



Citation Icon Titles

Row 1	Letter	Diary
Row 2	Newspaper	Art or hand-drawn sketch
Row 3	Oral history / live interview	Book
Row 4	Artifact	Photograph



Introduction Letter

In the coming weeks we will be starting a unit called The History of Me. This unit is one of two that is part of the Bringing History Home grant that our district received. As part of this unit we are going to look at each child's personal history.

The unit introduces children to the concept of history as a story, and establishes student familiarity with documents and concepts of change between now and the past. By telling their own stories through pictures, maps, toys and various other articles from their lives, students may learn to perceive history as something fun and personally relevant.

The unit relies largely on sharing and class discussions. In the beginning the teachers will model discussion with their own story of how things have changed since they were children. The students will get a taste of long ago to compare with life today. We will examine sources, such as photos, letters, clothing and toys and teach the children how to ask thoughtful questions and participate in discussions.

As the unit progresses each student will place sources about his/her life into the baggie we have sent home. When the end of the unit comes the students will have the makings of their own histories.

In order to make this unit successful we are asking for your help in gathering and sending various sources to school (a list is included at the end of this letter). All items will be returned to you at the end of the unit and we will be very careful with the items, keeping them in each child's baggie. Please make sure that your child's belongings fit into the one baggie since we have very limited storage. We realize that there are many different sorts of families, and we have tried to be sensitive to this issue. Instead of using a birth certificate we are using a "Kindergarten Certificate". There are also questions on the family interview that relate to the parents. Please let your child's teacher know if you are uncomfortable in any way with answering any of the questions. Their purpose is to help your child learn history, not to put anyone on the spot.

We also understand that some children's past experiences may be frightening, or that foster and adopted children may have no keepsakes from the past. In these instances, please let us know and we will work with your family to provide alternative "artifacts" for your child and to avoid asking questions that could be upsetting to your child.

Thank you in advance for your help with this unit. We look forward to learning and celebrating the history of each child in our classes!

The Kindergarten Teachers



Ideas for Objects to Include in Plastic Bag

(Due to classroom space limitations, all objects must be able to fit into the baggie or a small shoebox)

- ❖ Family Interview sheet, filled out (We encourage you to do this with your child.)
- ❖ Photo of child as an infant (under one year old) **
- ❖ Photo of child as a toddler (1-3 years old) **
- ❖ Photo of child's family
- ❖ A toy, book or artifact from when the child was a baby or toddler **
- ❖ Letter or card family or child has received
- ❖ Article of baby clothing
- ❖ Photo of past or current home
- ❖ Photo of family on vacation or at play

** If you do not have old photos of your child, but you have some of either a sibling or parent, please send instead.

La Historia Que Yo Tengo

En las siguientes semanas empezaremos una unidad de estudio que se llama *La Historia que Yo Tengo. Esta unidad se realiza porque el distrito escolar recibió fondos para realizar el proyecto. Parte de nuestros estudios será ver la historia personal de cada niño.

Lo primero que hacemos es estudiar el concepto de historia como un cuento, familiarizando a los alumnos con documentos y conceptos de cambio entre el pasado y el presente. Dándoles a los alumnos la oportunidad de compartir su historia personal usando dibujos, mapas, juguetes y otros artículos les enseñamos que la historia es algo divertido y significativo personalmente.

En esta unidad de estudio, realizamos actividades en grupo para compartir información. Al principio las maestras comparten historias personales acerca de cómo han cambiado las cosas desde que ellas eran niñas. Los alumnos pueden comparar ideas de lo que fue *hace años* con la vida actual. Examinaremos fuentes de información, como fotos, cartas, ropa y juguetes para enseñar a los alumnos a formular preguntas y participar en pláticas en grupo.

Progresaremos en nuestro aprendizaje y cada alumno podrá articular acerca de su vida en las bolsas que mandamos a casa. Al final de esta unidad, los alumnos tendrán lo necesario para sus propias historias.

Para tener éxito con este proyecto, le pedimos su ayuda en juntar y mandar varios artículos a la escuela (Anexamos una lista de cosas posibles al final de esta carta). Todos los artículos se regresarán a casa al final del proyecto. Claro, cuidaremos mucho estos artículos valiosos y se guardarán en bolsas de plástico. Le pedimos que asegure que los artículos quepan en las bolsas que mandamos porque tenemos muy poco lugar para guardar las cosas.

A través de los años, el concepto tradicional de *familia* ha cambiado. Por eso, no utilizaremos los actas de nacimiento de los niños en ningún momento del proyecto. Hemos tratado de usar preguntas buenas en las hojas de **entrevista para los padres. Si Ud. o su hijo(a) se siente incómodo al contestar alguna pregunta, déjenoslo saber. Este es el primer año que hemos realizado este proyecto y queremos que sea una experiencia placentera para todos. Estamos muy dispuestos a escuchar sus ideas y sugerencias.

De antemano, gracias por su ayuda con este proyecto. Esperamos con anticipación aprender la historia que cada niño tiene.

Las maestras del Kinder



Ideas de que tipo de objetos puede incluir en la bolsa de plastico

(Les pedimos que todos los objetos quepan adentro de la bolsa que le damos)

- ❖ Hoja de Entrevista Familiar, ya llenada (nuestra sugerencia es llenarla junto con su hijo/hija)
- ❖ Foto de su hijo(a) en la infancia (con menos de un año de edad)
- ❖ Foto de su hijo(a) a la edad de 1 a 3 años
- ❖ Foto de la familia de su hijo(a)
- ❖ Un juguete, libro u otro objeto de cuando su hijo(a) era bebé u niño pequeño
- ❖ Carta o tarjeta que el niño ha recibido por correo
- ❖ Algún artículo de ropa de bebé

Foto de alguna vivienda del pasado, donde la familia vivía, o de su casa actual.



Family Interview

Child's Name: _____

How was the child's first name chosen?

Date child was born: _____

Place of birth: _____

Parent(s)/Caregiver(s) name(s):

Sibling(s) name(s) and age(s):

Favorite toy when a child was:

a baby: _____

a toddler (1-3 years): _____

early childhood (3-5 years) _____

kindergarten year (5-7): _____

Other places the child has lived:



Entrevista Familiar

Nombre del nio(a): _____

Cmo se escogi el nombre del nio(a)?

Fecha de Nacimiento: _____

Lugar de Nacimiento : _____

Nombres de los padres o tutores:

Nombres de hermanos/hermanas y sus edades:

El juguete favorito del nio(a) en las siguientes edades:

en la infancia:

a la edad de 1 a 3 aos : _____

a la edad de 3 a 5 aos: _____

a la edad del kinder (de 5 a 7 aos): _____

Otros lugares donde ha vivido el nio(a):



Bringing History Home – Student Learning Chart

Activity #:		Student Name:	
Unit Title:			

Content Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			

Process Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			



Vocabulary List

Artifact	An object from a time period in the past.
Birthday	The day on which a person is born. (Birth Record would be a birth certificate.)
Buggy	A baby carriage.
Certificate	An official written statement that says a particular fact is correct. A birth certificate proves when and where someone was born.
Cradle	A baby's small bed. It usually has rockers.
Crib	A small bed with high sides, for a baby.
History	The record of everything that has happened in the past; a story of the past created by people using evidence such as letters, photos, public records, artifacts and other types of evidence from the time in question.
Infant	A baby.
Invitation	The act of asking someone in a polite way to come somewhere or do something.
Letter	A written message, usually sent by mail.
Lullaby	A song for coaxing (lulling) a baby to go to sleep.
Map	A drawing or chart of the earth's surface, showing natural places like oceans, rivers and mountains and man made things like countries, cities, and buildings.
Stroller	A light baby carriage that is like a chair and has wheels.
Style	The way in which anything is written, spoken, made or done.

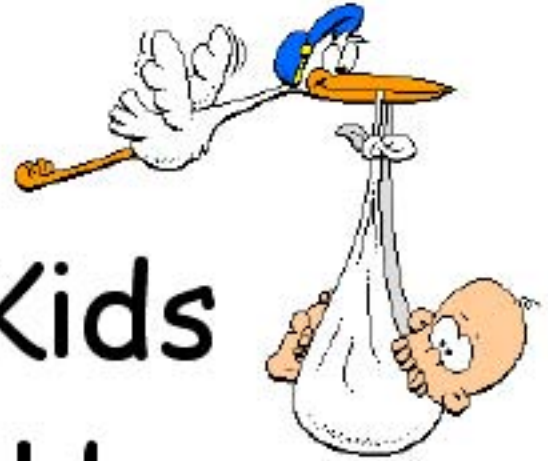


Timeline	A line of dates on a chart, illustrated with events that occurred at different times along the line.
Toddler	A young child just learning to walk.



Artifacts.

8



Kids
Have
History



I am 5 or 6 years old.

6



I was 2 years old.

3



I was a baby.



I was 1 year old.

2



Artifacts.

7



I was 3 years old.

4



I was 4 years old.

5



Increasing Literacy through History Learning

Correlates to History of Me Lesson Plans

http://www.bringinghistoryhome.org/downloads/Kindergarten/HOM_LessonPlan.pdf

Activity 1: What is History?

Literacy Activities in the Lesson:

1. Students expand their Vocabulary in history.
2. Students fit new materials into personal experience.
3. Students use the reading strategy Questioning.
4. Students make predictions.

Activity 2: Physical Change over Time

Literacy Activities in the Lesson:

1. This lesson expands students' Vocabulary in reference to physical changes.
2. Students recognize materials' relevance to their own personal experience.
3. Students use the reading strategy Determining Importance.
4. Students use the reading strategy Questioning.
5. Students integrate new information with prior knowledge.
6. Students make analogies.

Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Class book for Student of the Day
 - Students use interactive writing.
 - Students pay attention to details
 - Students use the reading strategy Questioning.



Activity 3: Photo Documents

Literacy Activities in the Lesson:

1. Students use the reading strategy Questioning.
2. Students think aloud to make sure of understanding.
3. Students use the reading strategy Activating Schema.
4. Students summarize information.
5. Students make inferences.

Activity 4: Letters

Literacy Activities in the Lesson:

1. Students expand their vocabulary.
2. Students use the reading strategy Questioning.
3. Students use the reading strategy Visualizing.
4. Students access prior knowledge.
5. Students engage in modeled writing.

Activity 5: Toys

Literacy Activities in the Lesson:

1. Students use the reading strategy Activating Schema.
2. Students use the reading strategy Questioning.
3. Students expand their vocabulary.
4. Students use the reading strategy Visualizing.
5. Students activate prior knowledge.



Activity 6: Food

Literacy Activities in the Lesson:

1. Students expand vocabulary.
2. Students use the reading strategy Activating Schema.
3. Students use the reading strategy Questioning.

Activity 7: Beds and Transportation

Literacy Activities in the Lesson:

1. Students expand vocabulary.
2. Students use the reading strategy Questioning.
3. Students use the reading strategy Activating Schema.
4. Students make analogies.

Literacy Activities you incorporate in the lesson that don't appear in the write-up

- ❖ Students sort pictures of vehicles on a Venn Diagram.
 - Students activate prior knowledge.
 - Students use the reading strategy Activating Schema.
 - Students expand vocabulary.
 - Students use the reading strategy Questioning.

Activity 8: Music

Literacy Activities in the Lesson:

1. Students expand vocabulary.
2. Students use the reading strategy Visualizing.
3. Students use the reading strategy Questioning.



Activity 9: Mapping

Literacy Activities in the Lesson:

1. Students use the reading strategy Questioning.
2. Students use the reading strategy Activating Schema.
3. Students expand vocabulary.
4. Students make predictions.
5. Students fit new material into personal experience.

Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Students make maps of their bedrooms and homes with parental help.
 - Students use the reading strategy Visualizing.
 - Students use the reading strategy Activating Schema.
 - Students use the reading strategy Questioning.
 - Students engage in interactive/modeled writing.

Activity 10: Timelines

Literacy Activities in the Lesson:

1. Students expand vocabulary.
2. Students make predictions.
3. Students use the reading strategy Questioning.
4. Students use the reading strategy Activating Schema.