

SCHOOL DAZE: Schools Then and Now

Language Arts Grade Levels 9-12

Objectives: In order to understand the essential question of, “How have schools changed over time?” students interview elders and interpret photographs before comparing historic and ideal schools in writing. Students use nonfiction writing, factual reporting, description, compare and contrast, fiction writing, and interviewing skills in order to create a newspaper.

Time Needed: 6 hours

Vermont’s Framework of Standards and Learning Opportunities:

1.5 Writing Dimensions (write with purpose, organization, voice/tone, and details)

1.6 Writing Conventions (grammar, usage, and mechanics)

1.9 Narratives (organize and relate a series of events, fictional or actual, in a coherent whole)

5.14 Responding to Media (interpret media resources)

Grade Level Expectations:

History and Social Studies 5-6, 7-8, 9-12:13 Cultures over Time (analyzing expressions of culture through analysis of...photographs)

Interdisciplinary Connections: Social Science

Materials & Resources:

Landscape Change Program Archive, www.uvm.edu/landscape (example images:

LS00471, LS01976, LS01675*, LS05349, LS04712*, LS01198, LS00810, LS01681,
LS04956, LS04281, LS05170*, LS04712*, LS08189*, LS01911*, LS02569, LS03099,
LS00795, LS10633, LS04884, LS04451, LS01992, LS03043, LS04894*, LS02467,
LS02772 *Images with students

Interview Format Sheet (below)

Newspaper Writing & Formatting Guideline Sheets (below)

Activities:

1. Hook Your Students Students brainstorm about their ideal school and write “My Ideal School” essay.	4. Culminating Activity Students present, share, and celebrate the printing of the newspaper, and distribute within their school.
2. Introduce Concepts Students practice interviewing techniques (format below) and learn photo observation skills.	5. Assessment Rubric (below).
3. Apply Skills Students interview community elders to help interpretive photographs, compare images of schools, and create a “Narrative-Style Interview,” before creating a newspaper (guidelines below).	6. Extensions Incorporate original artwork or photos from elders in newspaper. Re-photograph historic schools and submit to the LCP archive along with descriptions.

Author: Shelley Snyder/Melanie Stulz-Backus, Mt. Abraham UHS **Specialty:** Science/English.

SCHOOL DAZE: Schools Then and Now

Lesson Plan Details

Detailed summary of curricular format:

Essential Question: How have schools changed over time?

Day 1: The Hook

Activity 1. Free write: What would your ideal school be like? Use all your senses in your description. Describe it in some detail. What would it look like, smell like, taste like (lunches?), sound like, feel like? (10 minutes)

Activity 2. In small groups (3 or 4) create a list or concept web of what an ideal school might look like. How big, what materials would it be made of? What would the land around the school look like? What would be on it? What would it look like on the outside? (10 minutes)

Activity 3. Share ideas as a class, record student input on the board. (10 minutes)

Activity 4. Rewrite your “Ideal School” free write to essay form. Incorporate ideas from the class input. Use the title: My Ideal School.

Homework: Finish “Ideal School” essay.

Logistics: Each student should have a folder to store drafts and completed assignments.

Day 2: Teach interviewing skills, practice, and apply.

Activity 1. What is an interview, how does one reference an interview, and how does one prepare for an interview. Discuss interview questioning. What is an open ended question, “yes or no” questions are not conducive to getting information. Introduce “Interview Format” worksheet.

Activity 2. Students work in pairs to prepare to interview each other. Before they interview, students develop 3 or 4 questions to ask their partner to respond to.

Activity 3. Practice interviewing peers using the “Interview Format” worksheet.

Activity 4. As a class develop a menu of questions that will be used to interview parents, grandparents, or elder people about their school and experience.

Homework: Interview your parents, grand parents, and/or elder people in the community about their schooling, what it was like, include all senses (sight, sound, taste, touch, smell).

Day 3: Teach image description skills, practice, and apply:

Activity 1: Assign students (or allow them to choose) from a menu of historic school images.

Suggested Historic School Images:

LS00471	LS01976	LS01675*	LS05349	LS04712*
LS01198	LS00810	LS01681	LS04956	LS04281
LS05170*	LS04712*	LS08189*	LS01911*	LS02569
LS03099	LS00795	LS10633	LS04884	LS04451
LS01992	LS03043	LS04894*	LS02467	LS02772

*Images with students

Activity 2: Instruct the students on how to parse their photo into foreground, mid-ground, and background.

Activity 3: Have the students describe the school in the historic photo that has been assigned to them. After the students have finished their description, they should share their descriptions with a partner.

Homework: Using the “My Ideal School” essay, describe how the historic school and ideal school are similar and different? Include suggestions for school modifications.

Days 4 and 5: Apply lessons

Activity 1: Write a narrative style interview about a student who would have gone to the school in the assigned (or chosen) historic school image. The narrative interview will incorporate the description of the historic school image and information from the interview.

Activity 2: Peer conference on draft of narrative style interview.

Homework: Finish Narrative Style Interview

Activity 3: Create a newspaper, the SCHOOL DAZE, to present the writing assignments. Begin to lay out SCHOOL DAZE. Each student will have two entries, “My Ideal School” and narrative style interview with its associated image.

Day 6: Culminating activity (celebration, presentation, sharing):

Students will distribute their newspaper throughout the school. The class could have a reception in class or in the library for the distribution of the newspaper to English classes, history classes, school administration, and school board members.

Assessment Tool: Rubric

SCHOOL DAZE: Schools Then and Now

Interview Sheet

Interview with "person's name", title or who (s)he is, location of interview, date of interview.

Interview with	
Title of Interviewed Person	
Location	
Date	
List questions you would like to ask before you do your interview	

Notes

SCHOOL DAZE: Schools Then and Now

Newspaper Writing Guidelines

SCHOOL DAZE GAZETTE

The best news is good news

The final project will be a newspaper produced by the class. Each student must produce a minimum of one item from each category. Don't feel that you are limited to the title list below. If you have an idea for a story, see the editor-in-chief (your teacher). Please notice that you can earn a total of 100 points by doing one news item from each group. Please don't feel that you are limited to one from each list.

Feature Story (50 points)

Schools in the news; descriptions, stories about contemporary or historic schools, interviews, you may want to focus on changes in school rules, class offerings, lunches, transportation, or some other aspect of schools.

Editorial (50 points)

Should we...

Your editorial should be a balanced discussion with opinion and discussion.

Include who, what, where, when, and why.

Soft News: Possible extensions

Cartoons, political or otherwise

Sports

Human interest

Obituaries (real scientists or fictional characters)

Recipes

Fashion column (historic or contemporary)

Advertisements

SCHOOL DAZE: Schools Then and Now

Newspaper Formatting Guidelines

Format for the SCHOOL DAZE GAZETTE will be as follows: All art will be black line drawings. Articles will be printed with Times New Roman font, 12-point font. Headlines and subtitles can be as large as 48-point font and 26-point font respectively as shown below.

Headline: Subtitle

Your columns of text should be 2 ½ inches in total as shown in this example.

You should strive to have your columns be no more than 2 1/2 Inches wide so that you don't run into someone else's article.

Art should be sized in multiples of 2 ½ inches to fit in the columns comfortably.

Advertisements can be the same dimensions as art.

If you choose to

Run a longer headline
make it run for two or three
column widths

SCHOOL DAZE: Schools Then and Now

Rubric for Writing Assignment

Standard	Jimmy Olsen Cub Reporter	Lois Lane Ace Reporter	Perry White, "Chief Editor"
1.5 Students draft, revise, edit, and critique written products so that final drafts are appropriate in terms of the following: purpose, organization, details, voice	One draft only with purpose, organization, details, voice are not present in the writing piece. No evidence of edits or revisions in assigned writing piece.	More than one draft completed with purpose, organization, details, voice not all present in assigned writing piece. Final Draft has errors present, revision and editing are incomplete.	A clearly identifiable final draft present with purpose, organization, details, voice are all well represented in assigned writing piece. Final draft demonstrates edits and revisions.
1.6 Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics	Assigned writing assignment does not demonstrate command of appropriate English conventions, including grammar, usage, and mechanics. Draft has many errors that have not been corrected.	Assigned writing piece demonstrates command of appropriate English conventions, including grammar, usage, and mechanics. Errors in early drafts have not all been corrected.	Assigned writing piece demonstrates command of appropriate English conventions, including grammar, usage, and mechanics. Errors in early drafts have been corrected.
1.9 In written narratives, students organize and relate a series of events, fictional or actual, in a coherent whole.	Writing piece is not organized and does not relate a series of events, fictional or actual, in a coherent whole.	Writing piece is not organized or does not relate a series of events, fictional or actual, in a coherent whole.	Writing piece is organized and relates a series of events, fictional or actual, in a coherent whole.
5.14 Students interpret and evaluate a variety of types of media, including audio, historic photographs, film, television, video, and on-line resources.	Historic photographs description bears little resemblance to the actual photograph. No connections are made between historic and contemporary schools.	Historic photographs and/or on-line resources (historic photographs) are described. Connections are made between historic and contemporary schools.	Historic photographs and/or on-line resources (historic photographs) are described and interpretation of that information (i.e. season, time of day, land use, etc). Connections are made between historic and contemporary schools.