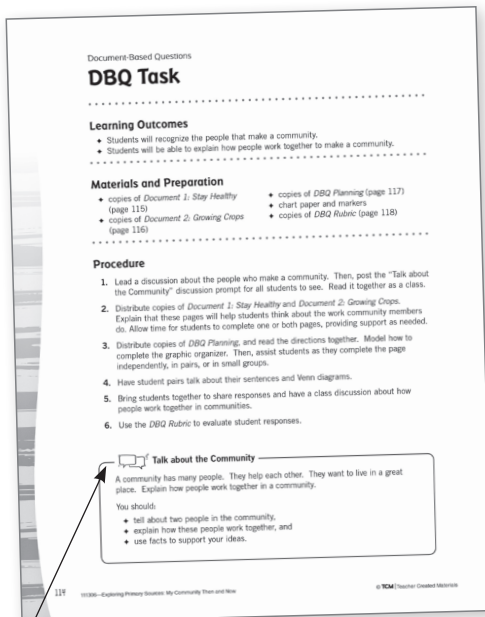
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



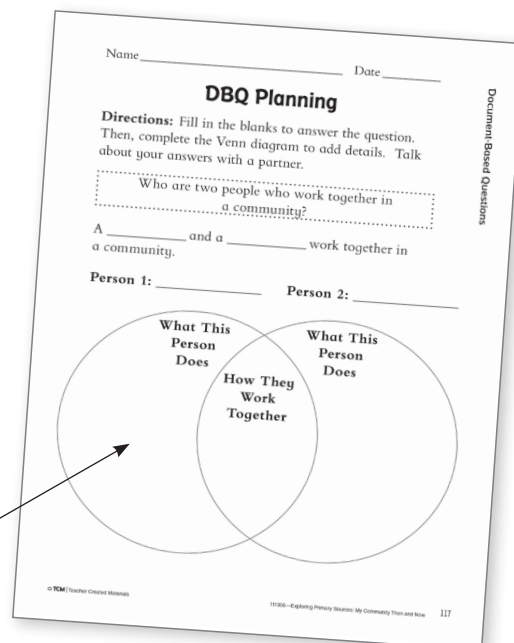
Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to a writing task.

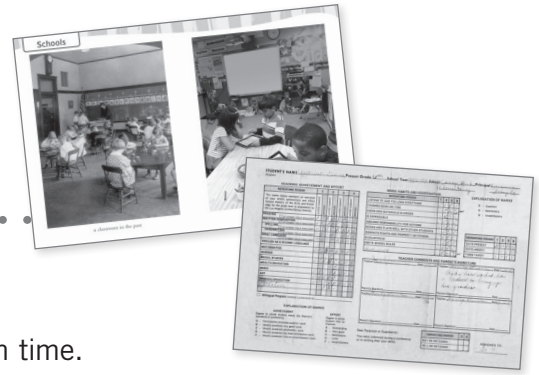


Writing task allows students to show their learning.

Graphic organizers help students plan their writing.



In the Classroom



Learning Outcomes

- ◆ Students will give examples of the role of schools through time.



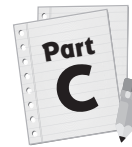
Students will compare and contrast photographs

to understand how schools have changed and stayed the same.



Students will identify the importance of report

cards as communication tools for reporting student progress in school.



Students will make cross-curricular connections and take assessments.

Materials and Preparation

- ◆ *Schools* primary source card (schoolscard.pdf)
- ◆ *Report Card* reproduction (reportcard.pdf)
- ◆ copies of student reproducibles (page 36–40)
- ◆ Read *Background Information for the Teacher* (page 35), and use the information to supplement your class discussions.

Essential Question



- ◆ Why do people go to school?

Introductory Activity

1. Activate students' prior knowledge about schools by asking: Why are we here at school? Why do we take tests? What is a teacher's job? What is a student's job?
2. Have students share their ideas with partners.
3. Ask student volunteers to share their ideas with the class, and write their responses on the board.

In the Classroom (cont.)

Guiding Questions

Photograph 1: Show students the photograph of the first grade class from the 1920s. Use the following questions to guide a group discussion:

- ◆ What do you notice about this classroom? How is it like your classroom?
- ◆ What are the students doing?

Photograph 2: Show students the photograph of the second grade class from 2014. Use the following questions to guide a group discussion:

- ◆ What are the students in this class using to help them learn?
- ◆ What is the same between the two classrooms? What is different?



Using the Primary Source Card

1. Have students sit around you on the floor. Share the two photographs with them, one at a time, using the questions above to guide a group discussion. (You may also choose to display the digital versions of the photographs.) Share information you learned from reading the *Background Information for the Teacher*.
2. Read the information from the back of the *Schools* primary source card as students look at the photographs on the front of the card. Or, distribute copies of *School Days* (page 36). Students can read the information independently, read in pairs, or follow along as you read. (A copy of this text at a lower reading level is provided in the Digital Resources.)
3. Talk about the uses of a Venn diagram. Show students the Venn diagram on the back of the primary source card or replicate it on the board. Explain the sections of the diagram. Make sure students understand the purpose of the graphic organizer—the two circles are for each category but where they intersect is for items that could apply to both.
4. Work with students to fill in the Venn diagram comparing and contrasting schools long ago and today. If students are having difficulty coming up with ideas, name ideas for them, and have them indicate where the ideas should be written on the Venn diagram.
5. Review the sections of the Venn diagram called “Classrooms Today” and “Both,” and identify which of the items listed is also true about your classroom.

Schools

In the Classroom (cont.)

Guiding Questions

Share the *Report Card* reproduction by passing it around and allowing students to see it up close. (You may also choose to display the digital version of the reproduction.) Before asking the following questions, read the subjects, but do not comment on the grades themselves. Then, use the questions to guide a group discussion:

- ◆ Whose report card is this? What grade is he in?
- ◆ What does an “A” mean? What does a “U” mean?
- ◆ What grades did Andrew get for reading? Why are there eight grades?
- ◆ Did Andrew have good study habits? How do you know?

Using the Primary Source Reproduction

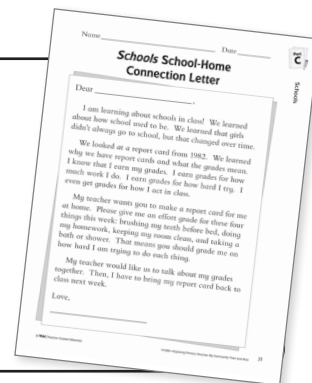
1. Distribute copies of *Making the Grade* (page 37). Read through the information together. (A copy of this text at a lower reading level is provided in the Digital Resources.)
2. Identify the marks shown on the report card, and discuss how the student performed during the school year. The guiding questions above can help develop this discussion.
 - ◆ Provide **English language support** by explaining the reason for different grading systems on the report card.
3. Distribute copies of *You Are the Teacher* (page 38). Have students use the discussion and their own analysis of the report card to complete the activity sheet.
4. Choose a small section of the report card with 3–5 subjects or work habits and write them on the board. Have students give themselves a grade based on how they are doing in your class in those areas. Students can record their grades on a whiteboard or a sheet of paper. Discuss with students how they determined their grades. What criteria did they use? Ask students how giving grades helps teachers communicate how students are doing in classes.
 - ◆ Provide **below-level support** by providing students with criteria they can use to assign their grades.
 - ◆ Offer **above-level support** by having students write about what they can do to improve their grades.
5. Have students work in pairs to discuss how they are doing in class compared to the student from the report card. Tell students to identify areas in which they can improve.

In the Classroom (cont.)



School-Home Connection

Distribute copies of the *Schools School-Home Connection Letter* (page 39). Explain the assignment and answer any questions. Have students write their parents' or guardians' names, the date, and sign the letter. After one week, have students bring in their report cards from home. Discuss the activity as a class and see if students liked being graded at home and at school.



CONNECTIONS TO THE PRIMARY SOURCE

Content-Area Connections

- ◆ **Geography**—Have students highlight all of the elementary schools in your school district on a city or district map.
- ◆ **Language Arts**—Invite another class to a reading-buddy party. Have each student choose a book to read. They need to each think of two questions to ask buddies about the book. (They should make sure they already know the answers and should practice reading their books ahead of time.)

Extending Learning

- ◆ To learn more about schools, see page 119 for a technology-based extension activity.
- ◆ For additional reading opportunities, see page 123 for a list of read-aloud books.

Document-Based Assessment

- ◆ Distribute copies of *Comparing Restaurants* (page 40). Digital copies of the primary sources are provided in the Digital Resources (restaurant1.jpg; restaurant2.jpg).
- ◆ Have students think about what they've learned throughout this lesson, carefully analyze the primary sources, and fill in their graphic organizers.

Key Words

These key content words are included in both levels of the background information.

- ◆ **grades**—letters or numbers that are used to show how well people performed
- ◆ **progress**—something that shows the amount of work done over a period of time
- ◆ **rich**—having a lot of goods and money
- ◆ **struggled**—tried very hard at something that was difficult

In the Classroom (cont.)

Background Information for the Teacher

New England Puritans opened the first school in what would become the United States in 1635. Seven years later, the Commonwealth of Massachusetts ordered all parents to ensure that their children were schooled in religion, the colony's laws, and reading.

In 1647, the law was expanded. Once a township had at least 50 families, the community was required to hire a schoolmaster to teach reading and writing. Once a township had at least 100 families, the community was required to hire a schoolmaster to teach Latin grammar so that the children might be "fitted for the university."

While New England colonies emphasized schooling, that importance was lacking in the Middle and Southern colonies. While the New England society consisted of primarily English-speaking Puritans, the Middle Colonies had a more diverse population, which made uniform education difficult. Also, New England colonists lived closed together, while Southern colonists lived primarily on plantations, which made it difficult to find central locations for schoolhouses.

Schools varied greatly, based on where children lived. In urban communities, children went to school for around 250 days a year. However, since school was still optional in most places, attendance was low. Many urban school officials chose to shorten the school year to around 180 days and give students a break during the summer months (during which time, it was believed that the hot weather and poor ventilation would contribute to the spread of diseases).

Public schools remained this way—locally run and dissimilar—until the 1870s. Then, many states made public schools universal, free, and mandatory. Schoolhouses in the late nineteenth and early twentieth centuries were typically one room. One teacher (called a *schoolma'am* or *schoolmarm*) taught all students in first through eighth grades in reading, writing, mathematics, history, and geography. Most schoolhouses had outhouses and indoor wood-burning stoves for heat. As states began making schooling compulsory, more students meant the need for more schoolhouses. Students were split among different rooms. Eventually, separate rooms were built for individual grade levels.

The Photographs

The left photograph shows a first-grade classroom in Meadville, Pennsylvania, circa 1927. The students in the photograph are in art class and are drawing and making sculptures out of clay.

The right photograph shows a second-grade classroom in Arlington, Virginia, in 2014. The students are working with partners in science class. The students are taking notes on their tablets, and the notes are projected onto the interactive whiteboard at the front of the classroom.

The Reproduction

This 1982–1983 report card is for a student named Andrew Greene. The report card was issued at the end of Greene's sixth-grade year and shows his progress. The teacher's comment under the second quarter reads, *Andy has worked like a beaver to bring up his grades.*

School Days



a classroom in the past



a classroom today

.....

You go to school so you will be ready for life. You need to know how to take care of yourself. At first, only **rich** boys went to school. Later, girls were allowed to go to school too.

Classes used to be in one room. There was one teacher for all the students. So, first graders would be in the same room as eighth graders. Now, schools have a lot of rooms and teachers.

The left photograph is from around 1927. The students are in art class. They are making things out of clay.

The right photograph is a classroom today. The students are in science class. They take notes on tablets. Their notes show up on the board for everyone to see.

Name _____ Date _____

Making the Grade

STUDENT'S NAME Andrew Greene Present Grade 6th School Year 1982-83 School Conroy Park Elementary Principal Virginia J. Conway

ACADEMIC ACHIEVEMENT AND EFFORT				
REPORTING PERIOD	1	2	3	4
READING	A	A	A	A
WRITTEN COMPOSITION	A	A	A	A
SPELLING	A	A	A	A
HANDWRITING	A	A	A	A
ORAL LANGUAGE	A	A	A	A
ENGLISH AS A SECOND LANGUAGE				
MATHEMATICS	B	B	B	B
SCIENCE	C	C	C	C
SOCIAL STUDIES	D	D	D	D
HEALTH EDUCATION	F	F	F	F
MUSIC	F	F	F	F
ART	F	F	F	F
PHYSICAL EDUCATION	F	F	F	F

Bilingual Program OTHER LANGUAGE IS _____

WORK HABITS AND COOPERATION				
REPORTING PERIOD	1	2	3	4
LISTENS TO AND FOLLOWS DIRECTIONS	E	E	E	E
FINISHES WORK ON TIME	S	S	S	S
KEEPS OWN MATERIALS IN ORDER	U	U	U	U
IS DEPENDABLE	F	F	F	F
ASSUMES RESPONSIBILITY FOR ACTIONS	S	S	S	S
WORKS AND PLAYS WELL WITH OTHER STUDENTS	S	S	S	S
RESPECTS RIGHTS AND PROPERTY OF OTHERS	S	S	S	S
IS COURTEOUS	S	S	S	S
OBEYS SCHOOL RULES	S	S	S	S

Home work

EXPLANATION OF MARKS				
REPORTING PERIOD	1	2	3	4
DAYS PRESENT	19	17	16	16
DAYS ABSENT	0	0	0	0
TIMES TARDY	0	0	0	0

EXPLANATION OF MARKS

ACHIEVEMENT
Degree to which student meets the District's standards of proficiency.

EFFORT
Degree to which student tries to improve.

A - Consistently produces superior work
B - Usually produces very good work
C - Usually produces satisfactory work
D - Usually produces less than satisfactory work
F - Usually produces little or unsatisfactory work

A - Outstanding
B - Very good
C - Satisfactory
D - Little
F - Unsatisfactory

TEACHER COMMENTS AND PARENT'S SIGNATURE

Teacher: Barbara H. Weston Date: 11/11/82 Teacher: Barbara H. Weston Date: 11/11/82

Parent's Signature: _____ Date: _____ Parent's Signature: _____ Date: _____

Teacher: Barbara H. Weston Date: 11/11/82 Teacher: Barbara H. Weston Date: 11/11/82

Parent's Signature: _____ Date: _____ Parent's Signature: _____ Date: _____

Dear Parent(s) or Guardian(s):
You were informed during a conference or in writing that your child:

REPORTING PERIOD	3	4
MAY BE RETAINED		
WILL BE RETAINED		

ASSIGNED TO: 6/7

Teachers talk to your parents and guardians about the work you do in school. They want you to do the best you can. You have to earn your **grades**.

Progress report cards are a way for teachers to tell parents how you are doing. Teachers have a list of what their students should know.

Most grades are letters. Sometimes they are A, B, C, D, and F and sometimes they are E, G, S, N, and U. Grades can be numbers too.

This report card is for a sixth-grade student named Andrew Greene. It was for the 1982–1983 school year. Andrew has a lot of grades on his report card. He did well in some subjects. He **struggled** in other subjects. This report card came at the end of the school year.



Name _____ Date _____

You Are the Teacher

Schools

Directions: Study the report card. Then, answer the questions.

1. What is one subject where Andrew did well?

2. What is one subject where Andrew struggled?

3. What would you tell Andrew if you were his teacher?

Name _____ Date _____

Schools School-Home Connection Letter

Dear _____,

I am learning about schools in class! We learned about how school used to be. We learned that girls didn't always go to school, but that changed over time.

We looked at a report card from 1982. We learned why we have report cards and what the grades mean. I know that I earn my grades. I earn grades for how much work I do. I earn grades for how hard I try. I even get grades for how I act in class.

My teacher wants you to make a report card for me at home. Please give me an effort grade for these four things this week: brushing my teeth before bed, doing my homework, keeping my room clean, and taking a bath or shower. That means you should grade me on how hard I am trying to do each thing.

My teacher would like us to talk about my grades together. Then, I have to bring my report card back to class next week.

Love,

Comparing Restaurants

Directions: Look at these two restaurants. Then, fill in the Venn diagram.



restaurant in the 1920s

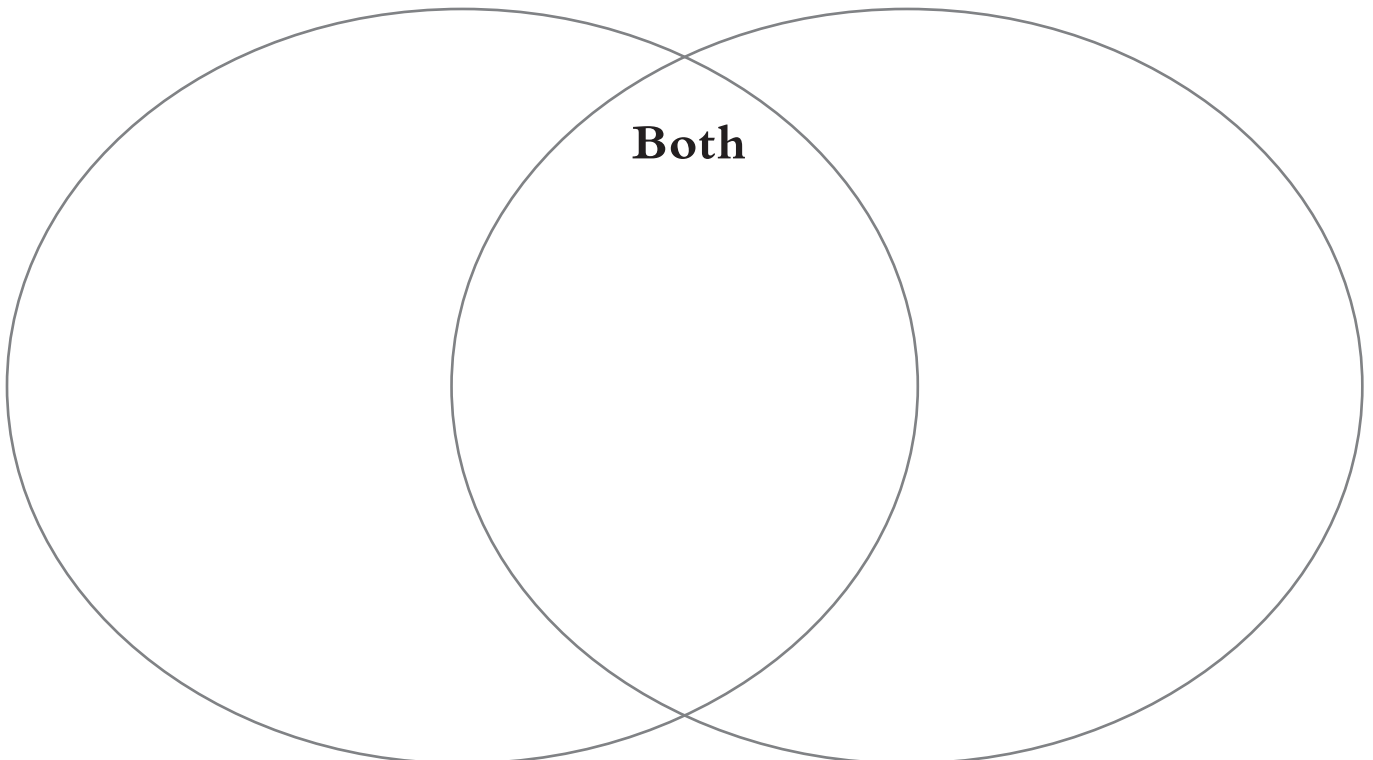


restaurant today



Restaurant Then

Restaurant Now



Schools



a classroom in the past



a classroom today

School Days

About the Photographs

You go to school so you will be ready for life. You need to know how to take care of yourself. At first, only **rich** boys went to school. Later, girls were allowed to go to school too.

Classes used to be in one room. There was one teacher for all the students. So, first graders would be in the same room as eighth graders. Now, schools have a lot of rooms and teachers.

The left photograph is from around 1927. The students are in art class. They are making things out of clay.

The right photograph is a classroom today. The students are in science class. They take notes on tablets. Their notes show up on the board for everyone to see.

Writing Challenge

Draw a picture of your dream classroom. What things would you want in your classroom? Where would you put them? Make sure to label everything.

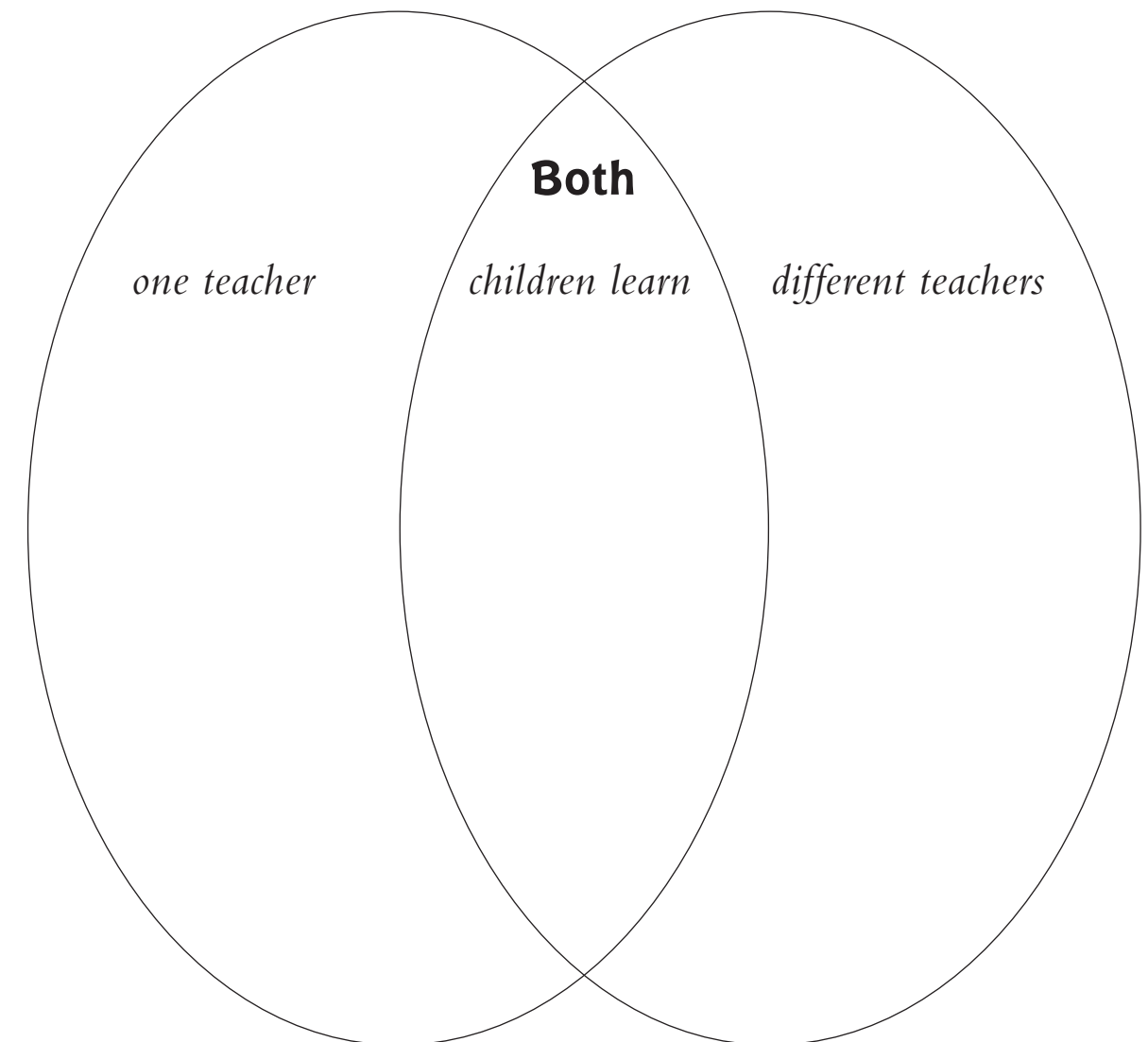
Schools

Showing What You Know

Directions: Look carefully at the two pictures on the front of this card. Then, fill in the Venn diagram. An example has been done for you.

Classrooms Then

Classrooms Today



STUDENT'S NAME Andrew Greene Present Grade 6th School Year 1982-83 School Comaga Park Elementary Principal Virginia Temple
 (English)

ACADEMIC ACHIEVEMENT AND EFFORT

REPORTING PERIOD	1		2		3		4	
	ACHIEVEMENT	EFFORT	ACHIEVEMENT	EFFORT	ACHIEVEMENT	EFFORT	ACHIEVEMENT	EFFORT
The marks below represent an appraisal of your child's achievement and effort toward mastery of the skills and knowledge for the grade level as established by the Los Angeles Unified School District.								
READING <input type="checkbox"/> IF OTHER THAN ENGLISH*	A	C	B	A	A	A	A	A
WRITTEN COMPOSITION <input type="checkbox"/> IF OTHER THAN ENGLISH*	B	C	B	C	D	B	C	C
SPELLING <input type="checkbox"/> IF OTHER THAN ENGLISH*	B	D	C	C	B	B	B	B
HANDWRITING <input type="checkbox"/> IF OTHER THAN ENGLISH*	C	D	C	C	B	B	B	B
ORAL LANGUAGE <input type="checkbox"/> IF OTHER THAN ENGLISH*	A	B	A	A	A	A	A	A
ENGLISH AS A SECOND LANGUAGE								
MATHEMATICS	B	C	B	A	B	A	B	A
SCIENCE			C	C				
SOCIAL STUDIES	B	C	B	B	C	C	A	B
HEALTH EDUCATION	C	C	C	B	B	C	F	F
MUSIC	B	B	B	B	B	B	B	B
ART	B	B	B	B	B	B	A	B
PHYSICAL EDUCATION	B	C	A	B	B	B	B	B
<u>Latin</u>			A	A	-			

Bilingual Program *OTHER LANGUAGE IS _____

EXPLANATION OF MARKS

- | | |
|---|---|
| <p>ACHIEVEMENT
Degree to which student meets the District's standards of proficiency.</p> <ul style="list-style-type: none"> A - Consistently produces superior work B - Usually produces very good work C - Usually produces satisfactory work D - Usually produces less than satisfactory work F - Usually produces little or unsatisfactory work | <p>EFFORT
Degree to which student tries to improve.</p> <ul style="list-style-type: none"> A - Outstanding B - Very good C - Satisfactory D - Little F - Unsatisfactory |
|---|---|

WORK HABITS AND COOPERATION

REPORTING PERIOD	1	2	3	4
LISTENS TO AND FOLLOWS DIRECTIONS	E	E	E	E
FINISHES WORK ON TIME	S	E	E	S
KEEPS OWN MATERIALS IN ORDER	S	U	S	S
IS DEPENDABLE	E	E	E	E
ASSUMES RESPONSIBILITY FOR ACTIONS	S	S	S	E
WORKS AND PLAYS WELL WITH OTHER STUDENTS	S	E	S	E
RESPECTS RIGHTS AND PROPERTY OF OTHERS	E	E	E	E
IS COURTEOUS	S	E	E	E
OBEYS SCHOOL RULES	E	E	E	E
<u>Homework</u>	S	E	E	S

EXPLANATION OF MARKS

- E - Excellent
- S - Satisfactory
- U - Unsatisfactory

REPORTING PERIOD	1	2	3	4
DAYS PRESENT	48	37	47	38
DAYS ABSENT	0	0	1	5
TIMES TARDY	0	0	0	2

TEACHER COMMENTS AND PARENT'S SIGNATURE

Teacher <u>Marilyn Weinstein</u> Date <u>4/11/83</u> Parent's Signature _____ Date _____	Teacher <u>Marilyn Weinstein</u> Date <u>4-18-83</u> <p style="text-align: center; font-size: 1.2em;">Andy has worked like a beaver to bring up his grades.</p> Parent's Signature _____ Date _____
Teacher <u>Marilyn Weinstein</u> Date <u>4-10-83</u> Parent's Signature _____ Date _____	Teacher <u>Marilyn Weinstein</u> Date <u>6-16-83</u> Parent's Signature _____ Date _____

Dear Parent(s) or Guardian(s):
 You were informed during a conference or in writing that your child:

REPORTING PERIOD	3	4
MAY BE RETAINED		
WILL BE RETAINED		

ASSIGNED TO:
Gr. 7