

MI OPEN BOOK PROJECT

# Families and Schools



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Michigan Open Book Project - 1st Grade

Continued from Part 2 of 4





What makes you different from others? Can you write or draw ways you are the different from your friends?

It is never ok to pick on someone because they are different. Getting along with one another is one way to be a good citizen.







What if no one is around? Do you still have to follow rules, be respectful, or responsible?





When we do the right thing, even when no one is looking, we are showing **integrity**. A good citizen has integrity.



If you accidentally break something do you hide it or do you admit to your mistake?





Correct! Admitting to your mistake may be hard but you are being honest and showing integrity.





A good citizen also shows responsibility.





If you see trash on the ground, do you walk by it or do you pick it up and put it in the garbage can?





Correct! Putting it in the garbage may take time but you are being responsible by helping keep the Earth clean.





Another way to be a good citizen is to show **compassion** towards one another. What do you think compassion is?

Watch this video to learn about compassion.

**Interactive 1.9** Jelly Telly Kids



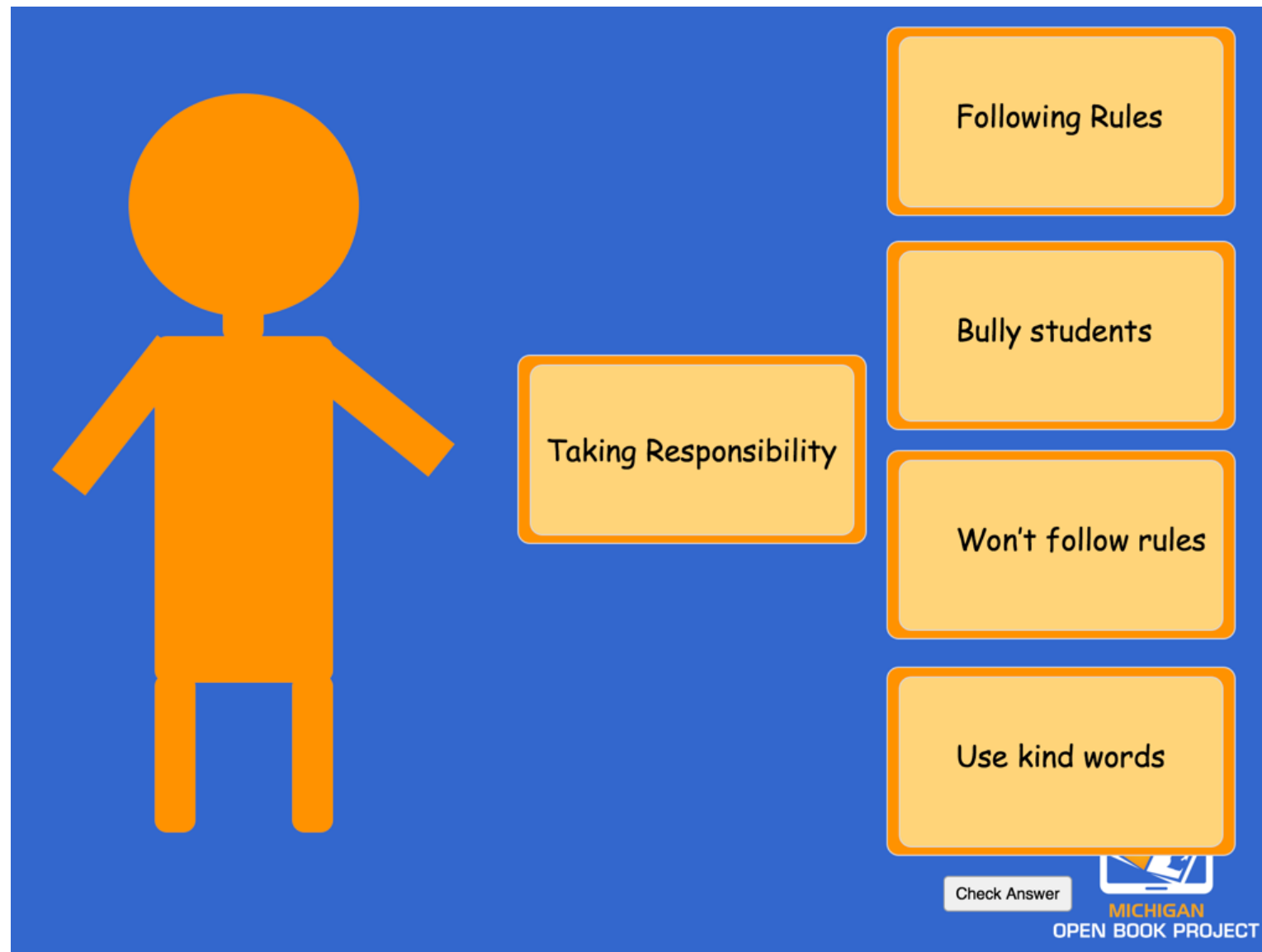


Can you think of a time when you showed compassion?



# What makes someone a good citizen?

## Interactive 1.10 Good Citizen Sort



The interactive interface features a blue background. On the left is a large orange stick figure. In the center is a yellow box with the text "Taking Responsibility". To the right is a vertical column of four yellow boxes with orange borders, containing the text: "Following Rules", "Bully students", "Won't follow rules", and "Use kind words". At the bottom right, there is a "Check Answer" button and the "MICHIGAN OPEN BOOK PROJECT" logo.

Taking Responsibility

Following Rules

Bully students

Won't follow rules

Use kind words

Check Answer

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Another way to be a good citizen is to show pride in your country. Being proud of your country is called patriotism. We show our **patriotism** in many ways.

One way is to say the Pledge of Allegiance everyday at school.







When we say the pledge, we show respect by taking off our hats and standing up. We also cover our hearts with our hands.

Let's practice saying the pledge!



The United States' flag is a symbol. A **symbol** stands for something else. Our flag stands for our patriotism. Let's learn more about our flag.

#### Interactive 1.11 The American Flag







We can learn about being a good citizen from the first people in Michigan—the Anishinaabek. Some native people believe that to be a good community member, we must take care of the Earth.





This means showing respect to all living things and being honest and truthful. A good community member is not better than anyone else and loves and shares with everyone.

There are many ways to be a good citizen!



## 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?

IN  
Living Memory



# 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.



## MICHIGAN OPEN BOOK PROJECT





## 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.

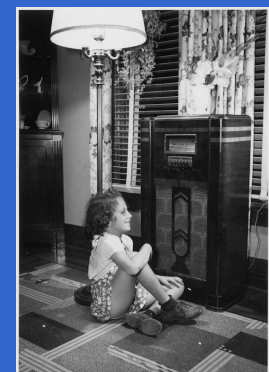
The very first page of this chapter includes three pictures of telephones. Kids may not know what the older ones are so this is a good place to talk about phones in the past, present and...what they may look like in the future.

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

#### Interactive 2.1 Family Photo Sort



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.

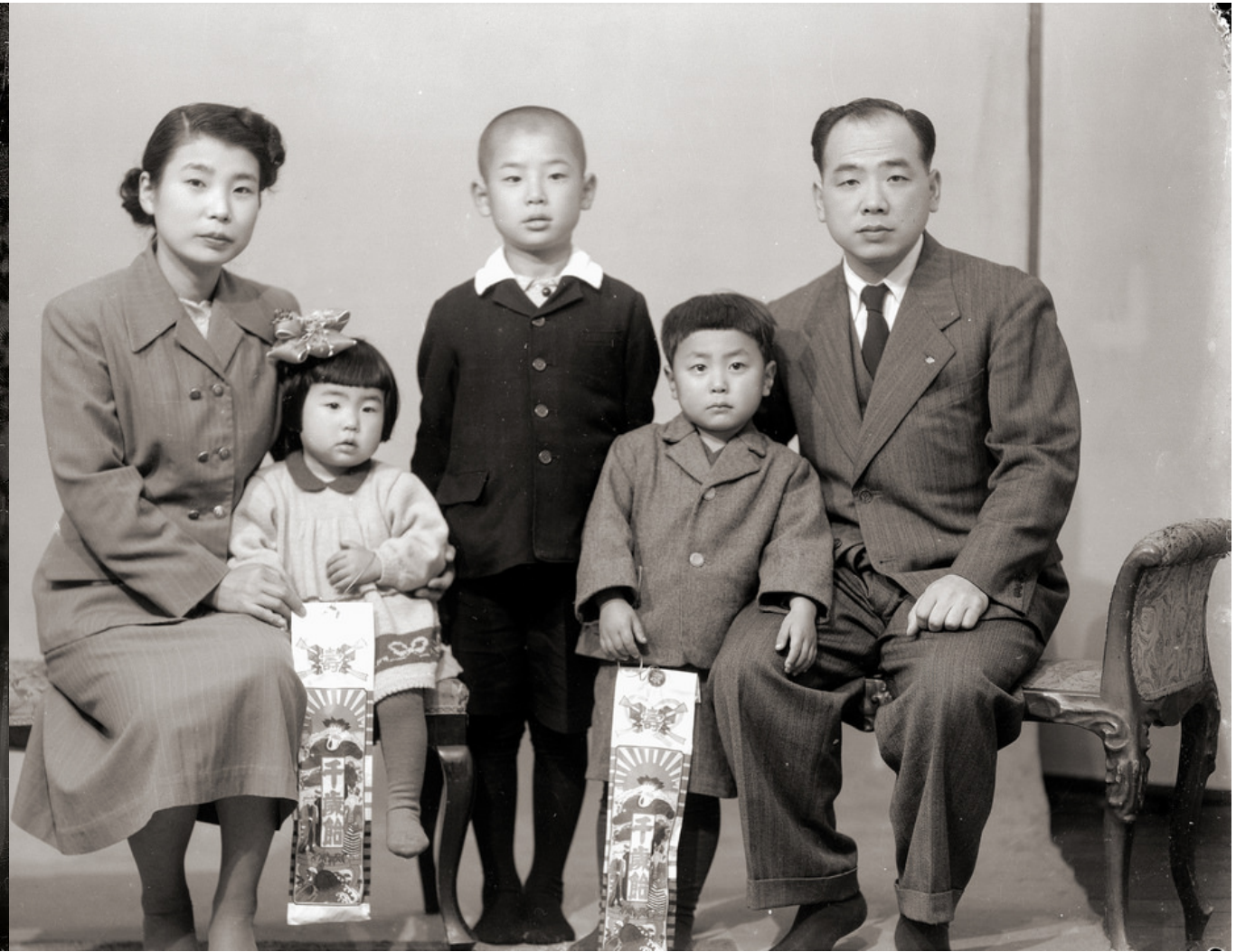






You have a past. We call events that happened in our past our **history**. You have a history.

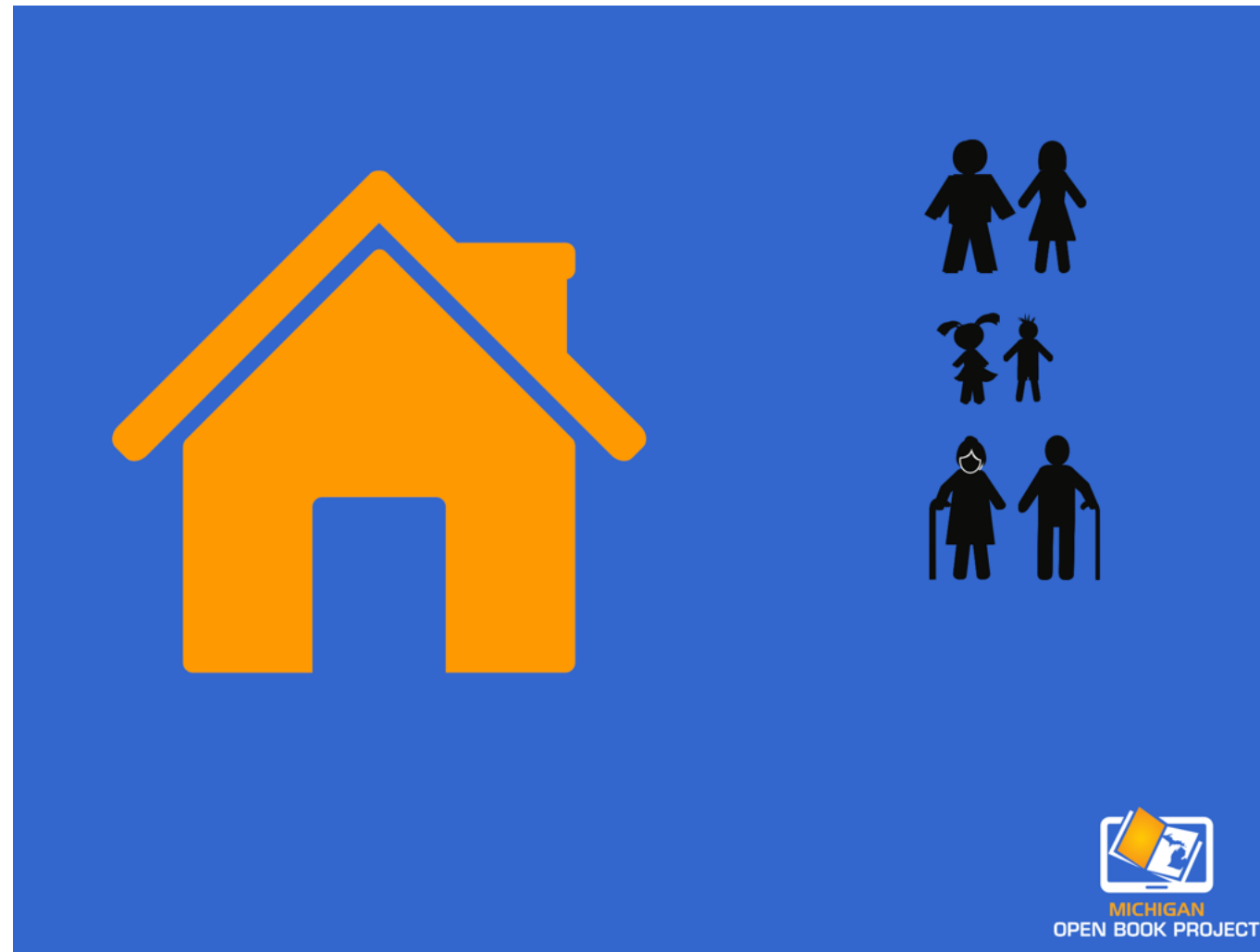




Your history comes from your family. Everyone's family history is different.



## 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 where you were 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.



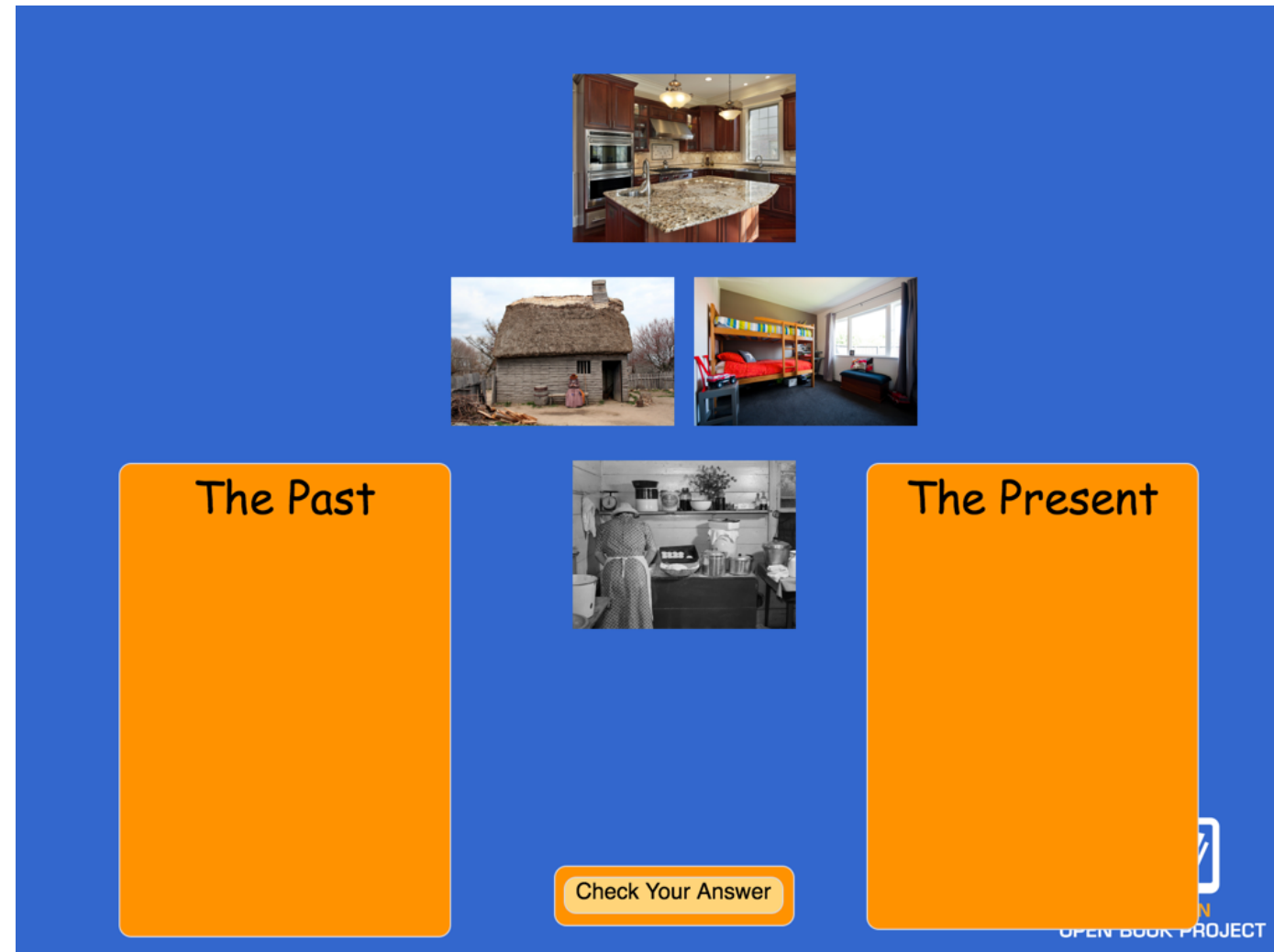


Bathrooms have changed over time. Long, long ago bathrooms were outside and called outhouses.





## 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, there is a black and white photograph of a woman in a kitchen, likely from the mid-20th century. Below the images are two large orange rectangular boxes. The left box is labeled "The Past" and the right box is labeled "The Present". At the bottom center, there is a yellow button with the text "Check Your Answer". In the bottom right corner, there is a logo for the "OPEN BOOK PROJECT" featuring a stylized book icon.

The Past

The Present

Check Your Answer

OPEN BOOK PROJECT

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

Interactive 2.6 Yonder Timeline interface showing three orange boxes with event descriptions and three corresponding video thumbnails below them.

Events (from left to right):

- A Farmer Meets His Wife
- The Farmer's Daughter gets married
- Farmer spends time with his grandchildren

Video thumbnails (from left to right):

- Thumbnail 1: A scene with a house and trees, likely related to 'A Farmer Meets His Wife'.
- Thumbnail 2: A scene with a horse and people, likely related to 'The Farmer's Daughter gets married'.
- Thumbnail 3: A scene with people sitting together, likely related to 'Farmer spends time with his grandchildren'.

Check Answer button

MICHIGAN OPEN BOOK PROJECT logo



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.

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**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.

Stop here and talk about traditions in your students families.



This video showcases a family’s set of traditions. Discuss what students notice after viewing.

**Interactive 2.6** Too Many Tamales



Finish the chapter by writing about or drawing a special tradition or celebration students enjoy.





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.



# Michigan Open Book Project - 1st Grade

## Continue to Part 3 of 4