

MI OPEN BOOK PROJECT

Families and Schools

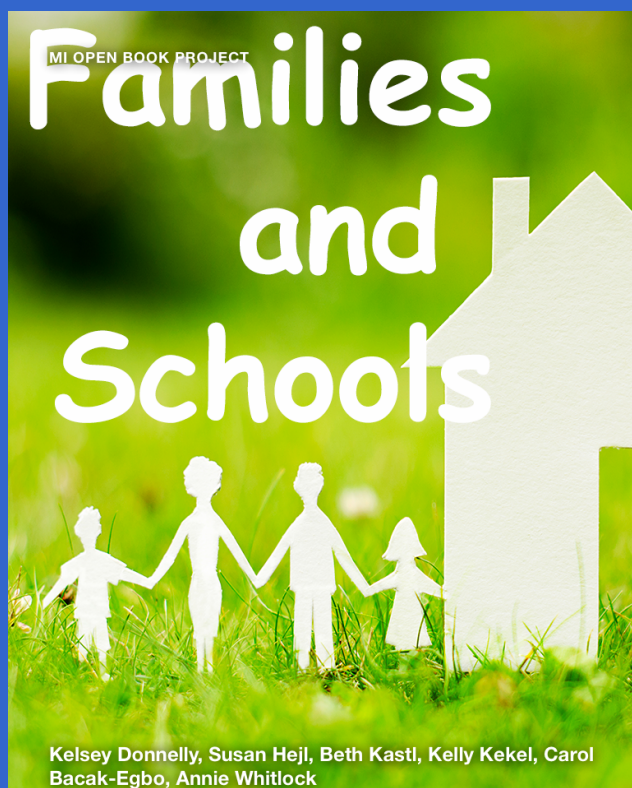


Kelsey Donnelly, Susan Hejl, Beth Kastl, Kelly Kekel, Carol
Bacak-Egbo, Annie McMahon Whitlock

**Families and
Schools**



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This is version 1.0 of this resource, released August 2017.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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About the Authors - Families and Schools



Kelsey Donnelly

Coloma Elementary School

Coloma Public Schools

I graduated from GVSU with degrees in special education and elementary education. I began my career as an educator in Glendale, Arizona working with students with autism and coaching middle school girls flag football. I moved back to Michigan in the winter of 2016 and began working as an elementary resource teacher! When work isn't keeping me busy, I am a big baseball and hockey fan and often you can find me at a sporting event.

Beth Kastl

Floyd M. Jewett Elementary School

Mesick Consolidated Schools

Beth is an elementary teacher from Floyd M. Jewett Elementary school, where she has worked in a variety of grade levels including first and third grade.



Kellie Kekel

Lincoln Elementary School

Bangor Township Schools

Kelly teaches first grade at Lincoln Elementary School in Bangor Township Schools.





Susan Hejl
KND Elementary

Kaleva Norman Dickson

Susan has been a first grade teacher in the Kaleva Norman Dickson School District for 26 years. She earned her Bachelor of Science Degree in Elementary Education from Central Michigan University and a Masters of Arts in Curriculum and Teaching from Michigan State University. Outside of school, Susan enjoys singing, gardening, exercising, kayaking and spending time on the lake.

Annie McMahon Whitlock

Assistant Professor

University of Michigan-Flint

Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Pro-

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Carol Gersmehl - Michigan
Geographic Alliance



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Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.



Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.

Chapter 2

What stories are part of our past, present, and future?

1. What is your family's history?
2. What is our school's history?
3. What are our traditions?



For Teachers

This chapter is all about history. In future grades students begin to learn about the history of our state, our country, and our world. In the early grades however, students learn about history through a much smaller lens. In first grade it's about families.

As with every chapter, we recommend you introduce the compelling question for the chapter with your students before beginning this unit. This grounds students in the focus of what they will be learning about as you move together through each section.

This chapter also provides fantastic opportunities for students to share the diverse traditions a family may celebrate. We have partnered with the Little Traverse Bay Bands of Odawa Indians to include some indigenous cultural traditions in each section. You may wish to add more to the conversation depending on the cultural makeup of your part of the world.



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Section 1

What is your family's history?

For the Teacher

QUESTIONS TO GUIDE INQUIRY

1. What is your family's history?

2. What is our school's history?

3. What are our traditions?

WORDS TO INTRODUCE:

past

present

future

history

artifact

timeline

1 - H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1 - H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 - H2.0.3 Retell in sequence important ideas and details from stories about families or schools.

1 - H2.0.4 Use historical sources (e.g., photos, diaries, oral histories, artifacts and videos) to draw possible conclusions about family

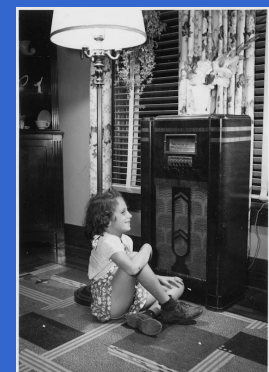
1- H2.0.5 Identify the events or people celebrated during United States national holidays and why we celebrate them.

The very first page of this chapter includes three pictures of telephones. Kids may not know what the older ones are so this is a good place to talk about phones in the past, present and...what they may look like in the future.

There are many possible makeups of a family. Have students drag the people in front of the house to represent their own family.



This whole chapter is a great opportunity to talk to kids about what things were like in the past and compare them today.





The **past** is a time that has already happened. It can be yesterday, long ago or long, long ago.



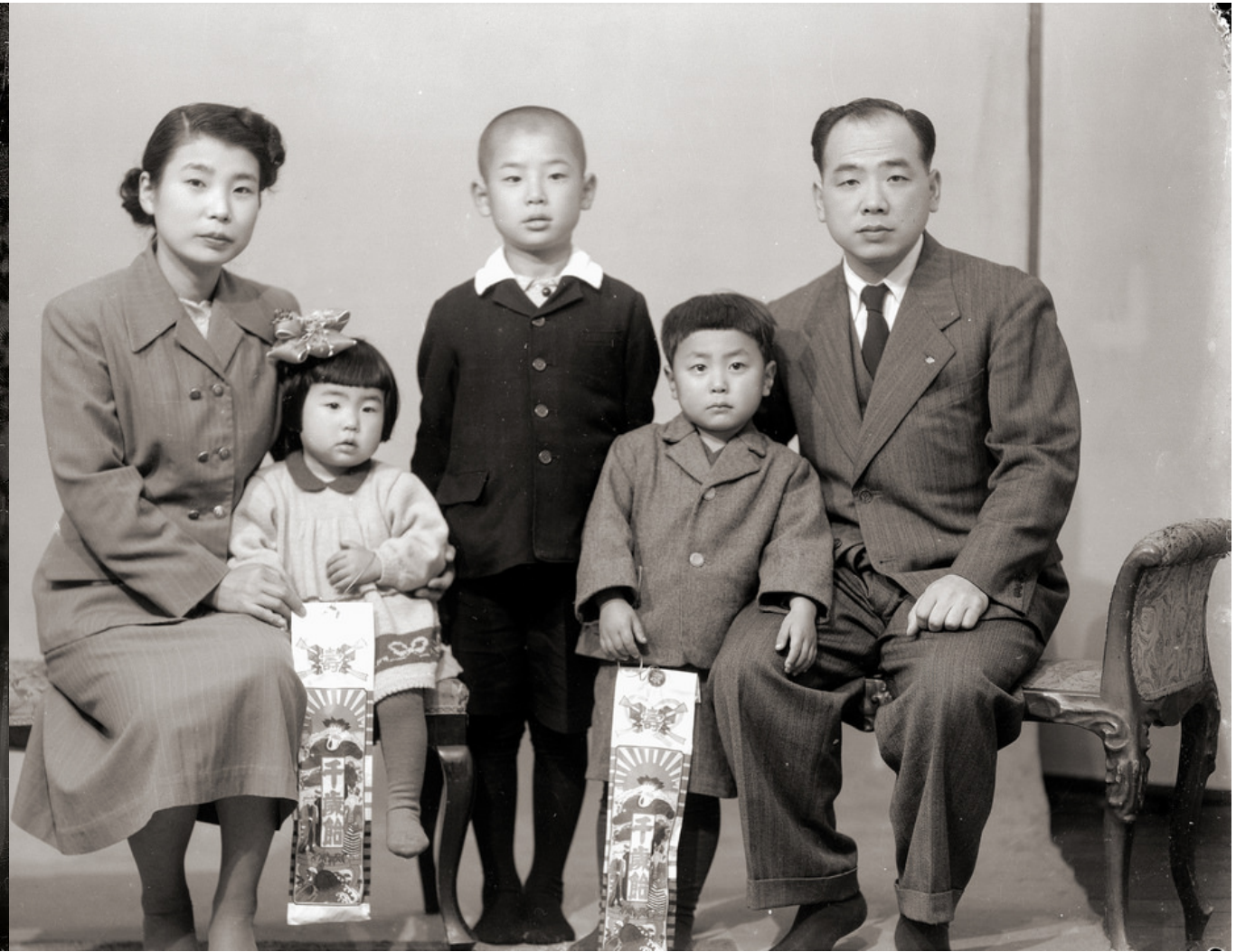
The **present** is right now. It is happening today or at this time in your life.

The **future** is time that has not happened yet. It could be tomorrow or many years from now.



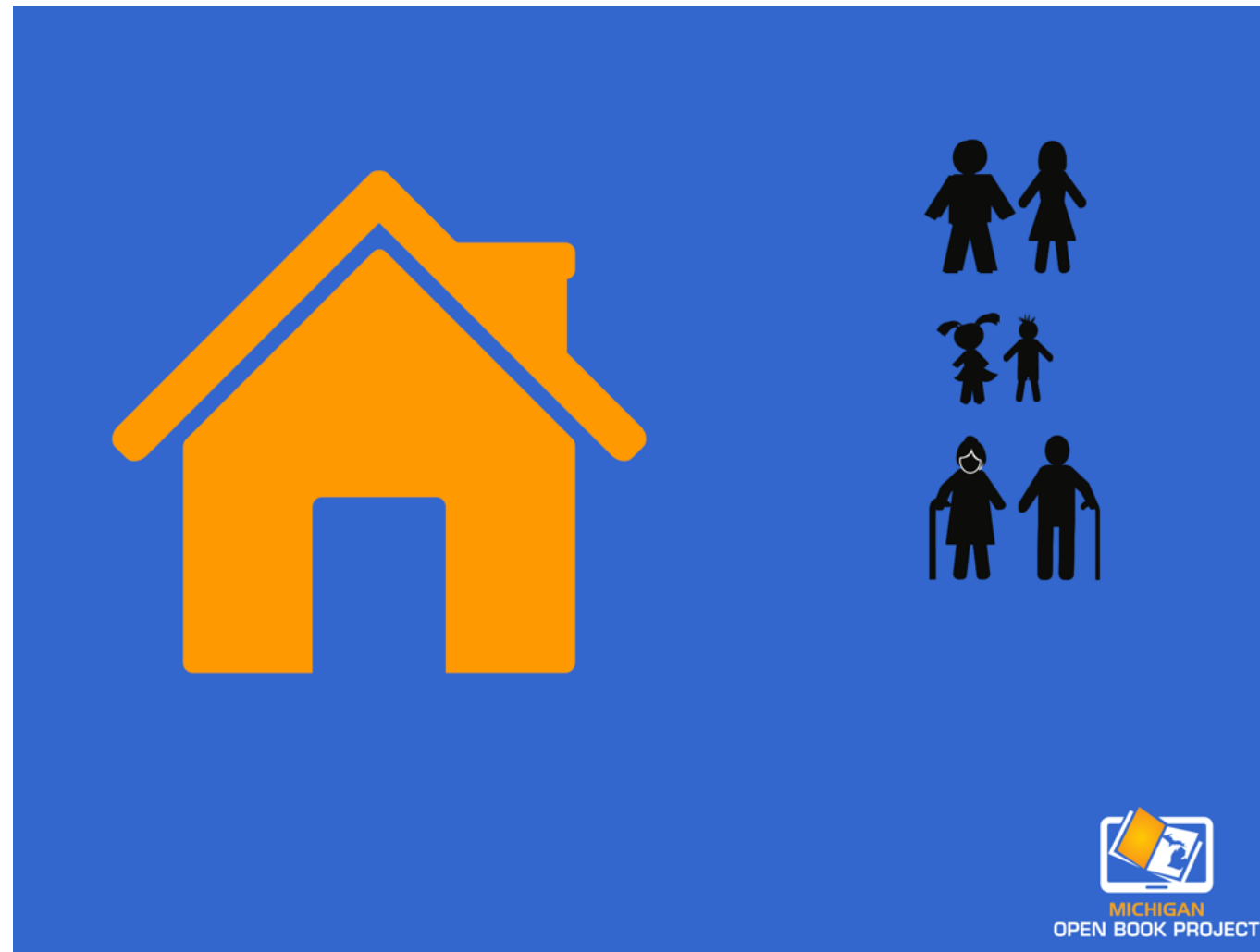


You have a past. We call events that happened in our past our **history**. You have a history.



Your history comes from your family. Everyone's family history is different.

Interactive 2.1 Family Photo Sort



There are many ways to be a family. Who makes up your family?



Your family's history goes back a long, long time. How can you learn about your family history?

We can learn about our family's history in many ways. We can use photographs to learn about life in the past.





You can ask the people in your family to tell you stories about when they were children. You can ask them questions about their past. This is called an interview.



Who could you interview? Think of people older than your parents. What questions could you ask? What could they show you from their past?

Let's create a list of questions that you could ask your family member.

Some questions might be:

WHEN were you born?

WHERE did you grow up?

WHAT did you like to play?

HOW did you get around?

WHAT has changed the most since you were young?



An **artifact** is an item from the past. It is from long ago.



The television above is an artifact. How is it different from televisions today?

An artifact can help us tell about our family's history. Listen to The Keeping Quilt and Patricia Polacco share about one of her family's artifacts. As you listen to the story, pay attention to the colored parts of the story.

Interactive 2.2 The Keeping Quilt Part 1



Interactive 2.3 The Keeping Quilt Part 2



Artifacts can show how life has changed over time.
Family homes have changed over time.



Kitchens have changed over time. Long, long ago, people cooked over open fires.



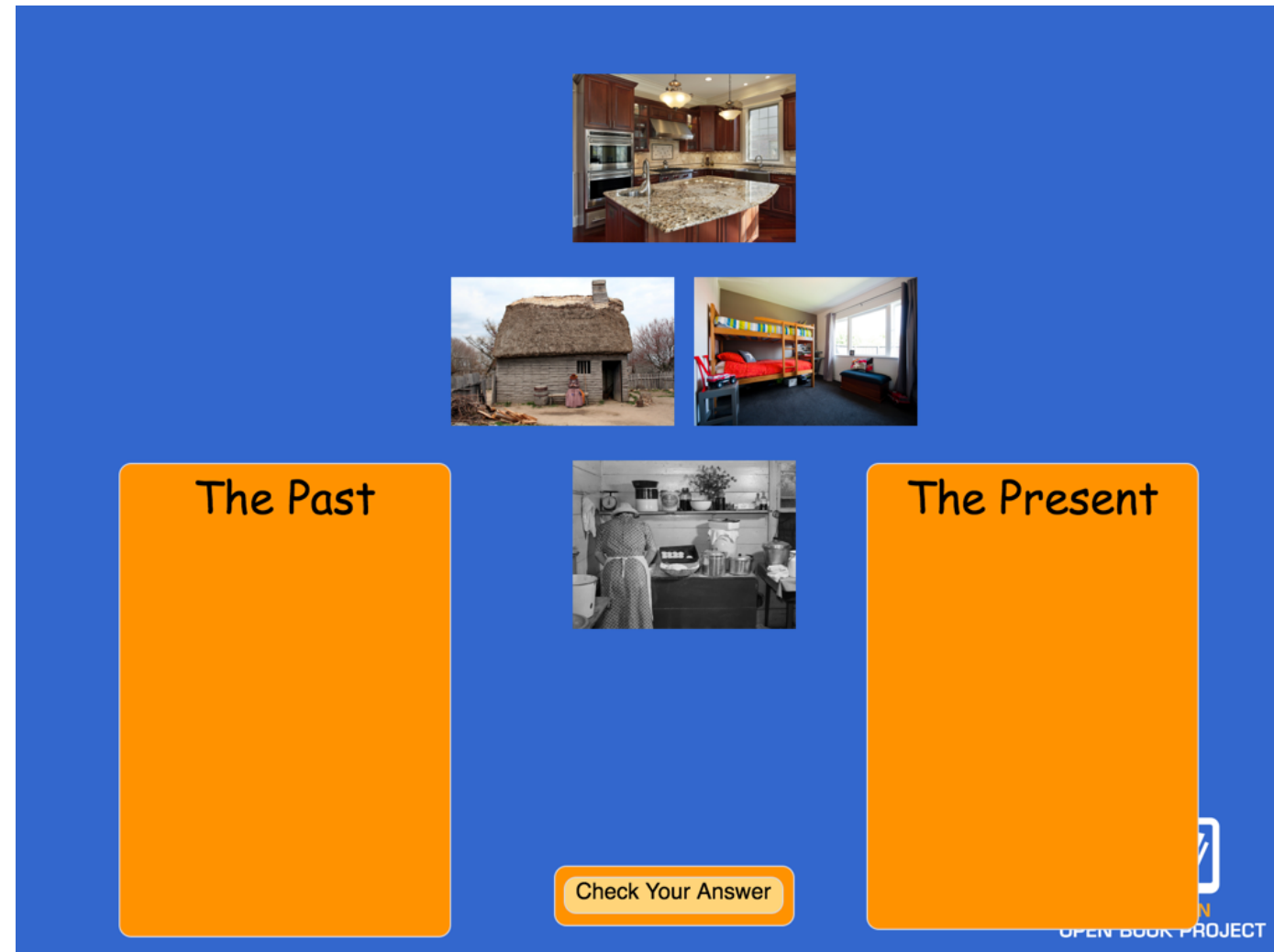
Bedrooms have changed over time. Long, long ago, mattresses were made out of hay or straw.



Bathrooms have changed over time. Long, long ago bathrooms were outside and called outhouses.



Interactive 2.4 Comparing Past and Present



The interface features a blue background with several images and text elements. At the top center is a modern kitchen with dark wood cabinets, a granite countertop, and a stainless steel oven. Below this, on the left, is a small, rustic stone house with a thatched roof. To the right of the stone house is a modern bedroom with a red and blue bunk bed and a window. In the center, between two large orange boxes, is a black and white photograph of a woman in a kitchen. The two large orange boxes are labeled 'The Past' on the left and 'The Present' on the right. At the bottom center is a yellow button with the text 'Check Your Answer'. In the bottom right corner, there is a logo for the 'OPEN BOOK PROJECT'.

The Past

The Present

Check Your Answer

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Can you compare family homes from long ago to today?



You have a history. You have a family. Every family is special.

Over time our families have changed. Isn't it interesting to learn about your history?

You might remember making a **timeline** of your life in Kindergarten. We can put our family's history in a timeline. A timeline is a set of words or pictures that shows events in the order they happened. Let's practice putting a family's events in order.

Interactive 2.5 Yonder


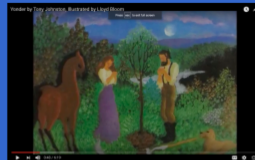



Interactive 2.6 Yonder Timeline


A Farmer Meets His Wife

The Farmer's Daughter gets married

Farmer spends time with his grandchildren



Check Answer


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Have your family help you create your own family timelines like the one below!



My grandma got married

My dad was born

My dad married my mom

I was born!

What is our school's history?

For the Teacher

QUESTIONS TO GUIDE INQUIRY

1. What is your family's history?
2. What is our school's history?
3. What are our traditions?

1 - H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1 - H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 - H2.0.3 Retell in sequence important ideas and details from stories about families or schools.

1 - H2.0.4 Use historical sources (e.g., photos, diaries, oral histories, artifacts and videos) to draw possible conclusions about family

1- H2.0.5 Identify the events or people celebrated during United States national holidays and why we celebrate them.

The Open Book Project partnered with the Little Traverse Bay Bands of Odawa Indians to include the Indigenous perspective in the books.



This video is a great opportunity to compare schools today with schools in the past.

Interactive 2.5 How have schools changed over time?



Writing Connection: Have students write about what they think schools will be like in the future.



A long time ago, children were taught at home, in a small community setting, or went to a one-room schoolhouse.

In one-room schools, there was only one teacher and they would teach every subject to students of all ages.





Some students did not go to a school. They were taught at home.



Some children learned from their people in their community. Community learning was when children would work together with adults to learn a new skill.



In Anishinaabek communities, children learned by watching their family. Their learning started as babies. Babies rode on the parent's back. Many Anishinaabek families still learn this way.

Interactive 2.7 How have schools changed over time?



Watch this video. How have schools changed over time?



Classrooms in the past look much different than our classroom now.



Teachers and students have also changed over time.



Most elementary schools today have different grade levels and one or more teachers at each grade level. Some children are still taught at home. Some children go to school online.



The way we get to school has changed. In the past, many children walked to school or got rides from neighbors. How do you get to school?



School supplies have changed over time. How have these school supplies changed?

Schools have been through many changes. From one-room school houses to big buildings with a lot of classrooms. We don't know what schools will be like in the future. What do you think schools will be like in the future?





Now it is your turn. Write or draw a short story about what you think your future school will look like.

What are our traditions?

For the Teacher



QUESTIONS TO GUIDE INQUIRY

- 1. What is your family’s history?
- 2. What is our school’s history?
- 3. What are our traditions?

WORD TO INTRODUCE

tradition

- 1 - H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- 1 - H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- 1 - H2.0.3 Retell in sequence important ideas and details from stories about families or schools.
- 1 - H2.0.4 Use historical sources (e.g., photos, diaries, oral histories, artifacts and videos)to draw possible conclusions about family
- 1- H2.0.5 Identify the events or people celebrated during United States national holidays and why we celebrate them.

<p>Stop here and talk about traditions in your students families.</p> 	<p>This video showcases a family’s set of traditions. Discuss what students notice after viewing.</p> <div><p>Interactive 2.6 Too Many Tamales</p></div>	<p>Finish the chapter by writing about or drawing a special tradition or celebration students enjoy.</p>
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A **tradition** is something that is always done in your family and school. It's a way we hold on to our history.



Your family may have traditions in how they celebrate holidays. Some families have special meals that they share on birthdays or other holidays.



Attending the local Pow Wow as a family is a tradition in the Anishinaabek tribe.



Many families have other traditions too. Some examples may be celebrating holidays together, reading together, or taking special pictures on the first day of school.



What are some traditions in your family?



Interactive 2.8 Too Many Tamales



Let's listen to the story *Too Many Tamales*. Listen for the family's traditions.



What happened in the story? Can you name some traditions the family had?



Some of our traditions are big celebrations. We celebrate people and events that are important to us. We might eat special food or have special activities.

Traditions are a part of school life too. Your school might have a homecoming. Homecoming is when people celebrate their school pride. We also celebrate the people who have gone to our school.





It is a tradition in the Anishinaabek tribe that during the Homecoming Pow Wow they honor their recent graduates with an "Honor Song."



Our country has traditions too! In our country, we celebrate Independence Day. July 4th is our country's birthday.



On July 4th, you may way watch a parade or have a special bar-b-que. Many people watch fireworks to celebrate our country's birthday.



Celebrating Independence Day is another way to show pride, or patriotism, for our country.



Celebrating special events and people can be fun! Stop and draw what tradition or special celebration you enjoy.

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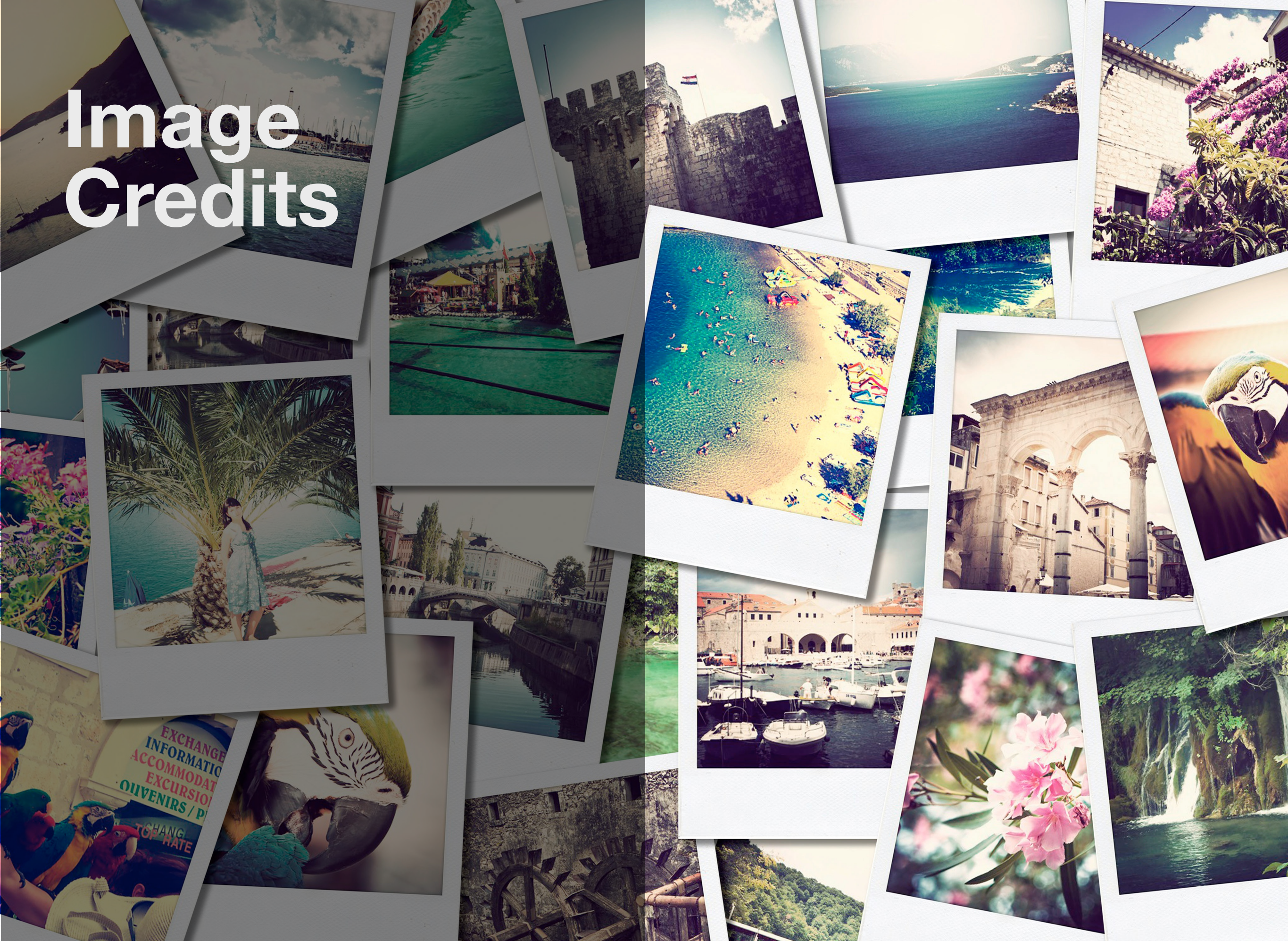


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