



## Standards Alignment

### **National Council for the Social Studies Curriculum for Social Studies (1994)**

Standard 2 – Time, Continuity and Change

### **REVIEW OF FIRST GRADE UNIT – My History at School by Dr. M. Gail Hickey, Professor of Education**

The First Grade History Unit "Ziploc Baggie Book of Me" represents a strategy for involving young students in the study of history by drawing upon their own past experience. The unit also is based upon appropriate pedagogical foundations.

Barton (1994), for example, determined constructivist approaches for teaching history or social studies, such as those emphasized in "Ziploc Baggie Book of Me", help young students build upon the knowledge they bring to the classroom setting and allow them to expand their perception of change over time by examining history through a personal lens.

The "Ziploc Baggie Book of Me" instructional unit also draws upon curriculum standards identified by national educational organizations. The National Council for the Social Studies, in its Curriculum Standards for Social Studies (1994), emphasizes students in first through third grades should explore, among other things, "concepts of communities, past and present", in much the same way students explore the community of kindergarten through "Ziploc Baggie Book of Me". The National Center for History in the Schools' National Standards for History for Grades K-4 (1994), lists history-related skills for primary grades students, including chronological thinking (distinguish past, present, and future time; establish temporal order when constructing own historical narratives; measure and calculate calendar time; make and interpret timelines; explain continuity and change over time), and historical research capabilities (state historical questions; locate historical data; interpret data; use historical knowledge to write a story, explanation, or narrative). Each of these content standards and historical skills is a focus of one or more lessons in "Ziploc Baggie Book of Me".



## Lesson Plans

This unit introduces children to the concept of history as story. By focusing on their experiences at school, students connect history concepts with personal experience and learn history using primary sources from their own lives. And by telling their own stories through pictures, maps, games, school records and various other articles from their lives, first graders find history fun and personally relevant.

The unit largely relies on sharing and class discussions. When you share stories and history sources from your own experience, you model “doing history” for your students. Examination of the sources, such as photos, letters, clothing, and toys, may best be accomplished through thoughtful questioning in a discussion circle. Whenever possible, explore who, what, when, where and why questions to develop the children’s critical thinking skills.

Although historical methodology terms such as “source”, “history”, “artifact”, and “examine” will be almost universally unknown to students at the outset of the unit during the curriculum’s first-year implementation, you may use them in tandem with more familiar synonymous terms. Through this gradual, repetitive exposure, students may begin to recognize and become familiar with a basic history vocabulary. Kindergarten teachers will be using the same method to introduce the vocabulary -- after students have been introduced to these terms, their first-grade teachers may recognize improved comprehension.

The first grade unit includes the following activities:

### Baggie Books

- ❖ Each student has a book made of Ziploc-style bags stapled together.
- ❖ As they examine different sources, students place into the baggies those sources that will fit.
- ❖ A sources-cited paper also is stapled into the books. When students study a certain source, they choose the icon sticker for that source and place it on the sources-cited page in their books.

### Activity 1: What is History?

#### Content Goals:

- ❖ Students become familiar with the word “history”.
- ❖ Students learn we can create stories using information from various sources; that we can create stories by looking at photographs, other stories, letters and by talking to people about their experiences and knowledge.
- ❖ Students learn that there is a story to be told about their individual lives.



### Activities:

- ❖ Discussion about types of stories
  - Make-believe stories
  - Stories about things that actually happened
  - Teacher may provide examples of make-believe and stories that actually happened, and then ask the children to think of examples.
- ❖ What sorts of things can we use to tell stories?
  - Examine (look closely at) a photograph
  - Read a book – Read aloud:

**School Then and Now** (Parkes, B.; 2000, Newbridge Emergent Readers Series.)

- Read a letter
  - Examine (look closely at) an object or thing
  - Talk to one another (What did you do this morning? Where do you live? How many brothers and sisters do you have?)
- ❖ You may wish to tell students, “We all have life stories or histories. Over the next couple of weeks, we are going to tell the story of our year at school.”

## Activity 2: Timelines

### Content Goals:

- ❖ Students study chronological time in the context of their own lives at school.
- ❖ Students understand the concept of sequence within the context of weekly activities at school.
- ❖ The children are introduced to the concept of using various pieces of evidence to tell stories about their lives.

### Process Goals:

- ❖ Students synthesize information by creating a timeline that includes various pieces of evidence.
- ❖ Students learn to represent events with photos and art, and to place those events in the sequence in which they occur.

### Activities:

- ❖ The class constructs a timeline of a week at school, with emphasis on the “specials” each day to simplify the amount of information.



- ❖ Students may decorate the timeline by pasting on magazine pictures, photos of the school, clip art, etc.
- ❖ Discussion – The class ‘reads’ its timeline, as it would read a story.

**Product:**

- ❖ Timeline

### Activity 3: Written Documents

**Content Goal**

- ❖ Students are introduced to written documents.

**Process Goals:**

- ❖ Students are introduced to asking questions raised by documents.
- ❖ Students are introduced to making connections between documents and other topics associated with them.

**Activities:**

- ❖ The class examines and discusses a school newsletter, a school map, and/or any other written documents generated by the school which the teacher believes will meaningfully contribute to the story of the children’s time at school.
- ❖ After you read the documents, encourage students to interact with them; i.e., if you read a school menu, you might survey students about their favorite and least favorite lunch items. If you read a notice about the school’s annual open house, you may ask students if they remember something special about the open house. If you read a snow day notice, you might ask students what they do on snowy days.
- ❖ Student report cards.
  - Because real report cards are confidential, make mock Kindergarten report cards and distribute them to the children. The report cards should emphasize unique, positive student attributes. They might even include details students share in the above exercise.
  - The report cards go into the students’ baggie books.

**Product:**

- ❖ Report cards.



## Activity 4: Photos

### Process Goals:

- ❖ Students learn to examine photos for historic evidence.

### Activities:

- ❖ Read aloud -- Schools Long Ago and Today (Trumbauer, L.; Time for Kids Reader, Harcourt.)
- ❖ Students share photos of themselves taken in the past year or two. If possible, take playground and classroom photos throughout the year to create a supply of photos for this activity. **Questioning strategies to help students understand photos as historic evidence:**
  - What is history? Explain to students that the photograph they chose to bring tells a story of what happened in the past. The photo is part of their personal history.
  - Ask:
    - Who is in the picture?
    - What is/are he/she/they doing?
    - Where was the picture taken?
    - When?
    - Why did someone take this picture?
    - How did you feel when it was taken?
    - What do you think happened after the picture was taken?
    - Did other students ever have an experience similar to the one in the photo?
    - Can we think of a picture that would tell us a story about our school? About our town?
- ❖ Students tell the stories behind their photos. Mix-pair-share is a good format for this activity. Each student will pair-up with another, share the story of their picture with their partner, and then pair with someone new to share again.
  - This activity may be voice-recorded to give it the feel of a permanent record.



## Activity 5: Other Sources

### Content Goals:

- ❖ Students learn that many sorts of things can be used to tell stories or histories.

### Process Goals:

- ❖ Students engage in brainstorming as a creative process.

### Activities:

- ❖ Students understand we learn about people by studying the things they do, wear, eat, play etc. These concrete things help us re-create stories about what happened to people, about peoples' choices, about family customs, etc.
- ❖ Games
  - Class brainstorms a list of games they have learned or that they play at school.
  - In pairs, students demonstrate some activities from the list.
    - Ask if and how these games differ from things the children liked to play as toddlers.
  - Students color pictures of children playing and place in their baggie books.
- ❖ Clothes
  - Students brainstorm clothes they wear for different occasions.
  - Show and tell format may be used for students to share favorite outfits.
- ❖ Food
  - Parents create an afternoon potluck by bringing a treat that is part of a family or ethnic tradition, and sharing the story of that tradition.
  - Students draw a picture of their favorite treat to place in their baggie book.

### Product:

- ❖ Potluck party



## Activity 6: Mapping

### Content Goal

- ❖ Students understand mapping is a representation of the physical world.
- ❖ Students are introduced to the concept of scale.

### Process Goals:

- ❖ Students construct maps of two different locations.

### Activities:

- ❖ Class examines various maps of the school, the city, the state, the country, the world, whatever is available to demonstrate that map size doesn't necessarily change when the size of what is mapped changes.
- ❖ As an introduction to how maps are useful, ask your students to remember how it felt to learn their way around the school.
  - Was there someone to tell them which way to turn?
  - Did they follow the leader in lines?
  - What if there had been no one to show them around -- how would they have know where to turn to go to the cafeteria? Which door went to the playground? How to find the library?
  - Show the class a map of the school and gives each student a copy of their own.
    - Children trace the route from their current classroom to various sites in the school and school grounds.
- ❖ Students make a map of the classroom and a map of the playground.
  - This may be done either individually, as a class, or in pairs, as teachers deem appropriate.
  - Discussion – the maps are the same size, but are the things the class mapped the same size? Why aren't maps the same size as the thing being mapped?
  - Students place their school maps in their baggie books.

### Product:

- ❖ Maps



## Activity 7: Mind Maps

### Content Goal

- ❖ Students review the unit.

### Process Goal

- ❖ Students are introduced to the mind map concept.
- ❖ Students synthesize the unit's activities into a history of their kindergarten year at Stewart (or whichever school they attended.).

### Activities

- ❖ To conclude the unit, the class makes a mind map based on the baggie book contents.
- ❖ As students brainstorm as many concepts as they can remember from the unit, write the concepts down in a list on an overhead or chalkboard. When the brainstorm is finished, assign each student a concept to illustrate with a drawing using markers or crayons or paints.
- ❖ When the pictures are finished, paste on a large piece of butcher paper or pin on a bulletin board around the title "My History at School".
- ❖ Discussion – taking turns, students tell a story based on their picture.

### Product

- ❖ Class Mind Map



## BHH Photo Analysis

Designed with Barbara Donkersloot and Tracy Strabala

This activity guides students to question and learn from photographs. Students use the questions and activities in this guide to develop a habit of questioning to learn.

### **Directions for photo analysis booklet design:**

1. Each booklet should have 5 pages. The pages are attached to the end of these directions for you to print, photocopy and distribute to your students.
2. Each page features an empty box/space in which students may draw or write.
3. Each student should receive a booklet of her or his own to complete.

### **Directions for photo analysis activities in the classroom:**

1. Students bring in a photo from home, if they can, and teacher provides photos from school.
2. Class gathers in a semi-circle around the chalk board.
3. Teacher begins by talking about what we can learn by closely studying a photo. If we ask who, what, when, where and why about a photo, we may be able to figure out some of the answers.
4. Teacher chooses a photo she or he provides from school, and leads the class through the photo analysis booklet questions, page by page. Students answer the questions and teacher writes the answers on the board. If they need some help, teacher writes some possible answers on the board and students choose the one that best fits the photo.

Examples:

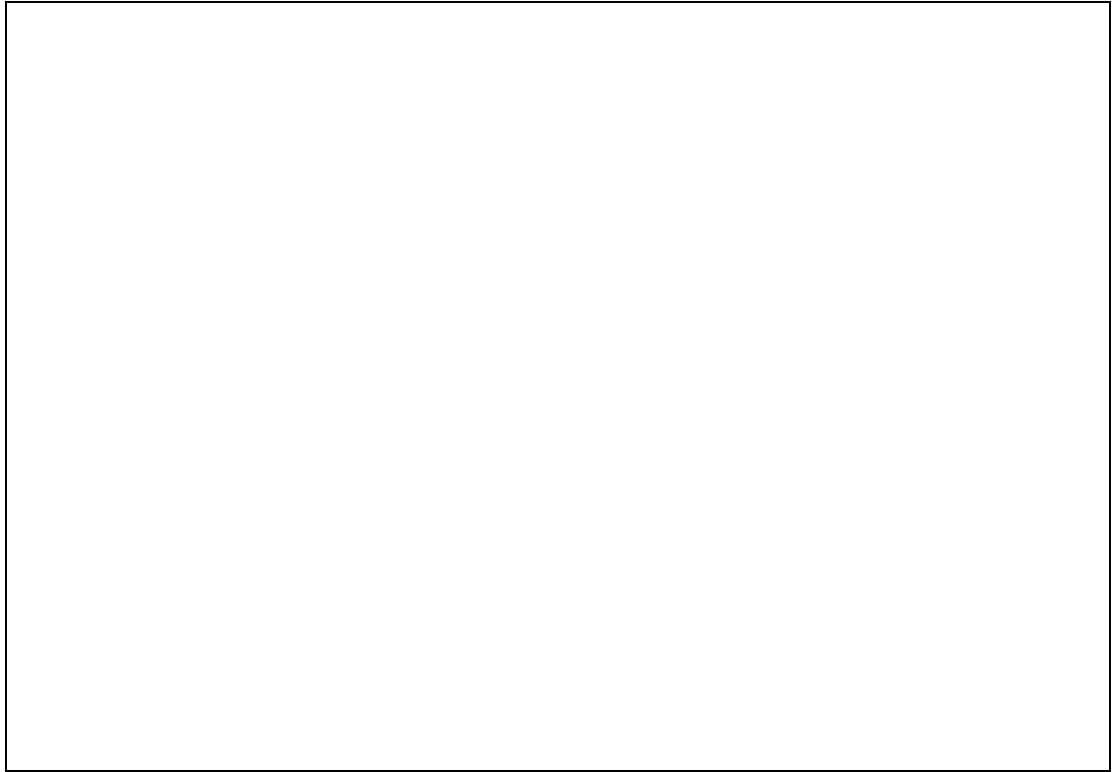
WHO – teacher provides list of possible examples for students to choose from, such as Me, Mom, Dad, my dog, my sister, Grandma, etc.

WHAT – Playing, swimming, working, cooking, etc.

WHEN – Long ago, yesterday, last summer, last week, etc.

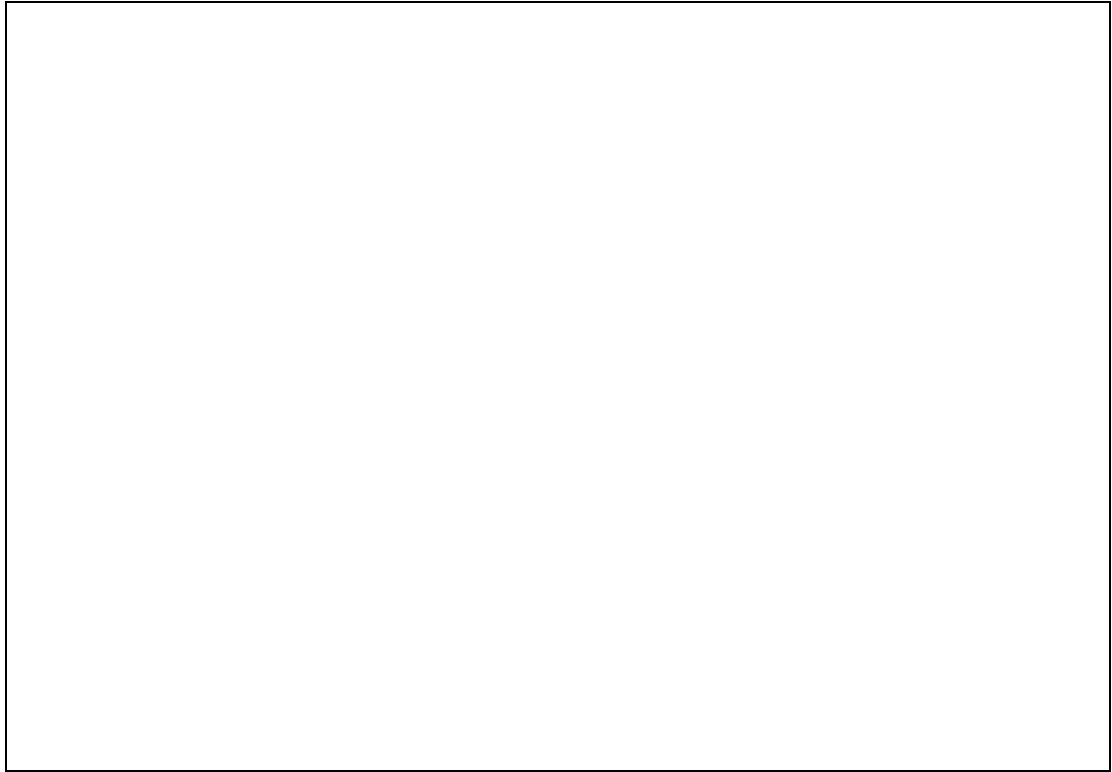
WHERE – Home, in the car, at Grandma's, at the pool, etc.

WHY – Because it was hot, because we were going on vacation, because we love Grandma, etc.



WHO?  
Who is in the photo?

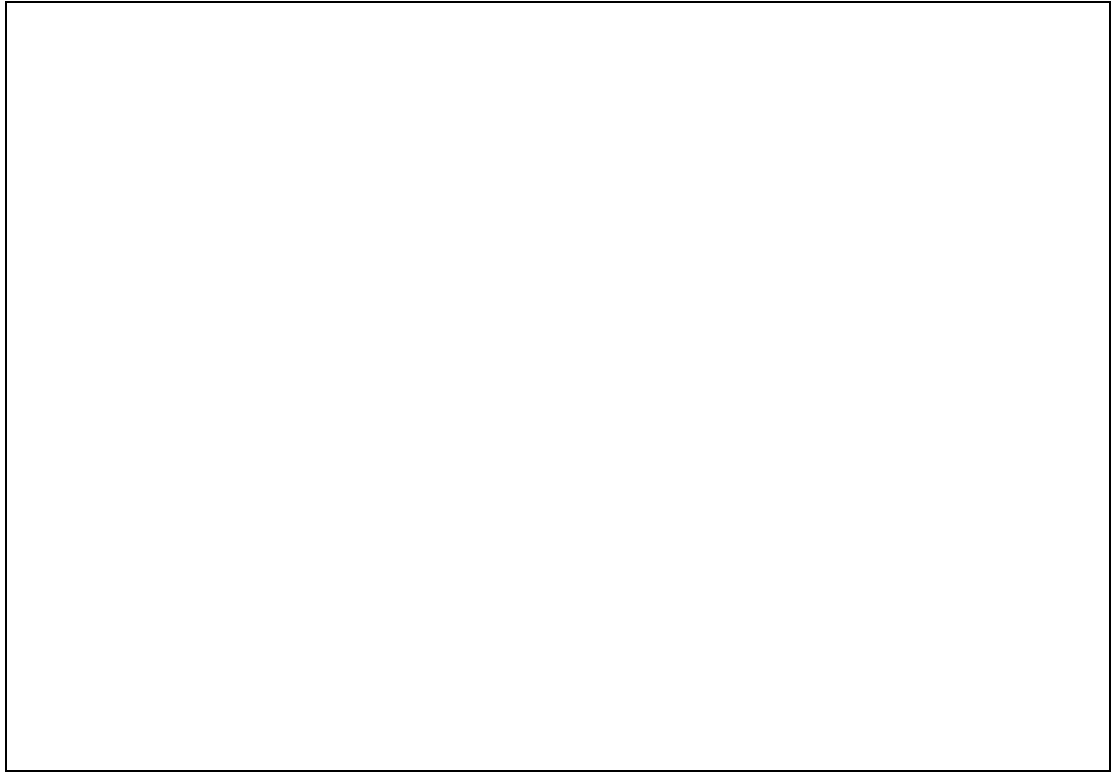
---



WHAT?

What is happening in the photo?

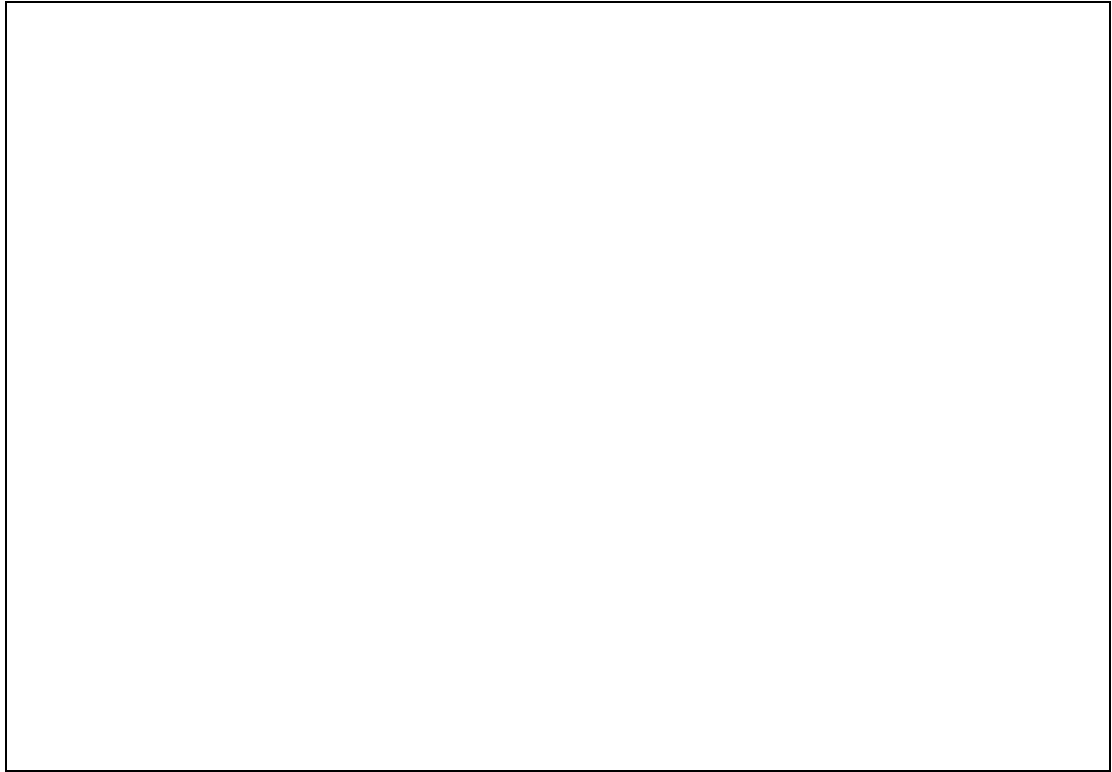
---



WHEN?

When was the photo taken?

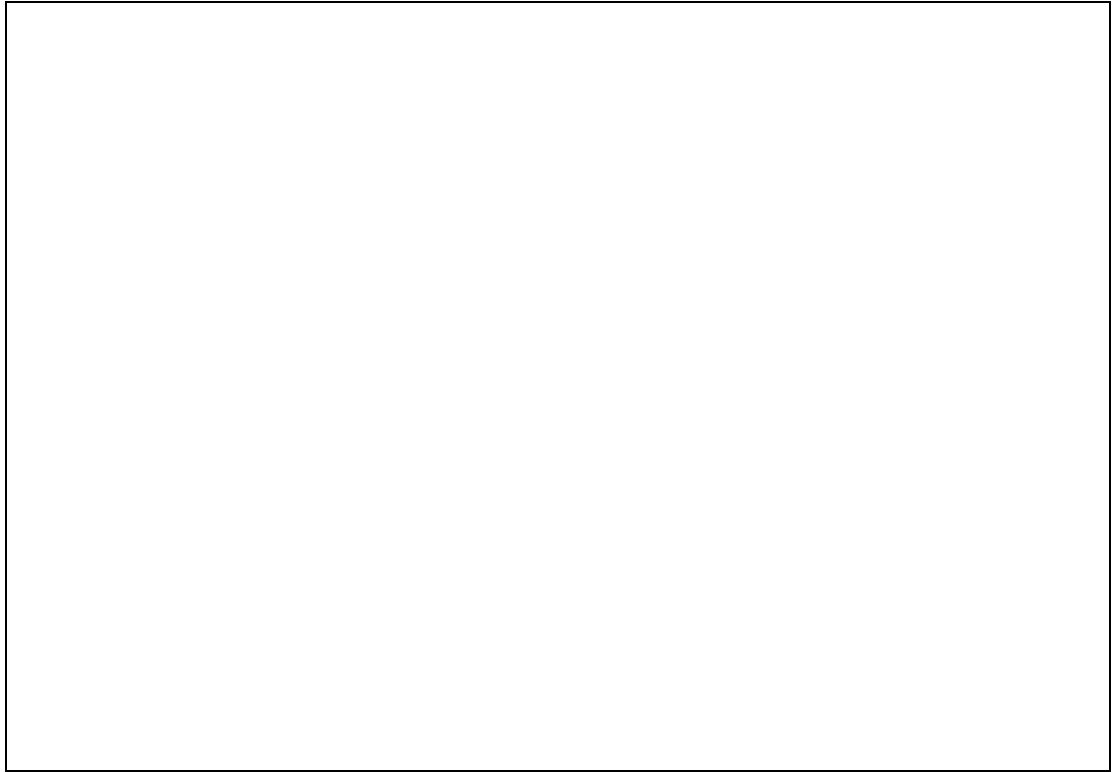
---



WHERE?

Where was the photo taken?

---



WHY?  
Why was this happening?

---



## Vocabulary List

<b>Artifact</b>	An object from long ago is called an artifact.
<b>Change</b>	To make or become different. People and things change over time.
<b>Document</b>	A printed or written record. School newsletters, notes to parents, room diagrams, and lunch and recess schedules are documents.
<b>History</b>	A story of what has happened in the past.
<b>Map</b>	A drawing or chart of part of the earth. A map can show all or part of the earth's surface, including features such as countries, oceans, rivers, and cities. A map can also show your school, your room, or the playground.
<b>Photograph</b>	A picture made with a camera. Photographs show what a person, event, or thing was like at a particular time.
<b>Primary Source</b>	An item from the past, such as a letter, a diary, a picture, or object (a tool or toy, etc.). When we gather things from the past and study them, they can help us form a story about the time from which they were made.
<b>Timeline</b>	A chart showing what happened as the hours, days, and years passed.



## Bringing History Home – Student Learning Chart

<b>Activity #:</b>		<b>Student Name:</b>	
<b>Unit Title:</b>			

Content Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
<b>Totals:</b>			

Process Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
<b>Totals:</b>			

## Links to Selected Websites

### Kindergarten and First Grade



#### - Topic: Oral History PDF

Settlers accounts gathered in the 1936-1940 Federal Writers' Project:  
<http://www.memory.loc.gov/ammem/ndlpedu/collections/wpa/history.html>

#### - Topic: Childhood Photographs

When They Were Young – Amazing collection of child photos from the Library of Congress  
[www.loc.gov/exhibits/young/](http://www.loc.gov/exhibits/young/)

Today's children photo essays:  
<http://cvisions.cat.nyu.edu/mantle/index.html>  
<http://cvisions.cat.nyu.edu/museum/childhood/index.html>

Yesterday's children photo essay  
<http://cvisions.cat.nyu.edu/museum/folklore/index.html>

Family history photo essays  
<http://cvisions.cat.nyu.edu/museum/secrets/index.html>

Artistic photo essays  
<http://cvisions.cat.nyu.edu/museum/beyond/index.html>

#### - Topic: Other Resources

**Stories of American Women throughout U.S. History**

<http://www.hoover.archives.gov/exhibits/AmericanWomen/index.html>

**Gram's Trunk**

<http://www.hoover.archives.gov/education/gramstrunk.html>

**Worldwide Migrations**

<http://smithsonianeducation.org/migrations/tiers/people/peoples.html>

**10 Cool Sites for Kids**

[http://www.exploratorium.edu/learning\\_studio/cool/kids.html](http://www.exploratorium.edu/learning_studio/cool/kids.html)



## Booklist

**Schools Long Ago and Today** (Trumbauer, L.; Time for Kids Reader, Harcourt.)

**School Then and Now** (Parkes, B.; 2000, Newbridge Emergent Readers Series.)