

**Lesson Topic:** Comparing Child’s Play in the Past vs. Present **Grade level:** 1st grade **Length of lesson:**  30 minutes

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| **Desired Results** | |
| **State Content Standard(s):**   * 1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. | |
| **Central Focus:**  Students will understand:  **D2.His.2.K-2.** Compare life in the past to life today. | **Essential Question(s):**  How does life in the past compare to life today? |
| **Student objectives (outcomes):**  Students will be able to explain how child’s play 100 years ago compares to child’s play in the present day using specific examples from primary source photographs.  Students will be assessed on their ability to answer the two sentence prompts using specific detailed observations from the photographs while justifying their response (for example, a student may choose to focus on the differences between the past and present so they would put, when kids played 100 years ago they had rings on the playground, I know this because picture #5 showed this. When kids play today we use swings on the playground, I know this because my playground has swings). | |
| **Assessment Evidence** | |
| **Performance Task(s):**  Students will fill in two sentence prompts describing similarities *or* differences to playing 100 years ago compared to today using specific details from the photographs. | **Other Evidence:**   * Table talk discussions while observing the photographs as a group. * Turn and talk discussions. * Details included on the Venn diagram. |
| **Learning Plan** | |
| **Learning Activities:**  Each table group will be handed a folder which contains five photos of children playing around 100 years ago. Each photo will be labeled 1-5 (see photos below in materials section).   * Before opening the folders: Ask the students to think about what they do for fun. Ask students, what do you like to do when you play at home and at school? Do you play with friends? What types of toys do you use when you play, if any? * Students will turn and talk to their shoulder partner to discuss their ideas. Then, the teacher will call on a few students to share out their ideas. * Ask students to make a prediction about what they might expect to see in the photographs of photos from 100 years ago. How did kids play 100 years ago? Why do you think that? Students will share their predictions with their table group.   The teacher will then instruct students to open up the folder and disperse the photos between table members while making sure that each table member sees every photo.   * The teacher will allow for 2 minutes of exploration time with the photos before asking them guiding questions. * Then ask the students, what do you notice about how kids played 100 years ago? What types of toys did they use? Based on these photos, what does it look like they do for fun? How can you tell these kids are having fun? (Each time a question is asked, the students will talk amongst their table groups.) * Then move into comparison questions, what do you notice about the way kids played in the past compared to today? How do you know? What are the major differences you notice? What are the similarities? How do you know? (Each time a question is asked, the students talk amongst their table groups.)   After the students have had some time getting familiar with the photos, and orally sharing their ideas about similarities and differences, hand out the graphic organizer (a Venn diagram comparing play in the past and present).   * Each student will get a graphic organizer, but they will be instructed to work together with their shoulder partner. The students will work together to fill in the circles titled, “100 Years Ago”, “Both”, and “Today”. * After all students have reached a stopping point with their graphic organizers, ask the students who would like to share out an observation from each column. This process will repeat until the class has come to a consensus on what they noticed about playing in the past and how it compares to the present.   Finally, as an exit ticket, students will be handed a half sheet of paper with two sentences that read “*When kids played 100 years ago \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When kids play today \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_.*   * Once each student has the half sheet of paper, I will do a demonstration on the projector. I will write: “*When kids played 100 years ago they rode bikes, I know this because there are two pictures with kids riding bikes. When kids play today they also ride bikes, I know this because I ride my bike when I play.”* * This sentence structure could be used to state a similarity or a difference from the past and present. This will be up to the students’ choice. * Once all students turn in their exit ticket, collect all the folders and conclude the lesson. | |
| **Resources and Materials:**   * Photo of kids playing #1 (<https://www.loc.gov/pictures/item/2016885263/>) * Photo of kids playing #2 (<https://www.loc.gov/pictures/resource/npcc.00490/>) * Photo of kids playing #3 (<http://www.loc.gov/pictures/item/98502157/>) * Photo of kids playing #4 (<https://www.loc.gov/pictures/item/2016816232/>) * Photo of kids playing #5 (<https://www.loc.gov/pictures/item/2016804598/>) * 24 copies of Venn diagram graphic organizer * 24 copies of the exit ticket sentence prompts * 24 pencils | |
| **Required Accommodations/Modifications:**  **N/A** | |
| **Additional Modifications for Individual Students:**   * Students who have difficulty following instructions   I will switch partners up if I see that students are off task. I will pair an on-task student with an off-task student. I will also be walking around the room and will give reminders of what to do to any students who are off task.   * Students who are having trouble analyzing the photographs   During the time where students are filling in their graphic organizer, I will switch up shoulder partners so students who are struggling are put with a student who is exceling. This will promote peer collaboration and will help the struggling student hear some observations and hopefully be encouraged to look for other notable observations.   * English Language Learners who have been in the United States less than a year and who have basic vocabulary and can produce sentences with simple syntax   During the observation time, I will stop and explicitly point out how the pictures reflect what I am saying. For example, I could say, “I noticed that a lot of you mentioned the bicycle” (while I am saying “bicycle” I will explicitly point at it on the picture). I will encourage all students who are working at tables with ELL students to point at the pictures as they are discussing the features of the pictures to help them become familiar with the vocabulary. During the activity/exit slip time, I will circulate to all the ELL students to ensure that they have the vocabulary that they need to complete their work. These students will have background experiences with playing, and a culture of play that is different from students who were born in the United States, which will make for a very intriguing compare/contrast activity.   * For students who finish early/need an extra challenge   These students will be asked to write a narrative from the perspective of one of the children in the photos. They will create a scenario for what has happened right before the photo was taken. | |
| **Extending the Lesson**  For a follow up lesson, students could prepare an interview for a relative of theirs, ideally their parents. With the help of the teacher, the students could have a few interview questions prepared that aim to find out what playing was like when they were kids. This would then show students how play has evolved from 100 years ago, potentially 50-30 years ago, to today. Students could then record their ideas on a chart with three columns, *100 years ago, 50 years ago (or whatever their relative shares here), Today.* Finally, students could share their findings with the class, so everyone has a deeper understanding of how playing was similar/different in the past, and how it has evolved over time. | |

Adapted from *Understanding by Design*, Expanded 2nd Edition (2005) by Grant Wiggins and Jay McTighe, Association for Supervision and Curriculum Development.