

# Waynesburg University TPS Unit

*Children's Lives at the Turn of the 20<sup>th</sup> Century* Unit Plan

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Spring 2016 Semester



WAYNESBURG UNIVERSITY

# Waynesburg University TPS Unit



## *Children at the Dawn of the 20th Century*

### **Subjects:**

U.S. History, English Language Arts, Social Studies (social skills and behaviors)

### **Grade Level:**

Third Grade

### **Overarching Concept:**

The students will travel back in time and discover how children lived and learned at the beginning of the 20<sup>th</sup> Century through the use of games, poems, books, and photographs taken during that time period.

### **Overview:**

The overall goal of the learning unit is to introduce students to the ways in which children lived, played, and learned at the turn of the 20<sup>th</sup> Century. The various lessons will give the students a glimpse at the games that children played, the personal hygiene practices that children were expected to follow and maintain, and the education that children received. Throughout each of the lessons, the students will have opportunities to compare and contrast children today with children over one hundred years ago beginning in 1900. The lessons will include whole group, small group, and individual exercises and activities. At the end of this unit, the students will be able to easily and accurately compare and contrast children from both time periods and will have a good understanding of children's lives at the beginning of the 20<sup>th</sup> Century.

**Written By:** Emily McNece

**Date:** 4/18/16



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## **Pre-instructional Assessment/Introduction:**

While background information about life in the early 20<sup>th</sup> Century is helpful for this learning unit, it is not necessary. This is because the majority of information will be presented to the students as the lessons progress. However, the students should be familiar with the idea(s) of comparison and contrast. To assess students' previous knowledge of this topic, the teacher will provide students with blank Venn Diagrams and have the students select two items, time periods, or people to compare and contrast. It is very important that the students understand this topic. If students are unfamiliar with the concept, the teacher will take time before beginning the learning unit to review how to accurately and effectively find similarities and differences between two objects.



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## Lesson/Activity #1: Fun and Games

### Overview of Lesson:

This lesson will give the students a glimpse into the different toys, games, and pastimes of children at the beginning of the 20<sup>th</sup> Century. The students will participate in a 20<sup>th</sup> Century children's game, use primary sources to make inferences, and write with the purpose of explaining how continuity and change have impacted parts of the United States' History using primary sources available from the Library of Congress.

### PA Standards:

8.2.3.C ~ Identify and describe how continuity and change have impacted Pennsylvania history. Social Organizations

CC.1.4.3.A ~ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.D ~ Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

### Investigative Question for this Activity:

Given the available primary sources and your background knowledge, what are some similarities and differences between today and the beginning of the 20<sup>th</sup> Century that have impacted our history and changed children's lives?

### Objective(s):

1. The students will be able to participate in an authentic 20<sup>th</sup> Century children's game and discuss how this game differs from common games children play today.
2. The students will be able to analyze the provided primary sources to make inferences about children's lives, as they relate to fun and games, at the turn of the 20<sup>th</sup> Century.
3. The students will be able to create and fill in a blank graphic organizer to document their inferences from the analysis of the provided primary sources.
4. The students will be able to compose a 5-7 sentence response to the investigative question based on the analysis of the provided primary sources and their responses will be graded based on a simple rubric that is provided by the teacher.



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## Materials:

- Children's Game: Cup and Ball (replica toy found on Amazon.com)
- Primary Sources (students' copies made from American Treasure Box: Children's Lives at the Turn of the 20<sup>th</sup> Century)
  - o *Girls' playground*
  - o *Children posed with bicycle and tricycles*
  - o *Living on a skyscraper*
  - o *Group of African American children playing*
  - o *High up on the top floor of a rickety tenement...*
- Teacher-Provided Graphic Organizer
- Paper, pencils, and pens
- Teacher-Provided Rubric

## Print Sources:

1. Inference Graphic Organizer (attached)
2. Investigative Question Rubric (attached)
3. Primary Sources (selected from this Primary Source set):  
[www.loc.gov/teachers/classroommaterials/primarysourcesets/chilrens-lives/](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/chilrens-lives/)
  - a. *Girls' playground* ([www.loc.gov/pictures/item/det1994010557/PP/](http://www.loc.gov/pictures/item/det1994010557/PP/))
  - b. *Children posed with bicycle and tricycles*  
([www.loc.gov/pictures/collections/det1994022193/PP/](http://www.loc.gov/pictures/collections/det1994022193/PP/))
  - c. *Living on a skyscraper* ([www.loc.gov/pictures/item/98502157/](http://www.loc.gov/pictures/item/98502157/))
  - d. *Group of African American children playing*  
([www.loc.gov/pictures/item/hec2013000873/](http://www.loc.gov/pictures/item/hec2013000873/))
  - e. *High up on the top floor of a rickety tenement...*  
([www.loc.gov/pictures/item/ncl2004003079/PP/](http://www.loc.gov/pictures/item/ncl2004003079/PP/))



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### Student Learning Process:

1. To introduce the lesson and get students engaged in the topic, the teacher will start by describing a popular 20<sup>th</sup> Century game, Cup and Ball, also known as Ring and Pin. After learning the rules, the students will have a chance to play themselves. **(20 min.)**
  - a. Directions: The students will take turns individually trying to get the ball (attached to the handle and cup) into the cup. For each time they are successful, they earn one point. Each student will have 45 seconds to earn as many points as possible.
  
2. After the conclusion of the game, the teacher will lead into the next activity. The students will have the opportunity to select two of the five primary sources (multiple copies of each will be available) that were provided by the teacher. The teacher will explain that each student must analyze the primary sources and complete a graphic organizer (included in lesson plan). **(25 min.)**
  - a. The students will write the name or draw a picture of the primary sources that they chose in the spaces available on the organizer. They must use their background knowledge to make inferences about the primary sources. The students will record their observations and thoughts on the lines provided. Complete sentences are preferable, but ideas and phrases are acceptable.
  - b. The teacher can give students prompts to help guide their inferences.
    - i. *How might the children in the picture have used that game or toy?*
    - ii. *Does anything in the primary source remind you of something we have or do today? Similarities and differences?*  
(1. \*this question will help lead the students into the final activity and formal assessment)
    - iii. *Does the primary source tell you anything about how children lived in the 20<sup>th</sup> Century?*
  - c. After the students have finished the graphic organizers, the teacher will lead a short time of discussion and sharing of ideas. The teacher will serve as the moderator of the discussion.
  
3. For the final activity, the students will create responses to the investigative question: What are (3) similarities and differences between the beginning of the 20<sup>th</sup> Century and 2016 that have impacted our history and changed children's lives? **(20 min.)**



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- a. The teacher will begin this activity by recapping what was discussed during the inference activity and mini discussion, focusing on any responses that dealt with similarities and differences.
  - i. Possible discussion questions
    1. *What are some similarities that you noticed in the primary sources?*
    2. *What are several differences that you observed in the primary sources?*
    3. *Can you think of any other similarities or differences that you learned in other grades or at home?*
    4. *How have these changes and constants affected children's lives?*
    5. *Do you think they have an impact on our own history?*
- b. The students will then be instructed to compose a 5-7 sentence response to the investigative question. They must reference at least (1) of the primary sources analyzed from the Library Congress in the response. The students must also mention at least (1) similarity and (1) difference. The students must also focus on grammar, mechanics, and overall good organization. The students' responses will be graded using a simple rubric (included in lesson plan).

### Closure:

The teacher will close the lesson with a simple recap and debrief of the day's activities. The students will have the opportunity to share their responses and/or their thoughts of the day's lesson and activities. The students will share their responses based on an Exit Ticket Slip. The students will complete the Exit Ticket Slip as a reflection activity describing (1) concept that was learned in the lesson and (1) concept or question that they wanted to learn more about or needed clarification.

### Modifications/Accommodation Techniques for Students with Special Needs:

- For students who have trouble with the motor skills required for the Cup and Ball game, the teacher can bring in a paddleball or other similar activity, so that they can still participate, but will have less stress.
- For students who struggle with writing, the teacher will have those students choose two primary sources and verbally explain any inferences or ideas they may have about the primary sources.
- The teacher can also provide students with a blank Venn Diagram and have students compare and contrast children's lives. The teacher will assist those



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students in writing one sentence that details how these similarities and differences affect children's lives and impact our history.

### **Formal Assessment:**

- The formal assessment for this lesson is the Investigative Question response graded by the rubric.

### **Informal Assessment:**

- Informal assessment during this lesson include discussion participation (sharing of inferences) and cooperation and good classroom behavior.





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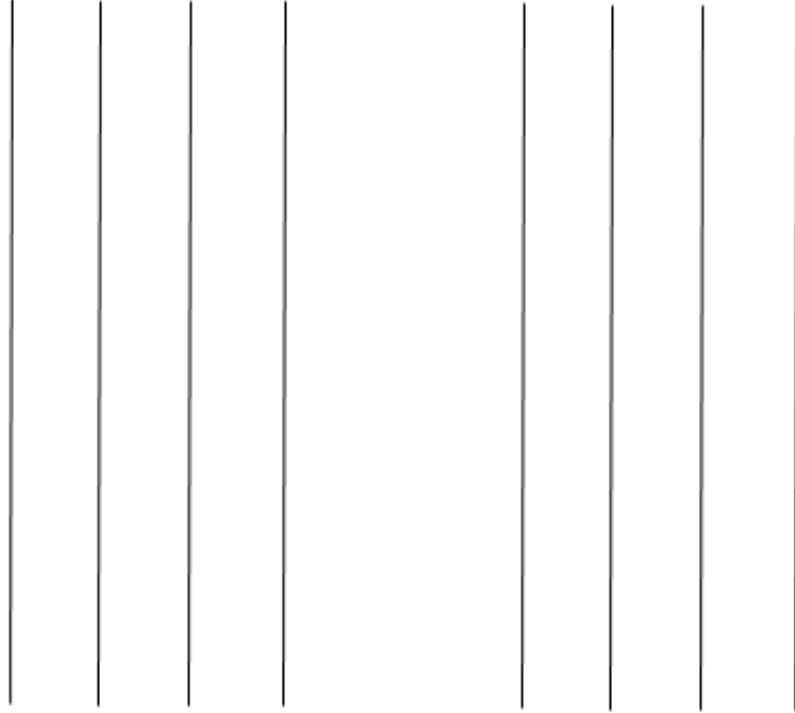
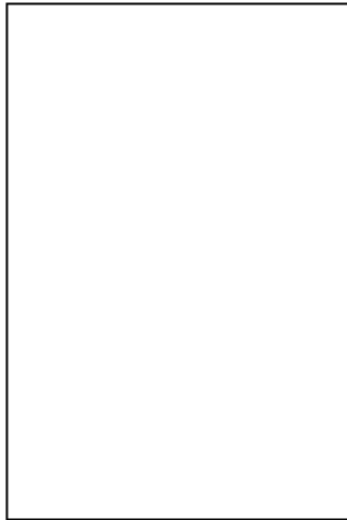
## \*Inference Graphic Organizer

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

\*Write or draw a picture of two primary sources of your choice. Then, write any inferences you made about the source on the lines beside the source. (Ideas and phrases are acceptable responses)



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## \*Investigative Question Response Rubric

### 20<sup>th</sup> Century Fun & Games Investigative Question Response

Teacher Name: **Miss McNece**

Student Name: \_\_\_\_\_

CATEGORY	10	7.5	5	2.5
Writing – Grammar; Mechanics; Spelling & Proofreading; Attractiveness & Organization				
Reference to at least (1) primary source				
Accurate comparison (It must include both similarities and differences)				



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## Lesson/Activity #2: Personal Hygiene

### Overview of Lesson:

In this lesson, the students will learn about personal hygiene during the early 20<sup>th</sup> Century through the use of 20<sup>th</sup> Century poems and songs. The students will also be able to compare and contrast personal hygiene today with the early years of the 20<sup>th</sup> Century. The students will work together to create lists of the similarities and differences.

### PA Standards:

- 8.1.3.A – Identify the difference between past, present, and future using timelines and/or other graphic representations.
- CC.1.4.3.D – Create an organizational structure that includes information grouped and connected logically with a concluding statement

### Investigative Question:

*How are personal hygiene practices both similar and different today as they were in the early 20<sup>th</sup> Century?*

### Objectives:

1. The students will be able to work collaboratively in a group setting to complete a graphic organizer that compares and contrasts personal hygiene practices.
2. The students will be able to analyze primary sources from the Library of Congress and will be able to discuss the meaning.
3. The students will be able to identify hygiene practices used by children during the early years of the 20<sup>th</sup> Century by analyzing primary sources from the Library of Congress.

### Materials:

- YouTube video (<https://www.youtube.com/watch?v=inJ6PcRyd0o>)
- Primary Sources (student copies made from American Treasure Box: Children's Lives at the Turn of the 20<sup>th</sup> Century)
  - o *Muddy Jim and other rhymes: 12 illustrated health jingles for children, picture book edition*
- Large sheets of construction or lined paper
- Paper, pencils, pens, and markers



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## Print Sources:

[www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/)

*Muddy Jim and other rhymes: 12 illustrated health jingles for children, picture book edition* (<http://memory.loc.gov/cgi-bin/ampage?collId=berl&fileName=04010600//berl04010600.db&recNum=0>)

## Student Learning Process:

1. To introduce the lesson and get students engaged in the topic, the teacher will begin by playing the YouTube video: "Sesame Street: The Ten Commandments of Health". (\*link included under Materials) **(10 min.)**
  - To preface the video:
    - *This video gives a list of what the creators of Sesame Street believe to be the 10 most important rules of good hygiene. As students watch the video, the students will be instructed to think of any rules that would be added or removed from the list.*
  - After the conclusion of the video, the teacher will lead a mini discussion about what the students thought and any rules that they created.
2. The introduction will lead into the next activity. As a whole class, the students will create a list of proper hygiene practices to write on the whiteboard (the practices can come from the video or from background knowledge and past experiences). **(10 min.)**
3. After creating the list, the teacher will then display the following poems from the *Muddy Jim* primary source on the document camera:
  - 5. The Gentle Cow
  - 7. The Farmhouse Well
  - 9. Polite Care
  - 12. The Silent Healer (\*optional; use if only needed)
4. After reading each poem the teacher and the students will discuss the poem and the teacher will ask students about various hygiene practices mentioned in the poem. **(25 min.)**
  - ***What hygiene practices are mentioned in the poem?***
  - ***What do the poems say about the hygiene practices?***



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- During the discussion, the class will create a new list of hygiene practices on the opposite side of the whiteboard. This list will be hygiene practices considered important during the early years of the 20<sup>th</sup> Century.

5. After both lists are created, the teacher will divide the students into two groups and give each group markers and a large piece of construction paper. The teacher will assign one group to write down any similarities between the hygiene practices of today and those from one hundred years ago. The teacher will then assign the other group to write down any differences. **(25 min.)**

- When both groups have finished, the teacher will then get the students together in a whole class setting. Each group will then present to the class their findings. Each of the students will be instructed to participate in the discussion. The discussion will be centered on the meaning of the hygiene practices and on the primary sources provided from the Library of Congress.

### **Closure:**

The teacher will close the lesson with a simple recap and debrief of the day's activities. The teacher will provide copies of each of the poems used so that the students can read the poems a second time for additional practice.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

- For students that need a greater challenge, the teacher will have those students write their own hygiene poem. They can either write one from today or from the early 20<sup>th</sup> Century. The students could also be asked to write a play and act out what they believe are the top 10 hygiene practices.
- The activities are a modification for struggling students. All of the activities involve group work where students can get assistance from their peers using heterogeneous groups.

**Informal Assessment:** For this particular lesson, teacher observation of each student's cooperation and participation will serve as the informal assessment. To assess the students, a YES/NO checklist will be used. It will be based on the following (3) criteria:

- The student participated in all group activities.
- The student worked well with other group members.
- The student stayed focused and on task.



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## Lesson/Activity #3: Book Backdrop

### Overview of Lesson:

This lesson will focus on the book, *Schools Then and Now* by Rachel Kranz. The lesson and activities will focus primarily on comparing and contrasting education from the dawn of the 20<sup>th</sup> Century with today. The students will work collaboratively using primary sources from the Library of Congress to compare education today and during the early 20<sup>th</sup> Century, and accurately present this information to their peers.

### PA Standards:

- 8.3.3.B – Identify and describe historical documents, artifacts, and places critical to United States history.
- CC.1.5.3.A – Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- CC.1.4.3.D – Create an organizational structure that includes information grouped and connected logically with a concluding statement

### Investigative Question:

*Based on the book, Schools Then and Now, the teacher-provided primary sources, and your background information, how has education changed from the early 20<sup>th</sup> Century until today?*

### Objectives:

1. The students will be able to work collaboratively in groups to effectively complete a task.
2. The students will be able to use the book, *Schools Then and Now*, and selected primary sources from the Library of Congress to compare and contrast both education and schools.
3. The students will use their information and effectively present it to a new group of peers in the classroom.
4. The students will be able to effectively analyze primary sources from the Library of Congress using a Library of Congress Analysis Worksheet to explain education in the early years of the 20<sup>th</sup> Century.

### Materials:

- *Schools Then and Now* by Rachel Kranz (teacher copy)



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- Primary Sources (students' copies made from American Treasure Box: Children's Lives at the Turn of the 20<sup>th</sup> Century)  
([www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/))
  - o *Girls' playground*
  - o *Just kids*
  - o *Elementary school children standing and watching teacher write at blackboard, Washington, D.C.*
  - o *Washington, D.C. Public Schools- classroom scenes and school activities*
- Venn Diagram (provided by teacher)
- Student-graded rubrics (provided by teacher)
- Paper, pencils, and pens

### Print Sources:

1. Student-graded rubrics (attached)
2. Education: Then vs. Now Venn diagram (attached)
3. Primary Sources (found on Library of Congress website:  
[www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/))
  - f. *Girls' playground* (<http://www.loc.gov/pictures/item/det1994010557/PP/>)
  - g. *Just kids* (<http://www.loc.gov/pictures/item/det1994004937/PP/>)
  - h. *Elementary school children standing and watching teacher write at blackboard, Washington, D.C.*  
(<http://www.loc.gov/pictures/item/96516051/>)
  - i. *Washington, D.C. Public Schools- classroom scenes and school activities* (<http://www.loc.gov/pictures/item/2001703644/>)

### Student Learning Process:

1. To introduce the lesson and get students engaged in the topic, the teacher will explain to the students that they will be going on a school tour. The teacher will tell the students to carefully look for any distinct parts of the school building and use any background knowledge they may have to think about what might have been different in school buildings during the early 20<sup>th</sup> Century. **(20 min.)**
  - a. The teacher should have a map for the tour before it begins. The teacher should point out parts of the building including different subject/grade level wings, the office, the nurse's office, the cafeteria, the gymnasium, the auditorium, and the playground.
  - b. During the tour, the teacher can ask students about any ideas they have as they walk and see the school.



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- i. What types of characteristics might be similar with the school buildings of the early 20<sup>th</sup> Century?*
  - ii. What types of characteristics might be different about the school buildings of the early 20<sup>th</sup> Century?*
2. After the tour's conclusion, the teacher will then introduce the story and will read it orally to the students. The teacher will stop every so often to ask questions and to gauge the students' understanding. **(10 min.)**
  - a. What does the book say about \_\_\_\_\_?*
  - b. Would you rather have schools still be like those one hundred years ago in \_\_\_\_\_ aspect?*
  - c. What else do you think might be different in our schools today versus those in the early part of the 20<sup>th</sup> Century?*
3. For the primary activity of the lesson, the teacher will begin by dividing the students into four equal groups. The groups will be pre-selected.
4. Each group will receive one of the pre-selected primary sources, a Library of Congress Analysis Worksheet, and a blank Venn Diagram. The students will be provided with the Library of Congress Primary Sources in the form of a Book Backdrop. The students will analyze the primary sources and discuss the primary sources with the other members of the group. The members of the group will use the Library of Congress Analysis Worksheet to analyze the primary source to locate its purpose, author, and information relevant to the primary source. The students will then take any new information gained from their discussions and the Library of Congress Analysis Worksheet, add it to what they learned from the book, and fill out the Venn Diagram that compares and contrasts education over the past one hundred years. **(25 min.)**
  - a. Each student will complete their own Venn Diagram, but group members may all write the same information.
  - b. Each student in the group must contribute at least one piece of information for the Venn Diagram.
5. After all of the groups have completed these activities, the students will be divided into new groups. Each of the groups should have at least one student for each of the primary sources. The students will then take turns presenting the information that they analyzed, compared, and contrasted, focusing on the information gained from their primary source and the Library of Congress Graphic Organizer. For each student presenter, the other students in the group





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will fill out a rubric based on their presentation. The rubric is attached to the lesson plan **(25 min.)**

### **Closure:**

The teacher will close the lesson with a simple recap and debrief of the day's activities. The students will have the opportunity to share their thoughts about the day's lesson and offer suggestions to how it might be improved in the future. This will serve as an additional activity for the students to reflect and to provide feedback on the lesson.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

- If a student needs more advanced, challenging work, the teacher can have the student take the Venn Diagrams and turn them in to a mini report.
- The group work is a modification. For students who struggle with writing or composing their own ideas, the other members in the group can provide feedback. For students who perform at higher levels, they have the opportunity to share with the other members of their group about the topic and their ideas.

### **Formal Assessment:**

The students' Venn Diagrams and oral presentations will serve as the formal assessment for the lesson. The total grade for the activities will be 25% of the averaged group member scores (from rubric), 25% Venn Diagram (graded based on completion and quality of ideas), and 50% teacher observation that focuses on these questions: *(How did this student work with their first group? Did they seem to be participating? How was the students' presentation? Were they focused on the tasks at hand?)*

### **Informal Assessment:**

The informal assessment for this lesson will be included with the formal assessment grade (teacher observation).



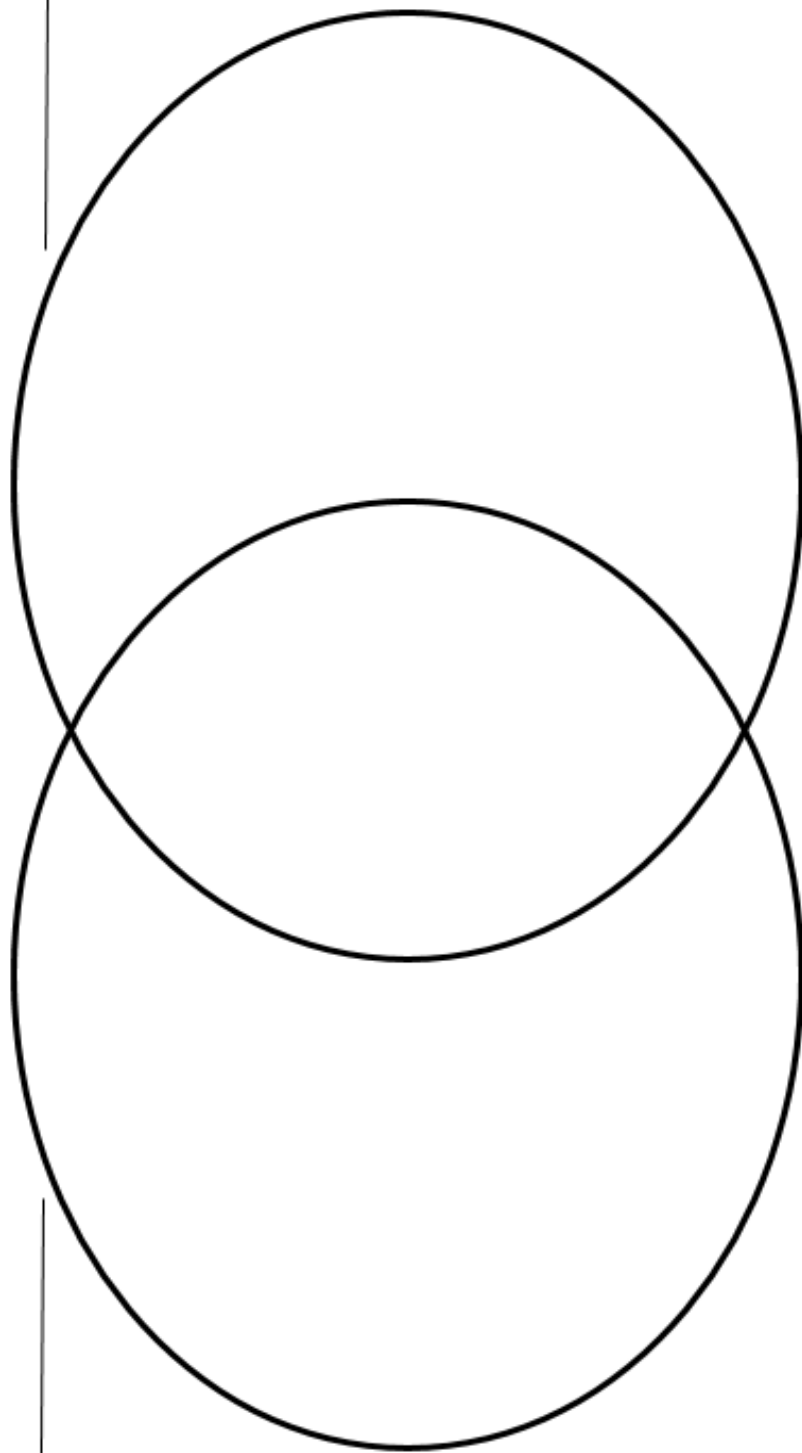
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## \*Venn Diagram

Name: \_\_\_\_\_

Date: \_\_\_\_\_

-Compare/Contrast education in schools now and at the turn of the 20<sup>th</sup> century.



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**\*Student Rubric:**

Student Presenter: \_\_\_\_\_

Student Scorer: \_\_\_\_\_

**Directions:** Circle 1-3 (“1” being the lowest and “3” being the highest) for each of the categories based on the student’s presentation.

- |   |   |   |   |
|---|---|---|---|
| 1. Student’s voice was clear and easy to hear and understand.         | 1 | 2 | 3 |
| 2. Student’s ideas were focused and on topic.                         | 1 | 2 | 3 |
| 3. Student’s responses mentioned the primary source that was studied. | 1 | 2 | 3 |

Total: /9



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### Post-Instruction Assessment :

In order to assess the students' knowledge of the subject and skills gained during the learning unit, the teacher will have the students type a one-page paper that compares and contrasts one aspect of children's lives at the beginning of the 20<sup>th</sup> Century to the beginning of the 21<sup>st</sup> Century. The teacher will ensure that students not only include accurate information in their papers, but also that students include a reference to at least one primary source presented in class and that students thoroughly understand the concept of comparison and contrast.

The results of these papers will be used to plan future lessons to address deficits. If students struggle with the compare/contrast aspect of the paper requirements, the teacher will then spend more time focusing on the actual compare/contrast activities themselves. If accurate information is lacking, the teacher will review the information presented in class and make sure to adjust accordingly.








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### Bibliographic Organizer of Library of Congress Sources

<b>Title of Learning Unit:</b> Children's Lives at the Turn of the Twentieth Century		
<b>Thumbnail Image</b>	<b>Document Title, Author/Creator, Date</b>	<b>Library of Congress URL</b>
Lesson #1: Fun and Games		
	<p><b>Title:</b> Girls' playground, Harriet Island, St. Paul, Minn.  <b>Creator:</b> part of Detroit Publishing Co. Photograph Collection  <b>Date:</b> 1905</p>	<a href="http://www.loc.gov/pictures/item/det1994010557/PP/">http://www.loc.gov/pictures/item/det1994010557/PP/</a>
	<p><b>Title:</b> Children posed with bicycle and tricycles  <b>Creator:</b> part of Detroit Publishing Co. Photograph Collection  <b>Date:</b> between 1910 and 1920</p>	<a href="http://www.loc.gov/pictures/collection/det/item/det1994022193/PP/">http://www.loc.gov/pictures/collection/det/item/det1994022193/PP/</a>
	<p><b>Title:</b> Living on a skyscraper  <b>Creator:</b> n/a  <b>Date:</b> ca.1919</p>	<a href="http://www.loc.gov/pictures/item/98502157/">http://www.loc.gov/pictures/item/98502157/</a>
	<p><b>Title:</b> Group of African American children playing  <b>Creator:</b> Harris &amp; Ewing (photographer)  <b>Date:</b> between 1915 and 1923</p>	<a href="http://www.loc.gov/pictures/item/hec2013000873/">http://www.loc.gov/pictures/item/hec2013000873/</a>
	<p><b>Title:</b> High up on the top floor of a rickety tenement...  <b>Creator:</b> Hine, Lewis Wickes (photographer)  <b>Date:</b> December 1912</p>	<a href="http://www.loc.gov/pictures/item/ncl2004003079/PP/">http://www.loc.gov/pictures/item/ncl2004003079/PP/</a>



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Lesson #2: Personal Hygiene		
	<p><b>Title:</b> Muddy Jim and other rhymes: 12 illustrated health jingles for children, picture book edition</p> <p><b>Creator:</b> Emile Berliner (author)</p> <p><b>Date:</b> 1919</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/berl:@field%28NUMBER+@band%28berl+04010600%29%29">http://memory.loc.gov/cgi-bin/query/r?ammem/berl:@field%28NUMBER+@band%28berl+04010600%29%29</a></p>
Lesson #3: Book Backdrop Lesson		
	<p><b>Title:</b> Girls' playground</p> <p><b>Creator:</b> part of Detroit Publishing Co. Photograph Collection</p> <p><b>Date:</b> 1905</p>	<p><a href="http://www.loc.gov/pictures/item/det1994010557/PP/">http://www.loc.gov/pictures/item/det1994010557/PP/</a></p>
	<p><b>Title:</b> Just kids</p> <p><b>Creator:</b> part of Detroit Publishing Co.</p> <p><b>Date:</b> 1904</p>	<p><a href="http://www.loc.gov/pictures/item/det1994004937/PP/">http://www.loc.gov/pictures/item/det1994004937/PP/</a></p>
	<p><b>Title:</b> Elementary school children standing and watching teacher write at blackboard, Washington, D.C.</p> <p><b>Creator:</b> Johnston, Frances Benjamin (photographer)</p> <p><b>Date:</b> 1899?</p>	<p><a href="http://www.loc.gov/pictures/item/96516051/">http://www.loc.gov/pictures/item/96516051/</a></p>
	<p><b>Title:</b> Washington, D.C. Public Schools- classroom scenes and school activities</p> <p><b>Creator:</b> Johnston, Frances Benjamin (photographer)</p> <p><b>Date:</b> 1899?</p>	<p><a href="http://www.loc.gov/pictures/item/2001703644/">http://www.loc.gov/pictures/item/2001703644/</a></p>

