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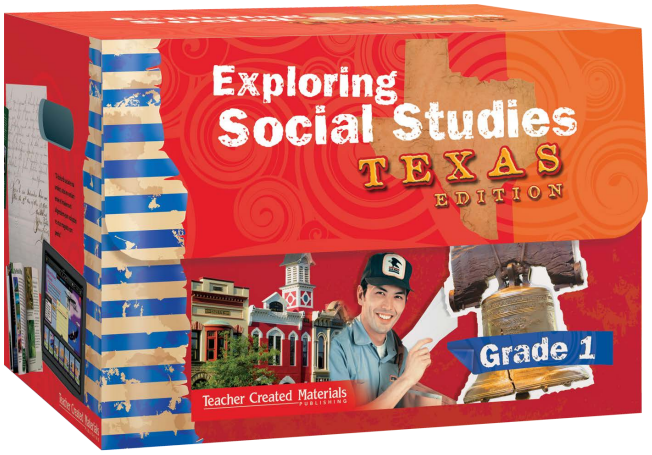

The following sample pages are included in this download:

- ***I Pledge Allegiance to the Flag*** **Leveled Reader**
- ***I Pledge Allegiance to the Flag*** **Lesson Plan with Corresponding *Pledge of Allegiance* Primary Source Document**
- ***Schools Then and Now*** **Lesson Plan with Corresponding *Schools* Photograph Card**

PRIMARY SOURCE READERS

I Pledge Allegiance to the Flag

The American flag is a symbol of our country. It has changed over the years. But we still honor the flag in many ways.

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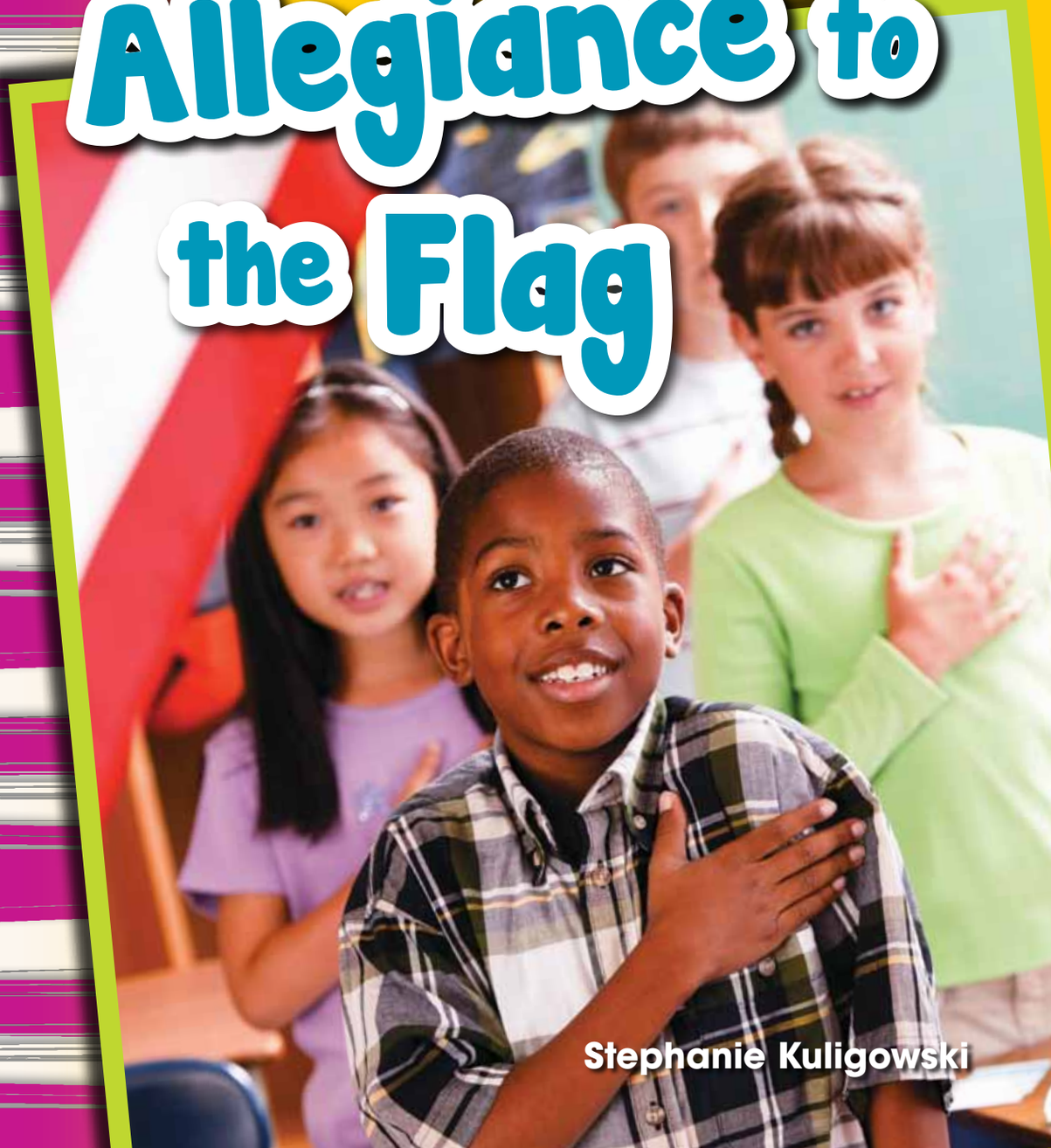
I Pledge Allegiance to the Flag

Kuligowski

I Pledge Allegiance to the Flag



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American Symbol

Some people call it Old Glory. Others call it the Stars and Stripes. The American flag has many names. It is a **symbol** (SIM-buhl) of our country.

American flag

The First Flag

America's first flag had 13 red and white stripes. It also had 13 white stars.

The American flag is raised long ago.

The stars and stripes on the flag stood for the 13 **colonies** (KOL-uh-neez). Colonies were places in early America.

the 13 colonies

Freedom!

The colonies won their **freedom** in a war with Great Britain.

The colonies fight with Great Britain during the war.

PRIMARY SOURCE READERS

Content and Literacy in Social Studies

Grade 1

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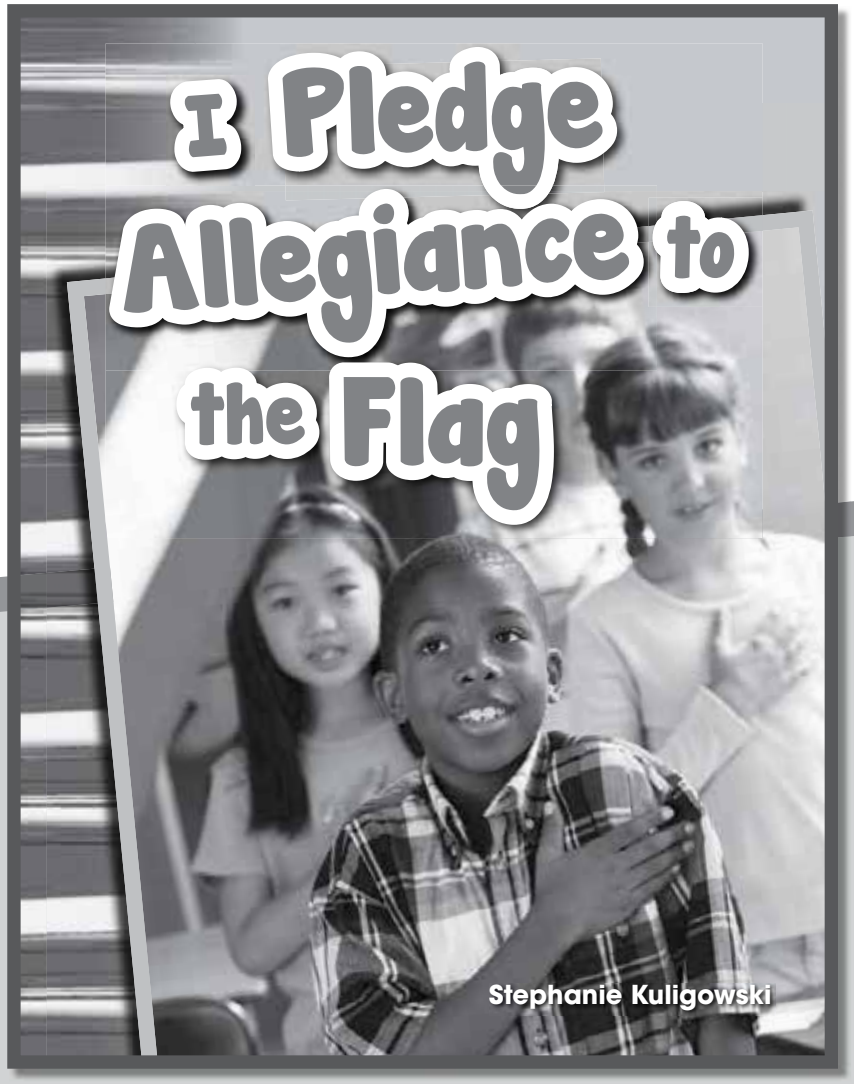

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The Power of Primary Sources

"One really cannot understand any era unless immersed in the lives of the people of the time." The author Elizabeth Brown Pryor, in discussing the research behind her award-winning biography *Reading the Man: A Portrait of Robert E. Lee Through His Private Letters*, wrote, "Along the way I discovered a treasure trove of unpublished or unused documents in scores of archives and attic trunks. In so doing, I have been a privileged listener as he reveals himself." Masterfully, Pryor reinterpreted for the world both Lee and his legacy. The key word Pryor uses in her passage is *listener*, for documents do speak to us!

"Listening" to documents is at the core of historical research and understanding. It matters little whether you read a document that dates from the ancient world or from the 21st century. All documents are crafted by human beings and therefore permit those who are holding them to interpret the past and form a construct—the stuff of history. In many ways, it is the historian who re-creates the past with the evidence available to him or her; hence, the study of history remains fluid as the narrative changes over time, with subsequent generations influenced by past generations as well as by any previously unknown primary materials that surface.

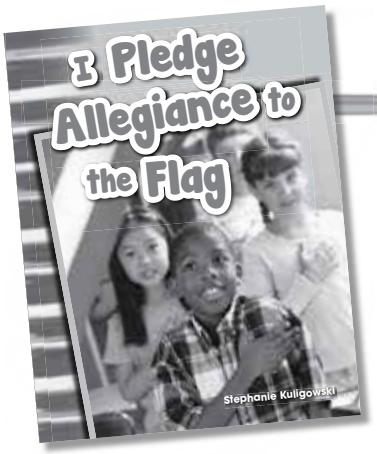
As a history educator for the past 30 years, I have witnessed the dramatic shift in changing interpretations about the past. When I first started teaching, the Civil Rights Movement and the Vietnam War were considered "current events." There was yet to be any kind of Civil Rights Movement or Vietnam War memory. Now those moments are properly labeled as historical, since we are living more fully in the era of the results of those two events. It is easier in our present state to understand how and why we are where we are because we have the prism of time on our side. An African American has been elected to the presidency, and the Vietnam War has been over for many years. Documents related to those past events now must be reexamined within the new historical contexts.

Young people today are chroniclers of their own lives, yet they usually employ means that were unavailable to our forebears through today's electronic social networking. It is incumbent upon history educators to point out this fact for young people, who are largely unaware that they are recording history as well. Consider, too, that historic sites are now creating Facebook pages for people who lived in those places! There is no telling what researcher of the future might be reading the Facebook pages of your current students.

No matter what person or period students are studying or researching—whether it is Gandhi, Eleanor Roosevelt, the Civil Rights Movement, or the Vietnam War—they are not only tapping into the lives and times of these historical people and places, but they are also developing a sense of historical empathy. In the end, that bodes very well for the future.

—James A. Percoco

James A. Percoco has taught at West Springfield High School in Springfield, Virginia, since 1980. An award-winning history educator, he is the author of three books, most recently *Summers with Lincoln: Looking for the Man in the Monuments* (Fordham University Press). Percoco serves as history educator-in-residence at American University.



I Pledge Allegiance to the Flag

History

Learning Objectives

Students will:

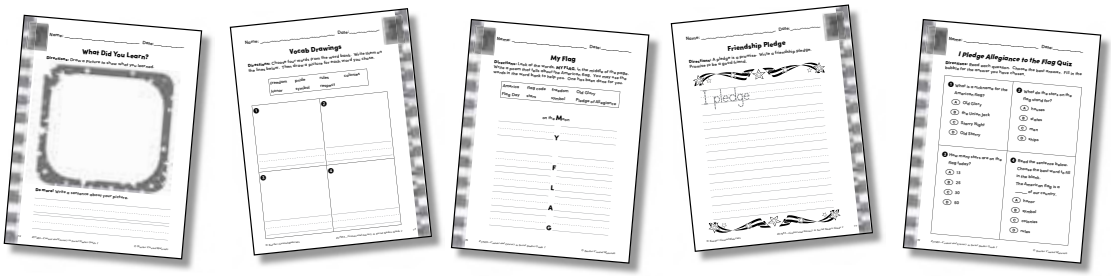
- identify the main idea and key details in the book.
- create a class book that includes key details about the American flag.
- understand the history and significance of the American flag.

Standards

- **Reading:** Restate the main idea and retell the order of events in a text.
- **Writing:** Write expository texts to communicate ideas and information.
- **Content:** Know the history of American symbols.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- *I Pledge Allegiance to the Flag* books
- copies of student reproducibles (pages 8–12)
- *Pledge of Allegiance* primary source (page 13)
- an American flag
- sentence strips
- coloring supplies
- chart paper



Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	**Before Reading** (page 4)	Predict the main idea of the book.
Day 2	**During Reading** (page 5)	Identify the main idea of the book and draw and write about what they learned.
Day 3	**After Reading** (page 6)	Write an acrostic poem using details about the main idea.
Day 4	**Primary Source Activity** (page 7)	Study the Pledge of Allegiance and write a friendship pledge.
Day 5	**Activities from the Book** (pages 20 and 24 in the books)	Memorize the Pledge of Allegiance. Redesign the American flag.

I Pledge Allegiance to the Flag *(cont.)*

Vocabulary Word Bank

- colonies
- freedom
- honor
- pride
- respect
- rules
- symbol

Before Reading

1. **Introductory Activity**—Display an American flag for students to observe. Ask students what they already know about the flag.
   - Record student responses on the board. Prompt students to describe the flag, list places they have seen it, and name songs about it.
2. **Vocabulary Activity**—Prior to the lesson, write vocabulary words and definitions from the book's glossary (page 22) on separate sentence strips. Display them on the board, making sure that they are out of order.
   - Invite student volunteers to match each vocabulary word with its correct definition. Tell students that they are not expected to know all the words yet. Explain that you just want to introduce the words and see what they already know.
   - Tell students that later in the lesson, as you come to the vocabulary words in the reading, you will explain the definitions.
3. **Prereading Activity**—Place students in small groups. Distribute the *I Pledge Allegiance to the Flag* books to the groups. Have the groups take a picture walk through the book.
   - Have each group discuss what they think the book will be about.
   - Write group ideas on the board under the heading *Main Idea*. Explain that the main idea is what the book is mainly about. Tell students that they will read to verify their predictions about the book's main idea.

I Pledge Allegiance to the Flag *(cont.)*

During Reading

1. **Reading Activity**—For the first reading of the book, read aloud as students follow along. Ask students whether their predictions about the main idea were correct.
   - As you come to the vocabulary words in the reading, explain the definitions. Then, discuss as a class whether they matched the words and definitions correctly in the Before Reading section of the lesson. Rearrange the words and definitions as needed.
   - For the second reading of the book, place students in heterogeneous groups. Have group members take turns reading sections of the book aloud to each other.
2. **Writing Activity**—Distribute copies of the *What Did You Learn?* activity sheet (page 8) and coloring supplies to students. Read the directions aloud. Then, place students in groups. Assign each group a two-page spread from the book. Allow time for groups to discuss what they learned from their assigned pages and complete the activity sheet.
   - Guide a class discussion about what each group learned. Ask students what they all have in common.
   - Draw an oval in the center of the board. Ask students what the main idea of the book is. Provide appropriate scaffolding as needed until they say "the American flag." Write this in the oval.
   - Write what the groups learned in bubbles around the oval to create a web. Explain to students that their activity pages will become a class book.
   - Use the shared-writing technique to create a brief introduction and conclusion on the board or on chart paper. Ask a student volunteer to copy these neatly onto two clean copies of the activity sheet.
   - You may wish to have students edit and revise their sentences or drawings. Bind the introduction, student pages, and conclusion together. Display the book in the classroom for students to read.

I Pledge Allegiance to the Flag *(cont.)*

After Reading

1. **Vocabulary Activity**—Distribute copies of the *Vocab Drawings* activity sheet (page 9) to students. Instruct students to draw images that represent four of the words in the word bank.
   - After students have finished, discuss their drawings. Ask volunteers to share their drawings with the class and explain how they represent the vocabulary words.
2. **Reading Activity**—Explain to students that an acrostic poem is a fun way to share details about a topic. These poems require students to identify the main idea and share key details in just a few words. Explain to students that the details in the poem should tell more about the main idea. On chart paper, use the technique of shared writing to write an acrostic poem about a familiar topic, such as dogs, soccer, or winter.
   - Distribute copies of the *My Flag* activity sheet (page 10) to students. Allow students time to write their poems. Display the finished poems in the classroom.
   - To modify the activity for **English language learners** or **below-level learners**, have students write an acrostic poem on another sheet of paper using *U.S.A.* instead of *My Flag*. Encourage **above-level learners** to choose their own details for the acrostic poem.
3. **Assessment**—A short posttest, *I Pledge Allegiance to the Flag Quiz* (page 12), is provided to assess student learning from the book. A document-based assessment is also provided on page 14.

Activities from the Book

- **Say It! Activity**—Read the Say It! prompt aloud from page 20 of the book. Have students work on memorizing the Pledge of Allegiance. If students already know the Pledge of Allegiance, have them rewrite it in kid-friendly language. Provide resources for students to look up unknown words. Encourage students to add illustrations to their versions.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 24 of the book. Ask students to sketch designs for a new American flag and then describe their designs.

1 Pledge Allegiance to the Flag *(cont.)*

Primary Source Activity

Historical Background

In 1892, a minister named Francis Bellamy wrote the Pledge of Allegiance. Bellamy was also an officer in the National Education Association. He wrote the Pledge of Allegiance for American schools to use at celebrations of the 400th anniversary of Columbus's voyage. The original words were "I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all." On Columbus Day 1892, 12 million American school children recited the Pledge of Allegiance.

About the Primary Source

This 1941 photograph shows children in a Norfolk, Virginia public school reciting the Pledge of Allegiance. The children are saluting the flag, which was the custom at that time.

Teaching Suggestions

1. Display the primary source *Pledge of Allegiance* (page 13).
2. Ask students the discussion questions below.
   - When do you think this photo was taken?
   - Where are these children?
   - What are the children doing?
   - How does this photo differ from what you might see today?
3. Review the historical background information with students.
4. Distribute copies of the *Friendship Pledge* activity sheet (page 11) to students. Explain that a pledge is a promise. Read the Pledge of Allegiance aloud and explain its meaning.
5. Tell students that they will write their own friendship pledges. As a class, brainstorm a list of words and phrases that students might want to include in their pledges. Have students work in groups to write their friendship pledges.

Name: _____ Date:_____

What Did You Learn?

Directions: Draw a picture to show what you learned.

Do more! Write a sentence about your picture.

Name: _____ Date:_____

Vocab Drawings

Directions: Choose four words from the word bank. Write them on the lines below. Then draw a picture for each word you chose.

freedom	pride	rules	colonies
honor	symbol	respect	

1	2
3	4

Name: _____ Date: _____

My Flag

Directions: Look at the words, **MY FLAG**, in the middle of the page. Write a poem that tells about the American flag. You may use the words in the word bank to help you. One has been done for you.

America	flag code	freedom	Old Glory
Flag Day	stars	symbol	Pledge of Allegiance

on the **M**oon

_____ _____

_____ **Y** _____

_____ _____

_____ **F** _____

_____ _____

_____ **L** _____

_____ _____

_____ **A** _____

_____ _____

_____ **G** _____

Name: _____ Date:_____

Friendship Pledge

Directions: A pledge is a promise. Write a friendship pledge. Promise to be a good friend.

I pledge

Name: _____ Date:_____

I Pledge Allegiance to the Flag Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 What is a nickname for the American flag?

- (A) Old Glory
- (B) the Union Jack
- (C) Starry Night
- (D) Old Starry

2 What do the stars on the flag stand for?

- (A) houses
- (B) states
- (C) men
- (D) ships

3 How many stars are on the flag today?

- (A) 13
- (B) 25
- (C) 30
- (D) 50

4 Read the sentence below. Choose the best word to fill in the blank.
The American flag is a _____ of our country.

- (A) honor
- (B) symbol
- (C) colonies
- (D) rules

Pledge of Allegiance

History

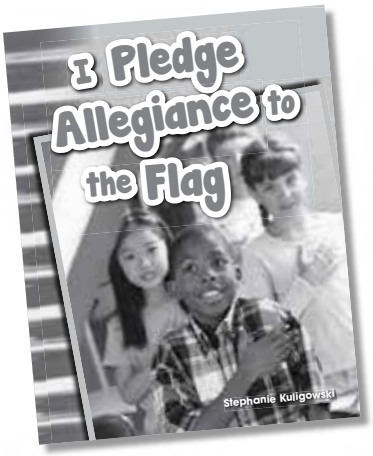
Name: _____ Date:_____

I Pledge Allegiance

Directions: Answer the questions about the photo.

1. What are the kids in the photo doing?

2. Why do they have their hands over their hearts?



Answer Key

I Pledge Allegiance to the Flag

page 8—What Did You Learn?

Drawings will vary, but students must include a detail from the assigned pages.

Sentences should support the drawings.

page 9—Vocab Drawings

Responses will vary, but pictures should reflect words students chose from the word bank.

page 10—My Flag

Sample Poem

on the **M**oon
s**Y**mbol
Freedom
O**L**d Glory
America
Fla**G** Code

page 11—Friendship Pledge

Responses will vary, but students should write a friendship promise, such as *I pledge to be a good friend. I will be loyal and honest. I will be helpful and kind. I promise to be a true friend.*

page 12—I Pledge Allegiance to the Flag Quiz

1. A

2. B

3. D

4. B

Document-Based Assessment

page 14—I Pledge Allegiance

1. saying the Pledge of Allegiance

2. Answers will vary. For example, *They are showing respect for America.*

Schools Then and Now

Standard/Objectives

- Students will give examples of the role of institutions in furthering both continuity and change. (NCSS)
- Part A: Students will be able to discuss the evolution from the one-room schoolhouse to educational practices today. Students will make Venn diagrams to show the changes between classrooms 100 years ago and classrooms today.
- Part B: Students will understand the importance of report cards and how to read progress over time. Students will demonstrate understanding of the correlation between a letter grade and competency by first creating a rubric and then by grading a fictional character.

Materials

Schools photograph card and facsimile; Copies of the student reproducibles (pages 53–55); Copy of the Venn diagram frame written on the board (from the back of the photograph card); Copy of your school's current report card to use as a model; Chart paper to record student-created rubric; Copy of a familiar read aloud book

Part A: The Photograph Card

Discussion Questions

Now photograph: Ask students: Why are we here at school? Why do we take tests? What is a teacher's job? What is a student's job? Record student responses.

- What do you notice about this classroom? How is it like your classroom?
- Why do you think there are so many students in this room? Do you think they are all in the same grade?
- What things do you see in this room that the students are using to help them learn? Are all of them busy learning?

Then photograph: Now look at the photograph from 1940 and ask the following questions.

- What are the students in this class using to help them learn? How is this different?
- How many students are in this class? Do you think they are all in the same grade?
- Which classroom would you rather be a part of? Why?

Using the Primary Source

1. Have the students sit around you on the floor. Share the two photographs with them one at a time asking the questions above. Share information you learned by reading the background information for the teacher, In the Classroom (page 51).
2. Then, read the background information for the students from the back of the photograph card as the students view the two photographs on the front of the card. If you'd prefer, you can use School Days (page 53), which has the photographs and the student background information.
3. Talk about what a Venn diagram is. Show them the parts of the diagram using the diagram on the back of the photograph card. Describe each section. Make sure the class understands how this graphic organizer works—the two circles are for each category but where they intersect is for items that could apply to both.

Schools Then and Now (cont.)

Part A: The Photograph Card (cont.)

Using the Primary Source (cont.)

4. Then, use the Venn diagram you have drawn on the board to begin a class diagram. You may want to start by filling in one item in the Both section and then filling in correlating items, one in the One-room Schoolhouses section and one in the Classrooms Today section.
5. Complete the diagram as a class or have students work on their own diagrams with partners. If a student suggests an item for one section of the diagram, have the students talk to their neighbors to decide what might go in the other sections related to that item. For example, if a student says, "We have a different teacher this year than we did last year," ask the class to talk about what might go in the One-room Schoolhouses circle. (There is only one teacher for all years.) What might go in the Both circle? (Children learn from an adult.)
6. You can assess how well students are able to use Venn diagram charts with the following document-based assessments: Comparing Restaurants (page 72) or Building Homes (page 73).

Part B: The Facsimile

Discussion Questions

Before asking these questions, read the left side of the report card with the class. Also, read the subjects on the right side, but do not comment on the grades themselves.

- Whose report card is this? What grade is she in?
- What does an "A" mean? What does a "U" mean?
- What grades did Kathryn get for reading? Why are there six grades?
- Did Kathryn have good study habits? How do you know?
- Look at the music grades. What does it mean that she first got a "C" and then a "B" and then three "A" grades?

Using the Primary Source

1. Introduce features of a report card by completing the discussion questions above and showing the facsimile report card. Share information you learned by reading the background information for the teacher, Reporting Progress (page 52).
2. Next, read Making the Grade (page 54) with the students.
3. Look at your school's current report card and talk about the categories that students receive grades for and what grading system is used. (For example, rather than A, B, C, D, and F your school might use E, G, S, N, and U.) Choose a behavior skill from your school's report card, such as "Works and plays well with others" or "Respects rights and property of others."
4. Write this behavior category where the class can easily see it. Then, draw a rectangle underneath this title. Divide the rectangle into thirds and label each section with 1, 2, and 3 to create a rubric chart. Tell the students that a three is the highest score and one is the lowest score.

Schools Then and Now (cont.)

Part B: The Facsimile (cont.)

Using the Primary Source (cont.)

5. Ask students to give examples of the skill you've chosen. Record their ideas next to the 3 on your grid. Ask students to give examples of the opposite of the skill you've chosen. Record those responses next to the 1 on your grid. For the 2 section of the grid, choose responses from both the 3 and the 1 and precede the responses with "Sometimes shows . . ." or "Is beginning to . . . ." Once your rubric is complete, review it with the class.
6. Before reading a favorite book, tell students they will be giving a character a grade for this skill. They are to use the rubric to explain their grade so they will need to be looking for examples of behavior during the story. You might want to use sticky notes while you read to mark places in the story where students notice the character is demonstrating or not demonstrating the skill. After reading the story, discuss with the class what grade the character has earned. If it is a story where the character quite a bit, you might want to give three different grades for the beginning, middle, and end of the book to show progress.

Part C: Connecting to Primary Sources

Home-School Connection

- Give students copies of the Schools Home-School Connection Letter (page 55). Explain the assignment to the students and answer any questions. Have students fill in their parents' names and the date at the top of the letters. Then, they should each sign the bottom. After one week, have students bring in their report cards from home. Discuss the activity as a class and see if students liked being graded at home and school.

Content-Area Connections

- Geography Connection—Have students highlight all of the elementary schools in your school district on a city or district map.
- Math Connections—One-room schoolhouses had to separate their students into grade levels eventually. Have students practice sorting with links, stickers, or blocks. Students were sorted by age; have your students tell you their criteria for sorting. Or, take a survey in your school and find out how many students are in each classroom. Add up the total and try to imagine everyone in one room!
- Language Arts Connection—Invite another classroom for a reading-buddy party. Have each student choose a book to read. They need to each think up two questions to ask the buddies about the book. (They should make sure they already know the answers and practice reading their books ahead of time.)

Read Aloud Titles

- DePaola, Tomie. Trouble in the Barkers' Class.
- Engelbreit, Mary. Queen of the Class.
- Hurwitz, Johanna. Class Clown.
- Ormerod, Jane. Ms. MacDonald Has a Class.
- Reynolds, Peter. The Dot.

In the Classroom

Photograph Background Information for the Teacher

The Puritans started schools in America so that their children could learn how to read. It was considered extremely important that everyone know how to read the Bible and how to read the new government laws. In 1642, parents were legally responsible for teaching their children. Parents not in compliance risked having the government remove their children from the homes. However, once a town had at least 50 families, it was required to hire a schoolmaster to be responsible for education. At that time, one teacher taught about 30 students of various ages and abilities in one room. School was strictly for wealthy male children. Girls were not enrolled, nor were children of lower social standing. For three months out of each year, these select boys were taught reading, writing, and arithmetic.

Towns grew, as did their number of school-age children. New schools needed to be built. Primary students, grades 1, 2, and 3, were put in one room and upper-grade students, grades 4, 5, 6, 7, and 8, were put in another. Still, populations continued to grow and eventually students were separated further into grade levels. By the 1940s, only the poorest areas still had one-room schoolhouses.

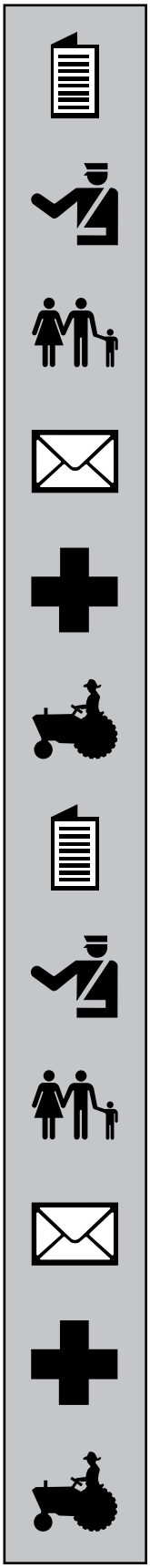
Kindergarten, first developed in 1837 in Germany, was established to teach very young children social skills. The Germans did not receive kindergarten well; they thought it ridiculous that children needed "play time." Nonetheless, it found its way to America about 20 years later and promoted the same "learning through play" theories.

As communities made the switch from one-room schoolhouses to grade-level schools, more teachers were needed and there soon became a need for a "principal" teacher. This started first in the high schools and then gradually caught on in the middle and elementary schools. Principal teachers left the classroom to focus solely on managing the whole school.

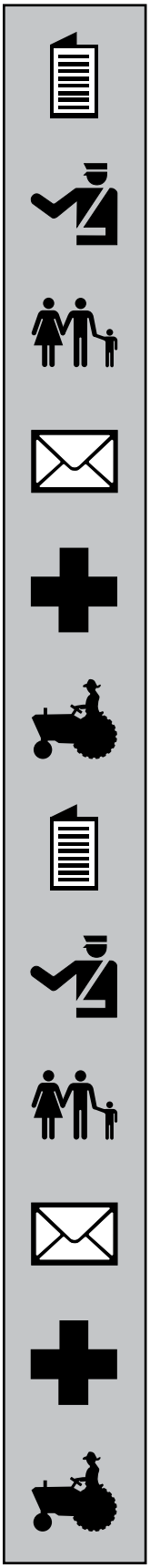
From 1830 to 1850, more than one million Catholics immigrated to the United States. Religion was still a major component of education, but it was the Protestants who influenced the public schools. Again, for religious reasons, new schools were established to teach the children about the Bible. This led to the private Catholic school system we still have today.

Horace Mann studied and analyzed the educational system and brought about many changes that can still be seen in classrooms today. He demanded schools be available to all children, rich or poor, male or female. He established the high school, lengthened the school year to six months, and he started schools for teacher education. It was his concept of master teachers that led to the practice of principals and ultimately to educational administration.

Education remains a necessary part of society because it furthers both continuity and change. It is imperative that we impart what we have already learned so that young minds may take that knowledge and improve upon it in ever-remarkable ways. As an old Hebrew proverb warns, "Do not confine your children to your own learning, for they were born in another time."



Reporting Progress



Facsimile Background Information for the Teacher

An assessment of what students know and can do in various subject areas is required in schools, commonly three to four times during the year. Teachers are asked to rate student performance and achievement so that parents can stay informed of their children's learning. These ratings, or report cards, are the responsibility of the teacher. Report cards can be sent home or a parent conference can be scheduled. Often, if a teacher meets with parents, student work samples will be shown to support the teacher's assessment. Commonly, a letter grade is assigned to specific levels of achievement and teachers are asked to rank their students' progress and mastery based on a collection of assessments and products.

In the United States, there are standards set by each state. Many school districts, while following both national and state standards, have adopted their own set of standards as well. Teachers use these standards to assess their students and to ensure their curriculum meets grade-level expectations. However, grading criteria is routinely left up to the teacher's discretion. The frequency of assessment, the worth of specific assignments in relation to the overall grade, the possibility for "make-up" work, and the expectation for homework differ from teacher to teacher and leave a huge margin not only between schools, but even between classrooms. An "A" grade in one room may not necessarily be consistent with an "A" grade in the classroom next door.

In 1959, The Nongraded Elementary School by John Goodlad questioned the effectiveness of a grading system. He argued that children develop abilities and skills at different rates and that the rigid grading system used throughout United States schools did not accommodate all learners. In Goodlad's nongraded structure, students are allowed to progress according to their own timelines. Students are not promoted once a year, but rather after demonstrating a required level of mastery. Consequently, grade levels are not structured according to age but rather by ability. Teachers require more planning time and more knowledge of child development. Some schools in both the United States and Canada today continue using this alternative structure. Research shows that nongraded schools produce high achievement test scores and provide an environment conducive to the well-being of student mental health.

In many schools, alternative assessments are being piloted which include portfolios, projects, and presentations. As opposed to letter grades assigned by teachers, students are included in the assessment process and ultimately receive written evaluations of their progress. While the benefits include more consistent teaching and learning, the drawbacks, including lack of parent support and the additional time commitment required by teachers, have seen many schools switching back to traditional grading systems.

The need for communication between the home and school remains, regardless of how it is accomplished. Children are learning the skills they will need to be productive members of society, and parents and schools together have the responsibility to see that such learning is taking place.

School Days

Schools Then

Source: The Library of Congress

Schools Now

Source: Photodisc

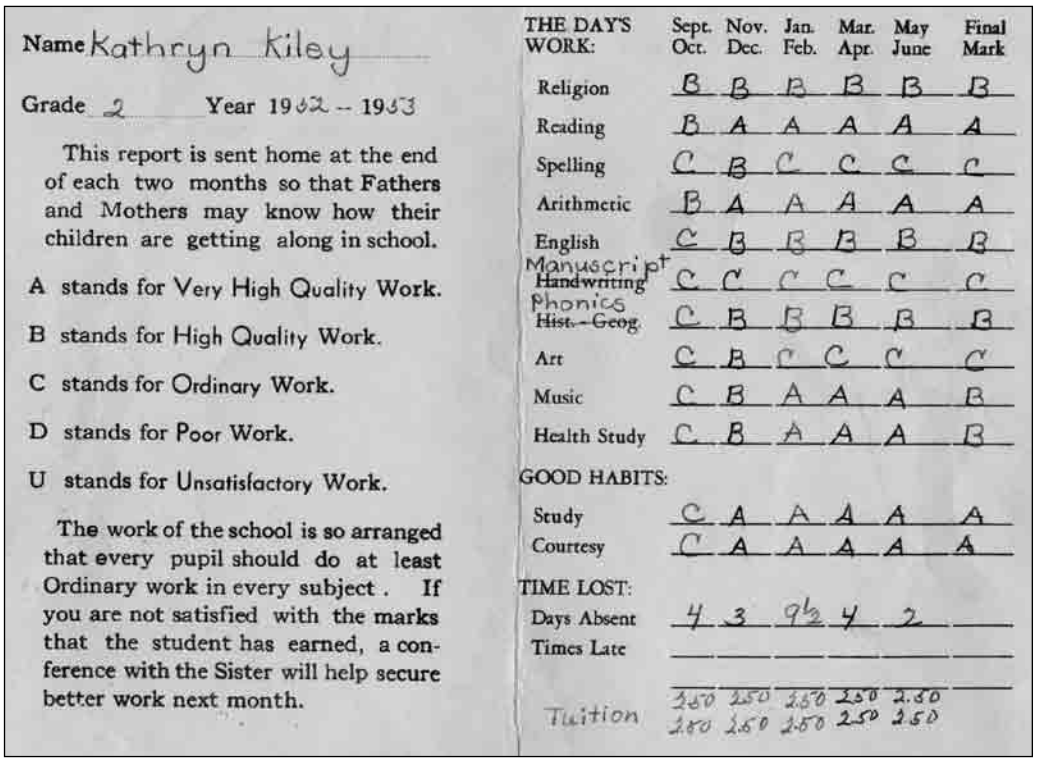
You go to school so you will be ready for life. You need to know how to take care of yourself. At first, only rich boys went to school. Girls were not allowed to go to school at all. The boys had to go to school for three months each year. They only learned reading, writing, and math.

Schools used to be in one room with one teacher for all the students. So, first graders would be in the same room as eleventh graders. Then towns started growing, and there were more children. The students could not all fit in one room anymore. Now, schools have many rooms and many teachers.

A man named Horace Mann changed schools so that all children could go. He did not think it mattered if you were a boy or a girl. He thought all students, rich or poor, should learn. He also made the school year longer.

Today, the school year is ten months long. That is because there is so much to learn.

Making the Grade



Name Kathryn Kiley

Grade 2 Year 1952 -- 1953

This report is sent home at the end of each two months so that Fathers and Mothers may know how their children are getting along in school.

A stands for Very High Quality Work.

B stands for High Quality Work.

C stands for Ordinary Work.

D stands for Poor Work.

U stands for Unsatisfactory Work.

The work of the school is so arranged that every pupil should do at least Ordinary work in every subject. If you are not satisfied with the marks that the student has earned, a conference with the Sister will help secure better work next month.

THE DAY'S WORK:	Sept. Oct.	Nov. Dec.	Jan. Feb.	Mar. Apr.	May June	Final Mark
Religion	B	B	B	B	B	B
Reading	B	A	A	A	A	A
Spelling	C	B	C	C	C	C
Arithmetic	B	A	A	A	A	A
English	C	B	B	B	B	B
Manuscript Handwriting	C	C	C	C	C	C
Phonics Hist.-Geog.	C	B	B	B	B	B
Art	C	B	C	C	C	C
Music	C	B	A	A	A	B
Health Study	C	B	A	A	A	B
GOOD HABITS:						
Study	C	A	A	A	A	A
Courtesy	C	A	A	A	A	A
TIME LOST:						
Days Absent	4	3	9½	4	2	
Times Late						
Tuition	2.50 2.50	2.50 2.50	2.50 2.50	2.50 2.50	2.50 2.50	

Courtesy of Kathryn Kiley

Parents and teachers talk about the work you do in school. They want you to do the best you can. Teachers do not just give you grades. You earn your grades.

Report cards are a way for teachers to tell parents how you are doing. Teachers have a list of what their students should know. They watch the class. Then, they know which grades to write on the report card.

Most grades are letters. Sometimes they are A, B, C, D, and F and sometimes they are E, G, S, N, and U. Grades can be numbers, too. Grades show how much your teacher sees that you know and how hard you are trying.

Teachers and parents hope that your grades will get better each time. That shows that you are learning more.

Schools Home-School Connection Letter

_____
(date)

Dear _____,

I am learning about schools in school right now! Today, we learned about one-room schoolhouses and about the way classrooms are now. We learned that girls didn't always go to school, but that a man named Horace Mann helped change that. We also talked about why it is so important to do your best to learn.

We looked at a report card from 1952 and learned why we have report cards and what the grades mean. I know that my teacher doesn't pick grades for me, but that I earn them by doing or not doing my work. Grades are ways of showing you how I am doing at school. I can get grades for my work and I can get grades for how hard I am trying. I can get grades for my behavior, too.

My teacher wants you to make a report card for me at home. Please give me an effort grade for the following four things this week: brushing teeth before bed, doing homework, keeping my room clean, and taking a bath or shower. That means you should grade me on how hard I am trying to do each thing.

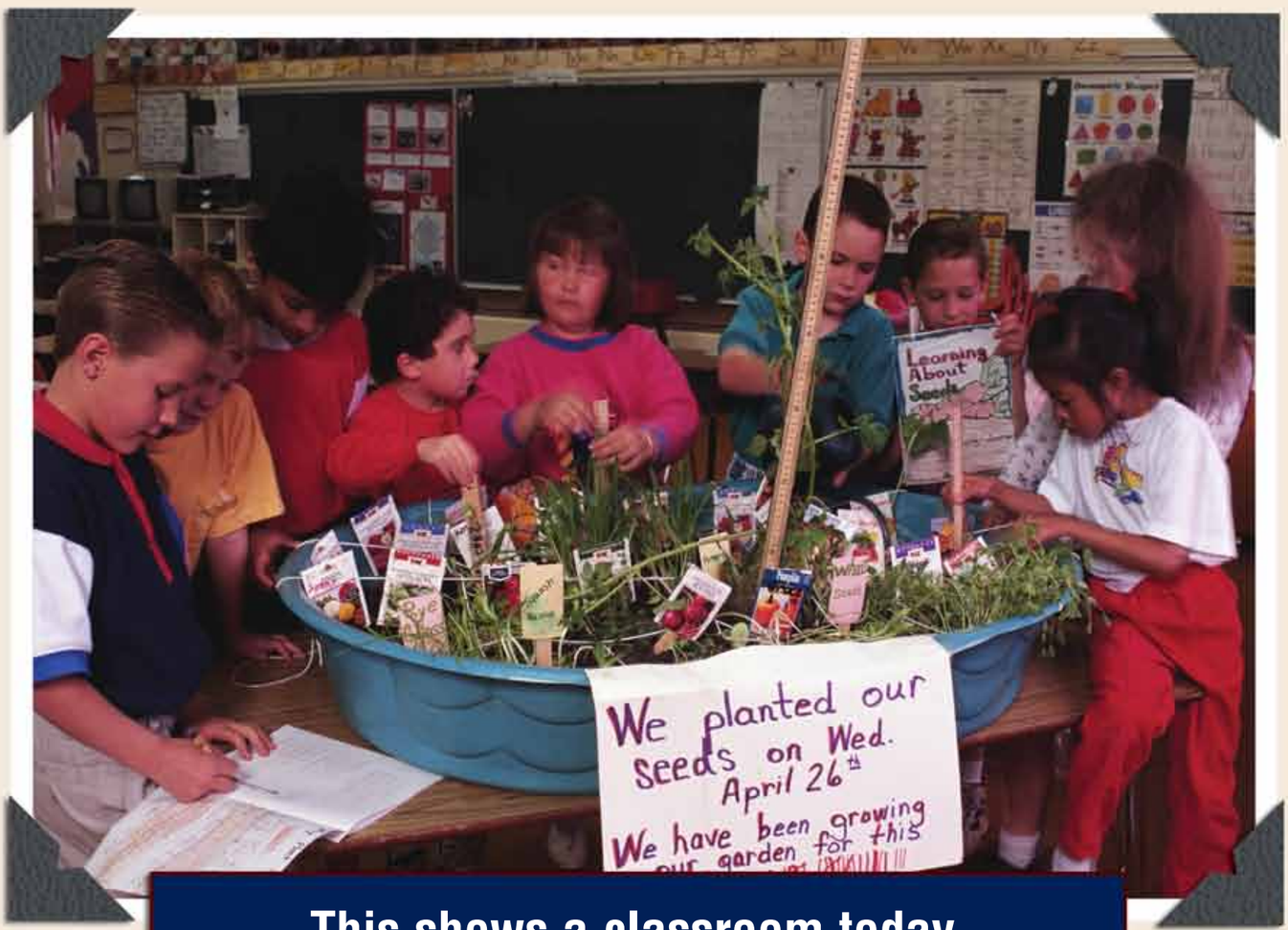
One of the reasons for a report card is so I can see how I am doing. My teacher would like us to talk about my grades together before I bring them back to class next week.

Love,

_____

Schools

This is a one-room schoolhouse in 1940.

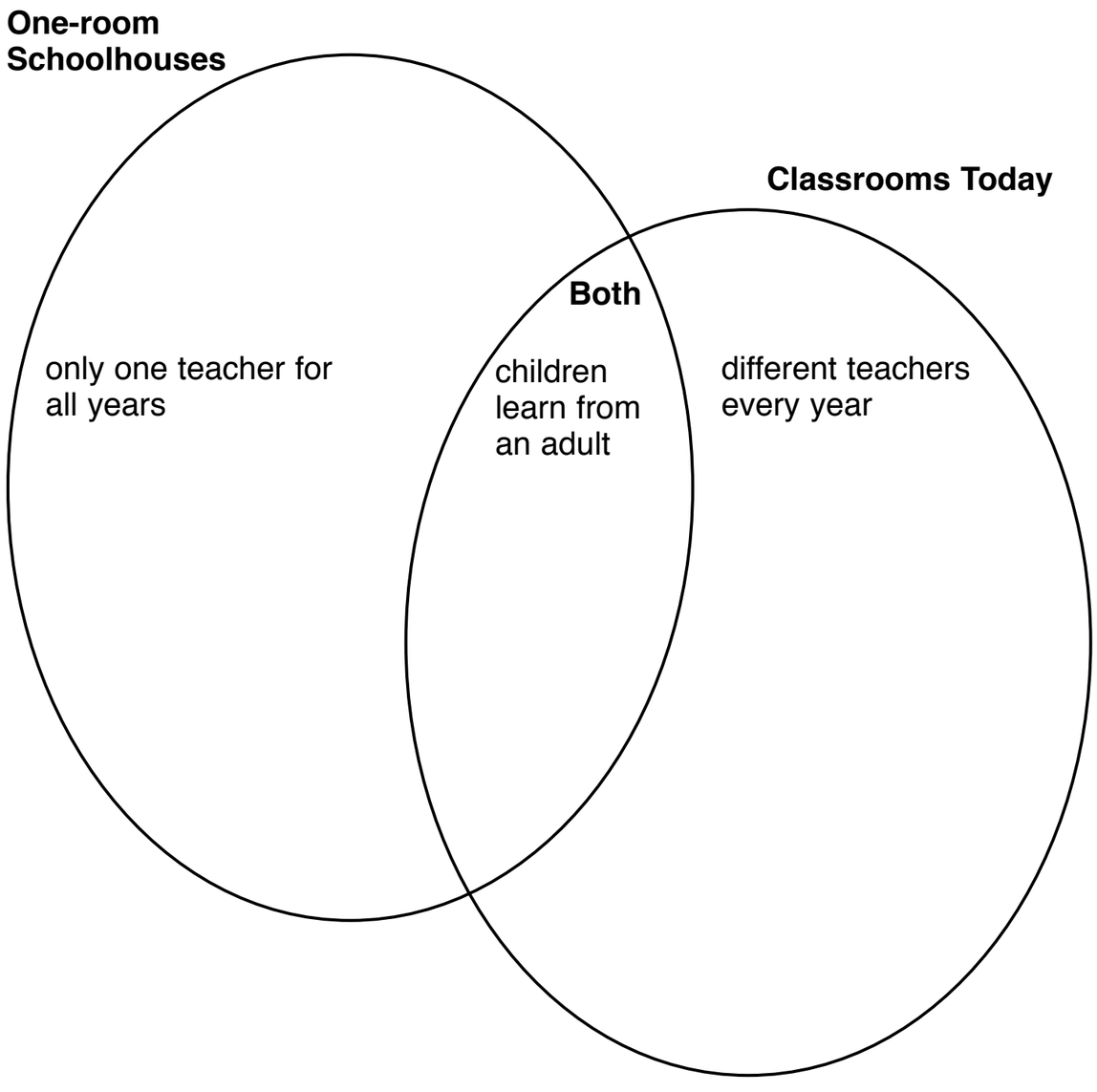


This shows a classroom today.

Schools Then and Now

Showing What You Know

Directions: Look carefully at the two pictures on the front of this card. Use the Venn diagram to list three ways that classrooms today and one-room schoolhouses are different and three ways that they are the same. An example has been done for you.



School Days

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Challenge

- Draw a picture of your dream classroom. What things would you want in your classroom? Where would you put them? How would having those things help people learn? Don't forget to include things like desks and bookshelves. Label everything.