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| **Lesson Title:** Child’s World **Grade Level:** 1-5 **Time:** Approx. 45 minutes **Standards:** Societies are shaped by beliefs  Societies experience continuity & change over time  Relationships between people, places, ideas, and environments are dynamic  **Marzano Taxonomy Levels:** Retrieval (recognizing, recalling), Comprehension (integrating, symbolizing), Analysis (matching, classifying, generalizing), Knowledge Utilization (investigating) |

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| **Content Objective:**  **(What):** Students will be able to respond about how children in Sedgwick County lived and played over 100 years ago. They will compare and contrast with how children live and play today.  **Literacy Objective**  **(How):** Listening  Viewing  Responding | **Opening:**  Students are asked to imagine what it was like to live 100 years ago. They are asked what they know about living in the past.  Museum staff highlights the One room school house and asks students: “What do you see in this photograph?” and to imagine going to school in Sedgwick County over 150 years ago in comparison to today: “What is different about this classroom? What are some things that are the same or similar as your classroom?”. Explain: Students respond verbally and engage in discussion comparing and contrasting. Utilize Visual Thinking Strategy (VST) method of questioning (attached). | **Tour Time:** Students will engage in guessing what items in the school house are.  -Students will revise their knowledge based on the explanation of artificats  -Museum staff/Teacher checks for understanding and directs students to the correct answers as needed.  -Students are moved through the Child’s World exhibit and shown other items showcasing modes of childhood entertainment and play. resources and methods that were (i.e. music, radio, toys, traveling circus). | **Closing:** Review the schoolhouse and modes of play and entertainment. Have students think about if they would like to live in early Sedgwick county.  **Activities:** -Paly in the Past: links to old fashioned games and activities. |

**Visual Thinking Strategies (VST)**

Visual Thinking Strategies, or VTS, is a modern method of teaching and learning that is revolutionizing the way that guests interact with educational content. In particular, VTS has assisted in creating more meaningful experiences for museum goers by changing the way they receive information about museum content. Gone are the days of lecture-style tours, not to say these are wrong or boring, but recent studies in education have shown that for younger audiences they are not as effective for information retention. This is because the lecture-style of a docent led tour does not allow for audience interaction or participation. When the audience, especially younger learners, are asked questions and allowed to free think they are making cognitive connections that can last a lifetime!

Through this conversation method the educator can provide the scaffolding for museum literacy, or a method to read an object that is presented to students that they may have not given much thought to before. The educator has provided the structure or scaffolding to then go into a deeper discussion about artifacts (why museums have certain objects to tell a story) and how we can relate to those who lived over a century ago. This in turn makes the learning more meaningful and the museum experience more memorable.

**Questioning Guide:**

1. **“Just look at this for a few moments…”. Give them some processing time.**
2. **“Tell me what you see.” “What’s going on here?”**
3. **Paraphrase what they said**
4. **“What do you see that makes you say that?” or “Why do you think that?” “What’s the evidence?”**

**5. “What more can you find?” or “What do you still wonder about?” \*Steer them toward important facts or learning goals.**