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**Grade Level:** 4

**School:** ICSD

Name and Summary Description of Case Study	
<p><b>Learning My History; A History of Learning</b> - We would like to explore who went to the schoolhouse in 1892, and where everybody else was. We would like to focus on the purpose of education in 1892 and contrast it to the purpose of education now. Children will listen, speak, write, and read about what they have learned. This case study culminates with a presentation of the history of the purpose of education and their family's relationship to it in the form of a letter to the Ithaca City School District Board of Education. We want to create an understanding of the diversity of Ithaca and the surrounding area during this time and the relationship to the purpose of education.</p>	
Broad Topic or Concept	
<p>This unit gives children the opportunity to investigate the history of education in Tompkins County and their family history.</p>	
Guiding Question(s)	
<p><b>What is the purpose of education?</b>  <i>(What do you feel the purpose of education was in 1892? What is it today? How was it changed? How do we change it / maintain it?)</i></p> <p>Would I have attended the Eight Square Schoolhouse?            Who are my people and where in the world were they in 1892?</p>	
Standards and Skills	
<p><b>Content Standards</b></p>	<p><b>Social Studies Practices:</b></p> <ul style="list-style-type: none"> <li>● Gathering, Interpreting, and Using Evidence</li> <li>● Chronological Reasoning and Causation</li> <li>● Comparison and Contextualization</li> <li>● Geographic Reasoning</li> <li>● Economics and Economic Systems</li> <li>● Civic Participation</li> </ul> <p><b>Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li>● 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.</li> <li>● 4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</li> </ul>

<p><b>Literacy Standards</b></p>	<p><b>Literacy Standards:</b></p> <ul style="list-style-type: none"> <li>● <u>CCSS.ELA-LITERACY.RI.4.10</u> - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>● <u>CCSS.ELA-LITERACY.W.4.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>● <u>CCSS.ELA-LITERACY.W.4.2</u> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● <u>CCSS.ELA-LITERACY.W.4.8</u> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>● <u>CCSS.ELA-LITERACY.SL.4.1</u> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul>
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<p><b>ICSD Anti-Marg Focus Questions</b></p>	<p><b>Social Emotional:</b></p> <ul style="list-style-type: none"> <li>● How does that make me feel?</li> </ul> <p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>● How do we use our voices to advocate for our school, neighborhood, community?</li> <li>● How do I use my voice to spread love and fairness?</li> </ul> <p><b>Justice/Action:</b></p> <ul style="list-style-type: none"> <li>● What does equality look like?</li> </ul> <p><b>Identity:</b></p> <ul style="list-style-type: none"> <li>● How does my community support my identity?</li> <li>● <b>How does history define who I am today and where I am?</b></li> </ul>
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**Product or Performance**

<p><b>Description:</b></p> <p>-Students will create an “I Am From Poem” based on oral history interview.</p> <p>-Students will write a letter to the Ithaca City School District Board of Education comparing and contrasting the nature of education in Tompkins Co. in 1892 to the nature of education in Tompkins Co. in 2019., with possible suggestions for improvement.</p>	<p><b>Specific content and skills to be assessed:</b></p> <p>-Oral history interview will be assessed based on the content of the poem. To what extent did the student use their history in their poem? Students will self-assess, and discuss, progress toward learning targets. (<i>Self-assessment rubric below</i>)</p> <p>-Letter to be assessed using rubric. Letter will be checked for 1. Ideas and content, 2. Effective use of language, 3. Voice, 4. Conventions .</p>
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**Product or Performance, Continued**

**Audience and how product will be made public:**

-Students' poetry will be laminated and displayed as a gallery for the school community and invited guests to view. Students may also read their poetry on SeeSaw for family access and digital keepsake.

-Students' letters to the BOE will be sent to the Board for their review.

=We will have a celebration of learning at the end of the year. Student work will be displayed in the hallways of our school. Families, teachers, administrators, and experts from this Case Study will all be invited to view their work.

**How product matters to this audience:**

-The students' work will matter to the audience because it is a representation of our community's history, and perhaps some of their own people's history. It will also demonstrate the growth in the students' own identity development. The entire process of this Case Study will bring about change to the Eight Square School field trip - making it more authentic, relatable, and valuable to all children.

**Narrowed "Microcosm" of the Big Idea, Example(s), Illustration(s), Tangible/Local**

Critically analyze the nature of schooling in this country (then and now)

**Assessment**

	<b>Learning Targets</b>	<b>Checkpoints/Formative Assessments</b>	<b>Summative Assessment(s)</b>
<p><b>Content Standards</b>                      4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:                      Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.</p>	<p>I can explain what school was like in Tompkins Co. in 1892.</p> <p>I can explain the purpose of education in 1892 in Tomp. Co.</p> <p>I can use primary sources to explore group identities in 1892.</p> <p>I can explain the purpose of education in 2019.</p>	<p>-Coaching and differentiation</p> <p>-Ongoing conversation with families, classmates, supporting adults</p> <p>-Visit from Dr. Bradwell</p> <p>-Participation in the field trip to the History Center</p>	<p>-Letter to BOE to be scored using ICSD writing rubric. (attached)</p>

<p>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p>			
<p><b>Literacy Standards</b>  <u>CCSS.ELA-LITERACY .RI.4.</u>  <u>10</u> - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY .W.4.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><u>CCSS.ELA-LITERACY .W.4.2</u> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>I can conduct an oral history interview.</p> <p>I can make connections between my family history and myself.</p> <p>I know who I am and can tell others about myself through poetry.</p>	<p>-Coaching and differentiation throughout poem writing and letter writing process</p> <p>-Ongoing conversation with families, classmates, supporting adults</p> <p>-Letter writing</p> <p>-Poem writing</p>	<p>-Letter to BOE to be scored using ICSD writing rubric. (attached)</p> <p>-“I Am From...” Poem Self-reflection rubric</p>

<p><u>CCSS.ELA-LITERACY .W.4.8</u> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><u>CCSS.ELA-LITERACY .SL.4.1</u> - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		<p>-Oral History Interview -Poem writing -Letter writing</p> <p>-Ongoing conversation and collaboration</p>	<p>-Letter and Poem</p> <p>-Ongoing observation</p>
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## Resources

<p><b>Anchor Texts:</b></p>	<p><u>The Secret School</u> - Avi <u>Carrie Manning's Diary</u></p>
<p><b>Experts:</b></p>	<p>Julia Taylor, Youth Educator at History Center Dr. Sean Eversley Bradwell, to speak about the history of education in Tompkins County Students' Families</p>
<p><b>Fieldwork:</b></p>	<p>Eight Square Schoolhouse experience History Center Trip - examining the resources</p>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>● Chromebooks - See below for sample family letter and permission slip (We used: Screencastify and SeeSaw to record the interviews.)</li> <li>● Family Interview Questions - See Below</li> <li>● Materials at The History Center trip may include: <ul style="list-style-type: none"> <li>○ Census data from 1890s in Tompkins County</li> <li>○ Julia Taylor's presentation</li> <li>○ Cayuga Nation artifacts / exhibit</li> <li>○ History Center scavenger hunt</li> </ul> </li> <li>● Sean Eversley Bradwell's presentation</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Carrie Manning's Diary</a> - We put this on Google Classroom. Available electronically. Could print / copy. Contact Julia Taylor, if needed.</li> <li>● <a href="#">The Secret School</a> by Avi</li> <li>● <a href="#">Eight Square Schoolhouse Resources from The History Center</a> (several resources found here)</li> <li>● Lesson series for the letter writing, created by Judy Wagner (see below)</li> </ul>		
<b>Equipment and/or Facilities:</b>	Chromebooks Primary source documents from History Center		
<b>Flow of Unit</b>			
<b>Phases</b>	<b>Days/Instructional Periods</b>	<b>Brief Description</b>	<b>Instructional Strategies for All Learners</b>
<b>Launch (Creating Need to Know)</b>	-Winter - many instructional periods	-Study Colonial Times, Slavery, Early America / Early American schools, "then and now"... (Background knowledge)	-(Pre-taught content)
	-January- two 30 minute sessions	-Informally surveyed students (4th and 5th graders)	-(Asked general questions about experiences at Eight Square School / desired experiences at Eight Square School)
	-February	-Contact families and let the families know this is coming.	-(Letter and permission slip below)
	-March	-Family Oral History Interviews	-Identity Work / Family interviews -"I am from..." poems -Treat Exchange Party - students brought in one food item to share to represent his/her culture  <b><u>Learning Targets (PART 1 - Learning My History):</u></b> <b>-I can conduct an oral history interview.</b> <b>-I can make connections between my family history and myself.</b> <b>-I know who I am and can tell others about myself through poetry.</b>



			<p><b><u>Learning Targets (PART 2- A History of Learning):</u></b></p> <ul style="list-style-type: none"> <li>-I can explain what school was like in Tompkins County in 1892.</li> <li>-I can explain the purpose of education in 1892 in Tompkins County.</li> <li>-I can use primary sources to explore group identities in Tompkins County in 1892.</li> <li>-I can explain the purpose of education in 2019.</li> </ul>
<p><b>Product Development (Developing High-Quality Work)</b></p>	<p>-June - About one week or two</p>	<p>-Students write a letter to the BOE.</p>	<p>-(Action Step) Writing prompt to the BOE: <i>What is the purpose of education? How is it different from the purpose of education in 1892?</i> (making all the connections - what do I want the school board to know about my experiences and my family's values)</p> <p>*See below for the lesson series we followed</p>
<p><b>Exhibition</b></p>	<p>-The last week of unit</p>	<p>-Gallery display for a minimum of one week to showcase our learning. Items included: All "I am from" poems, all letters to the ICSD BOE, purpose of education reflective writing charts, personal reflection artwork</p>	<p>-All final products to be displayed (one artifact from Part 1 - Learning My History - and one from Part 2 - A History of Learning). Plus, artwork (see below).</p> <p>-Optional Addition: Students will meet with first grade buddies to share their "I am from" poems, and the poems that their buddies have written. <i>(Our first graders happened to also do poems. This was not part of our unit. Excellent addition!)</i></p>

**Below you will find some of the documents and/or additional plans we used throughout this unit. Feel free to use as needed.**

**FAMILY LETTER - add / change dates**

DATE

Dear Families,

We are reaching out to let you know about our upcoming case study. Fourth grade students at CHES will be piloting a new case study entitled *Who went to the Eight Square Schoolhouse in 1892?*. This case study (unit of study) will allow students the opportunity to discover who attended school at the 8-Square Schoolhouse in Dryden, NY in 1892. Using primary sources (interviews, documents, speakers, and the trip itself) students will uncover the purpose of education in 1892 and decide if this purpose remains true for students today. Through family history and the history of education in Tompkins County in 1892 the students will have the opportunity to develop a sense of identity and a relationship to their education.

While the trip itself is in June, this work begins for us now. Students will be tasked with conducting family interviews. Please do your best to answer the questions and tell your stories. We ask that the students record these interviews using their ICSD Chromebooks. The purpose of the recording is solely for the children to refer back to as they continue the following stages of the work. By signing the attached form, you are confirming that you and your child have read the general ICSD Chromebook Permission Form, and that your child can bring the Chromebook home each night for a period of about three weeks. While chromebooks are home, they should be used solely for recording, editing, prepping for the interviews. Students are not expected to be working on anything else. We have found this work to be most successful when both the adults at home and the students understand how the device should be used. (Students should not be using these devices to play games, jump around the internet or anything other than the outlined project.) Chromebooks will no longer be going home as of \_\_\_\_\_.

Of course, please contact your classroom teachers if you have any questions or concerns.

Thank you,

Your 4th Grade Teachers

**PERMISSION SLIP -add / change dates... put on separate paper**

**CHES 4th Grade Chromebook Permission Form**

Please RETURN to your student's teacher by: \_\_\_\_\_

I have read and agree to the terms in the provided information, and understand that my child will be bringing his/her district issued Chromebook to and from school for a period of approximately 3 weeks. Chromebooks will be due back in the classroom, where they will remain, on \_\_\_\_\_.

PRINT Student Name: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

**Family Interview questions - create as a separate packet. We told students they did not have to write anything down (though they could). (We had lines for writing under each question. You may want to add them in.) The point of the oral history is to listen. Record the interviews with a device for reference, though.**

## Family Interview Questions

Student:

Person(s) interviewed:

Relationship to student:

1. What foods do we eat? Tell me the story of our family's favorite foods. How did we learn to make them?
2. Tell me the story of a memorable holiday happening.
3. Tell me about our grandparents/ great grandparents/ sisters/ brothers.
4. How does our family feel about education? Is there a story in our family that exemplifies this.
5. Tell me the story of our family coming to the United States. When was this?
6. Tell me the story of my name.

**Self-assessment rubric for poem**

**"I am from..." Rubric**

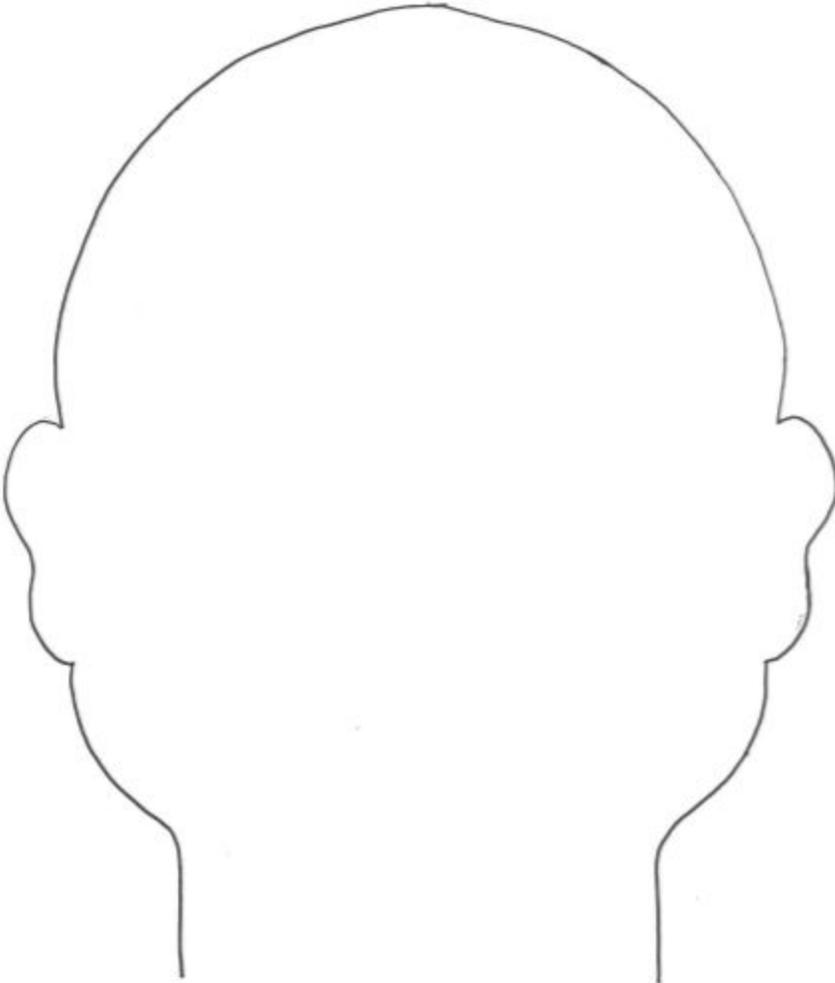
	<b>Needs work</b>	<b>Nailed it!</b>	<b>Knocked it outta the park!</b>
<b>I can conduct an oral history interview.</b>			
<b>I can make connections between my family history and myself.</b>			
<b>I know who I am and can tell others about myself through poetry.</b>			

Notes to my teacher / family:

Notes from my teacher / family:

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**“I am from...” Artwork (Copy this image, put on large paper)**



**Letter to the BOE – Putting all the pieces together**  
**(Plan created by Judy Wagner, CHES)**

**Day 1 - What is the purpose of education?**

Post quotes around the room, every student will have a different color marker and must write/respond to each quote at least 1x. Response sentence starters could be:

- *To me this means...*
- *I think this means...*
- *I agree because...*
- *I disagree because...*

Exit Ticket: LT: I can explain the purpose of education in 2019.

Write a paragraph about the purpose of education. Possible sentence starters:

- *The purpose of education is to ...*
- *I go to school because ...*

**Day 2 - Compare/Contrast Schools in 1892 and Today**

Post large VENN diagram (for full class). Label: Education in 1892/Education Today. Talk about what we learned about school in 1892 from Carrie Manning, presentation/guest speaker and the primary source documents at the History Center. As a class, complete the VENN diagram.

Exit Ticket: LT: I can explain what school was like in 1892 in Tompkins County. LT: I can explain the purpose of education in 1892 in Tompkins County.

Write a paragraph about how education/schools are similar and different from 1892. Possible sentence starters:

- *Education today is both similar and different to education in 1892.*
- *Education today has many differences to education in 1892 and some similarities.*

**Day 3 - Who I am and how it relates to education (what I learned about my family values/experiences through oral history interview and poetry writing)**

Have students think back to what they learned about their family/culture/values during the oral history interview and the poems they wrote.

Write the following questions on the board and discuss:

- o *How does your family feel about education?*
- o *What do they expect from you?*
- o *What do they expect from the school?*
- o *What use is education?*
- o *Does your family history influence their feelings about education? If so, how?*

Exit Ticket: LT: I can make connections between my family history and beliefs about education. [Note: This isn't one of the original learning targets.]

Write a paragraph about what you want someone to know about you and your family in regard to education.

Possible sentence starters:

- *My family believes that education is...I know this because...*
- *My family wants me to...I know this because...*

## **Day 5 - Call To Action (Letter to the BOE)**

List questions on board.

- *What is a school district?*
- *What is a school board or Board of Education (BOE)?*
- *What is the purpose of our letter to the BOE?*

Discuss what a school district is in general and then the ICSD. Discuss the role of a BOE in the school district. Explain that the purpose of our letter is to inform. Have students look through writing and capture any ideas/suggestions for the BOE.

Exit Ticket: Have students write 1-2 recommendations for the BOE.

Possible sentence starters:

- o *Based on what I have learned about education and myself, I think ... The reason for this is ...*
- o *One suggestion for making school better for me is ... This would...*

## **Day 6 - Put It All Together**

**Put letter together. Revise and edit.**

P #1: Purpose of education today

P #2: What school was like in 1892/Purpose of education in 1892

P #3: Who I am and how it relates to my family's beliefs about education

P #4: Suggestions/ideas for BOE

Rubric for teacher assessment of "Letter to the BOE" (Use whatever rubric your students are used to)

Name _____		ICSD 4th Grade		Rubric	
score 1-4 for each row of bullets		1	2	3	4
<b>Ideas &amp; Content/ Organization (W.4.2)</b> <ul style="list-style-type: none"> <li>• Introduction (W.4.2a)</li> <li>• Details/Relevance (W.4.2b,d)</li> <li>• Grouping/ Sequencing of Ideas (W.4.2a)</li> <li>• Linking of Ideas (W.4.2c)</li> <li>• Conclusion (W.4.2e)</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of introduction, topic is unclear</li> <li>• Supporting details are sparse, absent and may be inaccurate or irrelevant</li> <li>• Minimal or no logical and appropriate sequencing of ideas; no evidence of paragraphing.</li> <li>• Does not link ideas within categories of information.</li> <li>• Concluding section omitted or unrelated</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a brief/simplistic introduction, topic is recognizable</li> <li>• Supporting facts and details are general, repetitive, and/or sometimes unrelated to text</li> <li>• Ideas, facts, and details are grouped into paragraphs or sections that are somewhat cohesive</li> <li>• Rarely links ideas within categories of information using words and phrases such as, <i>another, for example, also, and because, etc.</i></li> <li>• Provides a weak, unrelated, or simplistic concluding section</li> </ul>	<ul style="list-style-type: none"> <li>• Orients the reader with a clear introduction, topic is reasonably clear</li> <li>• Develops the topic with generally relevant details (facts, definitions, concrete details, quotations, or other information related to the topic) with occasional lapses</li> <li>• Ideas, facts, and details are generally grouped into cohesive paragraphs or sections</li> <li>• Generally links ideas within categories of information using words and phrases such as, <i>another, for example, also, and because, etc.</i></li> <li>• Provides a concluding section related to the information or explanation presented</li> </ul>	<ul style="list-style-type: none"> <li>• Orients the reader with a compelling, well-developed introduction</li> <li>• Develops the topic with relevant facts, definitions, concrete details, quotations, or other information related to the topic</li> <li>• Ideas, facts, and details are generally grouped into cohesive paragraphs or sections and these are logically ordered</li> <li>• Links ideas within categories of information using words and phrases such as, <i>another, for example, also, and because, etc.</i></li> <li>• Provides a concluding section related to the information or explanation presented, using summative language (e.g. such as, <i>therefore, in conclusion, etc.</i>).</li> </ul>	
<b>Effective Use of Language (W.4.2, L.4.1, L.4.3, L.4.6)</b> <ul style="list-style-type: none"> <li>• Sentence Structure (L.4.1e,f), fluency</li> <li>• Word Choice (W.4.2d, L.4.3a)</li> <li>• Vocabulary (L.4.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences awkward, repetitive, and simplistic, fluency is irregular, contrived</li> <li>• Functional language predominates</li> <li>• Few or no grade-appropriate general academic and domain-specific words are incorporated</li> </ul>	<ul style="list-style-type: none"> <li>• Text tends to follow one sentence pattern, shows lapses in fluency and may be awkward or contrived</li> <li>• Limited use of interesting and precise language</li> <li>• Some grade-appropriate general academic and domain-specific words are incorporated</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety of simple, compound, and complex sentences; text is fluent, smooth, and natural with occasional lapses</li> <li>• Some use of interesting and precise language</li> <li>• Grade-appropriate general academic and domain-specific words are incorporated throughout the piece</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of simple, compound, and complex sentences; text is fluent, smooth, and natural</li> <li>• Consistent use of interesting and precise language</li> <li>• Sophisticated general academic and domain-specific words are incorporated throughout the piece</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Text is unsuccessful in capturing and maintaining reader's attention/interest. Text is flat and not sincere. Little or no evidence of tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Text is not very successful in capturing and maintaining reader's attention/interest. Text is routine and not very convincing. Tone is only slightly effective in evoking reader's response (mood) - e.g. increase in knowledge, understanding, insight</li> </ul>	<ul style="list-style-type: none"> <li>• Text is generally successful in capturing and maintaining reader's attention/interest. Text is somewhat convincing. Tone is fairly effective in evoking reader's response (mood) - e.g. increase in knowledge, understanding, insight</li> </ul>	<ul style="list-style-type: none"> <li>• Text is successful in capturing and maintaining reader's attention/interest. Text is convincing. Tone is effective in evoking reader's response (mood) - e.g. increase in knowledge, understanding, insight</li> </ul>	
<b>Conventions (L.4.1, L.4.2)</b> <ul style="list-style-type: none"> <li>• Mechanics (L.4.2)</li> <li>• Grammar (L.4.1)</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Limited command of grade appropriate conventions. Errors interfere to a great degree with comprehension.</li> <li>• Spelling, punctuation</li> <li>• Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent command of grade appropriate conventions. Errors interfere slightly with comprehension</li> <li>• Spelling, punctuation</li> <li>• Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent command of grade appropriate conventions. Errors do not interfere with comprehension</li> <li>• Spelling, punctuation</li> <li>• Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate use of more advanced conventions. Conventions used in such a way that comprehension is enhanced</li> <li>• Spelling, punctuation</li> <li>• Grammar</li> </ul>	