

TITLE: Pool Play: Long Ago and Today	AUTHOR: Peggy Riso, Albemarle County Public Schools
SUBJECT & GRADE LEVEL Social Studies: First Grade	TIME ALOTTED 60 minutes
Overview/Rationale A rite of childhood is the ability to play and have fun. The face of childhood play has changed from one historical era to another. Students will analyze primary source photographs from 1905 and 1914 (The Progressive Era) and compare/contrast it to photos from today (The 21st Century). This compare/contrast will help students understand the concept of change by analyzing how life is different today compared to 100 years ago and then making a judgment on which they think children had more fun in. This will be one lesson in a broader unit on “Long Ago and Today”. It is assumed that students have already completed several lessons on this concept and have some understanding of how life was like long ago compared to today.	

Guiding Question(s):

Which era: Long Ago (The Progressive Era) or Today (21st Century) do you think all children have more fun in?

Why do you think children have more fun in that era?

Learning Objectives (SWBAT – Students Will Be Able to)

Students will be able to use primary source photographs from 1905 and 1914 (The Progressive Era) to gather information about how children played long ago.

Students will be able to use photographs from “Today” (21st century) to gather information about how children play today.

Students will be able to analyze information gathered from primary source photographs from 1905 and 1914 (The Progressive Era) and photographs from “today” and make a judgement about which time period they think children had more fun. Students will be able to verbally defend their decision and state three reasons why.

Students will be able to discuss as a whole group why they think play has changed from long ago to today.

Relevance:

OAH Historical Skills Taught:

Chronological Thinking

Historical Comprehension

Virginia SOL: History

1.1-The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Assessment Tool(s)

Student will draw a picture of the era he/she thinks all children had more fun in. Student will label their picture with three reasons for their choice. Student will present his/her conclusions to the class in a whole group format.

Materials/Resources

- primary source photos from 1905, 1914 and 21st Century.
- venn diagram worksheet.

(All materials listed above are provided with this lesson.)

- drawing paper, crayons, and a pencil
- way to project the primary source photos to the whole group.
- chart paper to record student responses.

Modifications (to meet needs of diverse learners)

Teacher will arrange groups so that each group has a child that is able to record their classmate's responses onto a venn diagram. Teacher will also rotate around room to provide help as need.

Instructional Bibliography

“The City in a Garden: A Photographic History of Chicago’s Parks Mark White Square's wading pool.” Records of the Chicago Park District Special Collections [ca. 1905]

http://www.cpdit01.com/resources/planning-and-development.history/?action=city_in_the_garden_07

“Photograph of the Garfield Park Wading Pool in Washington, D.C.”

Records of the Office of Public Buildings and Public Parks of the National Capital [ca. 1914]. Archival Research Catalog (ARC) ID [596113](#)

Suggested Photo’s for “Today”

“Kid City”, Forte Village, Sardinia.. <http://www.fortevillageresort.com/Just-for-Kids/Kids-city>

“It’s All About the Kids CYO Little Heroes Camp Eases the Pain of Children of 9/11 Victims”, The Putnam County News and Recorder http://www.pcnr.com/news/2003-08-27/Front_Page/052.html

“Children in the Swimming Pool”. Free Desktop Wallpapers. zastavki.com
<http://www.zastavki.com/eng/People/Children/wallpaper-12797-14.htm>

Instructional Procedures/Process Closure

Introduction Activity

- Ask students what the word “fun” means. Have them turn to a partner and discuss their thoughts. Then have students share as a whole group. Chart answers.
- Ask students to think of a time that they had fun and what they were doing, who they were with. Then remind students of the previous days lesson on “Long Ago and Today” and discuss how different life is like now compared to long ago. Ask students if they think that “fun” was also different long ago?
- Discuss and chart answers.

Guided Practice

- Explain to students that they will be looking at photographs of children playing in a swimming pool from long ago and today. Students will work in a large class group and discuss what they observe in the primary source photographs from 1905 and 1914 of children playing in a pool.
- Teacher will guide the discussion of similarities and differences of the two pictures. The teacher will record responses onto the left side of a T-chart that is labeled “Long Ago” on the left side and “Today” on the right.
- Students will then complete the same activity with photos of children at play in a swimming pool from today.
- Teacher will record responses onto the right side of the T chart. (see attached photos)

Independent/Small Group Practice

- Students will work in small groups and compare and contrast the primary source photo from 1905 and 1914 with the photos from today of children swimming in a pool.
- Students will be able to discuss the similarities and differences between the two era’s (The Progressive Era and the 21st Century).
- Student groups will complete a venn diagram and then share their ideas with the class.
- When the presentation is over, the, teacher will ask guiding questions to help students understand why play has changed from long ago.

Assessment:

- Student will draw and label a picture of the era (The Progressive Era or The 21st Century) he/she feels all children had more fun and present their conclusion to the class.
- Student will be able to defend his/her choice during this presentation by stating 3 reasons why he/she feels this way.
- Teacher will take antidotal notes on student’s presentation.
- Teacher will look to see if the student is able to make a judgement and defend it with 3 reasons