



Creating Our Community: Pre/Post-Visit Activities

These materials are designed for use in your classroom in conjunction with your Creating Our Community program. During your field trip, students will be using primary source materials to learn about jobs in Seattle 100-150 years ago, and how different jobs keep our community running. A Vocabulary List is included to introduce students to unfamiliar terms. The following activities are designed to acquaint students with the artifact analysis process and to reinforce concepts discussed during the field trip.

Vocabulary

Advertisement: something that provides information about a person, business, service, or product.

Artifact: something made or used by people.

Analysis: the close and careful examination of something using one or more of the five senses.

Career: long-term profession in a certain job area.

Chaperone: a guide or escort, usually an adult monitoring children.

Chronological: ordered by date or number.

Community: a group of people united by location, ethnicity, gender, lifestyle, and/or interests.

Exhibit: here, used as a collection of objects put on display in a museum, usually representing a theme or topic.

Future: things that have not happened yet.

Goods: a collection of specific items, usually for sale.

Historical: something from the past.

Industry: a system or structure of work designed to produce a certain good or service.

Investigate: to look closely in order to find out the facts about something.

Job: a task or assignment.

Local: relating to a specific city, neighborhood, or area.

Museum: a place that displays materials relating to a particular subject.

Occupation: a series of jobs or tasks related to a specific field of study.

Past: things that happened before the present.

Precious: something valued that should be given great care.

Present: things we are currently experiencing- right now!

Responsibility: a duty or obligation, something you are required to do.

Services: specific tasks performed to benefit an individual or community.

Teamwork: a group of people who combine efforts in pursuit of a common goal.

Technology: a system or device created to make a task or job easier.

Volunteer: an individual willing to work for free to help another individual, group, or organization.



Standards Alignments

Lesson Description:

Students will become bakers, firefighters, police officers, doctors, and carpenters to experience how communities work together, and how jobs have changed throughout history.

Grade Level: K-2 (aligned to 1st)

Potential Common Core Standard Alignment:

Reading Informational:

- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Reading Foundational Skills:

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Speaking and Listening:

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Potential EALR/GLE Alignment:

See GLE matrix for specific grade level expectations for each component.

Communication:

- 1.1. Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
- 3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.
- 3.2. Uses media and other resources to support presentations.

Social Studies:

- 1.4 Understands civic involvement.
- 4.1 Understands historical chronology.
- 5.2 Uses inquiry-based research.
- 5.3 Deliberates public issues.
- 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

Theatre:

- 1.4 Understands and applies audience conventions in a variety of settings and performances of theatre.
- 2.2 Applies a performance and/or presentation process to theatre.



Potential 21st Century Skills Alignments:

- 1.A.1 Use a wide range of idea creation techniques.
- 1.A.2 Creates new and worthwhile ideas using both incremental and radical concepts.
- 1.B.1 Develop, implement, and communicate new ideas to others effectively.
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims, and beliefs.
- 2.C.4 Effectively interpret information and draw conclusions based on the best analysis
- 3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- 3.A.5 Communicate effectively in diverse environments.
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams.
- 7.A.2 Adapt to varied roles, job responsibilities, schedules, and contexts.
- 9.A.2 Know when it is appropriate to listen and when to speak.
- 10.B.1.f Collaborate and cooperate effectively within teams.



Pre-Visit Activity: Learning to Look at Objects

We can learn a lot about people by looking closely at their stuff! Once students are familiar with the terms “museum” and “analysis”, choose one (or more) of the following activities to demonstrate the analysis process. You may want to have students pretend that they are scientists from another planet or from the future who are studying Puget Sound culture in the year 2016.

Activity 1: Collect four or five Coca-Cola containers in various styles. Break students into small groups and hand out the Object Analysis Worksheet and a drink container to each group. Give students 20 minutes to fill out their worksheets. Have each group present their findings to the class. Between presentations, prompt students to compare their object to ones described by other groups. Ask what differences and similarities they notice (mouth of can, design, lettering, stamps, shape, materials, etc.) and discuss what these objects tell us about our culture. Show online images of how the Coca-Cola bottle and advertising has changed over time and have students create their own advertisement for an item today and in the past. *NOTE: Though Coca-Cola works well for this activity because of its popularity and well documented history, this activity can be carried out with any item.*

Activity 2: Have students bring in an item from home. Hand out the Object Analysis Worksheet and have students get out their objects. Break students into teams of two. Give students fifteen minutes to fill out their worksheets without asking their partner any questions about the object, then let teams go over their objects together to see what they came up with. Discuss what information students were able to figure out by looking at the objects, and why it was helpful to talk to the object’s owner.

Activity 3: Choose an object and place it behind a box at the front of your classroom. Have one student come up and look at the item. Give the student 30 seconds to describe the item out loud (without revealing what it is) while you and the rest of the class try to draw it. Have students show their drawings. Have another student come up and continue the process until you/your students have a complete sketch. Reveal the object and compare it to your/student drawings, then discuss:

- What description techniques (*comparing it to other items, giving specific measurements, colors, shapes, etc.*) worked best?
- What jobs might use this skill?
- When else might we need to be able to describe things in an accurate/detailed way?

Activity 4: Once you have completed one of the activities listed above, have students look at other objects in your classroom (student clothing, food, tools, photos, trash, the building, etc.) to create a more complete understanding of Puget Sound people in the year 2016. Have groups select 3-5 objects that they feel best exemplify Puget Sound Culture in the year 2016, and then ask them to create a mini exhibit to share with the class. Explain that students will be using these same skills at the museum to find out what life was like in in Puget Sound region 100-150 years ago using museum objects.



Post-Visit Activity Ideas:

Bring your visit back into the classroom!

- **Jobs Past, Present, and Future:** Discuss how jobs change over time: What jobs would students have wanted to have 100 years ago? What jobs from the past don't exist anymore? Have students draw themselves doing their dream job, then brainstorm how that job might look in the future? What would make that job easier? How might technology impact that job?
- **Student Historians:** Have students brainstorm interview questions and interview an adult friend or family member about their job/role in our community, and draw or take a picture of the person doing their job.
- **Home is...** Take a moment to think about what home means to you? Where is home? Who is home? What is home? Use the paper house template, scissors, glue, and craft supplies to create a mini house that represents what home is to you. Put your houses together on display to create a classroom community.
- **Collaging Our Community:** Collage together a snapshot of what your community looks like today. How do you want to represent your community? Who is a part of our community? What objects are tomorrow's artifacts?
- **Design Seattle improvement** – Have students interview each other about what they like, dislike, or find challenging about living in their neighborhood/city. Individually or in teams, create a plan to improve upon or solve one of these problems. Want to take it one step further? Put your plan into action!

DESCRIBE YOUR ARTIFACT!

WHAT COLOR IS IT?

WHAT SHAPE IS IT?

WHAT SIZE IS IT?

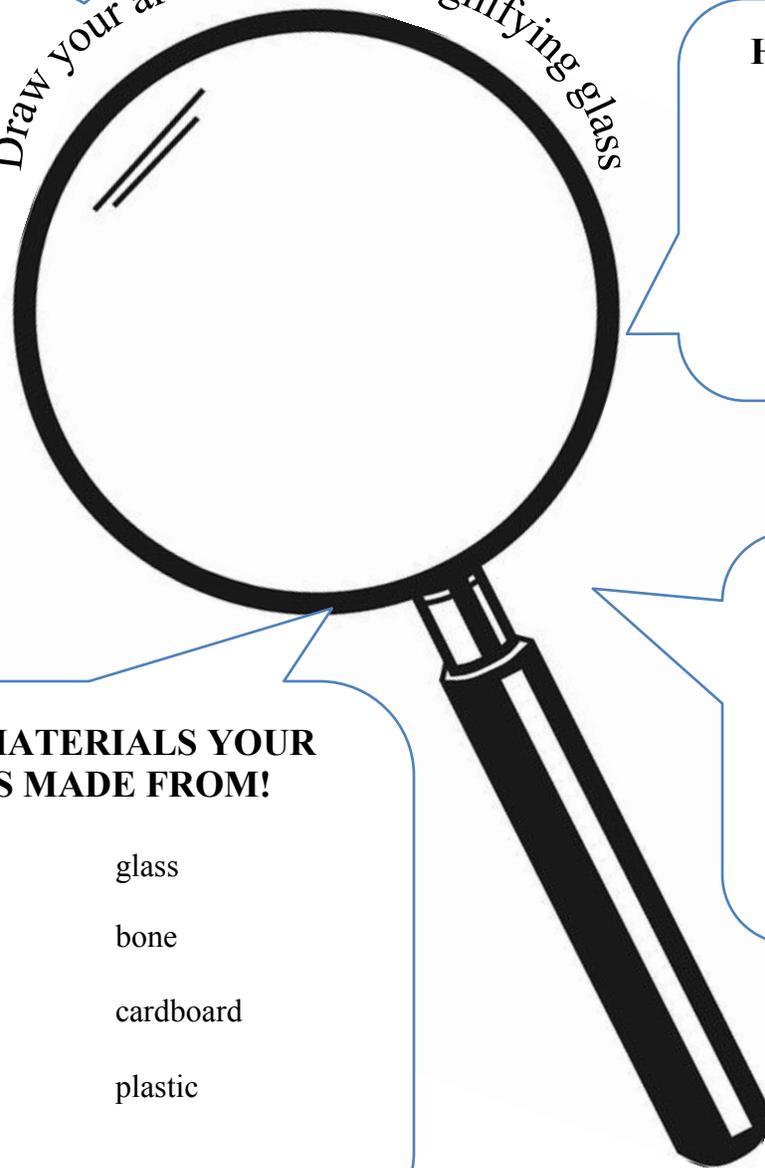
Draw your artifact in the magnifying glass

HOW DOES IT FEEL (TEXTURE)?

HOW MUCH DO YOU THINK IT WEIGHS?

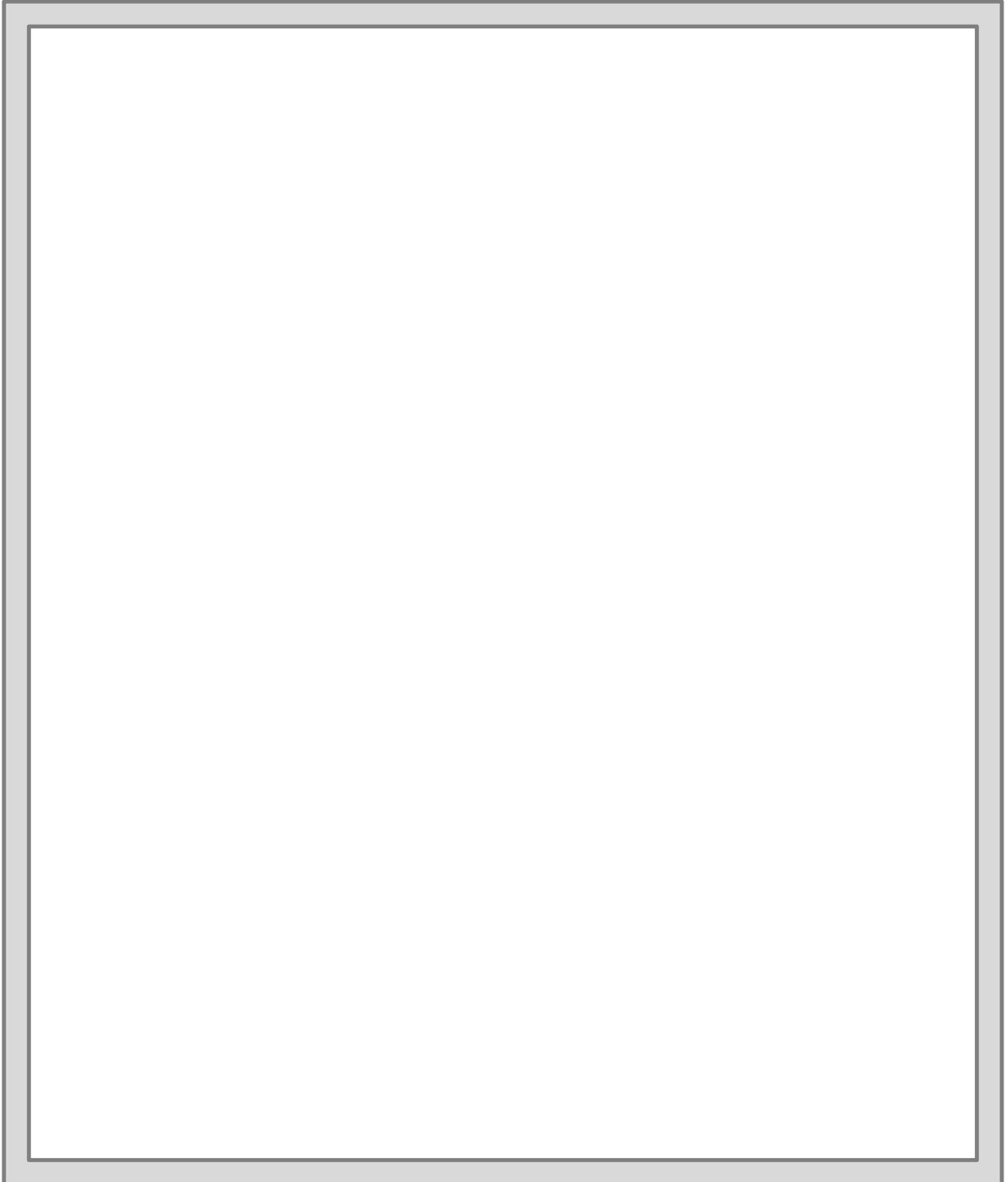
CIRCLE THE MATERIALS YOUR ARTIFACT IS MADE FROM!

- | | |
|-------------|-----------|
| metal | glass |
| wood | bone |
| pottery | cardboard |
| cotton | plastic |
| other _____ | |





DRAW A PICTURE OF SOMEONE USING YOUR OBJECT!



PAPER HOUSE TEMPLATE

