

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ American family culture is influenced by the availability of resources, as well as by traditions, religions and celebrations. ▪ Continuity and change can be seen in families.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How are families’ lives affected by available resources now and in the past? ▪ Why have people’s daily lives changed over time? ▪ Why are traditions important to families? ▪ How are families the same now and in the past?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Family life has been changed by modern inventions and technology such as electricity, automobiles, and growth of towns and cities. ▪ Traditions are the handing down of customs, ideas and beliefs from one generation to the next.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> ancestors, resources, basic needs, families, culture, traditions, transportation, gender, modern, opportunities, forage, hunt, trap, handmade, farmer’s market, grocery store, apartment, mobile home, media, similarities, differences, compare, contrast, beliefs, celebration, generation, variety, custom, technology, shelter, morals, religion ▪ In the past: Food security, the need for shelter, and personal safety controlled the lives of families. Family roles were defined by gender. Schooling for children was optional and opportunities for play were rare. Transportation was limited. ▪ In the Present: School is available to all children. Variety exists in aspects of families and cultures. ▪ Traditions: Traditions change over time for many reasons including: <ol style="list-style-type: none"> 1. Changing resources (food, clothing, technology, etc.) 2. Changing Roles (gender, age, economic) 3. Assimilation of cultures (familial merging of culture) 4. Beliefs (religious, moral, ethical) from one generation to the next

<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify traditions in individual families and cultures. ▪ Identify similarities and differences in daily life in the past and daily life today. ▪ Describe how traditions might change over time. ▪ Describe how available resources affect daily life for families.
<p>Related Maine Learning Results</p>	<p>Social Studies</p> <p>A.1. Students identify and investigate research questions related to social studies by locating, organizing and sharing information.</p> <p>A.1b. Follow an established procedure for locating sources appropriate to reading level</p> <p>A.1d. Organize findings</p> <p>A.1e. Share information gathered using oral and visual examples</p> <p>B. Students understand civic aspects of classrooms traditions and decisions, and the traditions of various cultures, including Maine Native Americans</p> <p>B.3b. Compare traditions that are similar across the nations and traditions that differ in various cultural groups including Maine native Americans</p> <p>C.1 Students understand the nature of economics as well as key foundation ideas</p> <p>C.1a, Describe economics as how people make choices about how to use scarce resources to meet their wants and needs</p> <p>C.2 Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans</p> <p>C.2a Identify examples of how I individuals, families, and communities, including Maine Native Americans, are influenced by economic factors</p> <p>C.2b Describe the work and contribution of various groups sto the economics of the local community in the past and present. .</p> <p>.D.2 Students understand the influence of geography on individual and groups in the United States and the world, including Maine Native Americans</p> <p>D.2a Identify the impacts of geographic features on individuals, families and communities, including Maine Native Americans, in the United States and various other nations.</p> <p>E 1 Students understand the nature of history as well as key foundation ideas.</p> <p>E.1a. Describe history as “ stories” of the past</p>

	<p>E.1c. Identify past, present, and future in stories, pictures, poems, songs, or videos</p> <p>E.1d. Apply terms such as “before” and “after” in sequencing events.</p> <p>E.1e. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.</p> <p>E.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans</p> <p>E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations or the arts.</p> <p>E.2b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>
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<p>Social Studies Practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chronological reasoning and causation <input checked="" type="checkbox"/> Comparison and contextualization <input checked="" type="checkbox"/> Geographic reasoning <input checked="" type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> ▪ List non-technological aspects of early American life ▪ Describe a day in your home when the power was out. Compare it to a day when you had power. ▪ Read <i>The Ox Cart Man</i> and list the types of available resources the family had to provide: food, clothing and shelter. ▪ Have children bring in a sample of a family tradition or celebration (food, clothing, decoration, song, story, treasured possession) to share. ▪ Compare and contrast a resource from now and long ago (food, toys, homes, sewing). ▪ Teach old fashioned chores, games, school activities, or jobs. ▪ Interview a grandparent or older relative to find out what was different about their childhood.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Draw a picture of a day and the life of a child from long ago and of yourself. ▪ Present a family tradition to the class. ▪ List resources that could be handmade by a family long ago (after reading and discussing a book such as <i>The Ox Cart Man</i>).
<p>Sample Resources</p>	<p><u>Publications</u> <u>Families Now and Then picture book stories</u></p> <ul style="list-style-type: none"> ○ <u>Pilgrim Children Had Many Chores</u> - Gina Lems-Tardif ○ <u>Cherry Pies and Lullabies</u> by Lynn Reiser (Three generations of daughters and mothers share cherry pie) ○ <u>Wheat Doll</u> by Allison Randall (1800's Utah settler childhood) ○ <u>The Keeping Quilt</u> by Patricia Polocca (A quilt helps tell the story of American immigrant families over several generations) ○ <u>Ox Cart Man</u> by Donald Hall (Early New England family produces own goods) ○ <u>The Quilt Story</u> by Tony Johnston (Hand-me-down quilt is passed through generations) ○ <u>Abbie in Stitches</u> by Cynthia Cotten (Colonial girl learns to sew though she would rather read) ○ <u>Apple Picking Time</u> by Michelle Slawson (Modern family picks fruit for additional income) ○ <u>Little House on the Prairie</u> by Laura Ingalls Wilder ○ <u>The Log Cabin Quilt</u> by Ellen Howard (Grandma's quilt scraps help build a family's log cabin) ○ <u>Red Flower Goes West</u> by Ann Turner (Family traveling

westward carries one red flower with them)

- Bigmama's by Donald Crews (Crews recalls childhood summers at his grandparents' home.)
- Seven Brave Women by Betsy Hearne (Autobiographical seven generations of American women)
- One Horse Farm by Dahlov Ipcar (Johnny grows up on a Maine farm that goes from using horses to tractors.)
- I Go with My Family to Grandma's by Rivi Levinson (In early 1900s extended families from 5 NYC boroughs go to grandma's)
- Stitchin' and Pullin': a Gee Bend Quilt by Patricia McKissack
- The Blessing Cup by Patricia Polacco (Objects remind generations of a Jewish family of what is important in life)
- This Is the Rope: a Story from the Great Migration by Jacqueline Woodson & illus. by James Ransome A rope is passed down through three generations in an African American family for skipping, packing.
- Show Way by Jacqueline Woodson illus by Hudson Talbot Five (Generations of African Americans share a quilt)
- Sailing Home: a Story of a Childhood at Sea by Gloria Rand & illus. by Ted Rand (based upon a real family's 1890s life on a four-masted sailing bark.)
- When I Was Young in the Mountains by Cynthia Rylant & illus. by Diane Goode (Autobiographical, girl recalls growing up with her Appalachian grandparents.)
- I Have Heard of a Land by Joyce Carol Thomas (Describes the joys and hardships experienced by an African-American pioneer woman who staked a claim for free land in the Oklahoma territory.)
- A Chair for My Mother by Vera Williams (Little girl saves her money for a big gift.)
- This Is Our House by Hyewon Yum (Over three generations, family continue activities begun in new house by Korean immigrant grandparents.)
- Miss Birdie Chose a Shovel by Leslie Connor and illus. by Mary Azarian In 1856 Miss Birdie emigrates with a shovel which she uses throughout her life in America.)
- A Couple of Boys Have the Best Week Ever by Marla Frazee This is a humorous, loving look at two contemporary boys who spend an unconventional week with grandparents.
- Home Lovely by Lynn Rae Perkins In this quiet story a young girl and her mom make their trailer a welcoming home.

Families Now and Then Informational/nonfiction books

- *Pilgrim Children Had Many Chores* – Gina-Lems-Tardif
- *Sarah Morton's Day, Samuel Eaton's Day, Tapenum's Day: A*

	<p><i>Wampanoag Indian Boy In Pilgrim Times</i> – Kate Waters (Books with photos depicting a day-in-the life of 1620's Plymouth plantation)</p> <ul style="list-style-type: none"> ○ <i>Hasty Pudding, Johnnycakes and Other Good Stuff: Cooking in Colonial America</i> by Loretta Frances Ichord ○ <i>Homeplace</i> by Anne Shelby ○ <i>Let's go home: the wonderful things about a house</i> by Cynthia Rylant (Picture tour of rooms in a modern day home.) ○ <i>Let's Get Dressed</i> by Ruth Walton ○ <i>In the New World: a Family in Two Centuries</i> by Gerda Raidt & illus. by Christa Holtei (A heavily illustrated story of an immigrant family 1860-2010 covers why they left Germany, the voyage, and starting new lives over the generations.) ○ <i>Families</i> by Susan Kuklin 306.85 KUK (Fifteen different families are interviewed in this diverse photo essay. ○ <i>Tuttle's Red Barn: the Story of America's Oldest Family Farm</i> by Richard Michelson & illus by Mary Azarian (This book covers 12 generations a New Hampshire family who work their farm and are a part of historic changes.) <p><u>Strong historical fiction authors</u></p> <ul style="list-style-type: none"> ○ Deborah Hopkinson ○ Jean Van Leeuwen ○ Elizabeth Fitzgerald Howard ○ Verla Kay <p><u>Videos:</u></p> <ul style="list-style-type: none"> ○ <i>The Ox Cart Man</i> – Reading Rainbow
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