

FLCHE-TPS Lesson 1 Kindergarten

Florida Children: Placing the Past

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

Enduring Understandings: <ul style="list-style-type: none">• Climate affects what people wear.• Climate affects vegetation.• Habits, customs, traditions can stay the same or change over time.	
Essential Questions: <ul style="list-style-type: none">• How can a primary source (photograph) tell us about the location and activity of a child featured in the source?• How can location affect the habits of children?• In what ways does climate affect how people interactive with where they live?• How can using primary sources across time show us how the lives of children have changed or stayed the same?	
Vocabulary/Targeted Skills: Primary source, Florida, children, history, past, climate, plants, land, vegetation, school, church	
Unit Assessment/Culminating Unit Activity/Success Criteria: Students will create a Venn diagram identifying similarities and differences between each of the two primary sources. (Can be teacher scribed)	
Lesson: Florida Children: Placing the Past	Time: Two 20-25 sessions (45 minutes)
Standard(s): <u>Social Studies Standards:</u> <ul style="list-style-type: none">• SS.K.A.1.2 Develop an awareness of a primary source.• SS.K.A.2.1 Compare children and families of today with those in past.• SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment <u>Language Arts Standards:</u> <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.

Content Purpose:

Students will use a primary source to understand lives of children.

Assessment/Evaluation (for this lesson):

- Close read of primary sources and identifying weather conditions and daily habits of children
- Class discussions

Reading Materials/Primary Source links:

- Primary Source: <http://loc.gov/pictures/resource/fsa.8d25468/> Daytona Beach, Florida: Young boy on his way to church on Sunday morning
- Primary Source: Any picture taken of any child on their way to an activity (first day of school, church, dining, vacation, etc.)

Suggested Procedures:

Session One: 20-25 minutes

It has been suggested to reverse the order of each session. You could also start with step 8 and close with the more contemporary photograph.

1. **BEFORE THE LESSON:** Take/find a photograph of a child (in your class, on campus, from your family) going to an activity (preferable outdoors). Have this photograph available digitally and with a time stamp.
2. Tell students that they are going to look at different pictures of children in Florida. Each of these pictures are classified as primary sources. This means the source was created by someone who was there at the time, in this case of the photograph being taken.
3. Provide the photograph of a child going to an activity that you have taken. This can be taken of anyone at any time, but preferably a child in the last few years (to provide a contrast to the photo taken in 1943).
4. Examine the photograph in quadrants. Cover up one fourth of the photograph. Ask students to identify what they see. Prompt them to look for both human and environmental features. Unveil $\frac{1}{4}$ of the photograph and repeat the same questions. After each fourth is revealed, ask students to identify features they have stayed the same and now are different.
5. Once the photograph is completely revealed, *ask students where this child was (at school, restaurant, outdoor event, etc.) and where the child was going. What made them think that?*

6. Tell students where and then the photograph was taken. Show this location on a map which month the photograph was taken.
7. Return to the photograph you provided. Have the students reexamine (close read) the primary source and identify what the child is wearing, and any geographic/environmental features present in the photograph. *Prompt students to think about how where people are going (attending an activity) can be evidenced by how a person is dressed, where they are located, and the date of the activity.* Model this with how they came to the conclusions of the photograph you provided.

Session Two: 20-25 minutes

8. Provide students the primary source <http://loc.gov/pictures/resource/fsa.8d25468/> taken of a young boy on his way to church in Daytona Beach in 1943. Repeat many of the same questioning techniques from the first source. *What do you see? Where is this child? What is he wearing? Where is he going? How is where he is going determine what he is wearing?.* Because this photograph focuses more on the environment, have students identify the palm trees and large brush and dirt road. *Can students identify this photo was taken in Florida? Why? Does this photograph appear to be something from the present (as in the first source) or the past? What makes you think that?*
9. Tell students that this photograph was taken in Daytona Beach, Florida in February 1943. Show the location of Daytona Beach, Florida on a map. Because the child is dressed more formally, they may deduce he is heading somewhere in a building, as opposed out to play. Talk about weather conditions in Florida as also influencing his attire. *Would he wear the same kind of outfit going to church in July? Why or why not?* (Because he is going to church in 1943, it is likely he is going to wear the same outfit, but it is fun to think of outfits children wear in Florida at different times of the year)
10. Place each photograph side by side. Allow students to annotate similarities they see between each photograph. Record these similarities in a Venn diagram.
11. End the lesson by reminding students that even though these photographs were taken many years apart, knowing the time of year and geographic location, can tell a lot about the lives of children. Even though things have happened in the past, many habits or traditions remain the same. Looking at photographs are a powerful tool in understanding how people lived and understanding what things remain the same, and what things may have changed. Invite children to continue asking questions about the photographs and how they arrived at their thinking.

Extensions:

1. Repeat the process with other photographs of children from Florida. The following link show children playing in Eatonville in 1935.
<http://loc.gov/pictures/resource/ppmsc.00389/> and
<http://www.loc.gov/pictures/resource/cph.3a01611/>

Although it may not be as obvious this is Florida, or a state in the south, there are some environmental and clothing features present. Because these photographs show children playing, engage students in a discussion of what they might be playing. What makes them think that? What questions would they ask the children? What don't they know that they wish they did?

2. Present a map of Florida and identify the locations of Daytona Beach and Eatonville. Talk about their locations with respect to each other and within the state. Use words such as north, south, east, wide, coast, etc. to denote similarities and differences within these two places.