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## **Primary Sources: My Family Then and Now**

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (8 pages)
- Photograph Card** (2 pages)
- Primary Source Document** (1 page)

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— PRIMARY SOURCES —

# My Family

Then and Now



# Table of Contents

<b>How to Use This Product</b> . . . . .	<b>3</b>	<b>How Families Earn Money</b>	
<b>Introduction to Primary Sources</b> . . . . .	<b>5</b>	<b>Then and Now</b>	
<b>Family Traditions Then and Now</b>		Lesson Plan . . . . .	48
Lesson Plan . . . . .	8	Background Information for Teachers . . . . .	51
Background Information for Teachers . . . . .	11	Background Information for Students . . . . .	53
Background Information for Students . . . . .	13	Home-School Connection Letter . . . . .	55
Home-School Connection Letter . . . . .	15	<b>Families Work Together</b>	
<b>Homes Then and Now</b>		<b>Then and Now</b>	
Lesson Plan . . . . .	16	Lesson Plan . . . . .	56
Background Information for Teachers . . . . .	19	Background Information for Teachers . . . . .	59
Background Information for Students . . . . .	21	Background Information for Students . . . . .	61
Home-School Connection Letter . . . . .	23	Home-School Connection Letter . . . . .	63
<b>Holidays and Celebrations</b>		<b>Family Recreation Then and Now</b>	
<b>Then and Now</b>		Lesson Plan . . . . .	64
Lesson Plan . . . . .	24	Background Information for Teachers . . . . .	67
Background Information for Teachers . . . . .	27	Background Information for Students . . . . .	69
Background Information for Students . . . . .	29	Home-School Connection Letter . . . . .	71
Home-School Connection Letter . . . . .	31	<b>Document-Based Assessments</b>	
<b>Family History Then and Now</b>		Celebrating Holidays . . . . .	72
Lesson Plan . . . . .	32	Family Vacations at the Beach . . . . .	73
Background Information for Teachers . . . . .	35	Family Postcards . . . . .	74
Background Information for Students . . . . .	37	Families Having Fun . . . . .	75
Home-School Connection Letter . . . . .	39	Families and Their Animals . . . . .	76
<b>Cultural Heritage Then and Now</b>		Family Meals . . . . .	77
Lesson Plan . . . . .	40	<b>About Your CD</b> . . . . .	<b>78</b>
Background Information for Teachers . . . . .	43	<b>Answer Key</b> . . . . .	<b>80</b>
Background Information for Students . . . . .	45		
Home-School Connection Letter . . . . .	47		

# How to Use This Product

Students make deeper, stronger, longer-lasting connections to new information when given a way to attach that information to something they already know. While primary-age students' experiences are often limited, they do have considerable knowledge of the places and people within their families. Teachers can use this knowledge to help students begin to make sense of the world and make the past come alive.

This product includes a teacher's guide, a set of eight photograph cards, a set of eight primary source facsimiles, and a CD. Students can compare and contrast the photographs and then study the facsimiles as they begin to build an understanding of the past. Suggested questions will activate prior knowledge, and student passages will help start class discussions. Graphic organizers are included for post-discussion reflections. While the lessons have similar structures, each lesson is unique and can be taught independently or in combination with the other lessons.

Students will be practicing observation skills and learning about making comparisons in this unit. They will be purposefully thinking about families, and they will be introduced to the idea of change over time. Students will learn how to organize their thinking, and they will practice communicating their thoughts to others. Learning these skills takes time and consistent instruction, and students will have repeated chances to practice them. While they may become familiar with the routine of these lessons, students will continue to be challenged in their thinking by the considerable content and engaging activities.

## The Teacher's Guide

In this teacher's guide, you will find two lessons in each of the eight main sections—one to accompany the photograph card and one to accompany the facsimile. There is an informational passage written for the students for each primary source and one written for you. Photograph card and facsimile lessons can be taught in tandem or independently. The assessments in the back of the book can be used at any time throughout this unit to assess student learning. If you wish to incorporate these topics into other curriculum areas or expand student learning with additional experiences, you may use the content-area connections provided with each lesson. These optional extension projects and activities will require materials not included in this kit and additional preparation time. At the end of each lesson, a list of read-aloud titles is provided for your reference.

Standards for each lesson were taken from the National Council for the Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*). Student objectives describe the skill(s) students will perform and how learning will be demonstrated.

Copies of the student passages are included in this teacher's guide. Students will be familiar with the text after having read the back of the photograph card in class, which makes these passages especially good for reading practice. You may wish to use copies of the now-familiar text for guided reading lessons, phonics skills development, fluency lessons, or take-home reading material.

# How to Use This Product *(cont.)*

## Photograph Cards

Each photograph card has two photographs—one recent picture and one picture from the past. Students will practice comparing and contrasting with these two photos and begin their exploration of past, present, and future. These photographs can be used to begin a class discussion of each topic. On the back of each card is a passage for students to read, think about, and discuss. (This passage can also be found in the teacher’s guide.) There is also a graphic organizer to help students organize their thoughts and ideas. You may use the graphic organizers during or after discussions, depending upon the needs of their students.

## The Facsimile Primary Sources

Each topic also includes a facsimile of a primary source for students to handle, observe, and discuss. The facsimiles are authentic-looking reproductions and serve as complementary primary sources to the photograph cards.

## The Home-School Connection Letters

At the end of each section, you will find a letter to send home that explains the topic of study and a homework assignment. These letters can be used as a connection between what you are doing in the classroom and the students’ homes.

## The Teacher Resource CD

The CD has the photographs, facsimiles, and additional documents and/or photographs about the topics to enrich the lessons. See pages 78–79 for more information about the files on the CD.

## Objectives of This Unit

Students will learn how to:

- make observations
- organize ideas and information
- express thoughts using new vocabulary
- work in a variety of group situations
- compare and contrast
- appreciate the members of their families

Teachers will enhance the lessons by:

- repeating graphic organizer skills
- modeling discussion forums
- promoting higher-level thinking
- meeting curriculum standards
- engaging students of all ability levels
- bringing families into the classroom

# Cultural Heritage Then and Now

## Standards/Objectives

- Students will give examples and describe the importance of cultural unity and diversity within and across groups. (NCSS)
- **Part A:** Students will learn about examples of cultural heritage and how various groups maintain their own cultural heritages.
- **Part B:** Students will become familiar with a geographical area that is rich in cultural heritage.

## Materials

*Cultural Heritage* photograph card and facsimile; Copies of the student reproducibles (pages 45–47); Large copy of the web frame written on the board (from the back of the photograph card); For optional use: Hawaiian music on a CD player

### Part A: The Photograph Card

#### Discussion Questions

Activate prior knowledge by asking students if they ever dance, and if so, how they dance. Let a few students show how they dance.

**Then Photograph:** Begin by showing students the photograph. Give them time to study the picture. Then, ask the following questions:

- Why are these ladies dressed like this?
- What do you think these ladies are going to do next?
- One instrument is a guitar. How do you think the other instrument in the picture is played?

**Now Photograph:** Show students the recent picture. Then, ask the following questions:

- What are these girls doing?
- What kind of weather are they having? How do you know?
- How would you feel if you were in this picture?

#### Using the Primary Source

1. Have the students sit around you on the floor. Share the two photographs with them one at a time, asking the questions above. Share information you learned by reading the background information for the teacher, *Hula Heritage* (page 43).
2. Read the background information for the students from the back of the photograph card as the students view the two photographs on the front of the card. If you would prefer, you can give students copies of *Dancing a Story* (page 45), which includes the photographs and the student background information.

# Cultural Heritage Then and Now *(cont.)*

## Part A: The Photograph Card *(cont.)*

### Using the Primary Source *(cont.)*

3. Begin a discussion based on pictures and the information that you have just read on the photograph card. Ask the students how they could tell stories using just their hands. Have several students demonstrate their ideas. As a class, think of a simple story that could be told through hand movements. If possible, include fish, the ocean, the sky, trees, and birds. You could invite someone who knows the hula to visit and instruct the students.
4. If possible, play Hawaiian music and explain that while the hands tell a story, the dancer's feet and hips move in rhythm with the music. Tell the students that hula dancers move their hips and hands separately, and it takes coordination and practice. Invite the class to move to the music as if they were doing a hula dance.
5. Not much has changed about the hula or its dancers over time. On the board, draw a large web like the one on the back of the photo card. As a class, show what the students have learned about hula dancing by filling in the web that includes characteristics of both the old hula picture and the hula picture from today.

## Part B: The Facsimile

### Discussion Questions

Allow students to closely study the map on the facsimile. If possible, project the map from a computer. If not, explain that the map is part of a webpage and is interactive (<http://www.wildonions.org/NeighborhoodsMap.htm>). If they were viewing the webpage on a computer, they would be able to click the name of a neighborhood. Doing this would provide them with more information on that part of Chicago. Make sure students understand that because this map is taken from a webpage, it may not be an entirely accurate source. There could be misspellings and the neighborhood boundaries may not be exact. After all the students have had a chance to look at the map, ask the following questions:

- Can you find the neighborhood of Little Italy?
- What kinds of food do you think they serve in Chinatown?
- Where would you like to visit? Why?

### Using the Primary Source

1. Begin by having the students define a neighborhood. Ask them to describe their neighborhoods and their neighbors. Tell them that the map shows neighborhoods in the city of Chicago, Illinois, and provides information on each neighborhood. Show students the postcard images on the map and tell them that each neighborhood has a small picture of something from that neighborhood.
2. Next, read *Cultural Places* (page 46) and talk about ways that cultural heritage is evidenced. Include information from *Honoring Cultural Heritage—A City of Diversity* (page 44).

# Cultural Heritage Then and Now *(cont.)*

## Part B: The Facsimile *(cont.)*

### Using the Primary Source *(cont.)*

3. Tell students that some cities like Chicago are very old. Long ago, many people moved there from other countries. They did not know the English language. They spoke languages from their countries. So, they gathered in neighborhoods where people spoke their languages. This is how places like Little Italy and Chinatown came to be.
4. Share information about your cultural heritage. Where did your ancestors come from? What kinds of things does your family do to celebrate that heritage? As you begin to share, some students might make connections with what their families do to celebrate their cultural heritages.
5. Tell students that the class will have a cultural heritage fair that features the cultures represented in the class. Tell them that each of them will be responsible for sharing something that represents his or her cultural heritage. Explain that they will need their parents' help with this and that their parents will be invited to the event.

## Part C: Connecting to Primary Sources

### Home-School Connection

- Give students copies of the *Cultural Heritage Home-School Connection Letter* (page 47). Explain the assignment to the students and answer any questions. Have students fill in their parents' names and the date at the tops of their letters. Then, they should sign the bottoms of the letters.

### Content-Area Connections

- **Art Connection**—Have students explore various types of ethnic art. Chinese calligraphy and African art are just two examples. Most of this ethnic art can be found on the Internet or in books. Let students make posters that show the different kinds of art and hang them around the room.
- **Mathematics Connection**—Have students create a graph that shows the different cultural heritages in the classroom. Students can create individual graphs if you place the numbers on the board. Or, this can be done on large paper for display. Students can come up and shade in their cultural heritage backgrounds.
- **Music Connection**—As a class, play various types of ethnic music, and learn cultural dances to go with the music.

### Read-Aloud Titles

- *Estela's Swap* by Alexis O'Neill
- *Chinatown* by William Low
- *An Amish Year* by Richard Ammon



# Hula Heritage

## Photograph Background Information for the Teacher

The hula is a unique way that Hawaiians tell stories about their islands, their history, and their culture. The hula is an old dance that began as part of Hawaiian religious ceremonies. Dancers tell stories of the island world through the movements of their hands and the words of the chants that accompany their movements. Hand movements used in the hula are a form of sign language in which each motion represents a word or a thought. The stories that are told through the hula include myths and legends, stories about the history of the islands, and life on the islands. When missionaries came to the Hawaiian Islands in the 1830s, they saw the islanders dancing the hula and thought it was shocking. They banned the hula for about 50 years, although some people still danced it secretly. In the late 1800s, King David Kalakaua reinstated the hula when he formed his own hula troupe and encouraged them to learn the old hula.

*Hula kahiko* is the name of the old-style hula in which the dancers dress in traditional costumes. Traditional costumes consist of flower leis on the head and shoulders, a skirt (or pau) that is made out of tapa, which is the inner bark of trees, and anklets (or kupea) that are made of dog-teeth or whale bones. Traditional dancers moved to the beating of drums and shaking of gourds, accompanied by chants.

The modern-style hula is called *hula auana*. Modern hula is accompanied by ukuleles, guitars, and drums. Hawaiian music today includes melodic songs, often with lyrics about the islands. Dancers today wear a variety of imaginative costumes.

The old picture on the photograph card is of dancers accompanied by a guitar and a drum. The modern-day picture shows children learning the hula so that they will be able to pass on their cultural heritage.



Hula dancers perform at a luau in Hawaii.

Courtesy of Neri Garcia



# Honoring Cultural Heritage— A City of Diversity

## Facsimile Background Information for the Teacher

Chicago, Illinois, is a city rich in cultural heritage. Originally an Algonquian Indian territory, it was incorporated as a city in 1833. In the early 1900s, Chicago was the destination of many immigrants from around the world. During the Great Migration that started in 1910, masses of African Americans arrived in Chicago from the southern states seeking employment, education, and freedom from racism. In the late 1800s and early 1900s, immigrants came from Europe, Asia, and Mexico and settled in ethnic neighborhoods that are rich in cultural traditions. Neighborhoods of Irish, Polish, Italian, Greek, Asian, and Spanish people established themselves within the growing city, and each maintained its own cultural heritage. Even today, ethnic neighborhoods thrive in Chicago and are interesting places to visit and experience ethnic architecture, shopping, and food.

Built on the shores of Lake Michigan and the Chicago River, Chicago is a unique city. The water makes it highly accessible. So, it is a hub of transportation with shipping and railroads. By 1857, it was the largest city in the Northwest. Between 1870 and 1900, it was the fastest growing city in human history with a population of 1.7 million people. Chicago was the first city in the United States to develop a comprehensive sewer system, build a skyscraper, and set up a controlled nuclear reaction for the top-secret Manhattan Project in 1942. Throughout all of its growth, Chicago has maintained its ethnic diversity. Its cultural heritage has been valued and preserved.

The map of Chicago shows the diversity of its neighborhoods. Included are images from the various neighborhoods that highlight each neighborhood's unique features. This map shows its ethnic population, shopping experiences, homes, and restaurants. Some neighborhoods, such as Chinatown, Little Italy, Greek West Town Loop, and Polish Village are ethnically defined by name. Regardless of name, most neighborhoods are culturally rich in history and tradition.



Chicago skyline

Jothi Pallikkathayil/  
Shutterstock, Inc.

# Dancing a Story

## Hula Then

The Granger Collection, New York



Corbis

## Hula Now

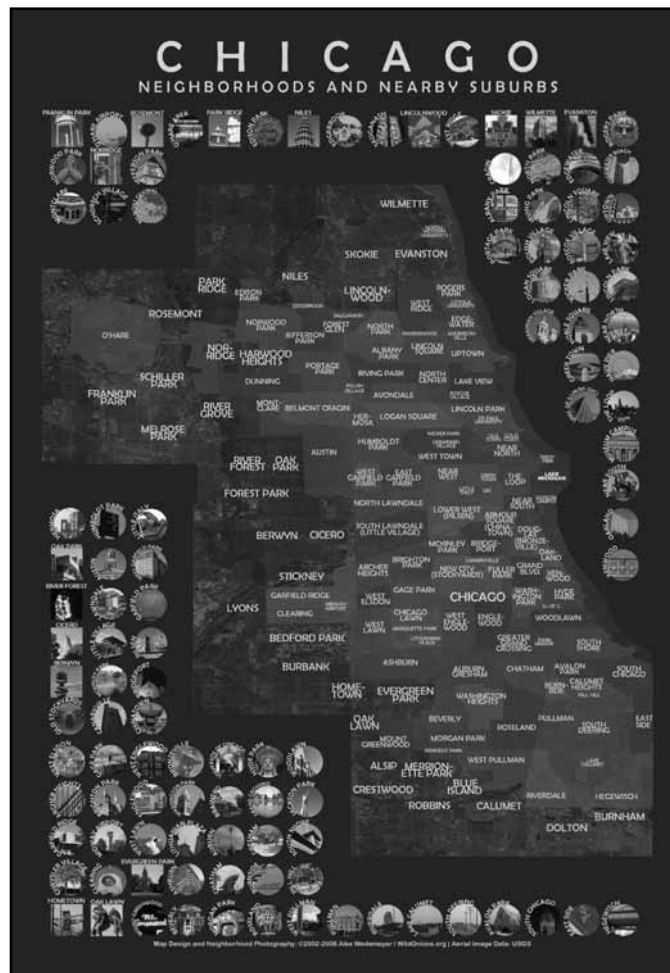
Culture is the way that people think and live. It is how they do things. Culture is music, art, and dance, too.

The hula is a Hawaiian dance. It is part of the culture. In the hula, dancers tell stories by moving. They move their hands. They move their bodies, too.

The hula is an old dance. It has been done for hundreds of years. Long ago, dancers moved to the beat of big drums. The dancers wear strings of flowers around their necks. They are called leis.

In Hawaii, children go to hula school. They wear colorful skirts and tops. They learn the dance. They keep their culture alive.

# Cultural Places



Alex Wedemeyer

A tradition is something you do over and over. What you eat may be a tradition. So is how you speak. Traditions are a part of your culture.

Where did your family come from? Where you come from is part of your culture. Long ago, families came to America. They looked for others who spoke their language. They wanted to live together. They formed neighborhoods. They kept their culture. They kept their traditions. They also made new ones.

Chicago is a big city. It has people from all over the world. There are many neighborhoods. Each one has its own culture.

# Cultural Heritage Home-School Connection Letter

---

(Date)

Dear \_\_\_\_\_,

I am learning about cultural heritage in school. I learned that people come from different cultures. Cultural heritage is where families are from. It is also how families grow up. Cultural heritage is an important part of family life.

Culture is many things. It is art, music, dance, food, and customs. Cultural heritage makes people interesting. It also connects them with other people who have the same backgrounds. I learned that cultural heritage is something to be proud of. Often, people with the same cultural heritage live close to one another. It is fun to meet people and learn about their cultures.

We learned about the Hawaiian culture. We learned about the hula dance. The hula is part of the Hawaiian culture. When hula dancers dance, they use their hands and music to tell stories. There are hula schools that teach children to dance the hula.

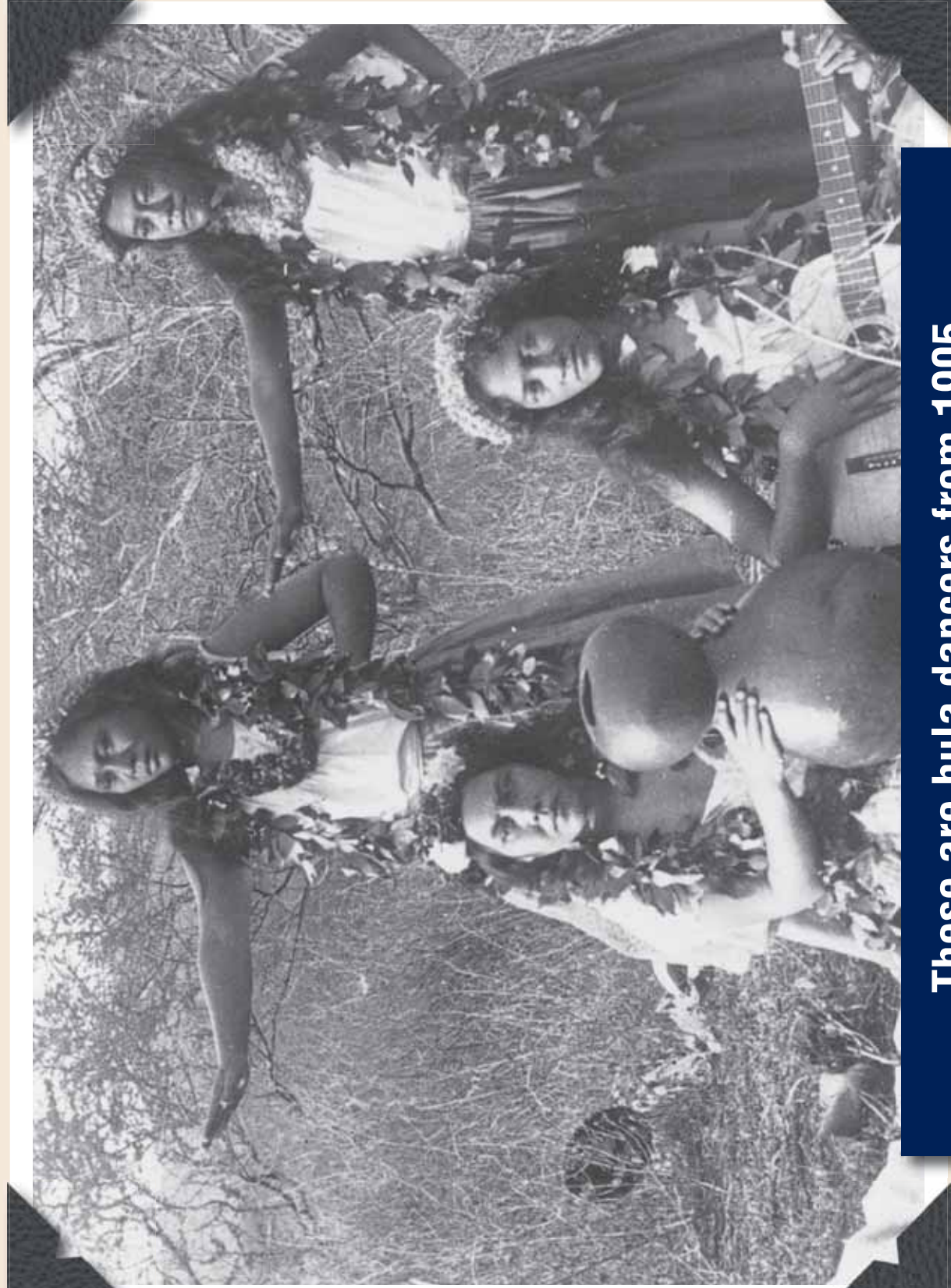
Our class is going to have a cultural heritage fair. The fair will let me tell about my family's culture. We need to write a poem, song, or story about my family. We also need to bring something to school that shows my cultural heritage.

I would like to talk with you about my cultural heritage. I would like to find something to bring to school that shows my cultural heritage. I could bring a special food, something from our home, or pictures of our family.

Love,

---

# Cultural Heritage



These are hula dancers from 1905.

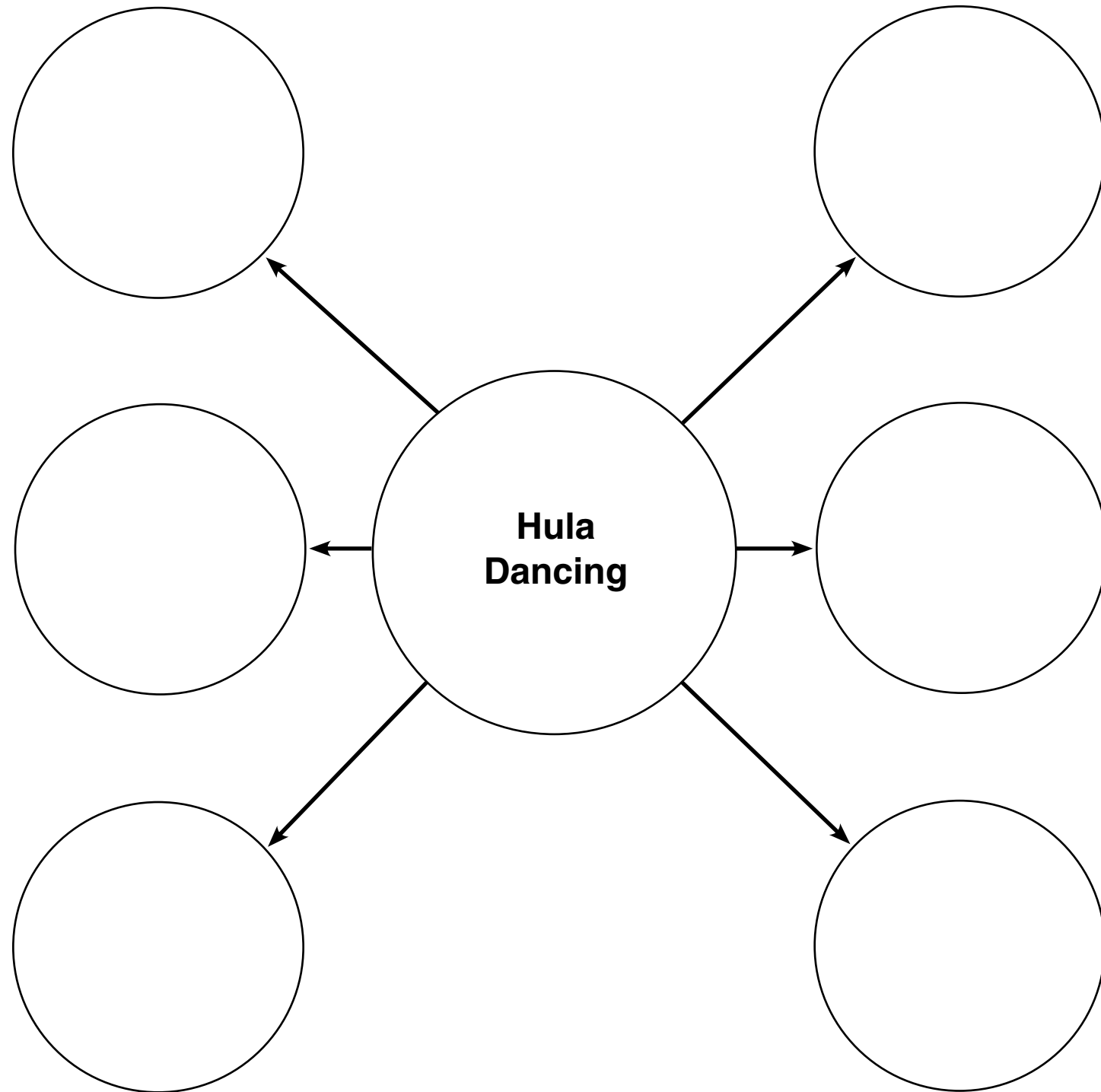


These girls are learning the hula today.

# Cultural Heritage Then and Now

## Showing What You Know

**Directions:** Fill in the web to show what you know about hula dancing.



# Dancing a Story

Culture is the way that people think and live. It is how they do things. Culture is music, art, and dance, too.

The hula is a Hawaiian dance. It is part of the culture. In the hula, dancers tell stories by moving. They move their hands. They move their bodies, too.

The hula is an old dance. It has been done for hundreds of years. Long ago, dancers moved to the beat of big drums. The dancers wear strings of flowers around their necks. They are called leis.

In Hawaii, children go to hula school. They wear colorful skirts and tops. They learn the dance. They keep their culture alive.

## Challenge

Find out about your cultural heritage. Make a cultural heritage doll out of paper. Dress it to show your cultural heritage.

# CHICAGO

## NEIGHBORHOODS AND NEARBY SUBURBS

