

School Life: Then and Now

Lesson Plan

Objective: The purpose of this lesson is for students to use images and artifacts related to the Old Granite School to compare and contrast school life in Marble Falls then versus now.

Grade Levels: 3-5, 7

Applicable TEKS:

1. 3rd Grade Social Studies
 - a. (13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present.
 - b. (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
 - (A) gather information, including historical and current events and geographic data, about the community using a variety of resources;
 - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and
 - (C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.
 - c. (15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) use social studies terminology correctly;
 - (B) create and interpret timelines;
 - (C) apply the terms year, decade, and century to describe historical times;
 - (D) express ideas orally based on knowledge and experiences; and
 - (E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
 - d. (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

2. 4th Grade Social Studies

- a. (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
 - (D) identify different points of view about an issue, topic, historical event, or current event.
- b. (21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) incorporate main and supporting ideas in verbal and written communication;
 - (C) express ideas orally based on research and experiences; and
 - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

3. 3rd Grade English Language Arts and Reading

- a. (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and
 - (E) develop social communication such as conversing politely in all situations.

4. 4th Grade English Language Arts and Reading
 - a. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 - (D) work collaboratively with others to develop a plan of shared responsibilities.

5. 5th Grade English Language Arts and Reading
 - a. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
 - (B) follow, restate, and give oral instructions that include multiple action steps;
 - (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
 - (D) work collaboratively with others to develop a plan of shared responsibilities.

6. 7th Grade Social Studies
 - a. (10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:
 - (A) identify why immigrant groups came to Texas and where they settled;
 - (B) describe how immigration and migration to Texas have influenced Texas;
 - (C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and
 - (D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.

School Life: Then and Now

Pre-Field Trip Activities

Materials

- Reading Passage 1: Short history of the Old Granite School with photographs
- Timeline
- Reading Passage 2: Excerpt from former student who attended in 1920s
- Image 1: Hand bell
- Image 2: Writing Slate
- Image 3: Teacher's rules
- Compare and Contrast worksheet

Historical Context of the Old Granite School:

The Falls on the Colorado Museum is housed inside the Old Granite School, which is over 130 years old. Thousands of Marble Falls students went to school in this building. When it was built in 1891, it was originally a men's university, and the students (or their families) had to pay tuition to attend. A few years later, the university began accepting female students. In 1909 the people of Marble Falls voted to make it a free public school accepting all 11 grades. In those early years, students finished their education in grade 11 (Texas Schools adopted the 12-grade system around 1940).

Generations of Marble Falls students attended classes in the Old Granite School. By the 1980's only kindergarten students and school administrative offices were in the building. It sat vacant for a few years, until The Falls on the Colorado Museum moved into it in 2010. The museum now uses the building to preserve and present the history of Marble Falls and Central Texas.

School Life: Then and Now

Pre-Field Trip Activities

Instructions:

1. Introduction (10 minutes):
 - a. Have students read the short history of the Old Granite School (Reading Passage 1) and review the timeline. Show students images of the Old Granite School from 100 years ago.
 - b. Ask students to identify differences between school back then and school today.
2. Artifact Exploration (15 minutes):
 - a. Pass around the primary sources related to the Old Granite School (writing slate, hand bell, teacher's rules and Reading Passage 2)
 - b. Allow students to ask questions about the items.
 - c. Discuss each item and compare school 100 years ago versus the present.
3. Comparison Activity (20 minutes):
 - a. Divide students into small groups.
 - b. Give each group a set of source material related to the Old Granite School.
 - c. Have students use the venn diagram on the Compare and Contrast activity page to compare and contrast school life in Marble Falls 100 years ago with school life today.
 - d. Encourage them to discuss differences in classrooms, teaching methods, materials, and student life.
4. Group Presentations (15 minutes):
 - a. Have each group present their findings to the class.
 - b. Discuss similarities and differences between school life then and now as a class.
5. Conclusion (5 minutes):
 - a. Summarize the key differences between school life in Marble Falls then and now.
 - b. Reinforce the idea that schools have changed over time due to advancements in technology, teaching methods, and societal norms.

*Modification for 7th graders: Add more advanced discussion questions. Encourage students to research and present additional information about the historical context of the Old Granite School and education in Marble Falls.

Extension Activities:

1. Have students write a short story about a student or teacher in the Old Granite School. They can be creative and make up names for characters but they should use facts and details about school life 100 years ago that they learned in the other activities.
2. Have students write a 5-10 sentences about how they imagine school life might change in the future. Prompt questions can include the following: Imagine students from 100 years in the future could see a picture of your classroom. What do you think they might find odd or different about your class? What do you think might still be the same?

Reading Passage 1



Marble Falls Alliance University, 1898

A Short History of the museum building, the Old Granite School:

The Falls on the Colorado Museum is inside the Old Granite School, which is more than 130 years old. Many kids in Marble Falls went to school in this building. When it was built in 1891, it was a school just for boys, and they had to pay money to go there. Later, girls were allowed to go too. In 1909, people in Marble Falls voted to make it a free school for all students through 11th grade. Back then, school ended after 11th grade. A little later, around 1940, Texas schools added 12th grade.

Kids in Marble Falls kept going to school in this building for many years. By the 1980s, kindergarteners and school workers were in the building. But in 2004, the school moved out. It was empty for a while until The Falls on the Colorado Museum moved in during 2010. Now, the museum uses the building to tell stories about the history of Marble Falls and Central Texas.



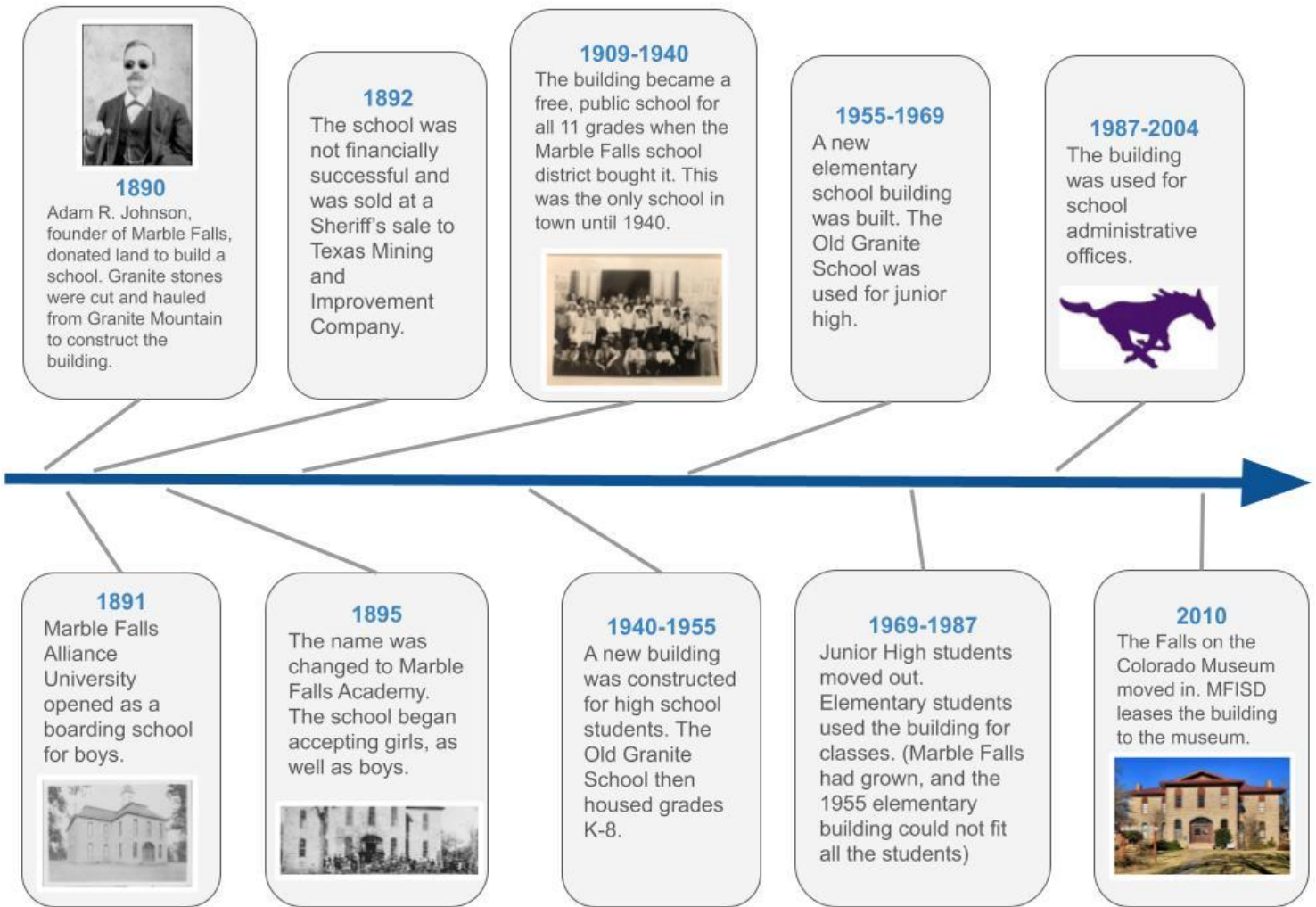
Old Granite School Building, 1907



The Falls on the Colorado Museum, 2023

Timeline

Timeline of the Old Granite School



Reading Passage 2

Read this excerpt from a former student who remembered entering the Old Granite School as a first grader 100 years ago in 1923:

“There was no gymnasium, no auditorium, no cafeteria, no vocational ag shop or courses, and no turf on the football field, only granite gravel and sandburrs. [...] School buses as such were some years coming, although various families pooled transportation in their Model Ts and a lot of kids walked to school, and some, coming from longer distances, rode horseback.”

- Walter Richter, during a speech re-dedicating the Old Granite School Building, October 24, 1982.



Ann Miller Harrison's class pictured in front of the Old Granite School. Circa 1915. Madolyn Frasier Collection

Image 1

Hand Bell



Image 2

Writing Slate

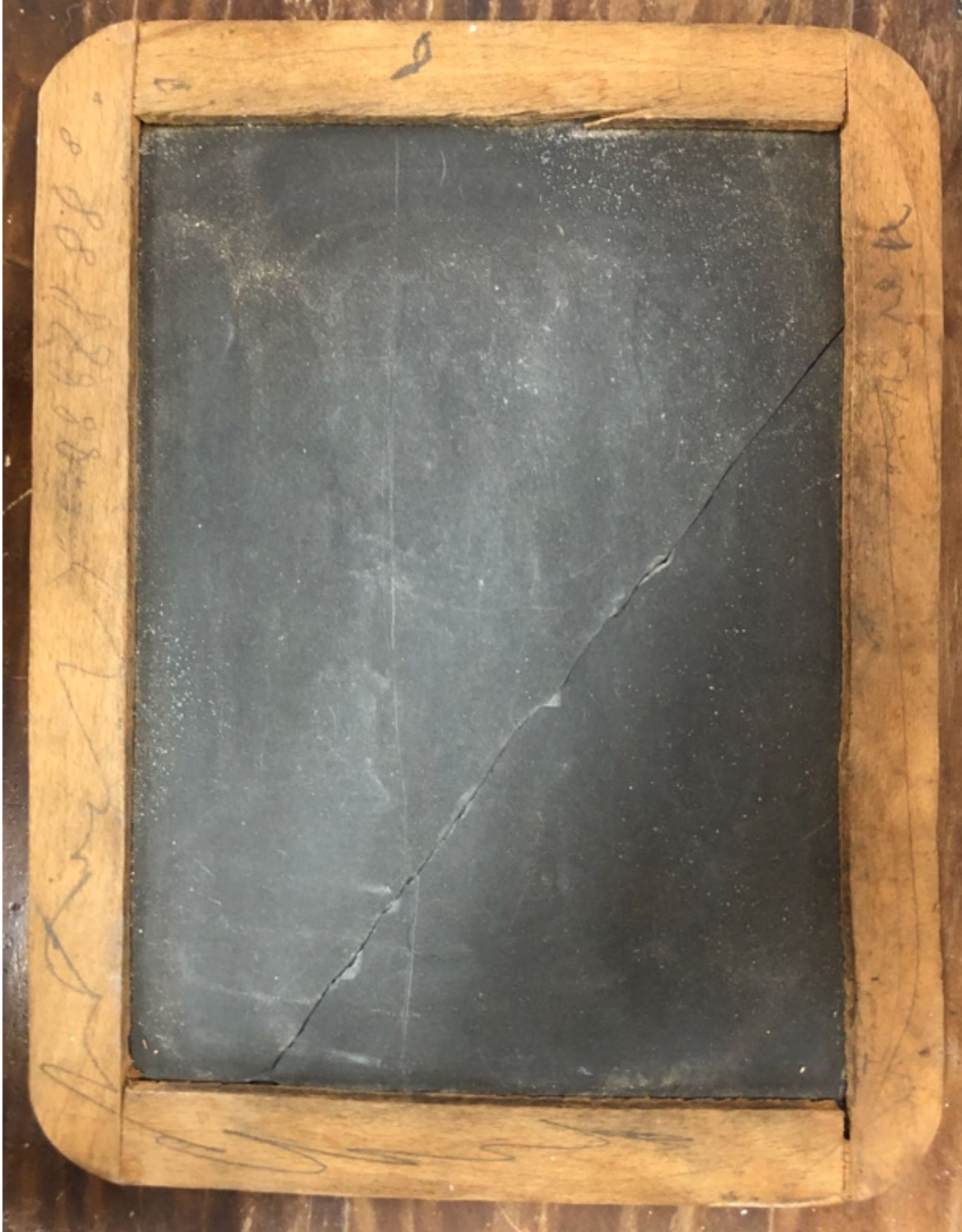
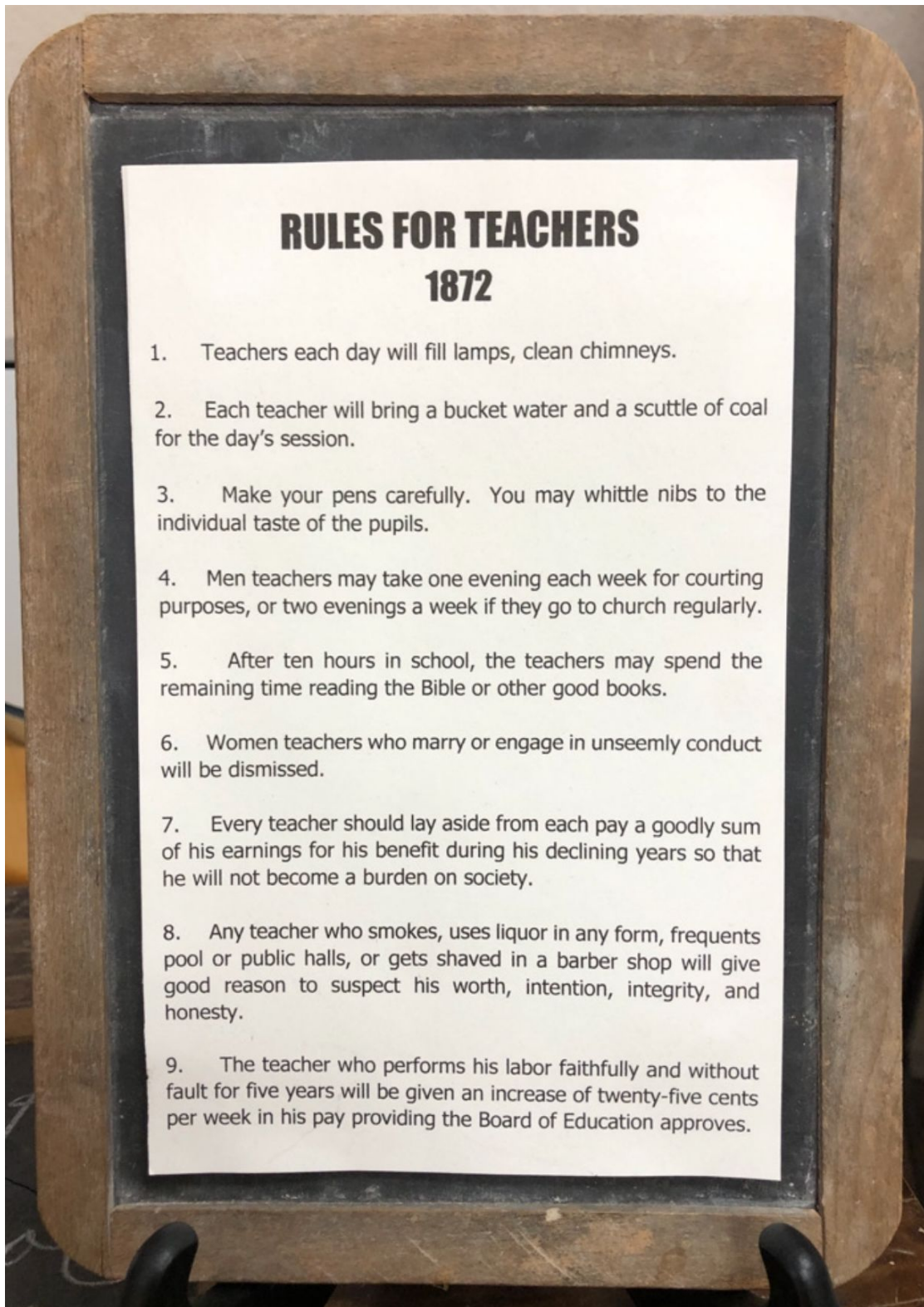


Image 3

1872 Rules for Teachers



Compare and Contrast

Name: _____ Date: _____

Directions: Look at the sources (list). Find similarities and differences between school life 100 years ago and today by completing the Venn diagram below. List details from the photos and what you see in your own classroom.

School Today

Old Granite School