

## LEARNING EXPERIENCE PLAN

<b>Learning Experience Title:</b> CT Then & Now	<b>Grade level:</b> 3rd
<b>How does this lesson fit within a larger unit of study?</b> Students in third grade engage in a yearlong study of Connecticut and local towns. This lesson would be an introduction to Connecticut.	<b>Timeframe:</b> <i>(i.e. three (3) thirty-minute sessions)</i>  Two thirty-minute sessions, with two to three more thirty-minute sessions for an independent project.

### Objectives

<ul style="list-style-type: none"> <li><b>CT State Social Studies Standards:</b></li> <li><b>Hist 3.2</b> Compare life in historical time periods to life today.</li> <li><b>Hist 3.8</b> Infer the intended audience and purpose of a historical source from information within the source itself.</li> <li><b>Hist 3.10</b> Use information about a historical source, including the maker, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a particular topic.</li> </ul> <ul style="list-style-type: none"> <li><b>Additional CT CORE Standards:</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson's Collaborative/Social Objectives:</b> <ul style="list-style-type: none"> <li>Participate fully</li> <li>Listen attentively</li> <li>Express appreciation of others' ideas</li> <li>Reflect on group interaction</li> <li>Think constructively</li> <li>Make group decisions</li> <li>Respect and value different skills and opinions</li> <li>Other:</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><b>Compelling Questions Engaged:</b></li> <li>In what ways has our town and Connecticut changed and/or stayed the same over time?</li> </ul>	<ul style="list-style-type: none"> <li><b>Materials and Prep Required:</b></li> <li><i>Seven Miles to Farmington</i> (ca. 1853) by George H. Durrie</li> <li><a href="#">Worksheet 1 - Pictures for Venn Diagram</a></li> <li><a href="#">Worksheet 2 - Comparing Then &amp; Now</a></li> </ul>
<ul style="list-style-type: none"> <li><b>Lesson's Content Objectives:</b></li> </ul>	

**Comment [1]:** I would love if we could have students access the images on the website, but I'm not sure what images from the painting will be there. So these worksheets are a work in progress!

Time	Hook; Initiation; Building Inclusion	Notes/Details
( 7 minutes)	<ul style="list-style-type: none"> <li>- Briefly, show <i>Seven Miles to Farmington</i> on the SmartBoard or as a picture. Give students ~30 seconds to look at the painting.</li> <li>- Have students turn and share with a small group. What did they notice? What observations can they make?</li> <li>- Show <i>Seven Miles to Farmington</i> again. This time, have students focus on looking for objects that are not something we see today. Again, show the painting for a short period.</li> <li>- Have students turn and share again. What objects did they notice? What do they think the objects might have been used for?</li> <li>- Share out as a whole class any observations students have.</li> </ul>	<p>Some questions to help guide a short discussion:</p> <ul style="list-style-type: none"> <li>- What have you noticed in the painting?</li> <li>- What time period do you think this might be? Why?</li> <li>- What might this be a painting of? Why do you think that?</li> <li>- What can we learn about the people in this painting?</li> <li>- Were the people rich or poor? Why do you think that?</li> <li>- Is the painting really old? Was it made recently? Why do you think that? (ca. 1853)</li> <li>- What can we learn about the time period in which it was made?</li> </ul> <p>Important vocabulary to pull out of the painting:</p> <p>Geographic terms</p> <ul style="list-style-type: none"> <li>- Hill - naturally raised part of the land, not as high as a mountain.</li> <li>- Mountain - a large natural piece of earth, abruptly rising from the land around it</li> <li>- Pond - a small body of still water</li> <li>- Boulders - a large rock</li> </ul>

Time	Activities/Strategies	Notes/Details
( minutes)	<p>Introduce the question that will guide student learning over the next few lessons. <i>In what ways has Connecticut changed and/or stayed the same over time?</i></p> <p><b>Day 1</b></p> <p><i>(20 minutes)</i> Split your class into small groups. Distribute two large Venn Diagrams to each group. Distribute one copy of Worksheet 1 - Pictures for Venn Diagram to each group. As a small group, students will discuss where each picture should be placed. When they have placed all pictures, students should be able to explain how they made their decision to an adult.</p> <p><i>(5 minutes)</i> As a closing activity have groups share out where they placed a picture and why, to the whole class.</p> <p><i>(5 minutes)</i></p> <p>Content: What did we learn about as a result of today's activity?</p> <p>Collaborative: What did we do as collaborative groups, and how did that go?</p> <p>Personal: What did I personally contribute? What do I still want to know about?</p> <p><i>(5 minutes)</i> What did you notice about our work together today? Was there anything you liked/appreciated?</p> <p><b>Day 2</b></p> <p><i>(7 minutes)</i> Begin by posing a question for partnerships to discuss. <i>Why is it important for us to learn about Connecticut?</i> Their answers can reflect that it's important to learn about Connecticut because;</p> <ul style="list-style-type: none"> <li>- they live in Connecticut,</li> <li>- Connecticut was one of the original colonies</li> <li>- it's important to see how the state started</li> <li>- we can see how Connecticut has changed over time</li> <li>- we can see how technology has changed over time</li> </ul> <p>Have students turn &amp; talk with a partner, then share out as a whole class.</p> <p><i>(20 minutes)</i> Prior to beginning the independent piece of the lesson, remind students that we are looking to see <i>in what ways has Connecticut changed and/or stayed the same?</i> Distribute Worksheet 2 to students. On this worksheet, there are pictures of places in Connecticut from the past and present. Encourage students to work together to discuss the differences between the images. They can record their thinking on Worksheet 2.</p> <p><i>(7 minutes)</i> Have students jigsaw to share their findings. They should focus on sharing how they believe Connecticut has</p>	<p><b>Day 1 Notes</b></p> <ul style="list-style-type: none"> <li>- We used hula hoops and laid them on the floor for groups to utilize.</li> <li>- It would help if the pictures were already cut and placed into baggies prior to using them in the lesson. We laminated them for future use.</li> <li>- As students are sorting, use their conversations to formatively assess their understanding of how Connecticut differs from past to present and has stayed the same.</li> </ul> <p><b>Day 2 Notes</b></p> <ul style="list-style-type: none"> <li>- We added pictures that were specific to our town in today's lesson. Students discussed changes to Connecticut, but also to their town and viewed images from the past and present.</li> <li>- We found that students benefitted from working in partnerships, but this can also be an independent activity.</li> <li>- Use student discussions during the hook, as well as during the partnership/independent task time as part of your formative assessment.</li> </ul>

changed and how Connecticut has stayed the same.

(5 minutes)

Content: What did we learn about as a result of today's activity?

Collaborative: What did we do as collaborative partners, and how did that go?

Personal: What did I personally contribute? What do I still want to know about?

(5 minutes) What did you notice about our work together today? Was there anything you liked/appreciated?

**Day 3**

Culminating activity. Students will explain *in what ways has Connecticut changed and/or stayed the same*. In order to do so, they can choose a project of their choice.

- Create and present a slideshow showing the ways that CT (or their town) has changed or stayed the same.
- Write a skit or puppet show to perform with a member of your class
- Create a Kahoot quiz (kahoot.com)
- Create 'footprints' with information on each footprint to post around the school to inform the school community
- Create a poster
- Create a ThingLink ([www.thinglink.com](http://www.thinglink.com))

Have students present their project to the class! Encourage positive feedback to presenters from the audience.