Washington As It Was: A DC History Distance Learning Program

# Lesson Overview

Travel back 200 years to Washington’s past, without leaving the city! At Peirce Mill, students can imagine a time when local farmers brought wagon-loads of corn to be milled along Rock Creek. They’ll study maps of the city then and now, and hear about different milling techniques. They’ll learn about the economics of milling, and discover why there were once so many mills in Washington, DC.

**Topics:** Local DC history, Peirce Mill, Economics, Milling, Mathematics

**Curriculum Base:** District of Columbia Public Education Standards

**DCPS Grade 3 Social Studies: Geography and History of the District of Columbia**

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| 3.4 | Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries. |
| 3.4.1 | Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing). |
| 3.4.2 | Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the18th, 19th, and 20th centuries. |
| 3.5 | Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. |

**DCPS Grade 3 Mathematics:**

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| 1.1 | Developing understanding of multiplication and division and strategies for multiplication and division within 100 |
| 1.2 | Developing understanding of fractions, especially unit fractions (fractions with numerator 1) |

**DCPS Grade 3 Reading:**

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| 2.0 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| 2.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

**Total Length:** 1 - 2 hours

**Grades:** 3rd to 5th grade

**Essential Questions:** At the end of the program the students will be able to answer:

1. What was Washington DC like 200 years ago compared to DC today?
2. What does a grist mill do?
3. Why were there once so many mills in Washington, DC?

**Suggested Lesson Sequence:**

The synchronous options are standalone materials, and can be supplemented with pre-program and post-program lessons at teacher discretion.

1. Pre-Visit Activities: Teachers select 1-2 optional pre-visit activities to prepare students for their virtual field trip experience.
2. Peirce Mill Virtual Field Trip: Teachers can opt for either a synchronous lesson with a park ranger on a video conferencing platform of their choosing or an asynchronous pre-recorded virtual field trip of Peirce Mill
3. Post-Visit Activities: Teachers select 1-2 optional post-visit activities to confirm student’s retention of curriculum material provided during the virtual field trip.

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# Pre-Visit Activities

Teachers can choose from the following pre lesson activities. These activities will create a better virtual field trip experience, but are not required to participate in a field trip. We recommend that teachers choose 1-2 options that fit their curriculum goals the best.

**Then and Now**

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| Objective(s) | 1. Identify objects from the 19th century that were needed by people in the past for subsistence agriculture, commerce, and manufacturing 2. Distinguish between objects from the 19th century and modern times 3. Identify modern day equivalents to objects from the 19th century |
| Format | Synchronous PowerPoint Presentation |
| Length | 30 - 45 minutes |
| Summary | Students compare everyday objects from the 19th century to things people use today by completing a picture match-up worksheet. Discussion questions encourage students to reflect on the materials used in the past and present, and how things were made then and now. |
| Background | Peirce Mill was built two hundred years ago. Back then, everyday objects were made from materials found in nature: wood, metal, and stone. People created things with their own hands—or bought them from a local craftsperson.  Today, most of the things people use every day are made in factories and purchased in stores.. Products are shipped around the world. Although some things we use are made from traditional materials such as wood and metal, many things are made from plastic.  But people in the past and present have many of the same needs. They need food to eat, containers to carry water, and vehicles to transport them. |
| Instructions | The presenter shares their screen with the Then and Now PowerPoint in presenter mode. The presenter clicks through slides and has students unmute to call out answers. The presenter clicks on dotted bordered images of modern objects that students claim match the 19th century object displayed as a completely bordered image. At the end, the presenter has students unmute to answer post activity questions displayed on slides. |

**A Tiny History of Peirce Mill**

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| Objective(s) | 1. Explain the basic function of a mill. 2. Recall the history of Peirce Mill in chronological order. |
| Format | Synchronous or Asynchronous PowerPoint Presentation |
| Length | 60 minutes |
| Summary | Students read “A Tiny History of Peirce Mill” and reflect using discussion questions. |
| Instructions | Screen share the PowerPoint and read along with the story along with the students, then reflect with the discussion questions |
| Reflection | Where is Peirce Mill?   * *Peirce Mill is near Rock Creek, in Rock Creek Park, in Washington, DC.*   How old is Peirce Mill?   * *Peirce Mill is about 200 years old—it was built in the 1820s.*   What did people do at Peirce Mill?   * *Farmers took corn to Peirce Mill to be ground into cornmeal.*   What kind of power did the mill use?   * *The mill used water power (not electricity or gasoline).*   How many mills are left in Washington, DC?   * *Only one—Peirce Mill.* |

**Peirce Mill Vocabulary**

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| Objective(s) | 1. Recall vocabulary words relating to Peirce Mill. |
| Format | Synchronous PowerPoint Presentation |
| Length | Custom (can adjust amount of words covered) |
| Summary | Teachers present the interactive PowerPoint that covers the definition of the word and using the word in a sentence. |
| Instructions | The presenter screen shares the PowerPoint and prompts the students to unmute and participate where indicated. |

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# Peirce Mill Virtual Field Trip (WIP)

Dana and Angela are in the process of creating the field trip itself. They will be creating a video tour of the mill (asynchronous) and a live video conferencing program (synchronous). Schools will have the option to complete one or both of these activities as part of their experience.

# Post-Visit Activities

Teachers can choose from the following post lesson activities. These activities are intended to reinforce and confirm the student’s understanding of curriculum material that was provided during the virtual field trip. We recommend that teachers choose 1-2 options that fit their curriculum goals the best.

**Peirce Mill Jeopardy**

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| Objective(s) | 1. Solve basic multiplication/division problems. 2. Develop vocabulary pertaining to mills 3. Describe the Evan’s system. |
| Format | Synchronous PowerPoint Presentation |
| Length | 60 minutes |
| Summary | A jeopardy style game that reinforces the topics covered during the field trip. |
| Instructions | Teachers should screen share the PowerPoint and be the moderator. |

**At-Home Scavenger Hunt**

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| Objective(s) | 1. Compare and contrast modern objects with similar 19th century objects. | |
| Format | Synchronous Activity Worksheet | |
| Length | 30 minutes | |
| Summary | After encouraging students to explore their own environments, this scavenger hunt provides prompts for students. | |
| Instructions | Teachers should share the list of items with their students and encourage them to find the objects around their houses.  Optional: Have the students bring the items to their next zoom meeting to show to the class and discuss. | |

**The Little Red Hen**

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| Objective(s) | 1. Determine the moral of the text and discuss how it is displayed throughout the story. 2. Answer questions regarding the text by referencing the text directly. |
| Format | Synchronous or Asynchronous PowerPoint Presentation |
| Length | 60 minutes |
| Summary | Students read *The Little Red Hen*, a traditional folktale about milling. Discussion questions encourage students to contemplate the fable’s thought-provoking message about hard work and sharing. |
| Instructions | Screen share the PowerPoint and read along with the story along with the students, then reflect with the discussion questions. |
| Background | *The Little Red Hen* is a traditional folktale about a bird who plants a wheat seed, then harvests the grain and brings it to the miller.  Should she share the bread she bakes with the other barnyard animals, who were unwilling to help her?  The original story emphasizes the value of hard work. More modern versions soften this message, and encourage sharing work, and the fruits of labor. |
| Reflection | Why didn’t the Little Red Hen want to share the bread she baked?  Do you think the other animals should have helped the Little Red Hen plant and harvest the wheat?    If you were the Little Red Hen, would you have shared the bread you baked? |