

What was life like in the past for people in our community?



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Developed by Katie Anderson



Active and responsible citizen identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

College, Career & Civic Life: C3 Framework for Social Studies State Standards

WHAT WAS LIFE LIKE IN THE PAST FOR PEOPLE IN OUR COMMUNITY?

GRADE LEVEL: 1

Compelling Question	What was life like in the past for people in our community?		
Relevant Standards	NVACS-SS: Disciplinary Skills: SS.1.3,4, 6, 7 Content Themes: SS.1.9, 15, 19 NVACS-ELA: RI.1.2,3,6,7,9,10, W.1.1,3,8 SL.1.1a-c,2,3,4,6		
Why inquire into this topic?	History and the past are difficult concepts for children. In this inquiry, students will explore these ideas through an exploration of what life was like in the past for residents of the Truckee Meadows.		
Supporting Question 1		Supporting Question 2	Supporting Question 3
How has Reno/Sparks changed over time? How can we infer how long ago something happened?		How have modes of transportation around Reno and Sparks changed over time?	What was school like for children at different times in our past?
Featured Sources		Featured Sources	Featured Sources
A. Fuller’s Crossing Zoom In Oil Painting by C.B. McClellan 1882 B. Time Period Image Sort: selected photos of historic Reno/Sparks.		C. Getting Around Cities, ReadWorks, 2017. D. Observation Charts of types of transportation in our community	E. Before Reno And Sparks, There Was Huffaker’s” Time and Place, 2017
Engaging with Source Materials Using Disciplinary Skills (questions, tasks, academic language practice)		Engaging with Source Materials Using Disciplinary Skills (questions, tasks, academic language practice)	Engaging with Source Materials Using Disciplinary Skills (questions, tasks, academic language practice)
Inquiry Hook: see additional background reading below Zoom In Art Analysis Historical Image Sort: Analyze, Compare, Contrast, Infer		Read Aloud Think Aloud Organizing images on a timeline chronologically Talk Task Group Presentations	Read Aloud Think Aloud Close Listen Venn Diagram Writing With Sentence Frames
Summative Performance Task	In pairs students will construct an opinion piece about life in our community during one of the historical (the distant past or the past) time periods students explored. <ul style="list-style-type: none">Ask students to decide if they would like in the distant past or the past. Review the three supporting questions answered during the inquiry to refresh thinking.Group students according to their chosen time-period and to support a successful writing experience.Prompt: Pretend you were alive in the distant past or in the past in our community. Why did you choose this time-period? Why do you like it? What kind of transportation did you have and how did you get to school? What did you do for fun?Draw a picture showing the ideas from your writing.		

Taking Informed Action	<p>Primary Source Interviews: With students, create a list of supporting questions to ask adults/community members to learn more about their community, school, and transportation in the past. Turn these questions into an organized document. Sample template located (here).</p> <ol style="list-style-type: none"> 1. Invite a community member from your site into your classroom (custodian, librarian, teacher assistant, secretary, administrator etc.) and conduct an interview with them as your subjects. Model how to ask questions and allow students to ask a question from your developed list. Reflect on the process of interviewing a grown-up and see what questions they have about conducting the interview at home. 2. Send the template home for students to conduct an interview with an adult. 3. Upon completion, facilitate a discussion of student learning around the past from the experiences of the people they learned about. <p>Community Field Trip: If possible, schedule a bus tour of Reno and Sparks to highlight some of the places students learned about throughout the inquiry. Two of the arches, all of the schools and several other locations mentioned could be easily accessed in a half day field trip and culminated at with lunch at a park.</p>						
Academic Vocabulary	<p>the distant past, the past, the present, primary source, memory, remember, immigration, mode, transportation, public</p>						
<p>Additional Background & Related Readings (hyperlinked when possible)</p>	<p>Inquiry Hook: Before beginning the inquiry, introduce and send home the brief homework activity, <i>A really long time ago, A long time ago, today</i> (here) . Students will work with an adult to record the different ages and birth years of family members and friends. This will begin to build a concept of time and history as students concretely recognize differences between young and old, new and old. Invite students to comment on the title of the assignment and on the images of phones representing each phrase. The names of the phones from oldest to newest are candlestick phone, rotary wall phone, and smart phone. Share what phones used to be like, how they were used, what they could and could not do, and how truly amazing our phones are today.</p> <ol style="list-style-type: none"> 1. Upon returning to school, collectively share information from the assignment, compare, and contrast information students collected. Consider locating information chronologically in a pocket chart, on your active board, or on a large timeline on a wall in your classroom. 2. Introduce Academic Vocabulary. Through this reflection, introduce the following terms. Explain that these are smarter words that real historians use when they study the past. <table data-bbox="565 1346 1422 1459"> <tr> <td>A really long time ago</td><td>The Distant Past</td></tr> <tr> <td>A long time ago</td><td>The Past</td></tr> <tr> <td>Today</td><td>The Present</td></tr> </table>	A really long time ago	The Distant Past	A long time ago	The Past	Today	The Present
A really long time ago	The Distant Past						
A long time ago	The Past						
Today	The Present						
<p>In the pages that follow, each supporting question will be accompanied by source material, questions, and tasks that provide students opportunity to engage with the content and interact with one another to make meaning and form an answer to the question. Some supporting questions may require only a single source of inquiry, while others may require multiple sources and perspectives.</p> <p>Following an inquiry into the supporting questions, students' knowledge, skills and disciplinary thinking will be assessed with a performance task. Students will also be provided opportunities to take informed civic action. Background texts as well as extension texts are highlighted above and offer opportunities for a class or individual students to learn more deeply about the focus of this inquiry.</p>							

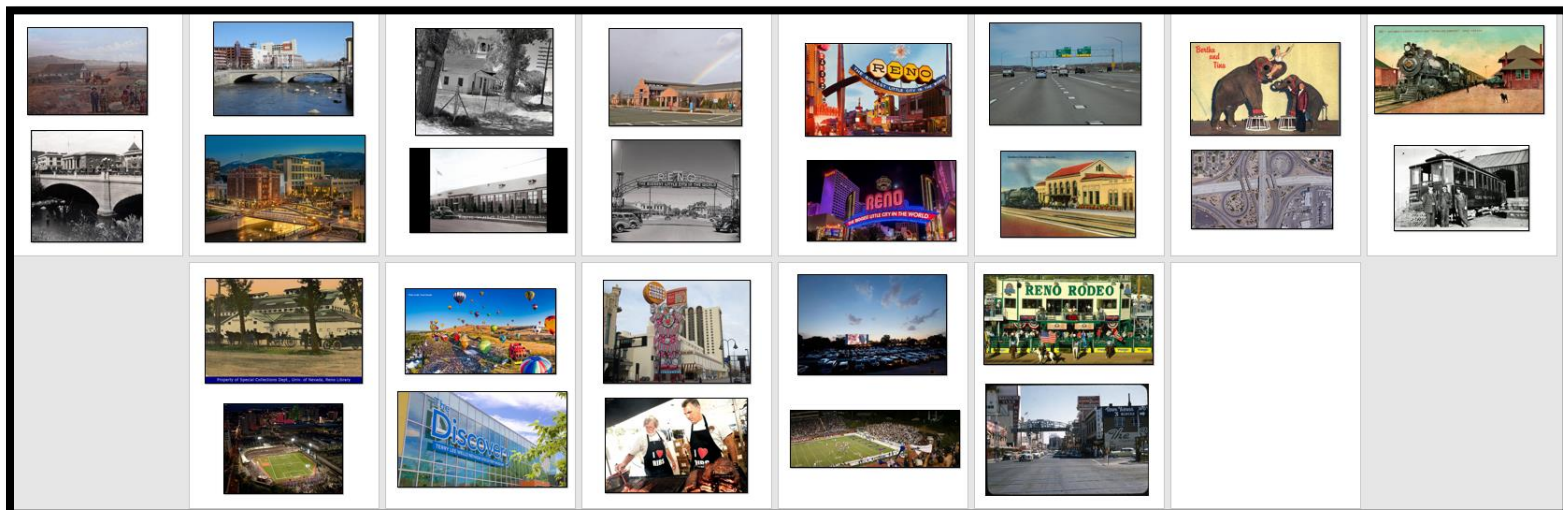
Question 1, Source A

Compelling Question	Supporting Question
What was life like in the past for people in our community?	How has Reno/Sparks changed over time? How can we infer how long ago something happened?
<p><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> Fuller's Crossing Zoom-In: Project the PowerPoint (here) and make sure all students are able to see the details of the visual text. Group students in pairs or threes but also in a way that facilitates whole group processing. Background information to boost teacher knowledge located here. With varying amount of small group talk and whole group share out based on your formative assessment of student understanding, work through the Zoom-In analysis questions and tasks. <ol style="list-style-type: none"> Questions with animation appear one at a time on each slide. Provide students time to explore each slide in order to notice several details represented in each. Different students notice different details and understanding of the image builds as students share what they notice and think. Answers need not be correct for students to learn through this strategy. A complete explanation of the image is presented at the end and the goal is for students to share in an "Ah ha" moment at the completion of the zoom in. <p>Note: This painting is a primary source. C.B. McClellan painted it in 1882. Explain to students that it is a primary source because it was created during the time-period represented in the image.</p> <p>Primary source: an artifact created during the time under study.</p> <p>Source Citation: "Fuller's Crossing" Zoom In. Oil Painting by C.B. McClellan 1882</p>	



Question 1, Source B

Compelling Question	Supporting Question
What was life like in the past for people in our community?	How has Reno/Sparks changed over time? How can we infer how long ago something happened?
<p align="center"><u>Engaging with the Source Material</u></p> <p>3. Image Sort (here). Make several copies of the sort; create a flip chart or other way for students to view images. Viewing the images in color is essential. The historical concept of change over time is maximized if students see the images in their original form (paintings, black and white, or in color). If doing the sort, students should work in small groups of three for this activity. Do not feel compelled to use every image or, if there are images that would relate well to your students add them to the sort.</p> <p>a. Review Academic Vocabulary. Consider making labels for the three time-periods for students to organize the images around. These could be separate or on one longer piece of paper and move from left to right to represent chronology.</p> <p>b. Pass labels and packets out. Ask students to spread the images around their workspace and provide the following instructions: Your job is to sort these images into three different piles; The Distant Past, The Past, and The Present.</p> <p>c. Model the process by selecting one or two of the images and processing aloud why the selected image belongs in the specific time-period. Actively rotate around the room, checking for understanding, demonstrating curiosity, and encouraging your students as they work through this process.</p> <p>d. Reflective Questions, Formative Assessment, and Creating Supporting Questions (here). Upon completion, select several reflection questions or create your own to process the differences made obvious through the image sort. Sentence stems are provided, or create your own, for a brief formative assessment and to check for understanding of the academic vocabulary. Finally inquire into what students are interested in, what additional questions they have, what they wonder based on the images. Write these questions together encouraging the use of academic vocabulary. Save the questions for the summative assessment task.</p> <p>Source Citation: Various photographs of Reno/Sparks (here).</p>	




Question 2, Source C

Compelling Question	Supporting Question
What was life like in the past for people in our community?	How have modes of transportation around Reno and Sparks changed over time?
<p align="center"><u>Engaging with the Source Material</u></p> <ol style="list-style-type: none"> 1. Print or project the ReadWorks article, <i>Getting Around Cities</i> (here). 2. Differentiate the content and reading comprehension questions in this brief article based on the needs with in your specific classroom and students. 3. Introduce Academic Vocabulary: <ol style="list-style-type: none"> a. Modes: different ways of doing the same thing b. Transport: (trans= across, port=to carry) to carry across c. Public: (publicas= the people) of the people 4. Note: The image on the first page of the article is of a metropolitan city in China with double decker busses and skyscrapers. Take a few moments with students to observe how this community is different from our own community. 	
Source Citation: <i>Getting Around Cities</i> , ReadWorks, 2017.	

ReadWorks®
Getting Around Cities

Getting Around Cities



Lots of people live in a city. These people need to get around the city easily. They need to go to school or work. Some people need to go into and out of the city for work or school!

Many cities have ways to help people get around. They have public transportation. Something that is public has to do with all the people in a community. And transportation is how people and things get from one place to another.

There are many kinds of public transportation. Some cities have buses. These buses stop at certain places to pick people up and drop them off. Some cities have trains. They bring people into or out of the city. And some cities have underground trains. These are called subways. People take them to get around the city quickly.

Question 2, Source D

Compelling Question	Supporting Question
What was life like in the past for people in our community?	How have modes of transportation around Reno and Sparks changed over time?
<p><u>Engaging with the Source Material</u></p> <ol style="list-style-type: none"> Talk task with Observation Charts: Make copies of the First Grade Transportation Picture Supports (here). Introduce the Talk Task: “Today we are going to make observations about modes of transportation from the distant past, the past, and in the present in our community. Organize students into groups of four. Label students A,B,C,D to reflect different tasks throughout the talk task. Establish guidelines (on person speaks at a time, speak clearly, listen to each other, make eye contact) and follow directions for the talk task below. Be sure to explain the requirements of each portion of the talk task as you move through the work. Actively move about the classroom prompting and supporting students as they work. Pass out an observation chart from one time-period to each group. Copy in color. Place in sheet protectors to ensure longevity of your colored copies. Facilitate the Talk Task: Follow directions below. Please model and scaffold the Talk Task in ways that work most effectively and efficiently in your classroom. Formative Assessment: Following the culminating question, students will present their observation chart to their classmates in the following steps. <ol style="list-style-type: none"> Partners present their image, mode of transportation and a benefit or problem associated with it. Together they share their consensus sentence. <p>Source Citation: Several photographs of historic transportation in Reno/Sparks</p>	

Teacher Instructions	Task: Partner A	Task: Partner B	Task: Partner C	Task: Partner D
Tell students: Study the photo assigned to you. What mode of transportation is shown? What two details are interesting to you?	Moving around the circle from A-D, each group member completes the following sentence frames. The mode of transportation in my image is _____. Two interesting details I notice are _____ and _____. They are interesting because they _____.			
Discovering a helpful or beneficial quality of the mode of transportation.	<i>Ask your partners: How did your mode of transportation help people move around?</i>	Partners B, C,D answer Partner A’s question using the following sentence frame: _____ helped people move around by _____.		
Discovering a likely problem associated with the mode of transportation.	See box far right.	<i>Ask your partners: What is a problem associated with the mode of transportation in your image?</i>	Partners C,D and A answer Partner B’s question using the following sentence frame: A problem with the _____ is _____ because _____.	
Making a claim using evidence from the text	Partners D, A and B answer Partner C’s question using the following sentence frames: We believe the _____ is the fastest because _____. We believe the _____ is slowest because _____.		<i>Ask your partners: From our observation chart, which mode of transportation is the fastest? Which is the slowest?</i>	See box far left.
Culminating question: Building Consensus.	Students construct a response: In (the distant past, the past, the present) we think (mode of transportation) was the most important because it _____.			<i>Ask your partners: Which mode of transportation do we think was most important in our community during this time? Why?</i>

Question 3, Source E

Compelling Question	Supporting Question
What was life like in the past for people in our community?	What was school like for children at different times in our past?
<p style="text-align: center;"><u>Engaging with the Source Material</u></p> <ol style="list-style-type: none"> 1. Access the public radio story, “Before Reno and Sparks, There Was Huffaker’s.” Project slide two of the picture supports (here). Provide time for students to notice details in the photograph. 2. Tell Students: “Today we are going to answer the question, ‘What was school like in the distant past for children in our community?’ We are going to listen to a story about going to school in our community in the 1920’s. We will also be looking at several photographs.” Locate 1920 in whatever way you are tracking chronology though the inquiry. 3. Listening Task: Provide a framework for students to compare school in the distant past with their experience at school in the present. As you work through the article, compare and contrast experiences from the story (the distant past) with students’ experiences today (the present). A Venn diagram would work nicely because there is space for similarities. A Venn diagram with examples is available here. 4. First, allow students to listen to the whole story. Ask them to listen to the voices and for main ideas. Check for basic understanding. Listen more than once if necessary, stopping to recognize different voices, themes. 5. Teacher Think Aloud. Read the introduction aloud to students on slide three. Stop and notice compelling information. As you read, say: <ol style="list-style-type: none"> a. Wow, that is interesting! People lived in our community even before Reno and Sparks were towns. (Make the connection to the Fuller’s Crossing painting). b. One settlement was named after Granville Huffaker who came here in 1858! How long ago was 1858? (Do the math with your students). I do not know of anyone named Granville... do you? That sounds like an old name from the distant past. However, I have heard the name Huffaker before. Has anyone else? c. What was the Comstock Lode? You can decide to mention this or not. 6. Segment #1 (.51-1:26 minutes). Listen twice to the segment. Ask the following questions. <ol style="list-style-type: none"> a. The journalist noted, “Many of the students were Italian.” We are talking about Reno. Why do you think many of the students were Italian? (Answer: hundreds of Italian immigrated to Reno/Sparks and started families, ranches and other businesses) in the distant past (early 1900s). This is similar to how there many new immigrants from Latin America in our community today. b. “The journalist described the school as a little white schoolhouse. Let us look at the photo again; what other words would you use to describe the schoolhouse?” c. “What details about the little white schoolhouse show how school in the distant past was different than it is today?” Slide Four shows a one-room schoolhouse and many of the differences Cerfoglio notes. 7. Segment #2 (1:26-1:55 minutes). Listen twice to the segment. Ask the following questions: <ol style="list-style-type: none"> a. How did Art Cerfoglio travel to school? How did his classmates travel to school? b. Show Slide Five. “Art Cerfoglio said, ‘and the Lombardi girls, they would come, but they had a little cart drawn by a horse, and there was two girls. They’d ride in a buggy, and they’d come that way, see?’ Ask, “What do you think is different about riding on a horse or riding in a buggy?” (Show Slide Six. It contrasts images of a boy riding a horse and two girls in a buggy). Ask, “Why do you think he remembered this?” 8. Formative Assessment Questions: <ol style="list-style-type: none"> a. What is one of your most memorable or favorite memories from first grade so far? b. What would it be like to be in the same classroom with students who were 8, 9, and 10? 	
Source Citation: Before Reno And Sparks, There Was Huffaker’s KUNR: Reno Public Radio October 11, 2017	

