Project CONN-CEPT Science Units

Astronomy: Sun, Moon, and Stars (K-2)
The World of Matter (1)
Living Things: Changes, Stages and Cycles (2-3)
Eurekas about Ecosystems
Light: A Rainbow of Explorations (4-5)
Sound's Story: H-Ear the Pitch (4-5)
Structure and Function: What's Their Junction? (6)
Weather: The Never Ending Story (6)
Cells: The Story of Life (7)
Reactions and Interactions (7-8)

Project CONN-CEPT Social Studies Units

Time, Change, and Continuity in History (K)
Local Government (3)
What Makes a Region? An Investigation of the Northeast (4)
Goods, Services, Resources, Scarcity and Systems: An Exploration of State Economics (4-5)
Concepts and Tools of the Geographer (6)
With Liberty and Justice for All: A Study of the U.S. Constitution (6-8)

Units in Preparation

Junior Economist: People, Resources, Trade (1-2)
A Habitat is a Home for Plants and Animals: Needs, Resources, Adaptation and Systems (1-2)
May the Force Be with You: Forces, Motion and Simple Machines (2-3)
Geology: Rocks, Soil Cycles and Systems (3)
Peopling of the Americas (4-5)
Going to the Source: Using Primary Resources in United States History (6-8)
Exploring the world's Oceans: Chemistry, Geology and Biology (7)
Reactions and Interactions: Chemical Reactions (7-8)

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A Shared Story

The exhibit hall was huge, and publishers' banners, suspended from the ceiling, waved back and forth in the air conditioned room. Hundreds of conference participants filled the aisles. Vendors of curriculum materials, eager to share their colorful and glossy wares with passing teachers and administrators, stood at the edge of their displays offering warm smiles, prizes, and publishers' catalogues.

Charlene and Andrew had carefully planned their tour through the aisles and divided up so that they could see all the materials. They looked forward to their time in the vendor area because they needed curriculum materials in social studies and science for their upper elementary and middle school students. They hoped they would find something good. They wanted coherent, comprehensive units that addressed their state and national standards, had good assessments, required students to think their way through content, provided teachers with teaching strategies, and some guidance regarding how to differentiate the curriculum for students with varied learning needs.

They looked at many cleverly designed curriculum packages and kits. Most materials were collections of episodic learning activities. Some contained coherent learning activities for students, but did not teach to the critical concepts and principles embedded in state and national standards. Other materials, claiming to be comprehensive, did not contain aligned pre- and post-assessments, user-friendly teacher information, suggestions for teaching, or techniques for differentiating. Several kits attended to concepts and principles, but none was comprehensive enough to address all the standards for a particular grade level. At least two kits would be required to cover the prerequisite standards. Worse, the cost for the two kits would not include the price for the consumables that would have to be purchased each year to keep the kits adequately stocked. They could hardly pay for the cost of one kit!

Charlene and Andrew met at the back of the hall and compared notes. They were disappointed because they realized that the high-quality, standards-based curriculum materials they wanted were not in the racks. Now what? Were there other vendors? If so, who were they and how could they be contacted? If there were no vendors with the materials they needed, could they write the needed curriculum themselves? Who could help them? Did the district have money to pay stipends for curriculum development? How could they possibly write all the curricula that was required to address the state assessments?

We dedicate this curriculum unit, as well as others written under this Javits grant, to all the teachers who have had experiences like Charlene and Andrew. We hope the unit presented here will meet the needs of educators who live in real classrooms, contend with real time constraints, prepare students adequately for high-stakes assessments, seek high-quality curriculum materials, and strive to meet the varied learning needs of all their students.

Deborah E. Burns
Jeanne H. Purcell

PREFACE

In 2002, the Connecticut State Department of Education was awarded a Javits grant from the U.S. Department of Education called Project CONN-CEPT. The major focus of grant activities was the creation of standards-based curriculum units, K-8, in science and social studies. These rigorous curriculum units have been created for all students because every child must have access to the highest quality curriculum. At the same time, the units also have a particular focus on the needs of advanced learners—those who know more, learn more rapidly, think more deeply, or who are more innovative in a particular area of study. It was our goal to embed learning opportunities for advanced learners that were tightly aligned with the concepts and principles that guided the unit.

The Parallel Curriculum Model

This standards-based curriculum unit has been designed using the *Parallel Curriculum Model* (PCM) (Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002). The *Parallel Curriculum Model* is a set of four interrelated designs that can be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. Each of the four parallels offers a unique approach for organizing content, teaching, and learning that is closely aligned to the special purpose of each parallel. The four parallels include: the Core Curriculum Parallel, the Curriculum of Practice, the Curriculum of Connections, and the Curriculum of Identity.

The *Core Curriculum* addresses the core concepts, principles, and skills of a discipline. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. The *Curriculum of Connections* builds upon the Core Curriculum. It is a plan that includes a set of guidelines and procedures to help curriculum developers connect overarching concepts, principles, and skills within and across disciplines, time periods, cultures, places, and/or events. This parallel is designed to help students understand overarching concepts, such as change, conflict, cause and effect, and patterns, as they relate to new content and content areas. The *Curriculum of Practice* is a plan that includes a set of guidelines and procedures to help students understand, use, generalize, and transfer essential knowledge, understandings, and skills in a field to authentic questions, practices, and problems. This parallel is designed to help students function with increasing skill and competency as a researcher, creator, producer, problem solver, or practitioner in a field. The *Curriculum of Identity* is a plan that includes a set of guidelines and procedures to assist students in reflecting upon the relationship between the skills and ideas in a discipline and their own lives, personal growth, and development. This parallel is designed to help students explore and participate in a discipline or field as it relates to their own interests, goals, and strengths, both now and in the future.

The *Parallel Curriculum Model* also contains a new concept called Ascending Intellectual Demand (AID). Ascending Intellectual Demand offers practitioners a way to think about a discipline and each student's steady, progressive movement from novice to expert within that discipline. As students are ready, teachers ask students for increasing levels of cognition, affect, and application. As such, AID is a framework teachers use to increase the challenge level for students by asking them to behave and act in expert-like ways. (Tomlinson, Kaplan, Purcell, Leppien, Burns, & Strickland, 2006).

This unit has been designed using the Core Curriculum Parallel. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum Parallel, it also contains several lessons that provide students with opportunities to explore other parallels that are closely connected to the subject matter.

Our Invitation...

We invite you to peruse and implement this curriculum unit. We believe the use of this unit will be enhanced to the extent that you:

- **Study PCM**. Read the original book, as well as other companion volumes, including *The Parallel Curriculum in the Classroom: Units for Application Across the Content Areas, K-12* and *The Parallel Curriculum in the Classroom: Essays for Application Across the Content Areas, K-12*. By studying the model in depth, teachers and administrators will have a clear sense of its goals and purposes.
- **Join us on our continuing journey to refine these curriculum units.** We know better than to suggest that these units are scripts for total success in the classroom. They are, at best, our most thoughtful thinking to date. They are solid evidence that we need to persevere. In small collaborative and reflective teams of practitioners, we invite you to field test these units and make your own refinements.
- **Raise questions about curriculum materials.** Provocative, compelling and pioneering questions about the quality of curriculum material—and their incumbent learning opportunities—are absolutely essential. Persistent and thoughtful questioning will lead us to the development of strenuous learning opportunities that will contribute to our students' life-long success in the 21st century.
- **Compare the units with material developed using other curriculum models.** Through such comparisons, we are better able to make decisions about the use of the model and its related curriculum materials for addressing the unique needs of diverse learners.
- **Examine PCM as one bridge between general and gifted education.** We believe that the rigorousness of PCM has much to offer *all* students, not just those who may already know, do, or understand at very different levels of sophistication.

ACKNOWLEDGEMENTS

We would like to thank our mentors, Carol Tomlinson and Carolyn Callahan. They have been our constant supporters and guides as we moved into uncharted territory related to curriculum development and differentiation.

Over the years we have been guided by the wise counsel of our curriculum writers: Cheryll Adams, Renee Alister, Karen Berk, Fie Budzinsky, Meagan Bulger, Yvette Cain, Lori Cipollini, Leslie Chislett, Megan Coffey, Edie Doherty, Claire Farley, Kurt Haste, Carla Hill, MaryAnn Iadarolla, Caitlin Johnson, Megan Lamontagne, Donna Leake, Lisa Malina, Kay Rasmussen, Martha Rouleau, Cindy Strickland, Mary Grace Stewart, Kim Turret, Ann Marie Wintenberg, and Karen Zaleski. They have worked tirelessly on their curriculum units and provided us with many insights into the curriculum writing process. Although we had a road map at the outset of the writing process, our writers helped us to craft new roads when the old ones no longer worked. We thank them for their integrity, care, innovativeness, and encouragement.

We thank all of the people who featured into the field testing process. These people include teachers in Cheshire, Hartford and Portland Public Schools. We especially want to thank the following building administrators who supported our work: Tory Niles and John Laverty from Hartford; Linda Cahill and Deborah Granier from Portland; and Steve Proffitt, Diane DiPietro, Sharon Weirsman, Russ Hinkley, Beverly Scully, and Mary Karas from Cheshire. The insights from teachers and administrators helped to make our curriculum units stronger and more practical.

Kim Allen, from Project LEARN, provided us with assistance and support in all of our endeavors and made sure that we stayed the course in solid financial standing. Nancy Wight and Gail Heigel, from Cheshire Public Schools, spent untold hours formatting, typing, duplicating, collating, and distributing the experimental units and ordering the numerous student materials and teacher resources that supplement these lessons. They are the masters of due diligence and attention to detail. We also wish to thank Eileen Williams and Patricia Johnson, from the State Department of Education, for formatting, typing, and preparing the pre-assessments and post assessments for the units. They worked tirelessly for many hours after work and on weekends to meet our deadlines and never lost their smiles.

We thank Cheshire Public Schools and the Connecticut State Department of Education for allowing us to take on this tremendous task and allowing us the hours within day (and night) to accomplish all that was required.

Our families and friends deserve special recognition because they offered unwavering support and encouragement. We recognize they made personal sacrifices, and we hope that we have grown as a result.

PROJECT CONN-CEPT

Most of all, we would like to thank Judy Walsh on whose shoulders these units truly stand. With the greatest of care and unparalleled thoughtfulness and consideration, Judy has edited each manuscript, worked collaboratively with each author to refine each lesson, written lessons when it was necessary, and provided a sense of humor and her wisdom as a teacher. She is selfless and seeks only to advance each author and the project. In every way, she has been our "North Star" on the project.

Format for the Project CONN-CEPT Curriculum Units

Each Project CONN-CEPT curriculum unit is formatted in the same way and contains four components: an overview, the lessons, a content map, and a comprehensive list of resources required in the unit. The *overview* is a chart that includes the lesson principles, concepts and skills, the time allocation, the standards that are explicitly addressed within each lesson, and a brief description of each lesson. The overview provides potential users with a "snap-shot" of the unit, related standards, and classroom activities.

The *lessons* follow the overview and vary in number depending upon the content area and grade level of the unit. Each lesson is comprehensive and addresses 10 curriculum components: content, assessments, introductory and debriefing activities, teaching strategies, learning activities, grouping strategies, products, resources, extensions, and differentiation activities. For the most part, each lesson provides specific information about each of these components. An aligned pre- and post-assessment is included for the entire unit, and aligned formative assessments are provided at critical junctures in the unit. Additionally, each lesson contains all the required black-line masters and materials.

Many lessons contain two features that are unique to Project CONN-CEPT materials: opportunities for Ascending Intellectual Demands (AID) and talent-spotting activities. Ascending Intellectual Demand is a term used to describe learning opportunities that require students to work at increasing levels of discipline-specific expertise (Tomlinson et al). They are appropriate for any student who demonstrates advanced ability or expertise in a discipline. The AID opportunities are labeled using the acronym AID. Additionally, many lessons contain searchlight opportunities. Searchlight opportunities are rich moments during a lesson for teachers to observe students and note those who appear to have heightened interest in the topic under investigation. To support these students' emerging interests, extension ideas are provided.

A *content map* comes after the lessons. Like the overview, the content chart is a snap-shot of the important knowledge in a unit: the major and minor principles, concepts, skills, themes and guiding questions. Teachers who want in-depth information about the knowledge contained in the unit will find this chart useful.

A comprehensive list of *resource materials* concludes each unit. Although the required materials are also listed at the beginning of each lesson, the comprehensive listing provides teachers with a one-page summary of all the materials and it facilitates planning.

TIME, CHANGE, AND CONTINUITY IN HISTORY

Time, Change, and Continuity in History– Kindergarten

The Core Curriculum parallel guides the development of this social studies unit for kindergarten students. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum parallel, it also provide kindergarten students with the opportunity to explore the methodology of the practicing professional (Curriculum of Practice), the opportunity to connect the material to another discipline (Curriculum of Connections), and the chance to reflect on themselves as emerging historians (Curriculum of Identity).

The unit contains seven sessions that are outlined in the chart below and require approximately 15 hours to complete. The first column contains the lesson number and the name of the parallel(s) that the lesson addresses. The second column contains a series of numbers. The numbers reflect the national standards—culled from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* (Mid-continent Regional Educational Laboratory, Inc., 1997)—that are addressed in each lesson and that are listed and numbered below. For brevity's sake, only one or two standards are listed in each row of the chart and represent the major focus of the individual sessions. However, the lessons have been designed to build upon each other, and each session builds iteratively upon many of the standards. Connecticut's standards are also referenced here and are cited in the same column.

Column three contains the principles that guide the lesson. The principles—which state relationships among essential concepts—reflect what we want students to know and be able to do upon completing the lessons. They are derived from the standards, reflect both declarative and procedural knowledge, and illustrate the careful attention that has been given to "teasing apart" the complexity of ideas contained within standard statements.

Column four includes a brief description of the lesson. It provides an overview of some of the teaching and learning activities that are designed to occur within the classroom.

National History Standards

Understands and knows how to analyze chronological relationships and patterns.

1. Knows how to identify the beginning, middle, and end of historical stories, myths, and narratives (Grades K-2)
2. Knows how to develop picture timelines of their own lives or their family's history (Grades K-2)
3. Distinguishes among broad categories of historical time (e.g., long, long ago; long ago; yesterday; today; tomorrow) (Grades K-2)
4. Knows how to identify change and continuity in his or her own life (Grades K-2)

Understands family life now and in the past, and family life in various places long ago

5. Knows a family history through two generations (e.g., various family members and their connections) (Grades K-4)
6. Understand family life today and how it compares with family life in the recent past and family life long ago (e.g., roles, jobs, schooling experiences) (Grades K-4)
7. Understands personal family or cultural heritage through stories, songs, and celebration (Grades K-4)
8. Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language) (Grades K-4)

Understands the history of a local community and how communities in North America varied long ago

9. Understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; change in jobs, schooling, transportation, communication, religion, recreation) (Grades K-4)

TIME, CHANGE, AND CONTINUITY IN HISTORY

Connecticut Related Content Standards – Grades K-4

Content Standard 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narrative and interpretation.

Educational experiences in Grades K-4 will assure that students:

1. Gather historical data from multiple sources.

2. Describe sources of historical information.

3. Identify the main idea in a source of historical information.

4. Create timelines which sequence events and peoples, using days, weeks, months, years, decades and centuries.

5. Write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Educational experiences in Grades K-4 will assure that students:

1. Exhibit curiosity and pose questions about the past when presented with artifacts, records or other evidence of the past.

2. Be active learners at cultural institutions, such as museums and historical exhibitions.

Lesson	Standards	Lesson principles	Lesson description
1 (CORE) 1 hour, 30 minutes Pre-assessment		• History is a collection of people's stories about events, people, places, and things from the past. • History stories took place at different times in the past. • Most objects we use today existed in the past in another form.	In this lesson students will be assessed on their understanding of the concept of history.
2 (CORE/ IDENTITY/ PRACTICE) 1 hour	3	• History is a collection of people's stories about events, people, places, and things from the past. • We can learn new things about the past by reading and listening to history stories. • History stories took place at different times in the past. • History stories often tell about continuity and change over time and the reasons for changes	By using a picture book, *Who Came Down That Road*, students are presented with the idea of history by using the analogy of a winding road with bends in it. These bends are used to represent different stages of the past, from the near past to millions of years ago. Encouraging students to share their knowledge of related events that occurred during each "bend" in the time travel road provides the opportunity to talk about and sequence these events. The lesson provides practice to advance their skills in a topic important to practicing historians.
3 (CORE/AID) 1 hour, 30 minutes	1, 3 CT Standards: 1	• History is a collection of people's stories about events, people, places, and things from the past.	In order to learn through listening, the student musts employ at least five different thinking skills. During this lesson students will listen to three to five short history stories. The lesson along with related History Center activities will provide students with an opportunity to review the attending, listening, sequencing, visualizing, and retelling skills that improve their ability to learn and remember new history content. (AID) Students who need more challenge have the option of listening to more sophisticated history stories.

TIME, CHANGE, AND CONTINUITY IN HISTORY

Lesson	Standards	Lesson principles	Lesson description
4 (CORE/AID) 2-3 hours	1, 2, 3 CT Standards: 1	• History is a collection of people's stories about events, people, places, and things from the past. • We can learn new things about the past by reading and listening to history stories. • History stories took place at different times in the past. • Each generation of people have their own stories about the events in their lifetime. • History stories often tell about continuity and change over time and the reasons for changes.	Using the analogy about the history road from earlier lessons, children in this lesson will create an individual or small group timeline as well as contribute to a class timeline. They will listen to stories about people and events from different periods in history. For each story the children will draw a small picture that represents the main idea in each story. Then they will glue the picture to the appropriate time segment in their timeline. The cycle is repeated over several days with different stories from different time periods. A teacher led discussion at the culmination of the lesson explores students' observations about the similarities and differences in the timeframes, events, people, and behaviors. For advanced students an AID opportunity enhances the lesson with more challenging books and concepts.
5 (CONNECTIONS/ AID) 3 hours total (2 hours in class, 1 hour at home)	4, 5, 6 CT Standards: 4	• History is a collection of people's stories about events, people, places, and things from the past. • We can learn new things about the past by reading and listening to history stories. • History stories took place at different times in the past. • Each generation of people have their own stories about the events in their lifetime. • Different generations of people have different lifestyles. • History stories help us find similarities and differences, changes, and causes. • History stories often tell about continuity and change over time and the reasons for changes.	In this lesson students will be asked to gather, retell, listen to, and compare their own and each other's family history stories. They will locate the events in time and place and categorize the stories, or aspects of each story, as examples of time continuity and/or change. Parents will play a role in the collection of historical event stories from different eras. An AID opportunity will be offered to students who demonstrate an advanced insight into the historical continuity and/or change present in the stories.

Lesson	Standards	Lesson principles	Lesson description
6 (CORE/ PRACTICE/AID) 4 hours total (3 hours in class, 1 hour at home)	6, 7, 8, 9 CT Standards: 1, 4	• Most objects we use today existed in the past in another form. • Historians ask questions, gather evidence, and share their learning with others. • Museums are one of the places where historians share their knowledge with others.	Students will view history from the perspective of an historian in this lesson. They will learn about the work of an historian, the purpose and nature of a museum, and the role of questions, inference, artifacts, and evidence in the work of an historian. Parents will play a role in helping their children to select an artifact that reflects and aspect of the family's history. In addition to learning about historians and museums, the student will work as practicing historians to collect, display, and describe their own collection of historical artifacts by creating a class history museum. As a culminating exercise for this lesson, students will tour their own museum, examine the artifacts and historical descriptions collected by other students, and ask and answer their own history questions using historical evidence, artifacts, and their inferential skills. An AID opportunity will be available for students with an intense interest in history to create a display with several artifacts that paints a picture of an era, a lifestyle, an occupation, or a cultural universal.
7 (IDENTITY/ AID) 1 hour Post Assessment		• History is a collection of people's stories about events, people, places, and things from the past. • We can learn new things about the past by reading and listening to history stories. • History stories took place at different times in the past. • Each generation of people have their own stories about the events in their lifetime. • Different generations of people have different lifestyles. • History stories help us find similarities and differences, changes, and causes. • Most objects we use today existed in the past in another form. • History stories often tell about continuity and change over time and the reasons for changes. • Historians ask questions, gather evidence, and share their learning with others. • Museums are one of the places where historians share their knowledge with others.	This lesson focuses on the Identity Parallel and will provide an opportunity for students to reflect on their experiences in this curriculum unit and make connections for themselves, their interests, future plans, actions, values, and goals. The title for this lesson is also the essential question that students should ponder as they reflect on their learning during this curriculum unit. Teachers will repeat the interview questions with a random set of students during the pre-assessment. This post assessment result should be compared with the pre-assessment interviews to estimate the level of growth students have underdone for the entire unit. An AID opportunity invites students to draw a picture and make an historical prediction.

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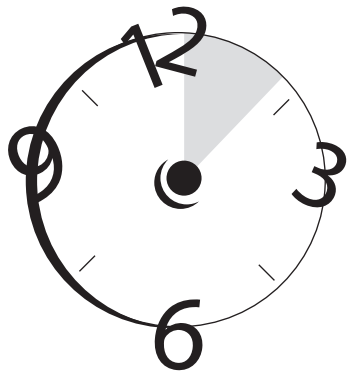
CONTENTS

Pre-assessment

Core

Time Allocation: 1 hour, 30 minutes
Required Materials and Resources on Page 84



Lesson Overview

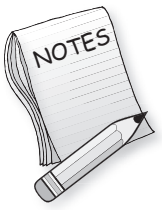
In this lesson students will be assessed on their understanding of the concept of history.

Guiding Questions

- What does the word *history* mean?
- What do historians do? What is their job?
- Why do you think people learn about history?
- When people talk about history and about things that happened in the past, what do they mean by the "past"?
- Where do people go or what do they do when they want to learn about history?

BIG IDEA

What is History?



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- History is a collection of people's stories about events, people, places, and things from the past.
- History stories took place at different times in the past.
- Most objects we use today existed in the past in another form.

Concepts

- History
- Stories
- Events

Teacher Information

- Since our major goal was to measure the extent to which our new curriculum unit fostered student learning and challenged our students, we decided to pre and post assess a sample of the students in each class. Since we knew we didn't have the time or the personnel to pre-assess every kindergarten student, we randomly selected three students working above grade level, two students at grade level, and one student below grade level. We repeated the pre-assessment procedures in six of our nineteen kindergarten classrooms.
- Student interviews can be accomplished in many different ways. Two suggestions are as follows: Have an instructional specialist conduct the assessment interviews so that the classroom teacher can spend more time with the students. If that option is not available, the classroom teacher can accomplish one or two interviews a day while the rest of the class is busy with seatwork.
- None of our students appeared uncomfortable or frightened during the interviews. In fact, they were all eager to spend some one-on-one time with the adults who conducted the assessments. We think we got valid and reliable responses from all of the children with whom we worked.

- Most of our students had no idea what the word *history* meant, and they were very comfortable with saying, "I don't know." Others told us that history was "about dinosaurs."
- One young lady said, "I went to the Museum of Natural History in New York. I don't know what it means!"
- Yet another, with a very serious look on his face, told us, "History means something you can't see. People think it's real, but we don't actually know yet."
- All of the students in the pre-assessment group were ready to take a guess about how a pitchfork, a wringer washing machine, and a Conestoga wagon were used. From their responses we knew that we probably only had to encourage their historical inferences and give the skill of "inferencing" a name. They had no hesitation about using whatever available information they had to draw a logical conclusion.
- On the other hand, the ability to ask a historical question was more difficult for most students. It occurred to us that many of them had repeated opportunities to respond to adult's questions, but few of them appeared comfortable asking their own questions. We knew this skill would be one that we needed to emphasize during the unit.

Skills

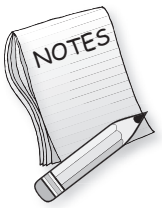
- Attend
- Listen
- Describe

Materials and Resources

Interview questions

Preparation Activities

1. Review the set of interview questions at the end of this lesson that sample the major skills, concepts, generalizations, and principles embedded in this unit.
2. Print six copies of the interview questions with three – five inches of response space following each question.



3. Select a group of six students for the interviews. Choose three with advanced abilities, two with average achievement, and one student with below grade level achievement.
4. Arrange an opportunity for the interviews to take place. (See suggestions under Teacher Information.)

Introductory Activities (2-3 minutes)

- Explain to each of the students why you are asking them the interview questions and why you are talking to them in private.
- If necessary spend two to three minutes making each student feel comfortable and confident before asking the interview questions.

Pre-assessment

Results of six student interviews serve as sample pre-assessment for class.
Our pre-assessment made it easy to see that we needed to adjust some of our questions, information, and tasks to address the wide range of skills and prior knowledge in our class. The need for **Ascending Intellectual Demand** (**AID**) was apparent, and early on we recognized the need to share more sophisticated examples and encourage more abstract questions from some of the students. There was no shortage of enthusiasm, however, from any of the students, and we left the pre-assessment task convinced that all of the children would retain or increase their curiosity for history content.

Teaching and Learning Activities - (90 minutes total for teacher, each student interview is 10 minutes)

1. Interview each student posing each of the eleven open-ended interview questions at the end of this lesson.

2. Scrip the main ideas in each student's response in the response space following each question.

3. As soon as possible after the last interview, spend a few minutes scoring the assessments and jotting notes about your reflections regarding differences among students.

4. Score the responses using the following rating :
   5 = correct response with elaboration
   4 = accurate and complete response
   3 = partially correct response
   2 = incorrect or tangential response
   1 = no response or student responds that s/he does not know

Products and Assignments
Scored student interviews

Extension Activities
N/A

Post Assessment
N/A

Debriefing and Reflection Opportunities
Based on the interview results, you will be able to see if you need to adjust the question information and tasks to address the wide range of skills and prior knowledge in your class. You may see a need for **Ascending Intellectual Demand (AID)**. In the lessons that follow you will see some activities that are more sophisticated for those students.

Interview Questions

1. What does the word *history* mean?

2. Can you tell me a history story about something or someone from the past?

3. Can you tell me what historians do? What is their job?

4. Why do you think people learn about history?

5. Do you like history? What do you like about it?

6. When people talk about history and about things that happened in the past, what do they mean by the "past"?

7. Where do people go or what do they do when they want to learn about history?

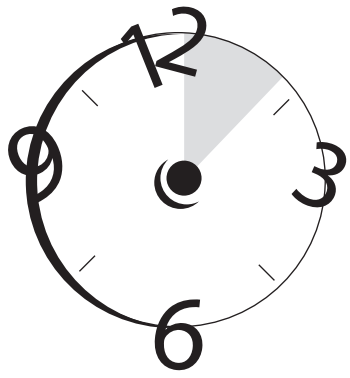
8. I am going to show you a picture of an historical object. Can you tell me some questions you might like to ask about this object? (Repeat with pictures of two different historical objects, e.g. a wringer washing machine and a wooden pitchfork.)

9. I am going to show you a picture of an historical object. Can you use the information in the pictures and what you know about objects we use today to make some guess about what this object is, how it was made, and how it was used? (Repeat with pictures of two historical objects, e.g., a Conestoga wagon and a 1920's vintage typewriter.)

What is History?

Core/Identity/Practice

Time Allocation: 1 hour
Required Materials and Resources on Page 84



Lesson Overview

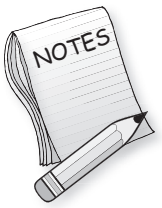
This lesson is an introduction to the unit. By using a picture book, *Who Came Down That Road*, students are presented with the idea of history by using the analogy of a winding dirt road with bends in it. These bends are used to represent different stages of the past, from the near past to millions of years ago. Encouraging students to share their knowledge of related events that occurred during each "bend" in the time travel road allows them the opportunity to talk about and sequence these events. The lesson provides practice to advance their skills in a topic important to practicing historians. In addition, it is a chance to spot students with an advanced sense of time and sequencing who would benefit from AID activities. The lesson also affords an occasion to teach the children how to sit on the reading/meeting rug for a read-aloud as well as how to participate in a "think-pair-share" by listening to and thinking about a question posed by the teacher and pivoting to face their assigned partners.

Guiding Questions

- What is history?
- What is the "past"?
- What is an event?
- What is an artifact (historical object)? (AID)

BIG IDEA

Artifacts, Clues to the Past



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- History is a collection of people's stories about events, people, places, and things from the past.
- We can learn new things about the past by reading and listening to history stories.
- History stories took place at different times in the past.
- History stories often tell about continuity and change over time and the reasons for changes.

Concepts

- History
- Stories
- Events
- Artifact

Teacher Information

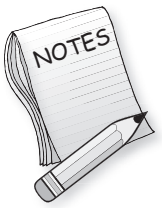
- A video camera can be used to encourage students to participate. Have students explain to the camera the meaning of the word "history." One of the teachers at our school came up with this idea. Before the beginning of the discussion she printed the word "history" on chart paper, showed it to the students sitting in front of her, and asked them to take turns explaining to the "camera" the meaning of the word. Each of the students was eager to share his or her ideas. At the end of the unit, the teacher made another videotape of a class discussion. Again, she asked the students to describe the meaning of the word "history." The difference between their earlier and later responses was nothing short of amazing!
- Some of the teachers on our staff were unsure about the extent to which kindergarten children could grasp the concept of time, especially when we

started to talk about time spans of hundreds and thousands of years. The analogy of time as a long road, and history as a way of traveling down this road, seemed to help children understand these two abstract concepts.

- In the next few lessons the class will create a simple, but large timeline using the same symbols that are in this lesson.
- The ideas and information that students mention during this lesson can be shared with parents by e-mail, or on a teacher's website, or during parent conferences.
- The teachers who use this unit again next year will probably continue to meet as a group once or twice a month to compare notes, share experiences, discuss student learning, and brainstorm ways to improve the unit. It is important to remember that what "works" in one place may need to be revised to succeed in a classroom that has different expectation, time frames, groups of students, content goals, or levels of resources. By evaluating student similarities and differences across classrooms or from year to year, we can more easily predict and identify the curriculum components (e.g. the content objectives, assessments, teaching methods, learning activities, group practices, resources, student assignments, differentiation strategies, pacing recommendations, and parallels) that may need to be revised to best suit the needs of students in other classrooms.
- Teachers in Japan often use a technique called "Lesson Study" to examine and revise an existing set of lessons to make them more efficient, effective, or appropriate. We plan to meet together to revise this unit for several years to come. We may add or delete learning objectives, change the Parallels, modify the time expectations, or use different questions, activities, or resources to make the unit more successful with our students. In addition to improving the appropriateness of the unit, our team's lesson study, personal attention, and create alterations are also likely to enhance our shared vision, ownership, and curriculum fidelity. Nothing works better than "doctoring" a recipe to create pride for the cook and satisfaction for the taste-testers!

Skills

- Attend
- Listen
- Describe

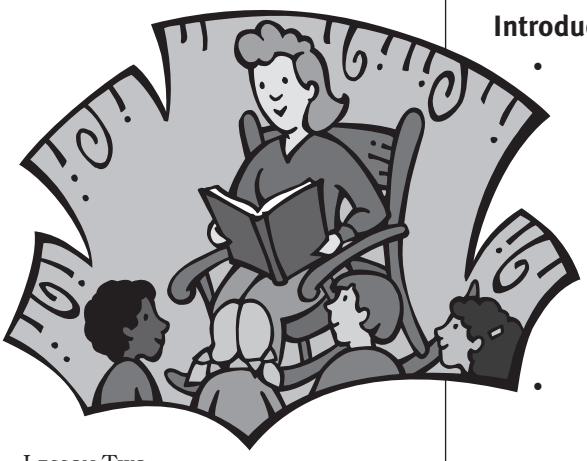


Materials and Resources

1. Lyon, George Ella, Catalanotto, Peter. (1996). *Who came down that road?* New York: Orchard Books. (ISBN#0531070735)
2. Easel chart
3. Chart paper
4. Markers (one for each student)
5. Crayons (one for each student)
6. Blank paper
7. Three Post-It notes for each student
8. Small pictures (optional) for the time chart of the following: a birthday candle, an astronaut, a horse and wagon, a Native American, and a dinosaur

Preparation Activities

1. With time so short in most kindergarten classes, advanced preparation can be a real asset. We knew the kindergarteners at our school were comfortable with the use of centers in the classrooms, but the introduction of a new center, a History Center, required some advanced preparation on our part. We also had to consider how best to orient the students to the purpose for this center.
2. For your History Center, set up an easel chart.
3. Gather crayons, markers, and Post-It notes for each student.
4. Write the word "history" in large manuscript letters on the chart paper
5. Locate a copy of the picture book, *Who Came Down That Road?* by George Lyon. This book is one that can be enjoyed by children who have demonstrated various levels of experience and abstraction.



Introductory Activities (5 minutes)

- We wanted to be sure that we allocated enough time for the discussion and read-aloud to provide all students with an opportunity to share their ideas. Even more important, we wanted to begin the unit with clear expectations regarding their role as learners. Some kindergarten students, like some adults, are so eager to share their experiences with others that they forget to listen, enjoy, and learn from the experiences of others. The first part of this lesson was designed to teach them how to listen to adults and peers and how to respond to others' ideas.
- Instruct students how to sit on the reading/meeting rug for a read aloud.

- Teach students how to participate in a "think-pair-share" by listening to and thinking about a question posed by the teacher and pivoting to face their assigned or selected partners with legs crossed. Each set of partners on the rug should share their first response to the teacher's question and listen to the response of their partner.

Pre-assessment

The pre-assessment interviews in Lesson 1 forewarned us of the need to prepare examples, tasks, and questions that would challenge all of our students, regardless of their level of prior knowledge.

Teaching and Learning Activities (45 minutes)

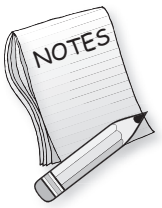
1. Convene the class on the meeting rug in front of the easel and chart paper. Share with students that the class is about to begin a new set of activities about "history," the word that is printed on the chart paper.

2. Repeat the word slowly and ask students if any of them have ever heard the word before. Allow students an opportunity to share their ideas about the word's meaning. We were surprised at the number of students who had never heard the word "history" before. We were just as surprised to find that several students had extensive background knowledge, much more than nay of us had anticipated.

3. Use a new sheet of chart paper to record students' responses and their names.

4. Provide all students with an opportunity to contribute, even if their concept of history is inaccurate. Other students might be asked to help the class name the letters or the sounds in the word so that everyone has a chance to participate.

5. Share the correct, but age appropriate definition of history as a story about past events, people, places, or objects. Use the word *artifact* and explain that it is a word that describes any old or historical objects that people might find or save to help them understand history or tell history stories.

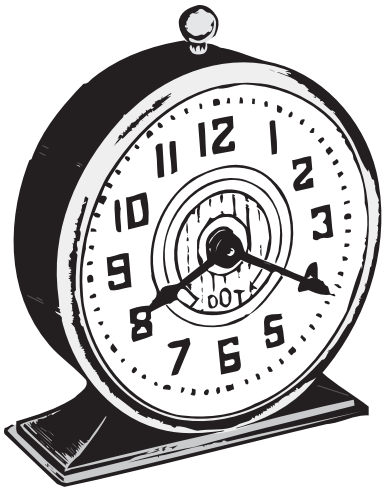


6. Ask students if they have any old history objects in their home or in their family. Give them a chance to share the names of these artifacts. List them and the corresponding names of the students who shared the artifacts. Providing students with an opportunity to find and share examples of history stories and artifacts from their own life offered a wonderful occasion to personalize students' learning.

7. Tell students that during the next few weeks they will be learning about history events, the names of artifacts, people, objects, and places by listening to stories, watching a video, and collecting and sharing their own artifacts and history stories. Remind them that their job during the lessons is to listen carefully to other people's ideas, share their own ideas, and talk with their parents about what they are learning.

8. Share with them that they will have the chance to act like historians by collecting and sharing their own set of historical stories and artifacts. They will be involved in creating a classroom museum that they can visit to ask and answer their own history questions and create their own history stories.

9. Draw two sketches, one of a winding dirt road with four bends in it and one of a clock, underneath the word "history" on the chart paper. This analogy of "history as travel down the road of time" will be used throughout the remainder of the unit. During the next few lessons the class will create a simple, but large timeline using the same winding road and icons (birthday candle, astronaut, horse and wagon, etc.). As we read and discuss various stories about historical people and events, the children will draw related pictures and glue their pictures near the appropriate ear of the class timeline. We hope these repeated experiences will lead to a deeper understanding of the Core Parallel concepts of time and era.



10. Tell students that studying history is like taking a trip by traveling down a road to the past; the longer we travel back into time, the more we can learn about the past, the people, the events, and the objects from long ago.

11. Inform them that some history stories are about events that happened only a short distance down the time road (like their first birthday). Draw a birthday candle before the first bend in the road to represent their first

birthday. (Note: You can use the optional pictures listed in Preparation Activities if you are not comfortable drawing.)

12. Explain to students that some history stories are farther down the road, like the history stories about their parents' childhood or when astronauts first traveled to the moon. Draw a picture of a moon or a stick figure of an astronaut after the first bend in the road.

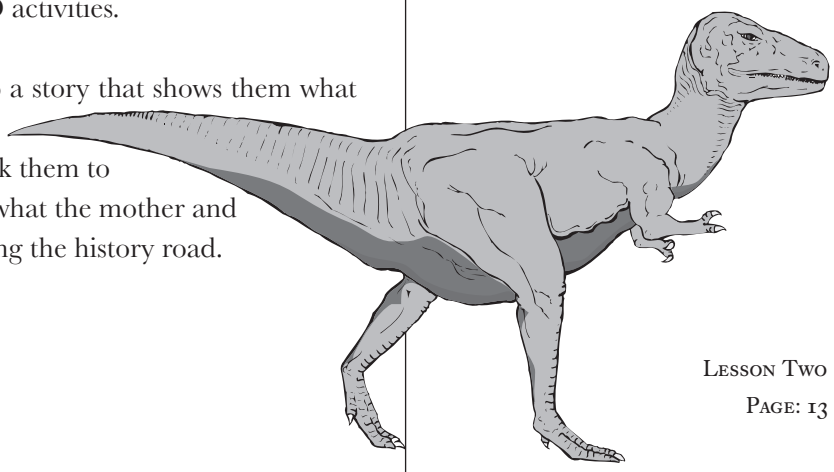
13. Tell them that other history stories are even farther down the time travel road (point to a place after the second bend in the road) like the stories about people who rode in carriages and wagons before there were cars. Draw a corresponding picture of a horse and wagon after the second bend in the road.

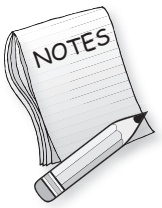
14. Share with students that there are still other, older history stories when only the Native Americans lived in this country. Draw a corresponding picture of a Native American person after the third bend in the road.

15. Finally, tell them that the oldest of history stories tell of a time when there were only plants and animals but no people living on the earth. Draw a corresponding picture of a dinosaur after the fourth bend in the road.

16. We discovered that several children wanted to share their knowledge of related events that occurred during each "bend" in the time travel road. Again, allowing them an opportunity to talk about and sequence these events provided the initial practice needed to advance their skills in a topic important to practicing historians. **SEARCHLIGHT:** We kept watching for students with an advanced sense of time and sequencing, as such students would be prime candidates for AID activities.

17. Inform them that they are going to listen to a story that shows them what would happen if they were to walk down that history road and travel back in time. Ask them to listen carefully and see if they can discover what the mother and her son learn as they travel back in time along the history road.





18. Read *Who Came Down That Road?* to the children, pausing at each page to show them the pictures and point out how long ago each event occurred. (The author and illustrator of this wonderful book are able to explain such a difficult idea to young children. When I read the book to children in my family, in our neighborhood, and in our district, the experience convinced me to suggest it as the centerpiece for the introduction of this unit.) Make reference to the picture of the bends in the road that you drew earlier. Pause as appropriate after a page or two to share your own reflections about a picture or passage. At other times ask students to raise their hands and share their reflections with the class or let them conduct a "think-pair-share" with one or two of the following questions:
    - Have you ever wondered who was in your house before you lived there? What do you wonder about this?
    - Have you ever wondered where your parents lived or what they did when they were in kindergarten? What do you wonder about this?
    - Have you ever wondered who lived in this town or who went to this school before you were born? What do you wonder about this?

19. The think-pair-share strategy seemed to help listening comprehension a great deal.

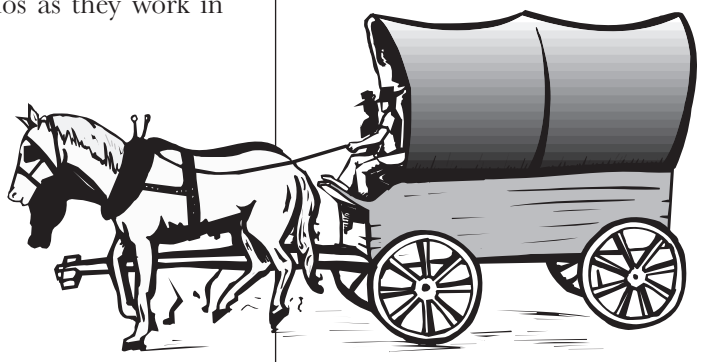
20. This lesson offers the opportunity to teach content, pose a question, conduct an activity, or make an assignment that asks students to extend the discipline-based CORE knowledge they are learning and identify how this content relates to their own attitudes, experiences, interests (IDENTITY), to make interdisciplinary CONNECTIONS, or to become involved in ways so that their CORE learning can incorporate the PRACTICE or tools of real world professionals in this field.

21. After you finish the book, ask students to think-pair-share with each other to summarize the sequence and the main ideas in the book. As they talk with each other, walk around the rug with a clipboard, a checklist, or Post-It notes listening to students' comments to each other and record notes about their present level of understanding. A checklist, with students' names in the first column and the four concepts in the remaining columns, supports ongoing assessment. During the course of the unit the teacher can engage in conversations with individual students to assess their understanding of

these concepts and use the rubric Lesson Two: Conceptual Understanding of History on p. 17. **SEARCHLIGHT:** This is also a good time to identify those students in the room who could benefit from more challenging content, questions, or tasks because of their prior knowledge or cognitive abilities.

22. Before you dismiss students from the rug to begin other activities, explain to them that sometimes in the next few days you want each of them to visit the History Center that you have organized in the classroom. Show them the picture of the winding road and tell them that this picture will help them identify where this center is in their room. Show them the word history again and tell them that the word history will also be on the sign indicating the History Center. Tell them that when they visit the History Center, they are to use their new learning about history, the past, events, and artifacts to draw a picture of a winding road with crayons. Then, direct them to draw three smaller pictures from the class discussion of history, artifacts, people, events, or places. Tell them to draw these pictures on the Post-it notes so they can then put these pictures in the appropriate sequence on their history road.

23. If possible, ask an aide to work with the students when they visit the History Center. The aide can record the students' dictation and the names they offer for each of the pictures they draw on the Post-it notes. We suggest dating and keeping the pictures the students draw as part of their work portfolio for this unit. Parents will appreciate this record of their child's learning, and teachers can later refer to these portfolios as they work in groups to revise the unit for next year.



Products and Assignments

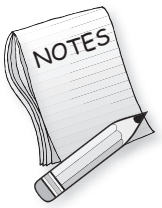
Student drawings of history road and pictures from history.

Extension Activities

N/A

Post Assessment

The rubric at the end of this lesson, Conceptual Understandings About History, can be used to measure student growth and report progress to parents.



Debriefing and Reflection Opportunities (10 minutes)

1. Close the lesson by telling students what excites you about the upcoming history unit and what pleased you about their work today. Ask them what excites them or makes them happy about the new history unit. If time permits, record their responses and names on chart paper.
2. Lastly, ask students to think about what they will tell their parents when they get home about what they learned in school today. Try to elicit these responses in a round-robin brainstorming session.

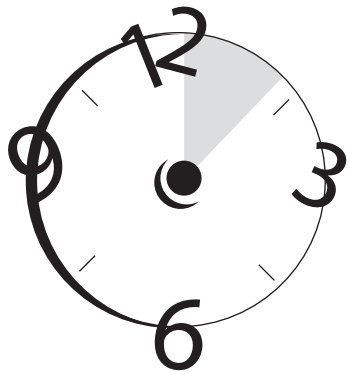
Lesson Two Rubric: Conceptual Understandings of History

Objective	Beginning	Satisfactory	Competent	Proficient
Students will be able to define the concepts of history, the past, events, and an artifact and give an example of each.	Students provide an example of a natural history or social history event, person, object, or story.	Students can define history and give an appropriate example.	Students can define all four concepts and give an example of one or two concepts.	Students can define all four concepts and give an example of one or two concepts.

Using Our Thinking Caps to Learn History

Core/AID

Time Allocation: 1 hour, 30 minutes
Required Materials and Resources on Page 84



Lesson Overview

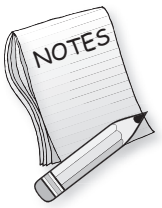
Exposing young students to history stories is no guarantee that they will attend to these stories, understand them, be able to remember them, or to use the story content in a relevant application. In order to learn through listening, the student must employ at least five different thinking skills. During this lesson students will listen to three to five short history stories. The lesson along with related History Center activities will provide students with an opportunity to review the attending listening, sequencing, visualizing, and retelling skills that improve their ability to learn and remember new history content.

Guiding Questions

- What does a person have to do in order to learn history?
- How can I use these ideas and skills? (AID)

BIG IDEA

Using the Skills of Attending, Listening, Sequencing, Visualizing, and Retelling to Learn History



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- History is a collection of people's stories about events, people, places, and things from the past.

Concepts

- History
- Stories

Teacher Information

- Appropriate ways to provide for ascending intellectual demand for those students who are ready to work with ideas and skills at more expert levels include the following:
    - o Using more advanced reading resources, and research materials
    - o Developing rubrics for tasks and/or products that articulate levels of quality that include expert-level indicators
    - o Designing work that requires continuing student reflection on the significance of ideas and information, and causes students to generate new and useful ways to represent ideas and information.

Skills

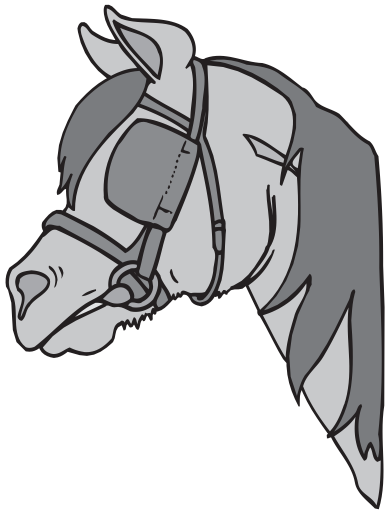
- Attend
- Listen
- Sequence
- Visualize
- Retell

A checklist, with students' names in the first column and the five skills in the remaining columns, supports ongoing assessment. It is not necessary to assess these skills only during this lesson. Instead, the teacher can conduct ongoing assessment during the

course of the unit by watching students' behaviors as they ask them to listen to and recall the history content they are learning.

Materials and Resources

1. Five pictures on large paper that will serve as visual cues for the following thinking skills:
    a. Attending (a picture of a horse with blinders)
    b. Listening (a picture of a person cupping his or her ear)
    c. Sequencing (a picture of a hand and its five fingers)
    d. Visualizing (a picture of a person with a "thought" bubble above the head)
    e. Retelling (a picture of a tape recorder)
2. An 8 X 11 sheet of paper that contains miniature versions of the five drawings and words.
3. Scissors for each student
4. Three – five brief (2-3 minutes) history stories in text form and in cassette form
5. Tape cassette player
6. Headphones
7. Easel
8. Markers
9. Chart paper

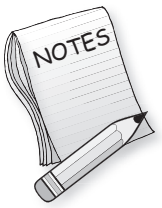


Preparation Activities

1. Draw (or find appropriate pictures) and post the five pictures on large paper that will serve as visual cues during the lesson.
2. Write the corresponding thinking skill underneath each picture.
3. Create a one page 8 X 11 sheet of paper that contains miniature versions of the five drawings and words. Copy this sheet for students' use.
4. Gather scissors for each student.
5. Place history stories audio cassettes, tape player, and headphones in the History Center.
6. Have the easel, markers, and chart paper handy.

Introductory Activities (5 minutes)

- Gather all students together on the rug and in front of the place where



you have mounted the five pictures. Have the easel, markers, and chart paper handy.

- Tell them that this is the beginning of their second history lesson. Ask them if any of them remembers what they did during the first lesson. A quick review is a useful strategy to help students attend to instruction and link new learning to their prior knowledge. The trick is asking the right questions and allowing time for students to comment and reflect.
- Ask if anyone is willing to share what he or she remembers or thinks was new learning or most important about the lesson. ("Tell the class something new that you learned.") If appropriate clarify the meaning of the term "history" and respond to any new history examples they might share. Ask two or three volunteers to summarize how to conduct a think-pair-share. Ask other students to offer their reflections about what was new, interesting, or puzzling about the think-pair-share strategy or about the last lesson in general. Consider writing their reflections and comments on chart paper and/or making notes related to student ideas as you listen to their reflections.
- As a segue to the lesson, share with students that the reason the class is going to continue studying history is to learn new ideas and information that will be useful and interesting to them.

Pre-assessment

N/A

Teaching and Learning Activities (80 minutes total –50 minutes for group lesson, 30 minutes for individual center time)

1. Ask students if they know what a person has to do or use in order to learn history. Elicit ideas from individuals. Reinforce the idea that we learn by thinking.

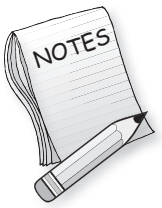
2. Tell them that today they are going to learn how to use their "thinking caps" to help them become wonderful history learners. Ask them if they know where their "thinking cap" is. Allow one to two minutes for various students to describe what they believe "thinking" is, how they go about thinking, or examples of their own thinking. A decorated or gaudy cap might also make an interesting prop and visual example of a "thinking cap."

3. Share with students that good history learners have a set of at least five thinking "tricks" they use to help them learn about history. Tell them that today you will show them these "tricks" and help them decide if they already know how to use them.

4. Show students each of the five thinking tricks posters, in order. Explain how each of the graphics depicts the skill. Create a hand cue that represents each of the skills (e.g. cup your hands on each temple to represent blinders; cup your hand to your ear to represent listening; hold up each of five fingers, in order, to represent sequencing; point a finger to the back of your head while you gaze upward to represent visualizing; and hold your hand in front of your mouth while bending your fingers to touch your thumb in rapid succession to represent talking). Explain and demonstrate the hand cues to the students. Make sure each student understands what the graphic or hand cue represents, the name of the skill, why that thinking skill is useful, how to use that thinking skill, and when to use the skill. This lesson incorporates the use of visual and hand cues, examples, modeling, reflection, and short practice activities to help students remember and use the five skills that enhance aural learning and comprehension. Students should practice each hand signal and their related skill in preparation for the various history stories they will listen to and discuss during the next four lessons.

5. Provide an opportunity for them to share stories about when they used one or more of these skills.

6. Observe students carefully to identify anyone who seems confused about the words that are used to describe the skills. Use synonyms or encourage the students to ask clarifying questions to help them identify the kind of thinking you are describing. ESL students may benefit from a translation of the English word into their own language. If you notice that some students still don't grasp the skill or the terminology you have used to explain it, consider scheduling this group to meet during center time when other students are working with the taped stories. If you can identify which of the thinking skills are more difficult for some of the students, plan to have your small group work focus more attention on these skills.



7. Tell students that you are going to demonstrate how you use of each of these skills, as you read a brief history story to them. As you read the story aloud, pause briefly at the beginning, during, and at the end of the story to tell students which of the five thinking skills you are using. Ask volunteers to point to the appropriate cue picture and poster.

8. Ask students to find a partner in the room and to spend 1-2 minutes with their partner reviewing each of the posters, in order, and telling each other what they should do when they see or hear that cue from the teacher. Rotate around the room and provide feedback and coaching as needed. If necessary, the teacher should become partners with the students in the room who are experiencing the most difficulty. **SEARCHLIGHT:** If you notice that some students catch on quickly, be sure to note that in the skill rubric that accompanies this lesson. You may want to consider adding an alternative skill for these students to practice. Expert listeners, comprehenders, and readers also make "text-to-self" connections while they are listening or reading. This skill is especially appropriate for advanced students of this age. Add a related graphic and cue card to your set of posters if you do decide to add this additional skill for some learners.

9. Reconvene the large group on the rug and tell them that they are going to practice using these thinking skills with a new history story that you are going to read to them. Begin to read the first 2-3 sentences from one of the brief history stories. As you begin the story, pause and point to the picture poster of the horse with blinders. Ask students to tell you which thinking skill (attending) they should be using as they begin to listen. As you read the remainder of the story aloud, pause briefly at appropriate parts in the story, point to the appropriate cue poster, and ask students to stop, think, and use the skill you indicate. If you notice that the children are beginning to lose focus and can't attend to instruction, end the lesson after one story. Begin the lesson again the following day or after a stretch break, a special activity, or center time.

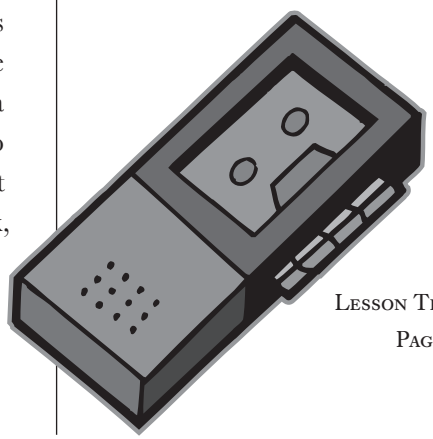
10. Repeat the process with another history story. This time, ask a student volunteer to stand next to the posters and point to the appropriate poster as you prompt students to use each of the five skills during the reading of the story. You may discover that some of the advanced students have difficulty

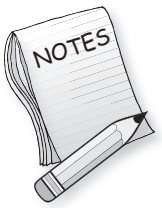
waiting and watching your demonstration. They are eager to share an anecdote about their use of the skill or to tell you that they used a different listening and thinking skill than the one you just demonstrated. It's fine to acknowledge their contributions and to let all students know that different people use these skills at different times, but they need to remember that by interrupting your demonstration they may be making it harder for other students to focus on your examples or to learn from the demonstration. Tell them that they will have a chance to reflect on their own thinking during the next activity. Remind them that good learners must also be patient as other people engage in the learning process.

11. Repeat the practice a third time, with a new history story, but instead of prompting the students, pause 5-7 times during the course of the reading and ask volunteer students to tell the rest of the class which thinking skill they are using in their minds at that particular point in time. Ask volunteers to point to the appropriate cue picture and poster. Again, if you notice that the students are restless after the third story, end the session and continue the lesson tomorrow. (AID) Here is an opportunity for advanced learners to work together and use a think-pair-share strategy to practice making text-to-self connections.

12. Give each student a copy of the miniature cue cards and a pair of scissors and ask them to cut out the cue cards and place them in front of them. Read a fourth history story and point to various cue posters while asking students to hold up the appropriate cue card and use that skill in their mind to help them learn the content of the history story you are reading. At the end of this practice session ask volunteers to evaluate their use of the skill (e.g. Did you use this skill? Which skill is the easiest? Which skill is the hardest? Which skill did you forget to use?)

13. (AID) If you notice that a few of the students are already active listeners and don't need your prompting to use the skills, consider having these students meet together, with a parent volunteer or a teacher's aide, in a corner of the room. Ask the aide or volunteer to read a different story to these students, possibly a longer story, one with more sophisticated content (e.g. *Pompeii… Buried Alive* by Edith Kunhardt, a Step-Into-Reading book, by Random House).





14. You might also convene a small group of students who already know how to retell the details and main idea of the story while the rest of the class works with a partner on the fifth skill, retelling. Ask the advanced students to try to retell only the "most important" parts of the story. Encourage them to think before they share with their partner. Ask them to try and "summarize" the story with as few words as possible.

15. For the fifth and last practice session tell students to turn again to their partners, keeping their pile of cue cards in front of them. Inform them that you are going to read one more history story and that you will prompt them to use each of the five thinking skills. When you prompt them, they are to hold up the correct thinking card and use that skill to learn the content and ideas in the story. As you finish the story, point to the last poster (retelling) and ask student to take turns retelling the history story to their partners.

16. If more practice is needed to help students attend, listen, sequence, visualize, or retell consider extending the use of the practice session to include your daily read alouds in language arts using picture books and fictional stories that aren't related to history. Still more practice could be provided by using the picture cues and your own prompting during daily or weekly show and tell sessions. Either way provides an excellent opportunity to show students how these skills can transfer to other subject areas.

17. Provide an opportunity for students to become independent users of these five thinking skills and to monitor and describe their own thought processes (metacognition) by asking them to use center time to listen again to the five history stories, using the audiocassettes, audio cassette player, headphones, and miniature cue cards. As the students listen to one or more of the stories, they should point to the appropriate cue cards as they realize they are using that skill. Of course, the retelling skill should be used last, ideally, by asking the student to retell the story to a partner at the center. Allow 30 minutes for this individual center time.

Products and Assignments

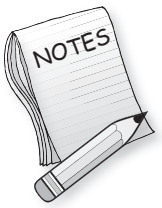
N/A

Extension Activities

1. You may also want to duplicate the miniature pictures of the cues for each of the five thinking skills and send the paper home with a brief note to parents describing how they could reinforce the use of these skills when they are watching television, telling a story, or reading to their children. If parents model and help their children practice these skills at home and with varied content (e.g. dinner table stories, bedtime books, television, videotapes), the likelihood that the skills will be generalized and transferred to other subject areas is increased.
2. Many schools have parent volunteers who might be willing to help you locate and record appropriate nonfiction history stories for use during these center activities.
3. Depending on the needs of your students, you might want to have them use the audiocassettes to listen to the stories you already read during the lesson. With other groups, you might prefer to let them practice with new stories that they have not yet seen, read, or heard.
4. Ask students if any of them can describe any history questions they might want to explore or investigate during this unit.
5. If time permits, ask interested students to share any examples or reasons that explain why or how history is interesting or exciting to them.
6. Provide a sketch or diagram of a human brain as an interesting additional resource for this part of the lesson. Some children may not know that thinking occurs in the brain. Others may be interested in learning that they can control and monitor their own thinking. Still others might find it interesting to discover that we can learn how to be better thinkers.

Post Assessment

- The use of a leveled rubric like the one at the end of this lesson provides an opportunity for teachers to measure standards-based (Core) grade level expectations. It also allows teachers to communicate learning progress to parents over the course of the unit or during the marking period or school year. The rubric can also be used to evaluate the student performances and application activities, teacher observation, and student and teacher conferences to measure the extent to which each student understands these skills and can use them with prompting by the teacher. Like the trait rubric used in the last lesson, this rubric has four levels. The "Satisfactory"



level can be considered grade level expectations. We recommend using student performances and application activities, teacher observation, and student and teacher conferences to measure the extent to which each student understands these skills in the unit and can use them with prompting by the teacher.

- While this lesson stresses five thinking skills, practicality won out. The four skills (attending, listening, sequencing, and visualizing) are all important, but time just doesn't permit the assessment of every student on every objective in this unit. As a result the rubric measures only the last of the five skills in this lesson, retelling. This is the skill that appears to lend itself most readily to rubric assessment.

Debriefing and Reflection Opportunities (5 minutes)

1. Conduct a short debriefing session with the entire class and ask volunteers to tell you in their own words what each of the five cue posters represents, why they should use these thinking skills, and how these skills help them become good learners.
2. The debriefing and reflection opportunities may also be a chance for the teacher, the aide, and any parents in the room to discuss their observations about students' behaviors and reactions to the lesson.

Lesson Three Rubric: Retelling a Story

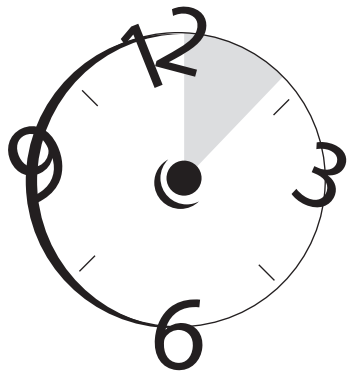
Objective	Beginning	Satisfactory	Competent	Proficient
The student will be able to attend to an oral reading, a brief conversation, or a presentation by peers for at least ten minutes and be able to retell the major points.	Student attends to a brief oral presentation and makes related remarks.	Student attends to presentation and can mention 3-4 details s/he remembers from an oral presentation.	Student attends to an oral presentation and can identify its main idea and related details.	Student can retell the major points and related details in an oral presentation with the appropriate sequence.

History Stories Across Time

Core/Aid

Time Allocation: 2-3 Hours

Required Materials and Resources on Page 84



Lesson Overview

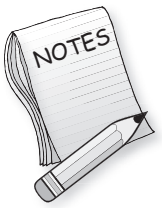
Using the analogy about the history road from the earlier lessons, children in this lesson will create an individual or small group timeline as well as contribute to a class timeline. Then using their "thinking caps," they will listen to stories about people and events from different periods of time in history. For each story the children will draw a small picture that represents the main idea in each story. Then they will glue the picture to the appropriate time segment in their timeline. The cycle is repeated over several days with additional stories from different time periods. A teacher led discussion at the culmination of the lesson explores students' observations about the similarities and differences in the timeframes, events, people and behaviors. For advanced students an AID opportunity enhances the existing lesson with more challenging books and concepts.

Guiding Question

- How can a person keep track of history?
- How can a person categorize historical eras?

BIG IDEA

Categorizing Historical Eras



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- History is a collection of people's stories about events, people, places, and things from the past.
- We can learn new things about the past by reading and listening to history stories.
- History stories took place at different times in the past.
- Each generation of people have their own stories about the events in their lifetime.
- History stories often tell about continuity and change over time and the reasons for changes.

Concepts

- History
- Stories
- Events
- Era

Teacher Information

- On Day One, if appropriate, end the lesson after #7 in Teaching and Learning Activities and complete the last half the following day.

Skills

- Attend
- Listen
- Remember
- Sequence

Materials and Resources

1. Six – eight different picture books that describe historical events or people. Try to find books that span several generations or even centuries. The

following books are suggestions:
a. *Seven Brave Women* by Betsy Hearne
b. *The Copper Tin Cup* by Carole Lexa Schaefer
c. *Homeplace* by Anne Shelby
d. *Amelia and Eleanor Go for a Ride* by Pam Munoz Ryan
e. *Pompeii… Buried Alive* by Edith Kunhardt
f. *When I Was Little* by Toyomi Igus
g. *Peppe the Lamplighter* by Elisa Bartone

(AID) Students who seem to be working at greater levels of expertise in historical understandings and analysis would benefit from books about less familiar times and cultures, such as pre-Columbian Native Americans, the Greeks and Romans, dinosaurs and woolly mammoths, the Gold Rush immigration in the 20th century, the colonies, westward expansion, the explorers, Lincoln, Kennedy, Rembrandt, Washington, Coronado, etc.

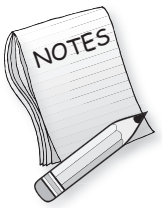
2. Roll paper
3. Rulers
4. Scissors
5. Markers
6. Small pieces of blank paper for drawing or Post-It notes
7. Glue sticks

Preparation Activities

1. A few days prior to this lesson visit the town or school library and select 6-8 different picture books that describe historical events or people. Some good examples are listed under Materials and Resources.
2. It might be helpful to post the charts, pictures, and icons that you used during the last two lessons before convening the group on the rug.
3. Gather together sufficient roll paper, rulers, scissors, markers, paper and glue sticks for the student project later in the lesson.

Introductory Activities (10 minutes)

- Convene the class for a meeting on the rug or in the center of the room.
- Review the activities, concepts, and skills from the last two lessons. Ask review questions such as: Can anyone remind us of the meaning of the word *history*?



What about the meaning of the word *past*? Can you turn to your learning partner and share what you think the word *artifact* means? Please turn to another partner and share your understanding of the word *event*. These four questions allow students an opportunity to review the four concepts that were the focus of the introductory lesson.

- Some students seem to find it easier to review and remember the content from the last two lessons if they have a chance to discuss some of the concepts and skills with a partner. Using the think-pair-share format also saves time. Every student has a chance to respond and contribute, but the rest of the class doesn't have to wait their turn to speak.

Pre-assessment

N/A

Teaching and Learning Activities (2-2 ½ hours)

1. Tell students that the stories you will be reading to them during the next few days will be about different events, artifacts, people, and time periods from the past.

2. Explain that history is always about the past, but that not all history events happened at the same time. Explain that the past can be divided in segments: the recent past, the past and the distant past. Explain the difference between recent/near and distant. Give examples (e.g. yesterday was the recent/near past) for clarification. Students who have difficulty with grade level concepts of past, near past, or distant past might have better success with the phrases: "Now," "When my mom was a child," and "When my grandmother was a child." Provide these students with opportunities to draw pictures of several examples of an event or an artifact. Or the teacher or aide might draw picture examples of the concepts and ask students to match a picture with one of the names of the concepts.

3. Make an analogy between the bends in the time travel road you drew and discussed in the introductory lesson and the time segments (now, near past, past, and distant past) you just explained. Tell students that one way to keep track of history events and stories is to place a picture or caption about the event or person on a timeline. Explain that a timeline is like the history

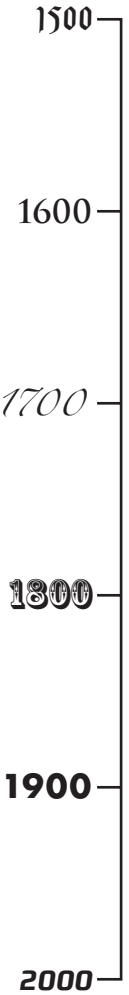
road we drew in the first lesson, but without the bends in the road. Use an analogy of a yardstick or the measuring tape or chart they might have at home to record their height at each birthday. Students need to understand the purpose of the marks on the timeline as icons that stand for a certain events and when they occurred in time.

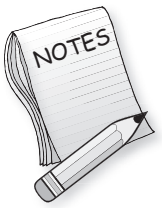
4. Show students roll paper, rulers, scissors, and markers. Ask them to think about how the class might create their own timeline that would be a straight "road" down the path of time. Encourage students to volunteer a variety of answers, products, and solutions. As a class, decide on one format for making your timeline. Consider the floor and wall space available in the room before making a final decision.

5. Have students work alone, with partners, or in small groups to draw and cut a rectangle for their timeline. The length of the timeline is restricted only by available space. Be sure to have the students use the appropriate intervals and spacing to segment the timeline. If possible, each individual student or each small group of students should create their own three-foot timeline, and the class should create one long, 10-12 foot timeline. The class timeline should remain visible for the rest of the unit. Students can add marks at appropriate intervals and glue pictures to the appropriate mark as they add more events to their timeline during the course of the unit.

6. Convene students on the rug again and explain the purpose for the segments and the marks on a timeline. Choose an appropriate sequence (e.g. near past, past, distant past; 17th century, 18th century, 19th century, 20th century; 1900's, 1920's, 1930's, etc.) and have students work in small groups to mark their timelines accordingly. (AID) Students who demonstrate an advanced understanding of time as it relates to history should be encouraged to learn the names/numbers that represent the centuries and decades. Their timelines can include these advanced terms.

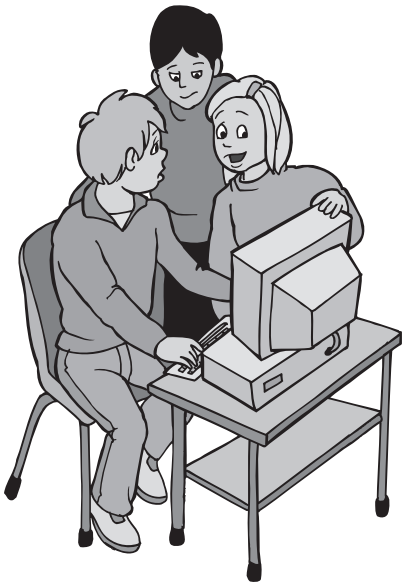
7. Bring the students back to the rug or meeting area. Display the completed timeline for the class to see. Ask students to speculate how they might be able to use a timeline to "map" the events or setting in a history story. Encourage numerous students to share their ideas. If appropriate, end the lesson now and complete the last half the following day.





8. Share with students that during the second half of this lesson they are going to use the listening, thinking, and remembering parts of their "thinking caps" to learn about the people and events in several different history stories that you are going to read to them. The stories they hear and the pictures they observe will be about people and events from different periods of time in history. As they listen to the story, they should also be thinking about the time period in which they story events occurred. Read one story and pause for students to discuss the events in the story and to speculate about the time period. Encourage students to use the appropriate time sequence words to describe the setting of the story. Throughout the rest of the lesson, encourage students to compare and contrast the characteristics of the various time periods in the different stories.

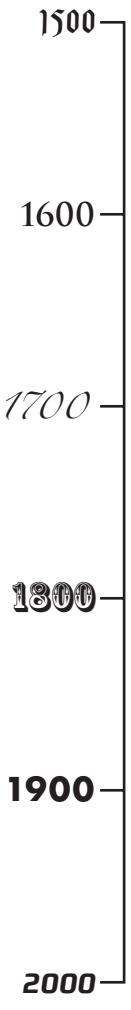
9. Show students the cover of the book and ask them to guess about the time period of the story. Ask them to support their hunch with information in the picture and reasons for their guess. As you finish a story, or a segment of a story, pause and encourage student reflections about the characters' actions and the characteristics of the time period. Continue to reinforce the various time words and concepts introduced earlier in the lesson during the read aloud, the discussion, and the center activities. In addition, reinforce the principle that historical inferences and conclusions should always be supported with evidence.



10. Tell students that the culminating activity for each story will be a center activity that provides an opportunity for students to draw a small picture that represents a main idea in the story. Each student should have the opportunity to glue his or her picture to the appropriate time segment on his or her timeline. As students complete the illustrations for each book and place them on their timelines, hold a sharing session so that they can show their work to others and comment on the similarities and differences. (AID) Encourage students with a more advanced understanding of time to document the time frame of each story using more authentic vocabulary and more advanced concepts.

11. Have students work together to complete the larger illustration for each story that will be placed on the class timeline.

12. Repeat this cycle over several days with stories from different time periods. After each story, convene a class meeting time to put a representative drawing on the correct place of the class timeline. Continue adding new stories (4-6) until you are sure that most of the students have improved their ability to describe and sequence an event in time. Consider taking digital photos of the timeline as it progresses and incorporates more stories, events, people, eras, and time periods. Share the work in progress on the class website.



Products and Assignments

- Class timeline
- Individual (or small group) timelines

Extension Activities

N/A

Post Assessment

Use the rubric for lesson four: **Categorizing Historical Eras** at the end of this lesson. Write the objective for this lesson on the left hand column of a chart that includes four other columns, one for each level of mastery. As you observe the students during the read aloud, during center time, or during project time, informally confer with each of them, assess their proficiency with the objective, and mark the appropriate column of the chart. Use the data you collect to inform instruction (AID, modifications, or re-teaching opportunities) and to inform parents of progress, work habits, and effort.

Debriefing and Reflection Opportunities (20 minutes)

1. Convene the entire class at the end of the last story/timeline activity to discuss students' observations about the similarities and differences in the time frames, events, people, and behaviors. This discussion provides an opportunity for synthesis of unit ideas and concepts, such as time, continuity, and change. It also gives you an opportunity to see how far the children have progressed in the skills and understandings related to history.
2. Ask students to speculate about the cause of the differences across the stories and time periods.
3. **SEARCHLIGHT:** Use this time as another opportunity to spot growth and talent for historical analysis in students and to foreshadow upcoming lessons.

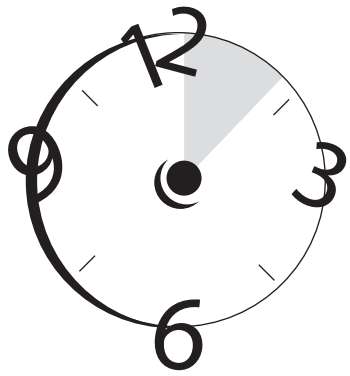
Lesson Four Rubric: Categorizing Historical Facts

Objective	Beginning	Satisfactory	Competent	Proficient
The student will be able to attend to an oral reading and be able to identify the time period of the story as near past, past, or distant past.	Student attends to a brief oral presentation and accurately describes the setting of the story as past or present.	Student attends to the story and correctly identifies the time period as past, near past, or distant past.	Student attends to the story, correctly identifies the time period, and can give an example of another event that occurred during that time period.	Student attends to the story, correctly identifies the time period, can give an example of another event that occurred during that time period, and can name the century or decade when the story occurred.

Time, Change, and Continuity Across Different Family History Stories

Connections/AID

Time Allocation: 3 hours total - 2 hours of classroom time, 1 hour of homework.
Required Materials and Resources on Page 84

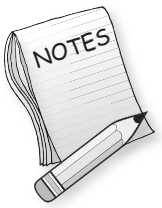


Lesson Overview

In this lesson students will be asked to gather, retell, listen to, and compare their own and each other's family history stories. They will then sequence and locate the events in time and place and categorize the stories, or aspects of each story, as examples of time continuity, and/or change. Parents will play a role in the collection of historical event stories from different eras. An AID opportunity will be offered to students who demonstrate an advanced insight into the historical continuity and/or change present in the stories.

Guiding Questions

- How can a person locate the events of a family story in time and place?
- How can a person sequence family stories?
- How can a person categorize a family story as an example of time, continuity, and/or change?



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- History is a collection of people's stories about events, people, places, and things from the past.
- We can learn new things about the past by reading and listening to history stories.
- History stories took place at different times in the past.
- Each generation of people have their own stories about the events in their lifetime.
- Different generations of people have different lifestyles.
- History stories help us find similarities and differences, changes, and causes.
- History stories often tell about continuity and change over time and the reasons for changes.

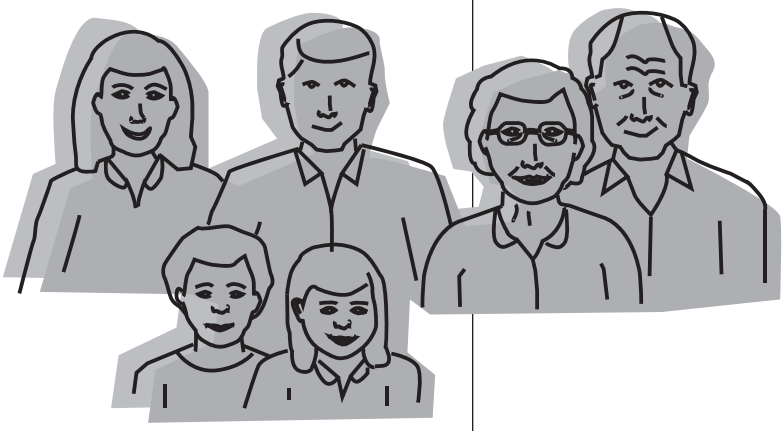
Concepts

- History
- Stories
- Events
- Time
- Evidence
- Continuity
- Change

Teacher Information

- This lesson provides an opportunity for students to learn about one of the important themes in history, that all historical events involve aspects of time, continuity, and change. For this reasons we have identified it as an example of the Connections Parallel.

- You might want to choose books that contain the time, continuity, and change theme across different cultures and lifestyles as well as across different eras of time. If you have families and grandparents of students in your classroom who were born outside of the United States, you might also want to locate a map of those countries in preparation for this lesson.
- Some of the books that were read to students during the preceding lessons will make excellent books for this lesson as well. Do not worry about the fact that the students have already heard the story. You can tell the students that they are revisiting an "old favorite" to see it from a different perspective and to learn even more about the content of the story than they learned the first time that they read it.
- Additional books relevant to this lesson include: *Things Have Changed*, *School Then and Now*, *Great Grandma and I* by Brenda Parkes, and *Pass It On. Long Ago, Yesterday, Today* provides a related video experience for the children.

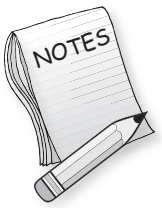


Skills

- Listen
- Describe
- Ask questions
- Make inferences
- Compare and contrast
- Use evidence
- Categorize

Materials and Resources

1. Map of the United States
2. Blank copy of an historical timeline that covers three to five generations or decades.
3. Four 4" x 6" cards for each child
4. Two picture books, one that illustrates change over time (a good choice is *When I Was Little* by Toyomi Igus) and one that is a good example of the concept of continuity over time (a good choice is *The Copper Tin Cup* by Carole Schaefer). Another criterion for choosing the books might be to provide an opportunity for students to hear and discuss examples of the place and location content standard, and the time, continuity, and change theme across different cultures and lifestyles as well as across different eras of time.



Preparation Activities

1. Locate and pre-read two picture books as described above.
2. Prepare the 4" x 6" cards for each child by writing the words *time*, *continuity*, *change*, and *location* on each card. Add an appropriate picture or icon to remind nonreaders of the meaning of each word. A clock, a sketch of twins, a picture of two coins, one heads and one tails, and a picture of a globe should be drawn on each card before it is reproduced for all students.
3. Prepare an introductory letter to parents that overviews the lesson schedule, learning objectives, resources, activities, and assignments for this lesson. Ask for parents' help in supporting one of the major learning activities for the unit, the collection of historical event stories from different eras, locations, cultures, and time periods or family generations. Explain to parents that stories that exemplify change and/or continuity over time and across cultures are most appropriate. Give them an example of such a story and encourage them to be creative when selecting a brief but age-appropriate and motivating historical story to tell their children. Encourage parents to emphasize aspects of time, change, continuity and culture with their child as they share the story of an historical event that occurred in their family.
4. If necessary, prepare the introductory letter to parents in alternative languages to meet the needs of families who speak and read a language other than English as their first language.
5. If you have families and grandparents of students in your classroom who were born outside of the United States, you might want to locate a map of those countries in preparation for this lesson.

Introductory Activities (15 – 20 minutes)

- Display the two books you have selected for the introduction on an easel or a chalk tray.
- Gather the children together on the rug or in the meeting place.
- Remind them of the skills they need to use to listen, think, and share during history lessons.
- Ask them to recall and think-pair-share what they did and leaned during the last history lesson (e.g. listed to history stories and put each of the events on a timeline). If appropriate, allow students a few minutes to recall and discuss what they remember about the two books.
- Through questions and conversation, review with students what they already know about history, events, time, and eras.

- Share with students that in this lesson they are going to collect, listen to, timeline, map, and think about more history stories, but this time the stories will be about their own families and not just about characters in a book or people they have never met.
- Ask them to think about which of their family members (and which generation of family members) might have an interesting history story or event to share with the class. Encourage them to keep thinking about this idea until they get home tonight. Tell students that you will show them how to collect and share this story in the next part of the lesson. Some parents who shared these stories with their children created a rebus-based set of pictures and stick figures to help their children remember and be able to retell the story in the appropriate sequence and with the important content when the children repeated the oral story independently at school.

Pre-assessment

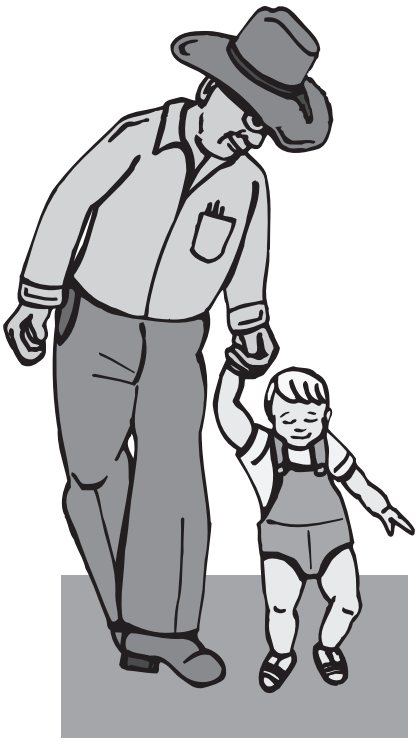
N/A

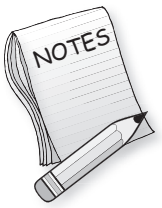
Teaching and Learning Activities (2 hours of class work time, 1 hour of homework time)

1. Explain to students that you are going to show them how to do their work in this lesson by using two examples from stories that all of them already know. Printing the words on the board, drawing a rebus picture for each word, and quickly reviewing examples of each idea should help with the effectiveness of the review process.

2. But first, tell them that you want to review some ideas that they have already learned about history in the previous lessons. Review the concepts of history, event, time, timelines, and era with the students. Printing the words on the board, drawing a rebus picture for each word, and quickly reviewing examples of each idea should help wit the effectiveness of the review process.

3. Share with them that now you are going to teach them about three new concepts that they will use in this lesson. Print the concepts of time, continuity, change, and location on the board. Say each word to the children, one at a time and spend two minutes with each concept, soliciting students'



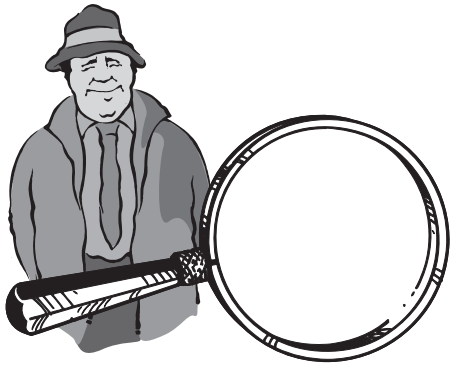


definitions and examples of the word, inventing and drawing an icon for the concepts, and sharing your own definitions and examples of each concept. Don't be worried about the seemingly abstract nature of these concepts. Kindergarteners already have experience with abstract concepts such as love, hate, share, rules, learning, reading, night, fear, and happiness. The concepts in this lesson will be learned just as readily with appropriate opportunities for conversation, relevant synonyms, and numerous, related examples.

4. Tell students that some history stories take place at different times and in different locations. Remind them of the role of location by recollecting one or two history stories from previous lessons that took place at different times and in different locations. If time permits, place these events on the timeline and find these locations on the map.

5. Inform them that some history stories are examples of continuity and some stories are examples of change. Hold up the two picture books that you will be using in the lesson to indicate the next activity to students and to their role in the activity.

6. Share with students that today they are going to be listening to history stories, finding the location of the history event, finding clues (evidence) in the stories that are examples of change, and other clues (possibly in other stories) that are example of continuity. Remind students that the authors of these stories may not use the words history, event, location, time, continuity or change within the story. They will have to listen carefully to the words in the story, remember the key ideas they are looking for, and try to find examples of the ideas in the story. Encourage them to consider many words and parts of the story as possible as examples of time, continuity, change, and location. Consider using the metaphor of a treasure hunt to describe the students' role in this lesson. Not everything a treasure hunter finds is valuable, just like not every story item a student hears or remembers will be an example of time, continuity, change, or location. Advise students that good thinkers often "try on" many examples and clues in a story to find out which ones are the "best fit" for the kinds of ideas they are searching for.



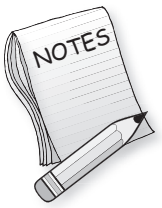
7. Tell students that often, good listeners and thinkers use evidence, clues, and their own questions and thinking to draw a conclusion about whether the history event or story is mostly about change or mostly about continuity. Drawing a picture of a detective and/or clues on the board as you speak may reinforce the ideas that you are trying to convey.

8. Explain to students that some people think that ALL history events and stories have examples of location, time, change, or continuity. Ask students to keep their eyes open for examples of these ideas in all of the history stories they hear and read and to share these examples and ideas with others so that they can see them too. Tell students that in this lesson they are going to be good detectives and find out if that rule – that all history stories and events are about location, time, continuity and change – is really true for ALL history stories. If you pose this principle and theme as a question to students, you challenge them to accept or refute it. Students often love the idea of proving a group of adults wrong or better yet, joining forces with them to solve a mystery. This challenge puts children in the role of active learners. It is a prime example of how a teacher can attend to the tenets of constructivist learning theory using a deductive, not an inductive, method of teaching.

9. Instruct students that they are going to start their detective work and investigation by looking at history stories that come from a book; later, they will do the same detective work with their own history stories. The use of preliminary book examples permits a common learning experience to be shared by all students. This prerequisite experience should provide a scaffold to support students' individual and independent thinking and learning work with the lesson's guiding principle.

10. Show students the two books, do a fast, two minute "picture walk" with each book, and ask them to recall, if appropriate, what they remember about this book. Allow about one minute for volunteers from the class to spontaneously contribute their shared memories of the storylines in each book.

11. Distribute the set of four cards to each child before you begin reading. Read the cards to each student, explain the icons, and ask them to hold up any



of the cards if they think they might have found an example of that idea in the story.

12. Read each story, one at a time. Pause frequently when you discern an examples of one the four concepts of change, continuity, time, or location. Encourage students to hold up the appropriate theme card to identify an example of that concept in the story. Provide sufficient time for students to discuss the similarities, differences, and reasons for their choices. Tell students that you expect that different students might think they have found examples of different ideas. These differences are to be expected. In fact, the differences provide a wonderful opportunity for students to talk about the evidence they used to support their examples of change, continuity, time, or location. Students should be encouraged to change their minds when confronted with different evidence or reasons from their peers. When appropriate, share your own thoughts about the theme of each story and the evidence that supports your conclusion.

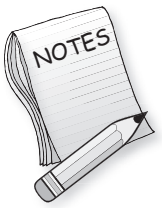
13. Convene the next section of this lesson on a new day. Remind students that you asked them to think about which of their family members, parents, grandparent, aunts, or uncles, they might ask to tell them a family history story. Tell students that you have prepared a letter for them to take home to tell their parents about this story. Students are to listen to a history story from a family member, practice retelling it, and come to school ready to draw the story and tell it to the other students in the class. Then, as small or large groups, the students will decide whether each story is an example of change or continuity. In addition, students will draw conclusions about the time and location for each story. If appropriate, share an example of one of your own family's history stories. Make sure you choose to tell a story that is an example of time, location, and either change or continuity. In order to accomplish this, make sure your story covers two or more time periods within the same culture and within the same family. As a model for this type of storytelling and thinking, make sure you mention the time period(s) for your story and locate the setting on a map or globe for your students.

14. Send students home with a copy of the parent letter. Parents may write or call with questions about how to help with this assignment. Some parents

may be unsure about how to select an appropriate story or how to share the story with their child. Others may question how you or their child is going to use the story. All of these questions provide wonderful opportunities for parent communication, coaching, and the development of shared responsibilities for learning and education.

15. Have students work in centers to retell each of the stories they bring to school to the teacher or to an aide. The child can draw related pictures while other children are giving dictation to the teacher. It was wonderful to have the help of aides and parent volunteers to work with children as they practiced their story retelling before presenting in a large group. The illustrations also made it easier for students to remember the beginning, middle, and endings of their stories. Some parents also helped children create PowerPoint illustrations or rebus drawings to accompany the storylines.

16. During daily large group meetings, ask two - three students at a time to share their pictures and retell their stories as the other students listen with their cue cards (location, time, change, and continuity) in their laps. Ask the other students to listen and look for clues in each story that identify the themes of time, continuity or change. After each story is retold, spend time in a large group discussion or think-pair-share discussing pertinent examples of the themes. You may need to prompt students with questions at appropriate points in the story to help them identify examples of the history themes. When this unit was piloted, the stories that parents shared with their children and the children retold at school were all fascinating. One favorite was about a snowstorm so heavy that the front door was blocked. In a dramatic voice the kindergartener turned to me and said, "Do you get it? My grandpa had to climb out of his upstairs bedroom window to get out of the house!" Another favorite was about a grandma who fell asleep in a milk box. ("And her parents looked and looked all over the neighborhood to find my little grandma, and they couldn't find her anywhere. And then a policeman came, and he looked and looked all over too, and he found her asleep in the milk box, and he woke her up and gave her ice cream and carried her home.")



17. The class may want to post the illustrations of each story with a Post-It note that identifies the story as an example of time, location, change, or continuity.

Products and Assignments

Students' family history stories that reflect either change or continuity

Extension Activities

N/A

Post Assessment

To determine the extent to which students grasp the concepts of time, continuity, and change, ask four–six students, chosen at random, or as a stratified sample, to meet with you in conference for two–three minutes. At the conference, retell one of the history stories collected by one of the students in the class. Ask the student to tell you if/when he or she identifies an example of time, change, continuity, or location in the story. Use the rubric at the end of this lesson to assess student performance.

Debriefing and Reflection Opportunities (10 minutes)

1. Ask students to discuss their conclusions about the principle you shared with them at the beginning of this portion of the lesson: Is it true that all history stories contain examples of time, change, continuity, or location?
2. Discuss with them whether they think the class found more examples of one of these concepts than another.
3. (AID) For students who demonstrated advanced knowledge in history, consider asking them to speculate on the reasons (causes) of the patterns they discovered.

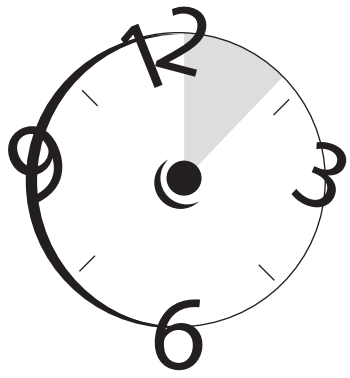
Lesson Five Rubric: Time, Change, and Continuity

Objective	Beginning	Satisfactory	Competent	Proficient
Students will demonstrate their understanding of the social studies macro-concepts (themes) of time, continuity, and change.	The student is able to describe the similarities and the differences between two historical stories or events.	The student is able to describe the similarities and the differences between two or more historical stories or events. The student is able to identify the historical similarities as examples of continuity and the examples of differences across time as evidence of historical change.	The student is able to describe the similarities and the differences among three or more historical stories or events. The student is able to identify the historical similarities as examples of continuity and the examples of differences across time as evidence of historical change.	The student is able to describe the similarities and the differences among three or more historical stories or events. The student is able to identify the historical similarities as examples of continuity and the examples of differences across time as evidence of historical change. The student is able to use evidence to infer the reasons for the change or the historical continuity.

Historians, Museums & the Work They Do

Core/Practice/AID

Time Allocation: 4 hours total
3 hours of classroom time, 1 hour of homework
Required Materials and Resources on Page 84



Lesson Overview

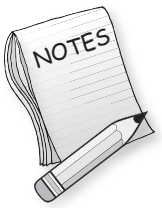
Students will view history from the perspective of an historian in this lesson. They will learn about the work of an historian, the purpose and nature of a museum, and the role of questions, inference, artifacts, and evidence in the work of an historian. Parents will play a role in helping their children to select an artifact that reflects an aspect of the family's history. In addition to learning about historians and museums, the students will work as practicing historians to collect, display, and describe their own collection of historical artifacts by creating a class history museum. As a culminating exercise for this lesson, students will tour their own museum, examine the artifacts and historical descriptions collected by other students, and ask and answer their own history questions using historical evidence, artifacts, and their inferential skills. An AID opportunity is available for students with an intense interest in history to create a display with several artifacts that paints a picture of an era, a lifestyle, an occupation, or a cultural universal.

Guiding Questions

- What is a museum?
- Why do people build museums?
- What is in a museum?
- How are museums organized?
- What is inside a museum display?
- How do people decide what to display in a museum?
- Can kids make museum displays? If so, how would they do it?
- Why should adults and children visit museums?
- What do visitors do in a museum?

BIG IDEA

Historians, Museums and Artifacts



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- Most objects we use today existed in the past in another form.
- Historians ask questions, gather evidence, and share their learning with others.
- Museums are one of the places where historians share their knowledge with others.

Concepts

- Historian
- Museum
- Curator
- Artifact
- Question
- Evidence
- Inference
- Conclusion

Teacher Information

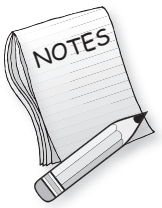
- Be sure to encourage parents to support the children's questioning, inference skills and strategies during family conversations about history.
- Advanced students and their parents might be prime candidates for the development of an historical display, similar to the one you collect for this lesson that contains a set of family artifacts, all related to the same era, event, culture, or cultural universal.
- Time spent on a phone call or conference with your invited historian is time well spent. If the individual is a frequent volunteer in elementary and secondary classrooms, she/he may make assumptions about how she/he should interact and what to say to your students. If the historian is a college professor, she/he may be inclined to try a mini-lecture as a teaching strategy. If you want to increase the effectiveness of the visit,

you must make sure that your visitor understands that you want her/him to play a mentoring role and emphasize age-appropriate history skills and methodologies over content and information when working with students. In addition, provide your guest with guidelines about how much adult talk time (1-2 minutes) should be sandwiched in between students' conversation and active learning time (1-2 minutes). Encourage the use of anecdotes, artifacts, and tools to illustrate the skills and strategies that will be shared with students.

- History museums are often housed at historical sites (e.g. homes, worksites, communities or the location of historical events) or in historical buildings. They may tell the story of an event, a culture, an era, a lifestyle, a person's life, a technology, or change over time.
- It might be useful to make a copy of the museum guiding questions (p. 61-62) to share with parent chaperones during your museum field trip. They can use these questions as prompts as they converse with their small groups during the tour of the museum.
- If you are unable to visit a local museum, then a related video or pictures from a www.google.com search will provide an adequate substitute, assuming you can moderate the visual images by spotlighting important features and offering your own explanations.
- Be sure to take personal note of the way that the artifacts are arranged, displayed, labeled, and explained in the museum. This information will be useful when you return to school and help students create their own displays. Develop your own criteria for judging the quality of a display and its effectiveness and impact on young viewers and visitors.
- Making a video of students' think aloud's or their "conference" presentation allows them to view their own work process and make related reflections.

Skills

- Describe
- Ask questions
- Make inferences
- Use evidence
- Categorize
- Draw Conclusions



Materials and Resources

1. Three–five historical artifacts (photographs, documents, tools, objects, text, etc.) from your own family
2. Two boxes that contain 25-50 piece picture puzzles–the puzzle with key pieces removed provides an analogy for understanding the work of an historian.
3. A magazine photograph of an active scene with holes torn and segments removed in strategic places that are key to understanding the actions in the scene—this doctored photo provides an opportunity for student viewers to make inferences in order to draw conclusions about the nature of the photograph.
4. Photographs of various museums for classroom display
5. Paper
6. Pens
7. Scissors
8. Glue
9. Artifacts donated by parent volunteers
10. A local historian
11. A docent to arrange a behind-the-scenes tour of a local museum

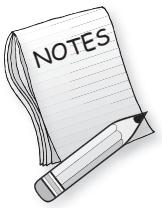
Preparation Activities

1. Gather a collection of three – five historical artifacts (photographs, documents, tools, objects, text, etc.) from your own family to bring to school and share with your students during the introduction to this lesson. If possible, bring related artifacts that provide clues to an historical era, event, culture, or lifestyle.
2. Locate two boxes that contain 25-50 piece picture puzzles. These will be used during the lesson to build an analogy to the work of an historian. Being able to understand a picture when many of the puzzle pieces are missing is much like the work of an historian. As an additional resource, find a magazine photograph of an active scene and tear holes and remove segments of the photo in strategic places that are key to understanding the actions in the scene. This photograph with its missing pieces provides an opportunity for student viewers to make inferences in order to draw conclusions about the nature of the photograph.
3. Find a magazine photograph of an active scene and tear it as instructed above.

4. Arrange a field trip to a local museum. If that is not possible, try and locate a virtual tour on a web site or look for a video tour of a national museum such as the Smithsonian. Ask a docent to arrange a behind-the-scenes tour for the students in your class.
5. Find and display photographs of various museums in the classroom during the course of this lesson to add authenticity to your classroom museum. If possible, try to find other photographs of historians at work. Be sure to include work places other than a museum (e.g. researching at a university library or on the web, interviewing a small group of people, examining a photograph, cleaning an artifact, writing at a computer, taking field notes, thinking, creating a display, analyzing note cards, etc.)
6. Schedule a visit with a local historian to talk about his or her work to the children in your class.
7. Compose a parent letter that describes this lesson, its learning goals, and asks for their help in locating and loaning a family historical artifact for the class museum that students will create. You can suggest that students with an intense interest in history and their parents may be prime candidates for the development of an historical display, similar to the one you collect for this lesson that contains a set of family artifacts, all related to the same era, event, culture, or cultural universal. You may also want to suggest local museum exhibits in your area or pertinent History Channel offerings that may be of interest to the students in your class.

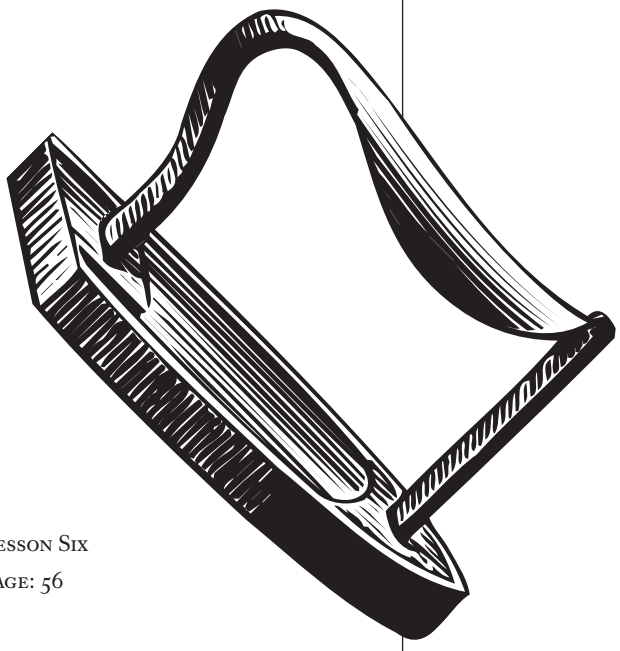
Introductory Activities (30 minutes)

- Gather students on the meeting rug or in the meeting circle.
- Remind them that during the last five lessons they have been learning about history by listening and telling history stories, finding the location of history stories on a map, and making a timeline to show the era when a history event occurred. Keep the review segment short to allow time for the essence of this new lesson. Tell them that during this lesson they are going to extend their knowledge by learning how to think and act like an historian.
- Next, show students the first item in your set of historical family artifacts. Tell them to whom it belonged and ask them to speculate about its purpose, meaning, age, construction, history, etc. Allow 5-10 minutes for their paired or small group dialogue about the artifact. Make sure that

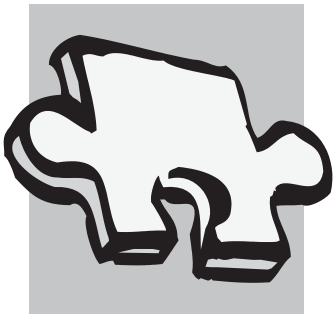


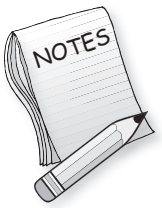
all students have sufficient opportunity to look at it, touch it, hold it, etc. If necessary, caution students about the rules for proper handling and remind them to take turns.

- Repeat this activity with the second, third, fourth, and fifth artifact from your set. As students examine the artifacts, in turn, encourage them to ask questions of themselves and their peers about the artifacts. Ask them to create "wondering" questions that begin with the words "I wonder…"
- After students have had sufficient opportunity to examine the artifacts, formulate questions, make inferences, and draw conclusions about the individual artifacts, bring the students back together as a large group. Synthesize this experience by telling students that the artifacts they just examined were part of a collection and a set. Ask them to use their observations and analysis of the artifacts to decide how they think all of these artifacts might be related. Encourage them to create their own oral "history story" that explains the relationship among the artifacts, the era, and the individuals who used them.
- The most difficult part of this activity asks students to see each artifact as part of a unified set and to make inferences and assumptions about missing, but crucial elements in your history artifact collection. To succeed, students must view the artifacts as partial clues to a scene, action, or event from the past. Teachers can scaffold this activity by asking supportive connection-to-self questions such as:
    - o Have you ever seen anything that looks like this?
    - o What does this remind you of?
    - o What do we have/do today that is like this?
    - o What is happening here?
    - o What is this for?
    - o What is this made of?
    - o Who might have used/done this?
    - o Why did they use/do this?
    - o How did they use/do this?
    - o What might be missing from this collection?
    - o What else is going on in this family, during this event, or time period that is missing from this collection of artifacts?
    - o Can you make up a story that has all of these artifacts in it?
    - o What artifacts might be missing from this collection?



  - o What parts of your story are you sure are true?
  - o Which parts of your stories are wild guesses?
- Next, show students the magazine photograph in which you have made holes. Ask them to look at the partial photograph in the same way that they looked at the collection of your family's artifacts. Tell them that each of the artifacts, like each section of the photograph, provides clues to a history story. In the same way that they acted like history detectives in the preceding part of the lesson, they have to look at each part of the photograph, and use the clues they have to make good guesses about the missing pieces of the photograph.
- Give them an opportunity to view the existing photo segments, and make guesses about the content of the missing pieces. As a final task, ask students to describe the whole picture, even thought they only had the opportunity to look at pieces of it. Explain to them that you have just asked them to think and act as a history detective who uses artifacts as clues to the story of the past.
- If students seem to need another learning experiences to build the analogy between a photograph with missing pieces and the task of an historian, try showing them a cardboard picture puzzle box with a photograph of the entire puzzle on the front of the box. Then, show them a partially completed puzzle (from a different box), using only 30-50 percent of the puzzle pieces, and ask them to infer the picture that might be on the front of the second puzzle box. Students may enjoy a brief pause-and-reflect opportunity at the close of this activity to think and talk about their own experiences with putting together puzzles. Encourage them to make a link between putting a puzzle together when they don't have a picture on the box to guide them and the kind of thinking that a history detective must do.
- Tell students that during the remaining days of this lesson they are going to use the thinking skills they just practiced with the artifacts, the photograph, and the puzzle to learn to act like an adult who has a job and career studying history, asking history questions, and conducting history investigations.
- It is probably a good idea to recognize students' success with the last three activities before moving on to the next segment of the lesson. This validation builds efficacy for the hard work of question formation and inferring with evidence that follows.





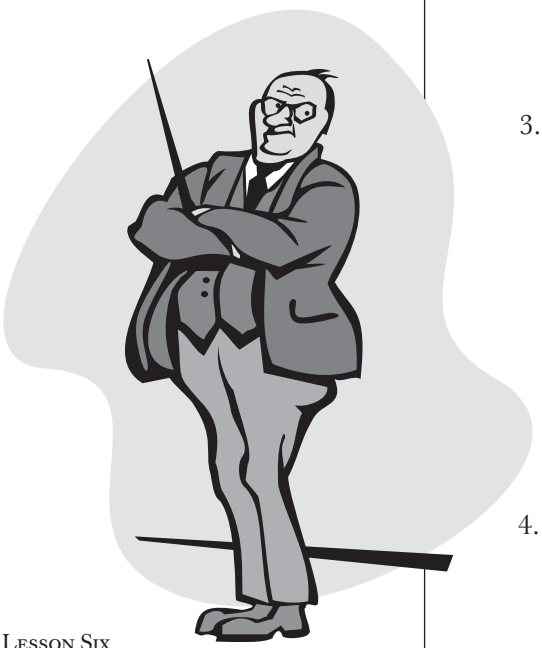
Pre-assessment

N/A

Teaching and Learning Activities (2 hours classroom time, 1 hour of homework)

1. Introduce the word and concept "historian" to the students. Print the word on the board. Ask students if they have ever heard the word before and to speculate on the meaning of the word. Help students define the word, find synonyms, draw a picture of an historian at work, and speculate on how they spend their workday. This is a good time to share the photographs that you have collected of historians at work. We found that a search of www.google.com site, looking for such images provided a wealth of photographs that could be put into a PowerPoint presentation or viewed through the school's/classroom's television through a technology interface connection.

2. Explain to students that during the next few days an historian will visit the class. To discuss his/her work. In addition, students will have the opportunity to visit a museum and see how some historians share their work with other people. Provide an opportunity for students to share their prior experiences with historians and museums. Encourage the students to begin thinking about the questions they would like to ask the historian about his/her work, the tools used to study history, and the way she/he shares work with others.



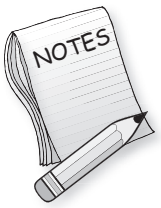
3. Before the close of this segment of the lesson explain to students that the ultimate purpose for the visit by the historian and the visit to the museum is to prepare students to act like historians themselves. This is an important segue to the remaining portions of this lesson. Students should come to a firm understanding of their role as interns who are learning and practicing the skills, processes, and strategies of a practicing professional: an historian. Students might enjoy talking about internships and the relationship between high school and college career explorations, internships, and what they are about to do.

4. Ask students to think about these visits as opportunity to work with a mentor who will help them prepare to do similar work in their own classroom.

Provide time for students to discuss their interest in acting like "real" historians and in creating their own history museum. **SEARCHLIGHT:** During the lesson, keep your eyes open for students who display a keen interest in history and in artifacts. As the lesson progresses, you may want to ask the visiting docent to speak with a small group of such students and train them how to act as docents during parent and class tours of your own history museum.

5. This is a prime opportunity to introduce a working historian to the class. The visit can last as little as 20-30 minutes and be extremely effective if you can ensure that the historian understands beforehand that your target learning objective for this visit and for your students is NOT to share or learn about history stories or artifacts but to explain how she/he got interested in history, how she/he does the work, how she/he finds questions to ask. The historian should also explain the nature of his/her research and product development, and the role of problem solving and thinking in his/her career. Ideally, this person will not emphasize the role of a curator, but the profession and discipline of history.

6. If appropriate, coach students to ask the visiting historian questions such as the following:
    - How did you get interested in history?
    - What did you study in history as a student?
    - What is the difference between studying history and being a historian?
    - How does an historian do his/her work?
    - What do you do with history?
    - How do you ask history questions?
    - What kinds of history questions do you ask?
    - Are you a history detective?
    - What do you use as clues to answer your history questions?
    - What is the hardest part about being a good historian?
    - What mistakes have you made?
    - Do you think we could act like historians?
    - Can you show us how you create a history question about an artifact?

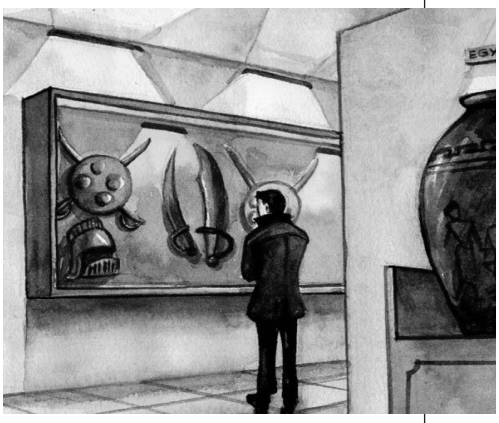


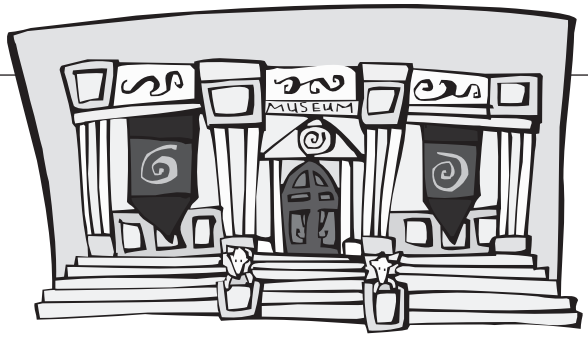
- How should we answer our history questions?
- Can you show us how you make a good guess and a bad guess about your history question?

7. Time spent on a phone call or conference with your invited historian is time well spent. If the individual is a frequent volunteer in elementary and secondary classrooms he/she may make assumptions about how he/she should interact and what to say to your students. If the historian is a college professor, he/she may be inclined to try a mini-lecture as a teaching strategy. If you want to increase the effectiveness of this visit, you must make sure that your visitor understands that you want him/her to play a mentoring role and emphasize age-appropriate history skills and methodologies over content and information when working with students. In addition, provide your guest with guidelines about how much adult talk time (1-2 minutes) should be sandwiched in between students' conversation and active learning time (1-2 minutes). Encourage the use of anecdotes, artifacts, and tools to illustrate the skills and strategies that will be shared with students.

8. After the historian's visit and after the students have sent thank you notes and made promises to share their history work with their "visiting expert," be sure to allow enough time for the students to "debrief" and reflect upon the visit. Again, the most important thing for students to learn from his/her visit is how to ask questions, use evidence, make inferences, and draw conclusions as a practicing historian. With kindergarten students it is usually a good idea to conduct the debriefing as soon as possible after the conclusion of the visit. Be sure to allow time for the students to share their personal reflections about the visit, what was new and most interesting to them, and what skills and ideas they thought would be most useful to them when they begin their work as historians.

9. The historian's visit can be followed with a trip to a local museum, preferably a children's history museum or a section of a history museum that has a special exhibit for children. During the museum trip the children should focus on the purpose, structure, and organization of a museum. For this reason, it is probably a good idea to conduct a focusing session with the students prior to their visit. Help students understand the difference between





the work of an historian and the purpose of a museum. Explain to students that you want them to enjoy the exhibits in the museum, but as they are doing so, you also want them to concentrate on these guiding questions:

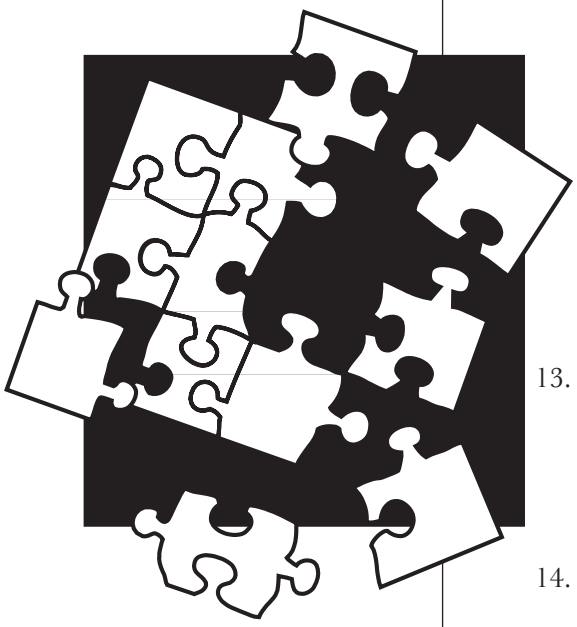
- What is a museum?
- Why do people build museums?
- What is in a museum?
- How are museums organized?
- What is inside a museum display?

It might be useful to make a copy of these guiding questions to share with your parent chaperones during the trip. The chaperones can use these questions as prompts and guiding questions as they converse with their small groups during their tour of the museum.

10. If possible for a rewarding experience, ask one of the museum curators to chat with the students near the end of their museum visit. If the curator knows beforehand of your visit and its purpose, she/he might be able to support students' understanding and give them some tips about how to design and arrange their own history displays.

11. After the trip to the museum, it is probably a good idea to convene the students for another reflection and debriefing session. This is a good opportunity to display and discuss the pictures and videos of museums and their displays and components.

12. The purpose of the reflection discussion is to segue from the visit to the museum to the creation of students' individual museum displays. For this reason, the discussion questions should focus on the following:
    - What is a museum?
    - Why do people make museums?
    - What is inside a museum?
    - How do people decide what to display in a museum?
    - What are the parts of a museum display?
    - How do people make a museum display?
    - Should adults and children visit museums? Why?
    - What do visitors do in a museum?
    - Can kids make museum displays? If so, how would they do it?



- What might you want to display in a museum? Why?
- How can your parents, teacher, and friends help you make a museum display?

13. If you are unable to visit a local museum, then a related video or pictures from a www.google.com search will provide an adequate substitute, assuming you can moderate the visual images by spotlighting important features and offering your own explanations.

14. Teachers, aides, and chaperones on the trip should take personal note of the way that the artifacts are arranged, displayed, labeled, and explained. This information will be useful when you return to school and help students create their own displays. Develop your own criteria for judging the quality of a display and its effectiveness and impact on young viewers and visitors.

15. Tell students that you would like to give them an opportunity to create their own history display, with an artifact of their own choosing, and their own class history museum. Remind them of the artifacts display that you shared with them several days ago, at the beginning of this lesson.

16. Give students sufficient opportunity to brainstorm potential artifacts that they may be able to bring to school and use as their historical display. Remind them that their parents and relatives may be a big help to them with this project because they probably have more knowledge of family history than the children do.

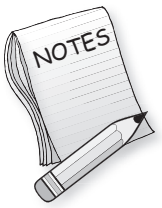
17. (AID) As mentioned earlier, students with intense interest in history may want to create a more elaborate display that has more than one "puzzle piece." With parents' help, these children may be able to create a display with multiple, related artifacts that visually tell a story and paint a picture of an era, a lifestyle, an occupation, or a cultural universal. Other children may prefer to create an historical display about a technology and its use, about an historical event, occupation, lifestyle, or place.

18. Set an expected "send-in date" for the artifact and send the related letter and directions home to parents. In the letter, explain that students and parents

have the option of working together at home to create their display, add the labels, written explanations, and guiding questions that will accompany the artifact in the class history museum; or the child can do this work with peer and teacher support at school. If appropriate, tell parents that you have an example at school that they might like to view if they need more information about how to help their child create the artifact display. You might also want to suggest sample guiding questions. The component of a guiding question(s) as part of the children's museum display was added to encourage more active learning (thinking, reflecting, analyzing, and connecting to self and world) as their peers tour the museum. The use of a guiding question is similar to the interactive experiences many contemporary museums create to encourage visitors to do more than merely walk by and observe the objects in a display. A guiding question encourages a visitor to "pause and reflect" on the display, its contents, and its illustration of major concepts, principles, and patterns about the time period, events, people, issues, and their culture. Guiding questions might include any of the following:

- What does this remind you of?
- Why do you think it was made this way?
- How do you think it would feel to use this?
- What would it be like to live here?
- What does this make you wonder?

19. As the students' artifacts drift into school, you may notice that some or all of them do not contain the related display components. Other children may not be able to bring in display items. In the former situation we recommend making the displays at school during center time, with the help of an aid or parent volunteer. Be sure to stock plenty of paper, pens, scissors, and glue at the center for this purpose. In the latter situation, we suggest providing students with artifacts (available at tag sales or from parent volunteers) that might be especially relevant for youngsters, such as old toys, magazines, tools, or equipment.



20. If possible, ensure that each artifact has an accompanying display with a name label, a date, a location, an explanation, and an appropriate guiding question. Some teachers may prefer to house each artifact and related information in a shoebox. Others might use shelving, trays, cloth "fluff," or an empty table in one section of the classroom.

21. When everyone has finished his/her display, work together as a class to decide where and how to arrange each of the students' displays. Ask students to use their classification and pattern finding skills for this purpose.

22. You have created your own class history museum. The students are likely to be amazed and proud. Now, it's time to invite the public to learn from your study and labor. Some schools and classrooms may find that they are able to leave their displays in place for an extended period of time. Librarians often volunteer to donate shelf space or space on the tops of low level bookcases for this purpose. Other schools have scant space and must make the display temporary. In these cases, you might want to arrange for an evening showing of the museum for interested parents. If you want other students in the school to view the museum, or if this is part of an inter-class or inter-grade project, then a touring schedule needs to be organized and distributed.

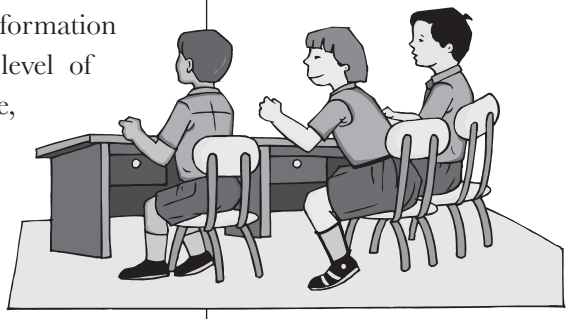
23. In most cases, classroom teachers themselves can select and train student "docents" to give the public, other students, parents, and other classrooms a tour of your class museum. Remind students that a docent is a volunteer who studies an exhibit or section of the museum in order to answer visitors' questions and to provide additional information that the guests can't get by reading the print material in the exhibit. You may want to assign student docents to specific displays so that they have an opportunity to study their assignment, rehearse their information, and practice their presentations.

24. While the training is in progress, the public notices about the museum and its "hours of operation" can be printed and distributed to parents and other classrooms. You may even want to invite a local newspaper reporter.

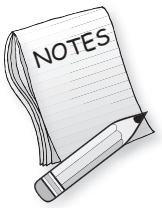
25. Once the docent training is finished, you are ready to give the tours and stand back and marvel at the way your students perform and demonstrate their understandings.

26. Don't forget to reflect on the experience with your students after the tours have ended. Debriefing questions might include the following:
    - What surprised you most about the visitors to our museum?
    - What was the hardest thing about being a docent?
    - Did you have enough time to tour our museum yourself, as a guest and visitor?
    - What else could we do to make our museum a better learning experience for our guests and visitors?
    - How would you suggest we improve our museum?
    - How might we improve our displays?
    - If you were to make another class museum, can you think of a theme for our museum that would help us select and organize our artifacts?
    - Now that you have experienced museums, exhibits, and the role of a docent, how would you define a museum? Why do people create museums?

27. The assessment rubric that accompanies this lesson (p. 69) may be useful to have on hand while you conduct the debriefing session with the students. If you used the rubric to gather and analyze pre-assessment information about students' prior knowledge, you can compare that level of knowledge with their post assessment achievement. Of course, the last part of this lesson, which involves teaching students to ask and answer historical questions using evidence, inference, and conclusions, has yet to be conducted. For this reason, consider any data you collect at this point to be formative, and not summative evaluation data.



28. It is best to wait a few days after the museum tour to begin the next segment of the lesson. Students need time to reflect on that experience and to tour their own museum as guests and not merely as docents for one exhibit.



29. The last phase provides an opportunity for students to take on the role of practicing historians. Although the role of an historian was introduced and addressed in an earlier segment of this lesson, the class museum needed to be created before we could act on this set of skills. For this phase of the lesson the teacher will need to locate and display the photos of historians at work. The photos will add an air of authenticity to the students' work and serve as a fitting finale to the lesson.

30. Ask students to recall the class visit by the local historian. Review the definition of an historian and the skills and processes they use. Emphasize the role of historians as people who ask and attempt to answer history questions by collecting, observing, and examining evidence. Remind students of the advice and training that the historian provided to them. Discuss the importance of evidence, inference, and the drawing of tentative conclusions.

31. In this last phase of the lesson, students will be asked to act not as museum curators or docents, but as historians working "behind the scenes" at a history museum. They will take on the role of researchers who attempt to ask and answer new questions about history through an examination of artifacts and the use of observation, analysis, identification, pattern finding, and inference skills.

32. Remind students that they have already acted as both museum curators and docents. Tell them that, as a group, they have an entire collection of artifacts in the classroom. In fact, there are so many wonderful objects in the room that it seems a shame not to "have a go at them" and use the artifacts the way that a real historian would use them, like the people in the pictures they see around them in the room would use the artifacts.

33. Invite students to put on their "thinking caps" again to act like real historians. Tell them that you want them to choose, ask questions about, observe, study, describe, and draw conclusions about one of the artifacts (not their own) in the room.

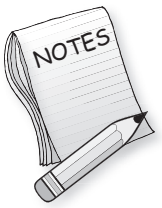
34. Ask each child to take one of the artifacts in the class history museum that is interesting and intriguing to her/him. Encourage students to take an artifact

that is unfamiliar to them so that they can act, as closely as possible, like "real" historians. Again, remind students to take special care of the artifacts and that preservation and safety are two very big rules for historians.

35. The following process may aid students in their historical work:
    - Observe the artifact carefully.
    - Think about where and when the artifact was found.
    - Find three to four things that really intrigue you about your chosen artifact.
    - Turn these ideas into a few questions.
    - Select your best question.
    - Use evidence, your own thinking, and conversations with your friends to help you answer your history question.
    - Take your time and think carefully. Don't be in a big hurry to answer your question.
    - Share your history question and your answer with others. See if they agree or disagree with you. Use their thoughts to help you do even more thinking about your artifact.

36. These steps should mirror the advice and process shared by your visiting historian, but should be written in language the children can understand. Icons may help students "read" and remember the steps and process you want them to use.

37. (AID) Some students may be ready to ask history questions that need to be answered with multiple artifacts or with interviews with a variety of people who have different perspectives. Other students may find it quite challenging to locate a new and interesting artifact, to observe it, analyze it, describe it, and draw conclusions about its composition and use. These students may not yet be ready to ask and answer inferential questions about an artifact. They may need your help or the help of a parent volunteer to think their way through the process.



38. Provide enough time for students to work alone, with a partner, or in small groups to choose, observe, formulate questions, and make inferences about a new artifact. Rove throughout the room to support students' work and take dictation if necessary. If time permits, hold a historians' "conference" and allow students to share their "research" with their peers.

Products and Assignments

- Students' artifact displays
- Students' questions and answers about another student's artifact

Extension Activities

N/A

Post Assessment

Using the rubric at the end of this lesson, assess students' understanding of the major concepts and skills in this lesson. The most important objective for this lesson is for students to come to an understanding of the work of historians, museums, curators, docents, and the process of asking questions, making observations, and drawing conclusion.

Debriefing and Reflection Opportunities (20 – 30 minutes)

1. Conduct a final reflection session for the entire lesson and assess students' understanding of the major concepts and skills in this lesson. The rubric mentioned above supports this assessment.

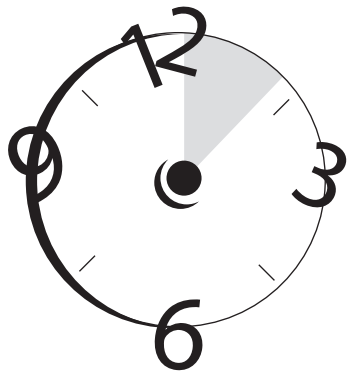
2. Making a video of students' think alouds or their "conference" presentation allows them to view their own work process and make related reflections.

Objective	Beginning	Satisfactory	Competent	Proficient
The student can explain the concepts of historians, artifacts, and museums. The student can ask history-oriented questions. The student can make inferences about artifacts and historical evidence. The student displays interest in historical exhibits.	The student can provide an age appropriate definition for an artifact, a museum, or an historian. The student can respond to a history question with a plausible response. The student attends to historical displays and exhibits.	The student can provide an age appropriate definition for two of the following: an artifact, a museum, or an historian. The student can describe an historical artifact. The student can respond to a history question with a plausible response. The student attends to historical displays and exhibits.	The student can provide an age appropriate definition for all of the following: an artifact, a museum, and an historian. The student can describe an historical artifact. The student can ask a question about an historical event, era, artifact, or person. With prompting, the student can make an historical inference. The student displays interest in historical exhibits.	The student can provide an age appropriate definition for all of the following: an artifact, a museum, and an historian. The student can describe an historical artifact and make inferences about it. The student can ask a question about an historical event, era, artifact, or person. The student seeks out opportunities to visit historical exhibits and museums.

What does History Mean to Me?

Identity/AID

Time Allocation: 1 hour
Required Materials and Resources on Page 84



Lesson Overview

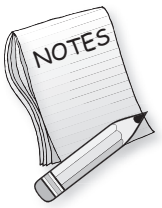
This lesson focuses on the Identity Parallel and provides an opportunity for students to reflect on their experiences in this curriculum unit and make connections to themselves, their interests, future plans, actions, values, and goals. The title for this lesson is also the essential question that students should ponder as they reflect on their learning during this curriculum unit. An AID opportunity invites students to draw a picture and make a historical prediction.

Guiding Question

- What does history mean to me?

BIG IDEA

What Does History Mean to Me?



Content Goals

Universal Themes

- Time
- Continuity
- Change

Principles and Generalizations

- History is a collection of people's stories about events, people, places, and things from the past.
- We can learn new things about the past by reading and listening to history stories.
- History stories took place at different times in the past.
- Each generation of people have their own stories about the events in their lifetime.
- Different generations of people have different lifestyles.
- History stories help us find similarities and differences, changes, and causes.
- Most objects we use today existed in the past in another form.
- History stories often tell about continuity and change over time and the reasons for changes.
- Historians ask questions, gather evidence, and share their learning with others.
- Museums are one of the places where historians share their knowledge with others.

Concepts

- Interests
- Plans
- Goals

Teacher Information

This lesson focuses on the Identity Parallel of the Parallel Curriculum Model. Students are asked to consider their learning experiences in this unit in light of their own identity. Additional guiding questions that can be used for the unit are as follows:

What does History Mean to Me?

- Is a part of history interesting to me?
- What parts of history are mine to tell?
- Will I grow to be a person who visits history museums?
- Will I be a part of history?
- Will I read about history?
- Am I part historian?
- What history stories might people tell about me?
- Who will I become in history?
- Can I identify with people in history?

Skills

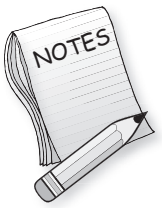
- Attend
- Listen
- Remember
- Draw Conclusions

Materials and Resources

1. Blank 8 x 11 paper
2. Hand mirror
3. Picture of an historian at work (use one that was used earlier in the unit)
4. Picture of a museum (use one that was used earlier in the unit)
5. Prop that can serve as a pretend microphone and/or television camera
6. Pearl or gray colored balloons that you can use as props for crystal balls
7. Blank list with five numbered lines
8. Pencils
9. Crayons
10. Spoons

Preparation Activities

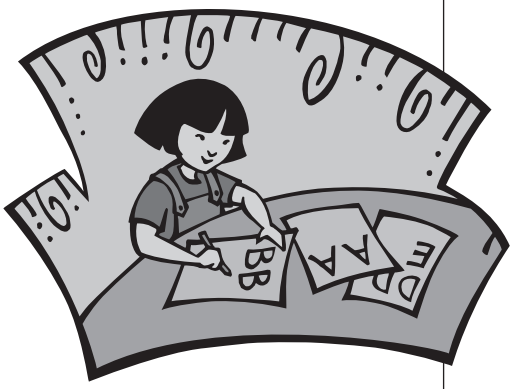
1. Use the blank 8 x 11 paper to draw a silhouette of a child and make a copy for each student.
2. Copy the list with five numbered lines for each student.
3. Stock pencils and crayons at the tables or desks.
4. If possible, make a cardboard mirror for each student to use.
5. If possible, inflate a gray or pearl balloon for each student.



Introductory Activities (10 minutes)

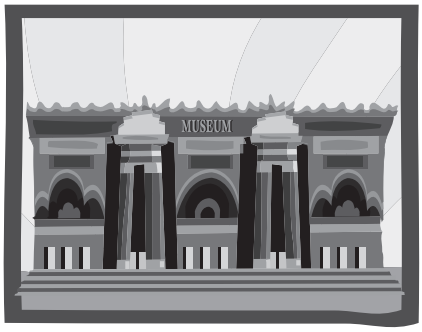
- Call the students to the meeting area. Begin the lesson with the provocative and essential question that is also the title for this lesson. Provide a minute or two for students to think-pair-share their initial reaction to this question, "What does history mean to me?"
- Don't worry if some students have difficulty answering this question during the introductory section of this lesson. You will be providing several activities that will scaffold their thinking and allow them to successfully answer this essential question by the end of the lesson.
- Tell students that this is the closing lesson for the unit. Explain that this final lesson provides an opportunity for each of them to think back on what they have done, created, and learned during this unit.
- Explain that this time for reflection and remembering will make it easier for all of the students to select which memories they want to save and store in their minds. Reflection also allows us to set goals and make plans for the future based on what we have learned.
- Don't worry if some students have difficulty answering the guiding question during the introductory session of this lesson. You will be providing several activities that will scaffold their thinking and allow them to successfully answer this essential question by the end of the lesson.
- It might be a good idea to keep the rubric for this lesson (p. 78) and a list of the students ready and available so that you can assess their level of interest, self-knowledge, and personal involvement as you listen and observe their responses.

Teaching and Learning Activities (40 minutes)



1. Ask the students to return to their desks or tables. Distribute the copies of the silhouettes to the students. Ask students to think about the conversation they just had with their partner and the memories they discussed. Show them the silhouettes and ask them to write or draw on the outline of the head all of the things that are now in their mind about history and this unit. This is a good time to use parent volunteers or aides to take dictation for the students that have difficulty with writing or with invented spelling.

2. As students finish their drawings, ask them to share their work with the other students at their table. Comment on the similarities and the differences



amongst students' memories and assure them that it is a good thing that different people are storing different memories in their minds and that these differences are what makes each of them special and unique.

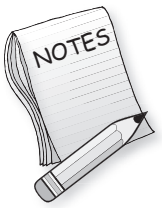
3. Next, show students the pictures of the museum and the historian and tell them that you would like them to role-play their thoughts about visiting a museum and acting like an historian. Tell them that you will act as a newspaper or television reporter who wants to interview them to get their thoughts and feelings and to share these ideas with all of the people in town. If a parent volunteer is available, he or she could help with this role playing by acting as the television camera person.

4. Ask one of the more outgoing students to help you model this role-playing scenario. Hold up the photo of the museum when you are asking interview questions about the student's thoughts about a museum. Use the photograph of the historian when you inquire about his/her interests in doing historical work.

5. Then allow two-three student volunteers to perform the role-play with you in front of the rest of the class. If students become restless or if time is short, pair the remaining students and let them use a spoon to simulate the microphone so that each pair can take turns interviewing each other.

6. When the role-playing has finished, ask all of the students to return to their tables or desks. Give each student a balloon and ask him or her to pretend it is a crystal ball. If necessary, explain to students that some people pretend that they can see the future by looking into a glass ball. Using the markers on the table, ask students to gently draw a picture of themselves in the future. Ask them to illustrate what they think they might be wondering, doing, investigating, or learning about history in the future.

7. (AID) If appropriate, ask the students with a deep understanding of the concept of history or intense involvement in history to draw a picture and make a prediction based on one of the following questions:
   - What kind of history will I make?
   - What parts of history will be mine to tell?
   - What history stories might people tell about me?
   - Who will I become in history?



8. For the last activity in this lesson ask the students to remain at their tables or desks. Distribute the blank lists and pencils. Tell students that if they want to make their predictions of their future come true, they will need to set some goals and have a plan of action. If necessary, give students the definition, examples, and synonyms for the words and concepts related to memories, goals, plans, and decisions.

9. Ask them to think about five goals, actions, or plans they would like to set for their future with history, historians, history stories, and museums. Rotate around the room and help them think about their options and ideas before they begin to write.

Products and Assignments

- Students' goals, actions lists
- Students memory drawings

Extension Activities

N/A

Post Assessment

Repeat the interview you conducted with a random set of students during the pre-assessment (see a copy at the end of this lesson). Compare their pre-assessment and post assessment responses and estimate the level of growth they have undergone for the entire unit. (The rubric at the end of this lesson serves as an assessment for this lesson.)

Debriefing and Reflection Opportunities (10 minutes)

1. Provide time for students to share their plans and ideas with each other. Comment on their plans and give students their work products to take home and share with their parents.
2. Be sure to save enough time to congratulate students on their learning and their accomplishments and to let them know how proud you are of their achievements, work habits, knowledge and skills.

Interview Questions

1. What does the word *history* mean?

2. Can you tell me a history story about something or someone from the past?

3. Can you tell me what historians do? What is their job?

4. Why do you think people learn about history?

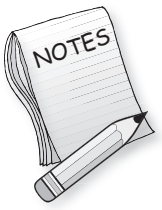
5. Do you like history? What do you like about it?

6. When people talk about history and about things that happened in the past, what do they mean by the "past"?

7. Where do people go or what do they do when they want to learn about history?

8. I am going to show you a picture of an historical object. Can you tell me some questions you might like to ask about this object? (Repeat with pictures of two different historical objects, e.g. a wringer washing machine and a wooden pitchfork.)

9. I am going to show you a picture of an historical object. Can you use the information in the pictures and what you know about objects we use today to make some guess about what this object is, how it was made, and how it was used? (Repeat with pictures of two historical objects, e.g., a Conestoga wagon and a 1920's vintage typewriter.)



Lesson Seven Rubric: What Does History Mean to Me?

Objective	Beginning	Satisfactory	Competent	Proficient
The student can reflect upon his/her own interests about history and demonstrates an appreciation for history in his/her own life.	The student attends to history lessons and presentations and his/her behavior suggests at least topical or temporal interest.	The student can describe his/her present interest in history, historical thinking, museums, or historians.	The student can verbalize his/her specific interest in history. The student acts on his/her interest voluntarily. The student values and appreciates at least some historical topics.	The student can verbalize his/her specific interest in history. The student acts on his/her interest voluntarily, and in a manner that increases his/her proficiency and expertise. The student values and appreciates at least some historical topics.

“Curriculum Map”

Author: Deborah Burns
Curriculum Map: Time, Change, and Continuity in History
Grade Level: K

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
1. History is a collection of people's stories about events, people, places, and things from the past.	CORE 1 hour, 30 minutes	• History stories took place at different times in the past. • Most objects we use today existed in the past in another form.	• History • Stories • Events	• Attend • Listen • Describe	• Time • Continuity • Change	• What does the word *history* mean? • What do historians do? What is their job? • Why do you think people learn about history? • When people talk about history and about things that happened in the past, what do they mean by the "past"? • Where do people go or what do they do when they want to learn about history?
2. We can learn new things about the past by reading and listening to history stories.	CORE/ IDENTITY/ PRACTICE 1 hour	• History is a collection of people's stories about events, people, places, and things from the past. • History stories took place at different times in the past. • History stories often tell about continuity and change over time and the reasons for changes.	• History • Stories • Events • Artifact	• Attend • Listen • Describe	• Time • Continuity • Change	• What is history? • What is the past? • What is an event? • What is an artifact (historical object)? (AID)

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
3. History is a collection of people's stories about events, people, places, and things from the past.	CORE/ AID 1 hour, 30 minutes		• History • Stories	• Attend • Listen • Sequence • Visualize • Retell	• Time • Continuity • Change	• What does a person have to do in order to learn history? • How can I use these ideas and skills? (AID)
4. History stories took place at different times in the past.	CORE/ AID 2-3 hours	• History is a collection of people's stories about events, people, places, and things from the past. • We can learn new things about the past by reading and listening to history stories. • Each generation of people have their own stories about the events in their lifetime. • History stories often tell about continuity and change over time and the reasons for changes.	• History • Stories • Events • Era	• Attend • Listen • Remember • Sequence	• Time • Continuity • Change	• How can a person keep track of history? • How can a person categorize historical eras?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
5. Each generation of people have their own stories about the events in their lifetime.	CONNECTIONS/ AID 3 hours total 2 hours of classroom time, 1 hour of homework	• History is a collection of people's stories about events, people, places, and things from the past. • We can learn new things about the past by reading and listening to history stories. • History stories took place at different times in the past. • Different generations of people have different lifestyles. • History stories help us find similarities and differences, changes, and causes. • History stories often tell about continuity and change over time and the reasons for changes.	• History • Stories • Events • Time • Evidence • Continuity • Change	• Listen • Describe • Ask questions • Make inferences • Compare and contrast • Use evidence • Categorize	• Time • Continuity • Change	• How can a person locate the events of a family story in time and place? • How can a person sequence family stories? • How can a person categorize a family story as an example of time, continuity, and/or change?
6. Historians ask questions, gather evidence, and share their learning with others.	CORE/ PRACTICE/ AID 4 hours total 3 hours of classroom time 1 hour of homework	• Most objects we use today existed in the past in another form. • Museums are one of the places where historians share their knowledge with others.	• Historian • Museum • Curator • Artifact • Question • Evidence • Inference • Conclusion	• Describe • Ask questions • Make Inferences • Use evidence • Categorize • Draw conclusions	• Time • Continuity • Change	• What is a museum? • Why do people build museums? • What is in a museum? • How are museums organized? • What is inside a museum display? • How do people decide what to display in a museum? • Can kids make museum displays? If so, how would they do it? • Why should adults and children visit museums? • What do visitors do in a museum?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
7. History is a collection of people's stories about events, people, places, and things from the past.	IDENTITY/ AID 1 hour	• We can learn new things about the past by reading and listening to history stories. • History stories took place at different times in the past. • Each generation of people have their own stories about the events in their lifetime. • Different generations of people have different lifestyles. • History stories help us find similarities and differences, changes, and causes. • Most objects we use today existed in the past in another form. • History stories often tell about continuity and change over time and the reasons for changes. • Historians ask questions, gather evidence, and share their learning with others. • Museums are one of the places where historians share their knowledge with others.	• Interests • Plans • Goals	• Attend • Listen • Remember • Draw conclusions	• Time • Continuity • Change	• What does history mean to me?

“Materials and Resources List”

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
1	Interview questions (included in lesson)		
2	Easel chart, chart paper, markers (one for each student), crayons (one for each student), blank paper, Three Post-It notes for each student, (optional) Small pictures for the time chart of the following: a birthday candle, an astronaut, a horse and wagon, a Native American, and a dinosaur	*Who Came Down That Road*	
3	Five pictures on large paper that will serve as visual cues for the following thinking skills: attending (a picture of a horse with blinders), listening (a picture of a person cupping his or her ear), sequencing (a picture of a hand and its five fingers), visualizing (a picture of a person with a "thought" bubble above the head), and retelling (a picture of a tape recorder); an 8 x 11 sheet of paper that contains miniature versions of the five drawings and words; scissors for each student; tape cassette player, headphones, easel, markers, chart paper	Three – five brief (2-3 minutes) history stories in text form and in cassette form	
4	Roll paper, rulers, scissors, markers, small pieces of blank paper for drawing or Post-It notes, glue sticks	Six – Eight different picture books that describe historical events or people, especially books that span several generations or even centuries. Suggestions: *Seven Brave Women* by Betsy Hearne, *The Copper Tin Cup* by Carole Lexa Schaefer, *Homeplace* by Anne Shelby, *Amelia and Eleanor Go for a Ride* by Pam Munoz Ryan, *Pompeii... Buried Alive* by Edith Kunhardt, *When I Was Little by* Toyomi Igus, *Peppe the Lamplighter* by Elisa Bartone. (AID) Books on less familiar topics such as the Greeks and Romans, dinosaurs and woolly mammoths, the Gold Rush, westward expansion, etc.	

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher)
5	Map of the United States, blank copy of an historical timeline that covers three to five generations or decades, four 4" x 6" cards for each child	Two picture books, one that illustrates change over time (a good choice is *When I Was Little* by Toyomi Igus) and one that is a good example of the concept of continuity over time (a good choice is *The Copper Tin Cup* by Carole Schaefer)	
6	Photographs of various museums for classroom display, paper, pens, scissors, glue, artifacts donated by parent volunteers, a local historian, a docent to arrange a behind-the-scenes tour of a local museum		Three – five historical artifacts (photographs, tools, documents, etc.) from your own family, two boxes that contain 25-50 piece picture puzzles, a magazine picture of an active scene
7	Blank 8 x 11 paper, picture of an historian at work, picture of a museum, (Use pictures that were used earlier in the unit.), prop that can serve as a pretend microphone and/or television camera, pearl or gray colored balloons as props for crystal balls, blank list with five numbered lines, pencils, crayons, spoons		Hand mirror