

Waynesburg University TPS Unit Outline



Title of Learning Unit: Children's Lives Then (late 1800's) and Now

Subjects: History, Writing, Reading, Economics, Civics

Grade Level/Range: Kindergarten

Overarching Goal or Concept for the Learning Unit: Students will understand the difference between the daily lives of children in the late 1800's compared to daily life of children today.

Overview: The unit is to teach students about daily life in the late 1800's. The unit concentrates on three aspects of daily life: chores, toys, and food preparation. Students will compare each of these aspects to their own lives and discuss reasons why these were different in the past.

Written By: Tara Barnard

Date: December 1, 2017

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Pre-instructional Assessment/Introduction:

1. Show students the cover of the book *Winter Days in the Big Woods* by Laura Ingalls Wilder. Discuss what they think the book will be about.
2. Walk through the book looking only at the pictures. Ask students what they think is happening in each picture. Ask when and where they think the story takes place, and how it looks different than their own house, daily activities, etc.
3. Read the book to the students, pausing to ask questions or confirm observations from the previous comments on the pictures.
4. Use the information students give during the picture walk as a preassessment of knowledge and modify subsequent activities as necessary.

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Title of Lesson/Activity #1: Chores Then and Now

Created By: Tara Barnard

Overview of Lesson: Students will examine a primary source picture of a girl churning butter. As a class, we will review what we learned about chores from *Winter Days in the Big Woods* and how they connect to the picture. The teacher will reread the chore section of *Winter Day in the Big Woods*. Students will write a sentence identifying a chore they do and a historic chore and draw a picture to accompany their sentences.

PA Standards:

5.2.1.A Identify and explain the importance of responsibilities at school and at home.

CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Investigative Question for this activity: *Why were chores in the late 1800's different from the chores today?*

Objective(s):

After analyzing a primary source and class discussion about historic chores and current chores, students will correctly identify one historic chore and one current chore.

Materials:

- *Winter Days in the Big Woods* by Laura Ingalls Wilder
- Pencil
- Crayons
- Writing worksheet

Print Sources:

- Writing worksheet (from <http://firstgradefuntastic.blogspot.com/2014/02/writers-workshop-paper-freebie.html>)
- Little girl wearing white chemise, beaded necklace, and high-button shoes on porch with butter churn, unknown creator, <https://www.loc.gov/item/2004676395/>

Student Learning Process:

1. Open with the primary source picture displayed on the interactive white board.
2. Guide students through the four phases of analyzing a primary source.
 - a. Observe: *What do you see in this picture?*
 - b. Draw Conclusions: *What is this a picture of? What do you know based on what you see?*

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- c. Question: *What do you wonder about this picture? What do you want to know more about?*
 - d. Investigate: Answer students' questions as possible, referring to details about the picture on loc.gov, Winter Days book, and prior knowledge
3. Get out the Winter Days book and show students the cover
4. Discuss the connection between the picture and the book.
 - a. *How is the picture like the book?*
 - b. *How is it different?*
5. Reread the pages about chores.
6. Discuss with students historic and current chores.
 - a. *What are chores that people did in the 1800s?*
 - b. *What are chores you do now?*
 - c. *What is the same about these chores?*
 - d. *What is different about these chores?*
 - e. *Why are their chores different?*
 - f. *Why are chores important?*
7. Give each student a chance to name at least one chore (current or historic).
8. Students fill out writing worksheet with two sentences: My chore is _____. A historic chore is _____.
9. Have students sound out words as needed and write them on the board.
10. After finished writing, students can draw a picture to match their writing.

Closure: Have students share their writing and drawing with a student sitting beside them or with their table groups, if students are sitting in groups.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students can have a worksheet with "My chore is _____. A historic chore is _____." already written on it so they only fill in one or two words.
- Students can dictate their sentences instead of writing them.
- Students can have their own copy of the book to follow along with if they are visually impaired.
- Spell out words for students on the board as individuals need it.
- Support students in sounding out words.
- Have developmentally appropriate expectations for neatness based on student fine motor skills.

Formal Assessment: Writing worksheet will be checked for correctly identifying one historic chore and one current chore.

Informal Assessment: Teacher observation of student participation that demonstrates understanding of the importance of responsibilities

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Name _____ Date _____

Handwriting practice lines consisting of five sets of three horizontal lines each: a solid top line, a dashed middle line, and a solid bottom line.

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Title of Lesson/Activity #2: Toys Then and Now

Created By: Tara Barnard

Overview of Lesson: As a whole class review the Winter Days book and discuss historic toys compared to current toys. In centers students play with paper dolls from the early 1900's. Students identify one historic toy and one current toy and draw a picture to accompany their writing.

PA Standards:

6.1.K.A Identify how scarcity influences choice

AL.1.K.C1 Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.

Investigative Question for this activity: *Why were toys children played with in the 1800's different from the toys we play with today?*

Objective(s):

After whole group discussion, students will participate in dramatic play with paper dolls and complete a writing identifying one current toy and one historic toy with 100% accuracy.

Materials:

- pencils
- crayons
- *Winter Days in the Big Woods* by Laura Ingalls Wilder

Print Sources:

- Paper doll fashions issued by the Sunday Times-Herald Chicago, Shober & Carqueville, <https://www.loc.gov/item/2003677769/> (printed and cut out)
- Paper doll fashions, unknown creator, <https://www.loc.gov/item/2003670689/> (printed and cut out)
- Writing worksheet (from <http://firstgradefuntastic.blogspot.com/2014/02/writers-workshop-paper-freebie.html>)

Student Learning Process:

- Get out the Winter Days book and show students the cover
 - *What is this book about?*
 - *When does it take place?*
 - *What happens in the book?*
- Reread the section of the book talking about toys, especially paper dolls.
- Discuss historic toys and current toys.

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- *What did Laura and Mary do for fun in the book?*
- *What are some toys they played with in the book?*
- *How are these the same as your toys today?*
- *How are these different than your toys today?*
- *Why are these toys different than your toys?*
- Discuss the impact of scarcity on their toys.
 - *Why do you think they used those items for toys? (paper, food items, etc.)*
 - *Would they be expensive?*
 - *Would they be easy to find?*
- Show students paper dolls. Explain they will be playing with them in centers.
- Show students writing worksheet. Explain what to write and draw. (One historic toy is _____. One current toy is _____.) Emphasize its' similarity to the writing worksheet from the previous lesson.
- During centers, students use paper dolls for dramatic play and complete writing worksheet by writing "One historic toy is _____. One current toy is _____." or something similar and drawing a related picture.

Closure: After centers are over, students will share their writing and picture with a student sitting beside them.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students may dictate their writing rather than writing on the worksheet
- Students may have worksheet with "One historic toy is _____. One current toy is _____." already written and they only have to fill in the words.
- Students with fine motor difficulties can have teacher or peer help placing outfits on the paper dolls
- Students can have their own copy of the book to follow along with if they are visually impaired.
- Have developmentally appropriate expectations for neatness based on student fine motor skills.
- Support students in sounding out words as needed.

Formal Assessment: Writing worksheet will be checked for correctly identifying one historic toy and one current toy, without grading for spelling or handwriting.

Informal Assessment: Teacher observation of student participation in discussion and dramatic play that demonstrates understanding of how scarcity influences choice

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Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

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Lesson/Activity #3

Title of Lesson/Activity #3: Food Preparation Then and Now

Created By: Tara Barnard

Overview of Lesson: As a whole class review *Winter Days in the Big Woods* and discuss the ways they prepare food in the book. Examine the two primary source pictures of kitchens to identify food preparation strategies in those kitchens. The class discusses some of the food preparation pictures on a sorting worksheet. Students independently sort food preparation pictures using a sorting worksheet.

PA Standards:

8.3.1.C Identify examples of change.

CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.

Investigative Question for this activity: *How did people obtain food differently in the late 1800's compared to today?*

Objective(s):

After whole group instruction and discussion and teacher modeling, students will correctly sort at least 7 of 8 food preparation methods into historic or current methods.

Materials:

- *Winter Days in the Big Woods* by Laura Ingalls Wilder
- Glue
- Scissors
- pencils

Print Sources:

- Prang's aids for object teaching--The kitchen, Boston: L. Prang & Co., c1874, <https://www.loc.gov/item/97502879/>
- A New England kitchen. A hundred years ago / H. W. P., c1876, unknown creator, <https://www.loc.gov/item/2006691541/>
- Food preparation worksheet (I made)

Student Learning Process:

- Get out the *Winter Days* book and show students the cover
 - *What is this book about?*
 - *When does it take place?*

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- *What two things have we learned about already? (chores and toys)*
- Tell students we will be focusing on food today.
- Look through all the pictures in the book for any ovens, microwaves, or other kitchen appliances. Discuss what students do see in the kitchen area of the house.
 - *Do you see anything you have in your kitchen at home? A microwave? An oven? A refrigerator?*
 - *Do you see anything in the pictures they could use to cook with?*
- Bring up the two primary sources on the interactive whiteboard (one at a time)
- Discuss kitchen appliances students can see in the pictures.
 - *What do you think they use to cook with in this kitchen?*
 - *What is the same as the other kitchens we saw? What is different?*
- Hand out the sorting worksheets.
- Explain instructions, especially how a t-chart works.
- Identify what each picture stands for.
- Discuss as a class some of the difficult items (thinking hunting/fishing-we do it now, but not daily as our main resource for food. Therefore, it goes in the historic column)
- Students complete the rest of the sorting worksheet independently.

Closure: Ask students where they put different foods and why. Use examples from the *Winter Days* book and pictures to help with reasoning.

Modifications/Accommodation Techniques for Students with Special Needs:

- Pictures on worksheet can be precut.
- Students could dictate which picture goes where on worksheet.
- Students with visual impairments can have their own copy of the book and primary sources.

Formal Assessment: Checking sorting worksheet for sorting each picture into the correct column.

Informal Assessment: Teacher observes participation in class discussion that expressed understanding of the change in food production from the past to today.

Post-instruction Assessment: For the closing activity, students will make a mini book about daily life then and now. They will complete the coloring page below and use it as a title page. Then the three assessment worksheets will be stapled with the cover page to make a mini book.

Note: *Winter Days in the Big Woods* is part of a greater series by Laura Ingalls Wilder called My First Little House Books. All of the books in this series could be used to supplement this unit.

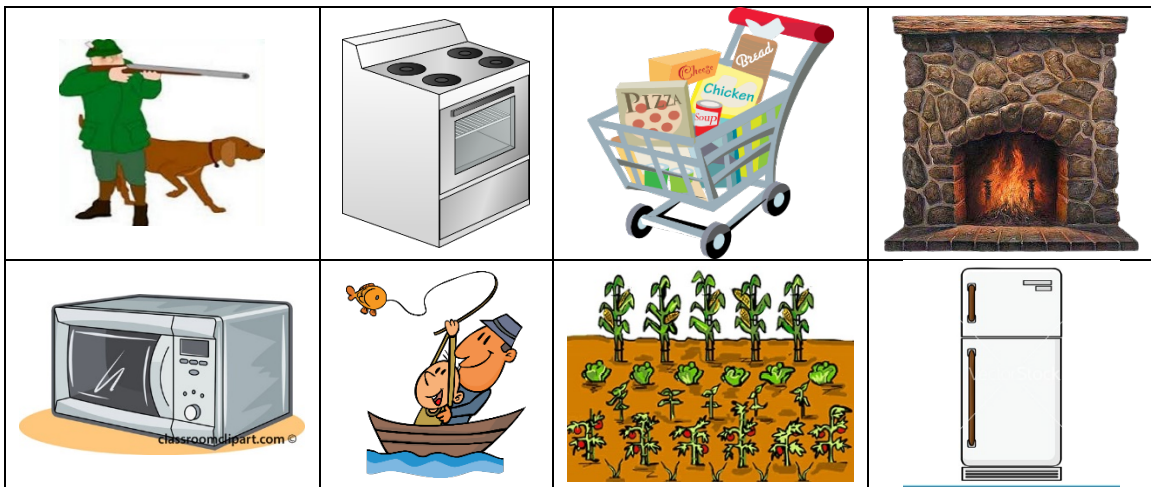
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✂ out the pictures and 🧴 them on the T-Chart

Food Preparation

History

Now



Children's Lives Then and Now



By: