





Part I: Thematic Primary Source Set

Topic/Big Idea: Comparing and contrasting the lives of children in the early twentieth century to the present-day life of students

Grade Level and Subject Area: Fifth Grade and S.S.

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Elementary school children standing and watching teacher write at blackboard, Washington, D.C. Creator(s): Johnston, Frances Benjamin Date Created/Published: [1899?] http://www.loc.gov/pictures/item/96516051/</p>
	<p>Title: [Children posed with bicycle and tricycles] Creator: Detroit Publishing Co. Date Created/Published: [between 1910 and 1920] http://www.loc.gov/pictures/collection/det/item/det1994022193/PP/</p>
	<p>Title: Salvin Nocito, 5 years old, carries 2 pecks of cranberries for long distance to the "bushel-man." Whites Bog, Browns Mills, N.J. Sept. 28, 1910. Witness E. F. Brown. Location: Browns Mills, New Jersey / Photo by Lewis W. Hine Creator: Hine, Lewis Wickes Date Created: 1910 September 28 http://www.loc.gov/pictures/item/ncl2004000511/PP/</p>
	<p>Title: Girls' playground, Harriet Island, St. Paul, Minn. Creator: Detroit Publishing Co. Date Created: c1905 http://www.loc.gov/pictures/item/det1994010557/PP/</p>



Part II: Classroom Activity Plan

Essential/Investigative Question: How do the lives of students in the early twentieth century compare or contrast to the lives of students in the present day?

Objective(s): The student will be able to use the primary source set and their prior knowledge to provide three comparisons between life of the student in the early twentieth century and the life of students in the present-day.

The student will be able to use the primary source set and their prior knowledge to provide three differences between life of the student in the early twentieth century and the life of students in the present-day.

Standard(s) Addressed: USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to b) Make connections between the past and the present.

Procedure:

1. Students activate prior knowledge: Students will be instructed to write down big parts of their lives on paper, no structure required
 - a. Provide examples: going to school, playing with my friends, playing sports, eating dinner with my family, etc.
2. Students evaluate primary sources: Students will fold a paper into fourths and label each section 1, 2, 3 and 4. I will then show the students primary source 1, and have the students write down everything they see in the first box. After about a minute, we will repeat this process for the other three primary sources.
3. Students will collaborate: Students will then be instructed to switch to a colored pencil and talk with a partner. They are to speak to their partner about what they wrote down. They will be asked to discuss the similarities and differences between these pictures and their own lives (what they wrote down at the beginning of class)—these similarities and differences will be written in colored pencil in the box.
4. Students will report to group: Students will engage in a group discussion of each primary source. We will discuss each primary source together, noting the similarities and differences between the children's lives in the early twentieth century and now.
5. Students will expand on ideas: Students will be asked to write a paragraph about the similarities and differences of the students' lives in the early twentieth century and now using their initial list and the notes they made in their primary source boxes.

