

FLCHE-TPS Lesson 1 Grade 1

Picturing Holidays in the Classroom

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ol style="list-style-type: none">1. Primary sources can tell us about the past.2. Holidays are part of classroom instruction.	
<u>Essential Questions:</u> <ul style="list-style-type: none">• How can primary sources (photograph) tell us about how children learned about holidays in their classrooms?• How have children learning stayed the same or changed over time?	
<u>Vocabulary/Targeted Skills:</u> <p>Primary source, photograph, holiday, celebrate, celebration, Thanksgiving, Pilgrims, log cabin, classroom, teacher, students, Chinese New Year</p>	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> <ul style="list-style-type: none">• Students will identify visual evidence in photographs that shows how students learned about holidays over time.• Students will create their own primary source (photograph of them learning about a holiday) and design a title/caption for this primary source.	
<u>Lesson:</u> Picturing Holidays in the Classroom	<u>Time:</u> 60-90 mins
<u>Standard(s):</u> <p><u>Social Studies Standards:</u></p> <ul style="list-style-type: none">• SS.1.A.1.1: Develop and understanding of a primary source.• SS.1.A.2.2: Compare life now with life in the past.• SS.1.A.2.3: Identify celebrations ad national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. <p><u>Language Arts Standards:</u></p> <ul style="list-style-type: none">• LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details of a text.• LAFS.K.RI.1.2. With prompting and support, identify the main topic and retell key details of a text.• LAFS.K.RI.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	

- LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Assessment/Evaluation (for this lesson):

Students will create their own primary source documenting them learning about their favorite holiday.

Reading Materials/Primary Source links:

<https://www.loc.gov/resource/cph.3c38998/> Teacher showing students Native American handicrafts at a school in Washington, D.C.

<https://www.loc.gov/resource/cph.3c23937/> Thanksgiving Day lesson at Whittier.

<https://www.loc.gov/item/2014649253/> Nothing like a New Year's party

Suggested Procedures:

1. Tell students that today they will use photographs to guess what holidays the children featured are celebrating in their classrooms. Many holidays in the United States are celebrated to understand our county's history and honor the people (and their culture) who live in the United States.
2. Ask students to brainstorm a list of every holiday that they have been taught about in school. Use a calendar if necessary, and record responses based on the months of the year. To provide additional context, play the following video about holidays that are celebrated in the United States <https://www.youtube.com/watch?v=XyMBvHiErhA>
3. As students to describe how lessons were taught to them. *What materials and content do they remember was used to teach them about the holiday?* If possible, prepare any artifacts or photographs of students learning these lessons. If you have artifacts/photographs, these are considered primary sources and would be a very powerful teaching tool for this lesson. *What does this evidence suggest about the holiday? Why do these materials match the holiday being taught?* For example, teaching about Thanksgiving might include projects on Pilgrims, while images of U.S. presidents may reflect President's Day. *How did the students conclude that this evidence matches the holiday?*
4. If you feel that your students require additional background knowledge on Thanksgiving and the Chinese New Year, play each of the following videos for context: Thanksgiving: https://www.youtube.com/watch?v=Yh_0t4EcsjE
Chinese New Year: https://www.youtube.com/watch?v=u-R-aIq3_E
You could also decide to challenge the students first, and use the videos after students grapple with each of the primary sources.
5. As a warm up to analyzing the two photographs of students studying a holiday in their classroom, display the following primary source of a teacher using Native American artifacts: <https://www.loc.gov/resource/cph.3c38998/>. Have students identify what they

see in the image. *Who is in the photograph? What are they wearing? What are they doing? What objects are present? What might these objects tell us about where the people are and what they are doing?* Engage students in a discussion that involves the knowing that the students are learning about the Native American culture. Remind students that objects in the photograph show evidence of what the people (students) are doing (learning). Remind students that they will analyze two similar photographs that show evidence of holidays that are being taught in classrooms in the past.

6. Prepare hard copies of each of the two photographs:
<https://www.loc.gov/resource/cph.3c23937/> and <https://www.loc.gov/item/2014649253/>
Have students identify what they see in each image. *Who is in the photograph? What are they wearing? What are they doing? What objects are present? What might these objects tell us about where the people are and what they are doing?*
7. Students will most likely realize that each of the photographs shows children with a teacher or in a classroom, but may not recognize the holiday. Prompt students to use the evidence in the photographs to guess which holidays are featured.
Evidence for Thanksgiving: model log cabin, faux snow, wispy brush, blackboard reads: The Landing of the Pilgrim Fathers (would need to be read but students may recognize the term Pilgrims.
Evidence for Chinese New Year: paper party hats with Chinese script, lanterns hanging from ceiling, students appear to be Asian
8. Ask students to think about how students learn in a classroom. *Do they think these classrooms reflect classrooms like theirs? Why or why not?* Record these ideas. *What evidence in either of the pictures reminds them of their classrooms, and what is different?* Tell students that the Thanksgiving Lesson was taught over 100 years ago. Do they think that learning about Thanksgiving was important to children in 1899 (or in the past?) What makes them think that?
9. Close the lesson by having students decide what their favorite holiday is to learn about in school. Have them decide on one object, artifact, decoration, etc. that best represents this holiday. Have them create this artifact and take a photograph of them involved in this process.
10. Print out this photograph and write a title or caption including who, when, where, and what is occurring in the photograph. Design a bulletin board or display with all photographs, including each of the primary sources used in the lesson. Remind students that despite when a photograph is taken, it is a primary source.

Extensions:

1. If not already noted, ask students to describe the students in the photographs. What do they notice? (African Americans/Asian Americans) Ask students to describe the students in their classroom. *How is this demographic similar or different to those featured in 1899 and 1967?*
2. Display a map and show students where Hampton, Virginia and Chinatown in New York City are located. Have them describe these locations with respect to Sarasota,

Florida using cardinal directions: north, south, east, west. Then have the describe what these locations may have in common and what differences exist.