**Lesson: School in the 19th Century versus the 21st Century**

Teacher: Lauren D’Ambra Grade: 3rd

Date: 05/19 – 05/23

**Standards:**

[RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) - Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Positive and Productive Environment**: *What routines, procedures, and norms need to be in place for students to access the content and language objectives?*

* Know where to look for unfamiliar language – classroom dictionaries
* Know where to go to ask a question about expectations – member of a group first, teacher second

**Evidence of Learning**: *What is the student work, product or performance that will demonstrate learning?*

* Students will write a compare and contrast piece on a specific category (i.e. food; lessons; rules. Etc.), which will be incorporated into an inclusive written piece that incorporates all groups’ findings. Students will also document differences/similarities by taking photos and writing captions, which will be integrated into an Animoto video.

[RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

[W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Content Objectives**: *What will your students known and be able to do by the end of this lesson?*

* How were schools in the 19th century different from/similar to schools in the 21st century? Students will answer this question, using multiple resources (reading informational and historical fiction texts about this time period; building first-hand background knowledge on a field trip; and through Internet searches), and write a compare and contrast piece to demonstrate knowledge.

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| **Instructional Design and Formative Assessment**  *What do I expect students to be able to do and say? How will I check for understanding throughout the lesson?* | |
| **Connect**: Communicate the objective, discuss relevance, connect to prior knowledge. *“Let’s connect.”* | Open by showing Animoto video (as is, just photos of trip).  Communicate Objective: To compare/contrast school in 19th century with 21st century through research and observations of life at MJ Francis.  (3 minutes) |
| **Model:** State purpose and explicitly demonstrate the objective. *“I do, you interact.”* | Show virtual Venn Diagram, comparing Hornbine (19th century) with MJ Francis (21st century), with existing contributions from students.  Set up next Q by asking students to think about how to organize something into categories. Make connection back to seeds – I might organize by type, color, size, etc. Organizing a topic is the same way. Ask students to turn and talk with partner and brainstorm one category we could use for our comparisons/contrasts (these categories will be pre-established). Have partners share. Show students the categories already made, and see if any of their ideas match up. Alter accordingly.    (10 minutes) |
| **Shared Experience**: Continue demonstration and expand students’ levels of participation. “*I do, you assist.”* | Explain that student groups will be assigned a category to explore further. Students will use a new compare/contrast chart to find and document information on their category. As example, present one category and have students look at existing contributions to find a difference and similarity that supports this idea. (5 minutes) |
| **Guided Practice**: Support students to implement the objective(s). “*We do*.” | Read through existing informational article (Apple Valley) and find example for each group.  (8 minutes) |
| **Collaboration:** Provide a structure for students to work together to share their thinking and implement the objective. “*You do, I assist*.” | Student groups will read through new informational text to find any information that supports their category.   * (15 minutes) |
| **Independent Practice**: Determine how students practice and apply the objective on their own. “*You do, I observe*.” | (Next lessons) |
| **Closure**: Summarize and synthesize the objective. Can students articulate their understanding to me and/or to peers? “*Let’s recap and set next steps*.” | Review lesson and have students reiterate broader project objective (to compare/contrast how…)  Set next steps for learning activities and products:   * Introduce taking photos and brainstorming captions (group rotations)/Continue informational text research (Tuesday) * Writing – Introducing topic and stating a focus (Wednesday) * Writing – Focus on using linking words and phrases to connect ideas; Work on individual written piece (compare/contrast category)/groups to take photos & write captions * Work on individual written piece (compare/contrast category)/groups to take photos & write captions * Groups present ideas, to be included in whole-class written product/integrate group photos with captions into Animoto presentation |
| **Adaptations or Accommodations:**   * Written and visual directions * Graphic organizer with sentence starter (writing piece)   **Materials/Resources:**   * Informational texts on school in 19th century that align with group categories * iPad – photos * Tracking sheet for photos and captions | |