

Sample Pages from



Created *by* Teachers *for* Teachers and Students

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Primary Sources— Kindergarten

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (3 pages)
- Lesson Plan** (10 pages)
- Photograph Card** (2 pages)
- Primary Source Document** (1 page)

To Create a World ⁱⁿ which
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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

Kindergarten

Teacher's Guide



Table of Contents

Introduction

Introduction to Primary Sources	4
Research on Using Primary Sources	7
Using Primary Sources in the Classroom	10
How to Use This Product	21
What Is Covered in This Product?	24
Correlations to Standards	25

Overview Activity

Asking Questions	28
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Primary Sources Activities

Following Rules

Lesson Plan: What Are Rules?	31
Student Reproducibles	36

National and State Symbols

Lesson Plan: Symbols of Our Country	41
Student Reproducibles	46

My Community Then and Now

Lesson Plan: Community Workers	51
Student Reproducibles	56

Learning about Maps

Lesson Plan: Maps and Signs	61
Student Reproducibles	66

Mapping My Community

Lesson Plan: Where I Live	71
Student Reproducibles	76

My School

Lesson Plan: People and Places at School	81
Student Reproducibles	86

Calendars

Lesson Plan: Understanding Time	91
Student Reproducibles	96

American Legends

Lesson Plan: Stories of People	101
Student Reproducibles	106

Culminating Activity

Lesson Plan: My Place in the World Poster	111
Student Reproducibles	112

Appendix

References Cited	114
Answer Key	115
Student Glossary	118
Suggested Websites	119
Digital Resources	120

How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

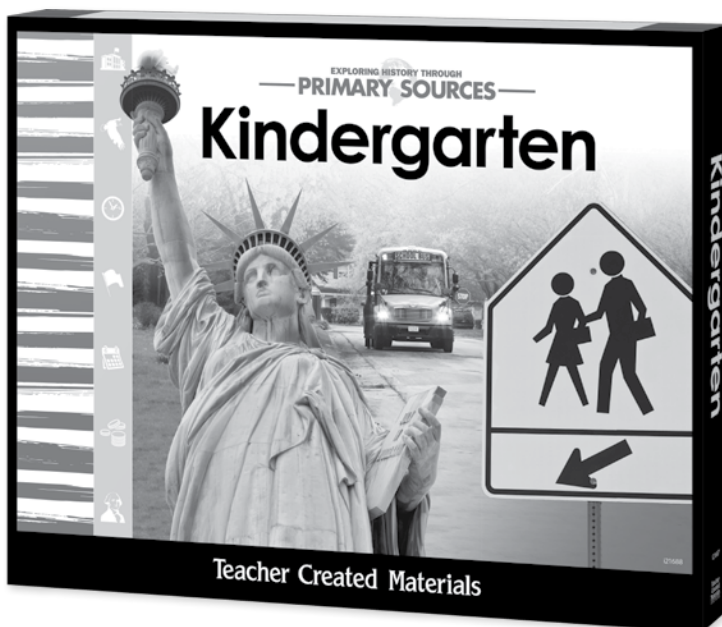
The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

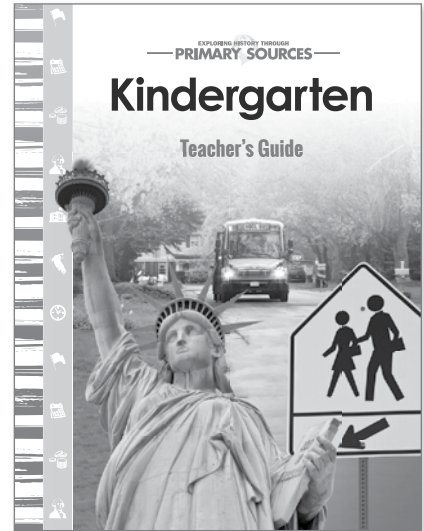


How to Use This Product *(cont.)*

Teacher's Guide

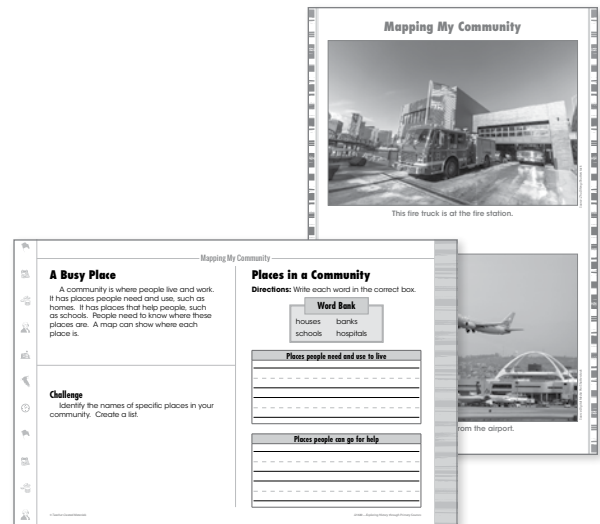
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary



Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes two primary source images with historical background information and a challenge activity.



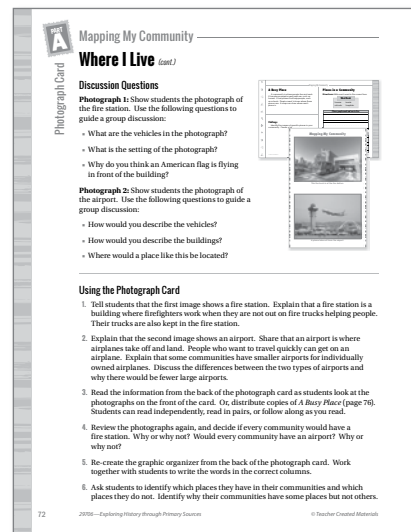
Primary Source Documents

Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



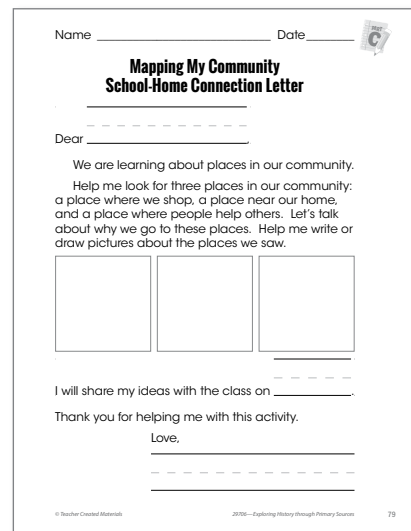
Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.



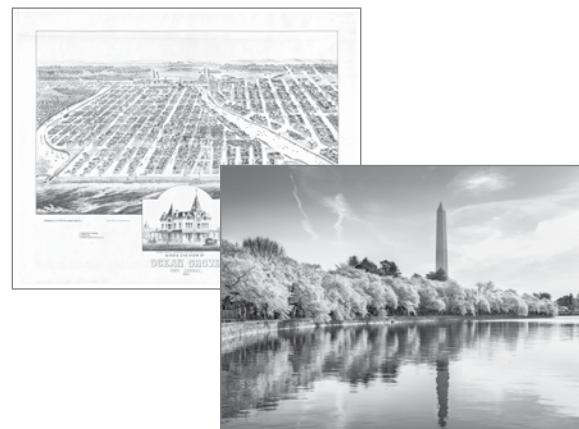
School-Home Connection Letters

Each lesson includes a School-Home Connection Letter. Each letter provides students' families with a brief summary of the content covered in the lesson as well as a fun activity for families to complete with students. This helps engage students in the content at home and keeps families involved in students' civic education. Have students complete the letters and take them home. Allow ample time for busy families to complete the activity. Then, discuss students' experiences and findings as a class. Be sure to point out how the activities that students completed at home correspond to the activities completed in class.



Digital Resources

The Digital Resources include: digital copies of the photograph cards and primary source facsimiles; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets; and a detailed listing of the original locations of all primary sources in the collection. See page 120 for more information.



People and Places at School

Learning Outcomes

- Students will be familiar with the environment and jobs at a school.



Photograph Card

Students will identify the places and workers at a school.



Facsimile

Students will describe the jobs of workers at a school.



Connections

Students will make cross-curricular connections and take assessments.

Materials and Preparation

- *My School* photograph card (myschool.pdf)
- *Teacher Job Fair* facsimile (jobfair.pdf)
- copies of the student reproducibles (pages 86–90)
- Read *Background Information for the Teacher* (page 85), and use the information to supplement your class discussion.

Introductory Activity

1. Ask students to identify the name of their school. Tell students that a school is made up of many places (e.g., cafeteria, library, classrooms, and office). Ask students to name some places at their school that they know about. Record students' responses on the board or chart paper.
2. Name some workers at your school (e.g., librarian, principal, custodian). Have students identify where these individuals work at the school. Record each worker's title (or name) next to the place he or she works.
3. Explain to students that in this lesson, they will learn more about the places at a school and the people who work there. At the end of the unit, return to the chart, and add any new places or people students learn about throughout the unit.

People and Places at School (cont.)

Discussion Questions

Photograph 1: Show students the photograph of the teacher and student. Use the following questions to guide a group discussion:

- What are the people doing?
- How does the caption help you better understand the photograph?
- When do you think this photograph was taken?

Photograph 2: Show students the photograph of the custodian. Use the following questions to guide a group discussion:

- What is this person doing?
- What tools is he using?
- When do you think this photograph was taken?

What's at School?
A school is a place in a community. There is an office at a school. A school has many classrooms. Schools can have other places, too. Some schools have gyms. They have areas to eat. Schools have playgrounds. Schools have people, too. Students go there to learn. Teachers work in classrooms. Principals are in charge. Secretaries help in the office. Custodians clean the school. A school is an important place.

Challenge
Interview a worker at your school. Ask what jobs he or she does at school. Find out how his or her job helps the school.

Places and People
Directions: Use the words to fill in the chart.

Word Bank
teacher principal office classroom

Places

People

My School

The teacher helps her student.

This man keeps the school clean.

Using the Photograph Card

1. Name a few people at your school who students would know, such as the librarian, another teacher, custodian. Ask students to identify what those people do for the school. Tell students they will learn more about people who work at a school, where they are usually found, and what they do to help the school.
2. Read the information from the back of the photograph card as students look at the photographs on the front of the card. Or, distribute copies of *What's at School?* (page 86). Students can read independently, read in pairs, or follow along as you read.
3. Discuss with students how the roles of these two workers are similar and different based on what you learn from the photographs and the text.
4. If desired, you can continue to add to the chart created during the introduction of this lesson, or re-create the graphic organizer from the back of the photograph card. Label the first row *Places* and the second row *People*. Ask students to identify people who work at their school. List the places they usually work under *Places*. Name either their positions or their specific names under *People*.

People and Places at School *(cont.)*

Discussion Questions

Show students the *Teacher Job Fair* facsimile. Read the text on the flyer aloud to the class. Use the following questions to guide a group discussion:

- What is this document? Why was it created?
- Who created the document?
- What do you learn about teachers from the advertisement?



Using the Facsimile

1. Explain to students that businesses make advertisements for jobs when they need workers. People see the flyer and can apply to work there if they want. (Note: For this lesson, Teacher Created Materials could not verify the authenticity and appropriateness of websites listed on real flyers. Therefore, the editorial team created a facsimile of a real primary source using several primary source flyers from around the country.)
2. Ask students to describe the job a teacher does. Record the things students mention on the board or chart paper. Discuss the qualifications required to become a teacher, such as education level and certificates you need to have.
3. Distribute copies of *Teachers Wanted* (page 87) to students. Read the text aloud as students follow along. Explain that the facsimile is an advertisement for a teaching position.
4. Return to the list students created in step 2. Circle any items that were in both the list and the advertisement. Add any additional items that were in the text that students did not mention.
5. Distribute copies of *A Teacher's Job* (page 88) to students. Have students color the circles that describe what a teacher does and cross off the jobs a teacher does not do.

People and Places at School *(cont.)*

School-Home Connection

- Distribute copies of *My School School-Home Connection Letter* (page 89) to students. Explain the assignment to students, and answer questions they might have. Have students write the greeting name(s) and date on the letter. Then, ask them to sign the letter. Have students share their information on the scheduled date.

Name _____ Date _____

My School School-Home Connection Letter

Dear _____

We are learning about my school. I am learning about the places at my school. I am learning about the people who work there.

Help me think of one person who works at my school. Talk to me about what he or she does to help at the school. Then, I will draw a picture of the person.

I will share my ideas with the class on _____

Thank you for helping me with this activity.

Love,

Content-Area Connections

- **Mathematics**—Help students find out how many classrooms are in your school. Take them on a tour of your school. Start with the first classroom. Continue walking around the school. Have students count the classrooms as you go.
- **Language Arts**—Have students write help wanted advertisements for another position at your school. Make sure they include the job title and description in their advertisements.
- **Art**—Tell students that a school has many places. Go outside to the playground. Have students bring sheets of paper and pencils. Tell students to sketch pictures of things they see on the playground.

Read-Aloud Books

- Coan, Sharon. 2015. *Workers at My School*. Teacher Created Materials.
- Heos, Bridget. 2013. *Let's Meet a Teacher*. Millbrook Press Trade.
- Rey, Margret and H.A. Rey. 2012. *Curious George: Librarian for a Day*. Houghton Mifflin Harcourt.
- Schuh, Mari. 2016. *Community Helpers at School*. Capstone Press.

Document-Based Assessment

- Distribute the document-based assessment, *Working at a School* (page 90), to students. You may wish to read aloud the directions to students and then have them complete the assessment individually. Help students recognize that this is a school library in 1906.

People and Places at School *(cont.)*

A school is a unique place because it is a microcommunity where students can gain an understanding of what a larger community is and how it functions. Schools have physical spaces, such as the office, classrooms, lunchroom, and gym. They also have people who work in those spaces.

Most kindergarten students are new to the campus. One of their first tasks as new students is to understand the campus. This includes learning what each space in the school is and what it is used for. Each school is unique in its physical space layout. Some schools are contained in single buildings. Other schools have multiple buildings with outdoor hallways. Although it can be overwhelming at the beginning of the school year, most kindergarteners feel comfortable with the layout of the campus by the end of the year.

There are many people who come to school each day. Obviously, students come to learn; however, there are a lot of other people who help a school campus function. The classroom teacher is the main person with whom kindergarten students interact. They learn the functions of a teacher's job through their experiences in the classroom.

There are other types of teachers at a school as well. Specialized teachers, such as speech and language teachers, art teachers, and P.E. teachers, might interact with either specific students or with groups of students based on their positions. Other people students may interact with include lunch workers, recess supervisors, and librarians. These people regularly interact with and help students. The office staff can include people such as a secretary. The principal's job is to make sure that students are learning and that everyone else has the tools to do their jobs.

The Photographs

This photograph was taken in 1943. It shows a teacher and student in Ojo Sarco, New Mexico. In this one-room schoolhouse, two teachers managed instruction for eight grades.

The second photograph was taken in 1942. It shows a janitor cleaning a classroom.

The Facsimile

The facsimile shows a flyer for a job fair. Listed are the qualifications needed to be a teacher.

What's at School?



The teacher helps her student.



This man keeps the school clean.

A school is a place in a community. There is an office at a school. A school has many classrooms. Schools can have other places, too. Some schools have gyms. They have areas to eat. Schools have playgrounds.

Schools have people, too. Students go there to learn. Teachers work in classrooms. Principals are in charge. Secretaries help in the office. Custodians clean the school.

A school is an important place.



Teachers Wanted

Teacher Job Fair
Orange County Public Schools

April 21
4:00 – 6:00 PM

We're Hiring!

Want to be a teacher for the new school year?
We want to meet you!

Where / Citrus Administration Center
211 Citrus Road
Orange County

Potential teachers and associate teachers should have or be near completion of one of the following qualifications:

- > Current elementary education credential
- > BA degree in early childhood education or child development

Openings

- > Elementary (K-5)
- > Secondary (6-12)
- > Special Education
- > Bilingual
- > Substitute and Student Teachers Welcome

Apply Now / orangeschoolboard.org

Questions?
(714) 555-1234
mrcook@orange.k12.us

This is a flyer for a teacher job fair.

Children have to go to school. They have a lot to learn. Teachers are there to help children. They have many jobs.

Teachers have to make sure everyone is safe. They make rules for their classrooms. The rules keep children safe. The rules make sure children can learn.

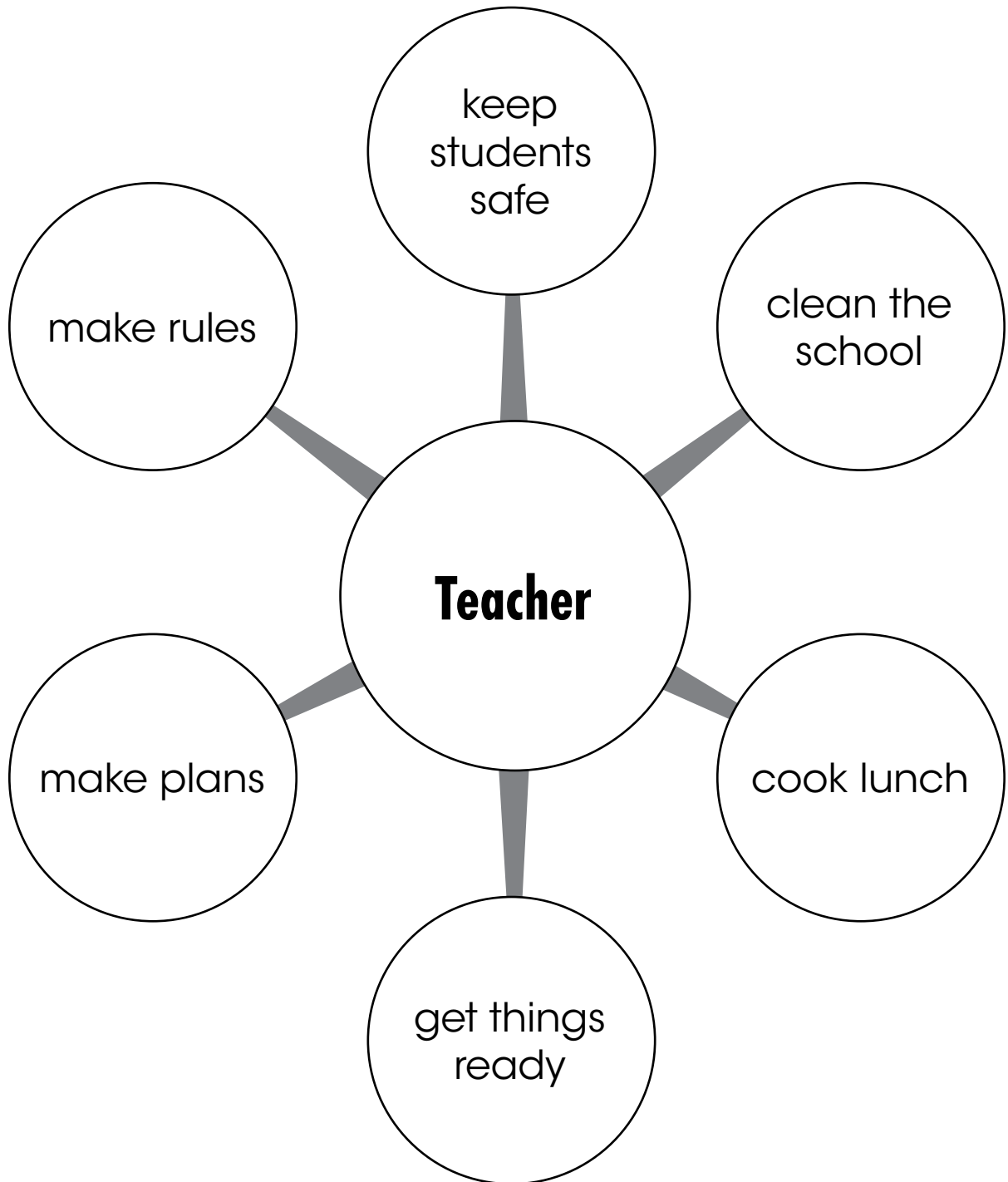
Teachers plan what children will learn. They use books to help them make plans. They have to get things ready for teaching. Sometimes they have to make copies. Other times they have things to cut. They make sure the lessons are good for students. They try to make them fun, too!



Name _____ Date _____

A Teacher's Job

Directions: Color the jobs a teacher does. Cross out the jobs a teacher does not do.



Name _____ Date _____



My School School-Home Connection Letter

Dear _____,

We are learning about my school. I am learning about the places at my school. I am learning about the people who work there.

Help me think of one person who works at my school. Talk to me about what he or she does to help at the school. Then, I will draw a picture of the person.

I will share my ideas with the class on _____.

Thank you for helping me with this activity.

Love,

Working at a School

Directions: Draw a picture to answer each question.



What place at school is shown?	How does the librarian help?

My School



Source: Library of Congress [LC-DIG-fsa-8d24542]

The teacher helps her student.



Source: Library of Congress [LC-DIG-fsa-8d28782]

This man keeps the school clean.

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teacher principal
office classroom

Places

People



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