

# Community and Identity, Unit 4

## Note About This Unit:

Our other units are particularly geared toward middle and high school courses. This unit reminds us that younger grade levels can also discover, interpret, and represent new learning through primary sources. Starting with themselves, students will build a toolkit that includes listening, observation, compare/contrast, and representation. As they gain insights into their own cultural identities, they will be more ready to engage with difference and other perspectives. ([See Linda Deafenbaugh's article in Volume 10, Issue 1](#)).

## Recurring Primary Sources referenced in this unit:

- Postcards
- Maps
- House Models and Images (representative of neighborhood, region, religion, etc.)
- Self-Portraits
- Family Portraits
- Musical Instruments
- Toys and Dolls

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## All About Us: Me and My Community

Unit by Cassandra Cruz-Dockery, Broward County teacher

**Teaching Statement:** Using everyday concepts such as food, holidays, toys, art, and clothing, students will learn about the diverse cultures and traditions in their community, compare the past with the present, and celebrate their cultural similarities and differences. This lesson brings together primary sources with daily experiences, providing countless opportunities for learning. A Discovery Journal will keep track of students' findings along the way and create a keepsake for them to share with their classmates and/or family at the end of the unit.

**All the lessons in this unit engage the following academic standard:**

**US History-SS.K.A.21** Learn and compare children and family of today to those of the past.

### Notes to the Teacher:

- This is a 10-week Standards-Based Lesson Study.
- It can be used during the All About Me unit at the beginning of the year (September-November) or for a Kindergarten 100<sup>th</sup> Day Project (December-February).
- It can be taught during a Social Studies, Writing, and/or ELA block.
- Each lesson is approximately 20-30 min. (longer if your school will allow it as it is cross-curricular)

### Notes to adapt to share with the students and parents:

As a class, you will discover more about yourselves, your families, and your community. Each week you will learn about different artifacts, replicas, and documents that will help you as you discover the different types of cultures that make up your community and help you compare the past and the present and celebrate what makes your community special.

You will also create a Discovery Journal to keep your findings along the way. It will become your keepsake and/or you can use it in your showcase. At the end of the unit, you can showcase your findings and community traditions during an “All About Us!” Community Family Event.

On Fridays and/or at the event, you can bring items from home that relate to the topics or invite family members to come in and share their stories, their artifacts, their history. If they are not able to come in, it is now possible to create a Zoom Link and make it virtual! Or have them send in a recording and create a slideshow of family stories.

**Defining Family:** For most people today, family includes a range of loved ones—from children, parents, and grandparents to spouses, significant others, siblings, and close friends. A family is two or more people who are connected by strong emotional connections and sometimes they don't live together. Families can look very different from each other, but all family members usually care for one another.

Age: Kindergarten	Introduction
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b>          Who are we?          What groups are we a part of in addition to our family?</p> <p><b>Academic Language:</b>          Culture          Community          Artifact          Portrait          Folk Group          Symbol          Primary Source</p>	
<b>Academic Standards:</b> SS.K.A.21	
<p><b>Learning Goals:</b>          Drawing a likeness that represents a self-portrait.          Identifying that an individual may be a member of many groups.          Connecting the idea of an artifact or a symbol to represent something bigger.</p>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Artist Nancy Billings self-portrait art quilt</a></li> <li>• <a href="#">Library of Congress - Image: 1996 Kids Quilt</a></li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Nancy Billings Artist-in-Residence Webpage</a></li> </ul> <p><b>Book Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Where Are You From?</i> by Yamile Saied Méndez (Author)/Jaime Kim (Illustrator)</li> <li>• <i>Islandborn</i> by Junot Diaz</li> </ul>	
<p><b>Teacher Materials and Preparation:</b></p> <ul style="list-style-type: none"> <li>• Send a note home prior to beginning the unit. This note may want to provide a schedule for this unit so that parents may anticipate what items from home or kinds of questions their student may be engaging through these lessons.</li> <li>• Secure and review primary sources.</li> <li>• Review <a href="#">Nancy Billings Artist-in-Residence Webpage</a> to learn more about the artist prior to sharing the self-portrait with art quilt.</li> <li>• Print Discovery Journal – Self-Portrait.</li> </ul>	
<p><b>Engage:</b>          Introduce and review academic language. Post vocabulary terms where students can see them.          Introduce essential questions.</p>	

In whole group setting, encourage students to discuss the essential questions.

**Explore:**

Students explore the Artist Self-Portrait primary source.

[Artist Nancy Billings self-portrait art quilt](#)

Students should work independently to draw a self-portrait.

Then, ask the students: What activity or artifact do you like so much that you would want to include it in your self-portrait? This activity might be something that tells us about a group where you are a member or where you have fun.

**Teaching Tips:**

Point out to students that the image named “Nancy Billings self-portrait” included not just the artist herself, but also an artifact and activity that she thought was so important to her, she wanted to include it in her portrait.

If students need help identifying folk groups they are members of, you might name these to help generate new ideas:

Cub Scouts/Girl Scouts

Church, synagogue, mosque

Sports teams

Afterschool clubs

Their own Classroom

Play—games like Minecraft or recess groups that play together like 4-square or jump rope.

Geographic groups—e.g., if a family is Haitian that student may want to draw their portrait with the Haitian flag.

**Explain:**

Encourage students to share self-portraits. Ask students to consider what is similar and different from their portrait and the primary source they analyzed.

**Evaluate:**

Student self-portraits are completed and include at least one element that provides additional information about who they are or a group where they are a member.

**Extend:** (This would require an additional full class time, 30 min.)

Students will view the 1996 Kids Quilt [Library of Congress - Image: 1996 Kids Quilt](#)

Prompts for discussion may include:

What are some of the objects or symbols you recognize?

Why do you think kids in 1996 chose these symbols for this quilt project?

When you considered your self-portrait and an activity or artifact that you could include, like the artist Nancy Billings included a quilt, what symbol or object would you include in your class quilt?

Draw or recreate through another medium student-chosen symbols or artifacts and combine into a “quilt” for the classroom banner/board.

Age: Kindergarten	Lesson 1: All About You
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b>          What can we learn from a name or chosen/loved nickname?          Why was your name chosen? Or What is a favorite story about your name or a name in your family (a grandparent, a pet)?          How do you write your name?</p> <p><b>Note to Teacher:</b> Some students may be sensitive about their names. Maybe they have been called names they don't like. Maybe their family has chosen for them to use Americanized versions of their name and they are unsure if they are supposed to be ashamed of their given name. Be prepared to offer alternative prompts if a student is having a hard time with names.</p>	
<p><b>Learning Goals:</b>          Write your first name.          Letter formation can look different and the same across cultures. Also, names can connect to stories in some families, some names mean different or similar things across cultures.</p>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Image: Taekwondo Master Sangwon Jeong came to Miami from South Korea. His Taekwondo black belt features his name in Korean characters and the word "Korea."</a></li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Sangwon Jeong Artist-in-Residence Webpage</a></li> </ul> <p><b>Book Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>The Name Jar</i> by Yangsook Choi</li> <li>• <i>Your Name Is a Song</i> by Jamilah Thompkins-Bigelow and Luisa Uribe</li> </ul>	
<p><b>Teacher Materials and Preparation:</b>          Secure and review primary sources.          Prepare and print Discovery Journal Cover.</p>	
<p><b>Engage:</b>          Introduce the essential questions.          In whole group setting, encourage students to share their names.</p>	

**Explore:**

- Read aloud one of the picture books and discuss how it relates to the essential questions.
- In a whole group setting, examine the primary source image. [Image: Taekwondo Master Sangwon Jeong came to Miami from South Korea. His Taekwondo black belt features his name in Korean characters and the word “Korea.”](#)



Use the prompts: What do you see?  
 What do you think?  
 What do you wonder?

- Students will work independently to write first names and design covers of their Discovery Journals. They might want to include a design that tells a story about their name and/or uses the letters of their name in creative ways.

**Teaching Tips:**

This photo is included in the lesson for reference. You will want to have larger copies available digitally or printed prior to using this activity.

Using the interview found on the HistoryMiami Museum website, share with students Master Sangwon Jeong’s name and a little bit of his story <https://historymiami.org/south-florida-folklife-center/artist-in-residence-programs/sangwon-jeong>.

Ask, how can an interview help us understand more about names, how they are written, and what they mean?

**Explain:**

Students will share their front covers.

**Evaluate:**

Student understood letter formation and wrote their name on their cover.

**Extend:**

Have students find three examples of the first letter of their name around the room, at home, and in their community. Have them document through photos or drawings the letters they find. (e.g., if a student’s name is Alex they might find an “A” capitalized on the bulletin board, a cursive “A” in a letter from their grandma, and a stylized “A” in a restaurant sign, like Applebee’s.)

<b>Age:</b> Kindergarten	<b>Lesson 2: All About Family</b>
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b> How do you define family?</p> <p>What characteristics make a family a family—from those we are born into to those where we feel safe and loved?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• How many people are in your family?</li> <li>• What makes your family special?</li> <li>• Have you ever had a pet?</li> <li>• How do you communicate with family members who do not live with you?</li> <li>• How does each member of your family contribute to the family?</li> </ul> <p><b>Academic Language:</b> Ancestors Relatives Folk groups</p>	<p><b>Teaching Tips:</b> See the note about family definitions in the Unit Introduction prior to starting this lesson.</p> <p>Use care with these questions. If you are unsure about some student family situations, you may want to focus this lesson more specifically on the groups that make them feel safest or loved. We call these “folk groups” and they can include family, or not. It may be their classroom and their teacher!</p>
<p><b>Learning Goals:</b> Write your last name. Learn that the ways we see and remember our ancestors and relatives are similar and different across cultures.</p>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Miami Story: I dreamt of my great-grandfather and he told me how to fix this drum (Carlos Gonzalez)</a> <ul style="list-style-type: none"> <li>○ Carlos talks about his family's Garifuna heritage and at 2:39 min. he starts talking about how his great-grandfather visited him in a dream and told him how to fix a drum.</li> </ul> </li> <li>• <a href="#">Library of Congress - Video: Libaya Baba: Garifuna Music &amp; Dance from California &amp; New York</a> <ul style="list-style-type: none"> <li>○ Start at 3:30 min. to learn who the Garifuna group is. This information is most helpful to preview prior to showing the primary source to students.</li> <li>○ For students, we recommend starting at 18:36-20:30 min.</li> </ul> </li> </ul>	
<p><b>Teacher Materials and Preparation:</b> Secure and review primary sources. Have items cued up prior to sharing with the class. Check sound levels.</p> <p>Prepare and print Discovery Journal back cover.</p>	

**Engage:**

Introduce the essential questions.

Listen to Carlos Gonzalez from 2:39 min.

- [Miami Story: I dreamt of my great-grandfather and he told me how to fix this drum \(Carlos Gonzalez\)](#)

In whole group setting, encourage students to share their last names and what they know about where their families are from.

Before you watch, discuss:

Libaya Baba means "Grandfather's Grandchildren." What does this name mean? What does it potentially tell you about this group?

Watch Libaya Baba from 18:36-20:30 min. (2 min, then fade song out)

[Library of Congress - Video: Libaya Baba: Garifuna Music & Dance](#)

Discuss—What did they see? What did they wonder?

How does the story of Mr. Gonzalez help us understand the story of Libaya Baba?

How does the music of Libaya Baba help us understand the story of Mr. Gonzalez? (Did the students see the drums? Do they wonder if they are similar to Mr. Gonzalez's?)

Did they see the conch shell and the turtle drums? Do they think this tells them something about the environment or place where this group is from? What do they wonder?

**Explore:**

With assistance from teacher, students will:

- Write their last name in the middle of the Discovery Journal back cover.
- Write the number of people in their family in upper left corner of the Discovery Journal back cover.
- Write O for only child in family or S if more than one child lives in the home in the upper right corner of the Discovery Journal back cover,
- Write where the student's family is from if they know in the bottom right corner of the Discovery Journal.

**Explain:**

Students will share back covers of their Discovery Journals.

**Evaluate:**

Student understood letter formation and wrote their name on their cover.

**Extend:**

Students will contribute family photos and assist in creating a class photo album in PowerPoint.

Age: Kindergarten	Lesson 3: All About Home
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b> Name what the difference is between these two questions: Where do you live, and, where are you from?</p> <p>What stories remind you of yourself or others in your neighborhood?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• What can you tell us about your neighborhood?</li> <li>• What city or town is your neighborhood located in?</li> <li>• What state is your neighborhood located in?</li> <li>• What country is your neighborhood located in?</li> <li>• When did you move to your neighborhood?</li> <li>• What are your favorite things about your home?</li> </ul>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Miami Story: The wild peacocks in my neighborhood are his favorite thing (Karin Ryner)</a> <ul style="list-style-type: none"> <li>○ A short, fun story about how a mom and her son look for peacocks in their neighborhood. (40 sec.)</li> </ul> </li> <li>• <a href="#">Florida Map, Library of Congress</a></li> <li>• HistoryMiami Museum Maps reproduced after this lesson for educational use: <ul style="list-style-type: none"> <li>○ Map of Florida, 1591</li> <li>○ Les Antilles, 1734?</li> <li>○ The state of Florida, 1846</li> <li>○ The state of Florida, 1890</li> <li>○ The mouth of the Miama River : running into Key Biscayne Bay. 1849.</li> <li>○ Cocoanut Grove 1896</li> </ul> </li> </ul> <p><b>Book Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Where Are You From!</i> By Yamile Saied Méndez (Author)/Jaime Kim (Illustrator)</li> <li>• <i>Coquí in the City</i> by Nomar Perez</li> <li>• <i>If Dominican Were a Color</i> by Sili Recio and Brianna McCarthy</li> </ul>	
<p><b>Teacher Materials and Preparation:</b> Secure and review primary sources. Check sound levels on the Miami Story recording.</p> <p>Prepare materials for <i>Me on the Map</i> activity.</p>	<p><b>Teaching Tips:</b> Optional resource: This article may spark additional ideas about how to teach a sense of place. The maps can include many elements: nature, infrastructure, people, culture, weather, etc.</p> <p>See: Bowman, Paddy. 2018. Grounding Ourselves: From Here This Looks Like Me. <i>Journal of Folklore and Education</i>. 5.2:114-22, <a href="https://jfepublications.org/wp-content/uploads/2018/09/Bowman-Connections-JFE20185.2-2.pdf">https://jfepublications.org/wp-content/uploads/2018/09/Bowman-Connections-JFE20185.2-2.pdf</a>.</p>

<p>Prepare and print neighborhood map page for Discovery Journal.</p>	
<p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>• Introduce the essential questions.</li> <li>• In whole group setting, encourage students to share where they live (neighborhood, city/town, state, country).</li> <li>• Students review the Primary Source maps.</li> </ul>	<p>Ask students to share what they see, think, and wonder. (i.e. they may see the “Sea Monster” in the 1591 map and think that sea monsters lived here in 1591. Help them wonder, why is a sea monster in the Gulf of Mexico on this map? )</p> <p>Historical maps may seem hard to navigate for a Kindergartener, but they can begin to identify what is similar and different. We encourage you to add maps from your classroom to the activity.</p>
<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Read aloud one of the picture books and discuss how it relates to essential questions.</li> <li>• With assistance from the teacher, students will complete <i>Me on the Map</i>.</li> <li>• Students will work independently to draw a personalized neighborhood map in their Discovery Journals.</li> </ul>	
<p><b>Explain:</b> Students will share neighborhood maps.</p>	
<p><b>Extend/Evaluate:</b> Draw a place that matters to you in your neighborhood. Include at least one thing that makes it unique, or one person or animal or thing that you want to particularly show in this special place.</p>	

# Maps

Selection of maps from the Archives and Exhibitions of  
HistoryMiami Museum and other sources

## Map of Florida, 1591



Le Moyne de Morgues, Jacques d. 1588. Map of Florida. [Frankfurt] : [de Bry, 1591] 1 map Facsimile. Shows Florida and Cuba. Digital image. 2002. Scanned from photostat. 1946-003-4

# Les Antilles, 1734 (?)



Les Antilles. [s.l. : s.n., 1734?] 1 map : hand col ; sheet 22.5 x 31 cm. All rights reserved by the source institution. Digital image. 2002. tif. Map filed in the Robert C. Rogers Collection, box 3. 1996-916-13 From the Robert C. Rogers Collection. Caribbean area Maps 18th century. The Historical Museum of Southern Florida, Miami (HistoryMiami Museum).

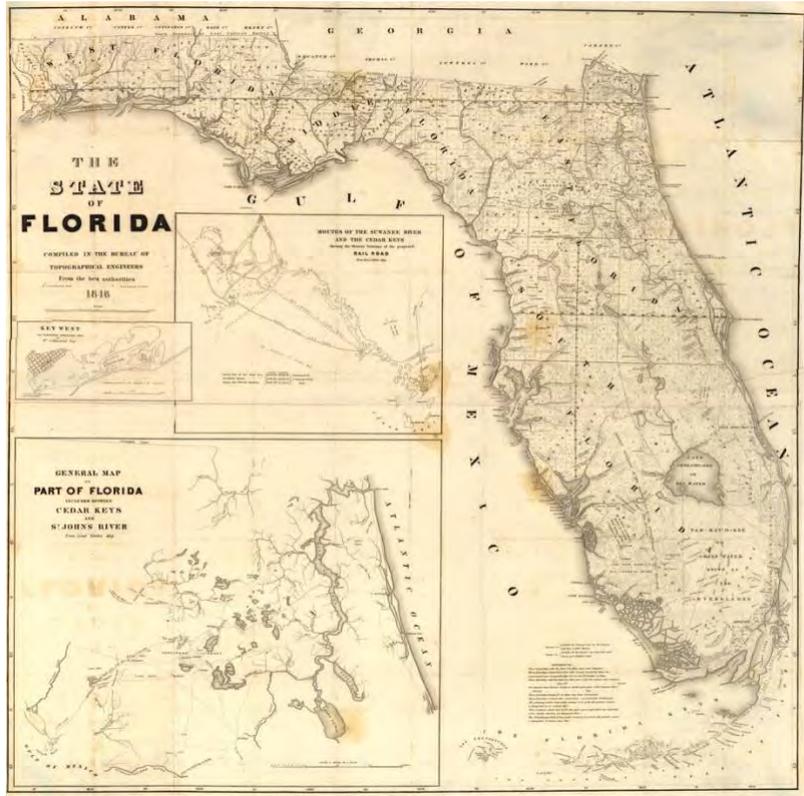
# Map of European settlements in the West Indies, 1750



Kitchin, Thomas. Map of the European settlements in the West Indies. [London?] : Kitchin, [ca. 1750] 1 map ; sheet 21 x 30 cm., image 15.5 x 27 cm. All rights reserved by the source institution. Digital image. 2002. tif. Map filed in the Robert C. Rogers Collection, box 3. 1996-916-2

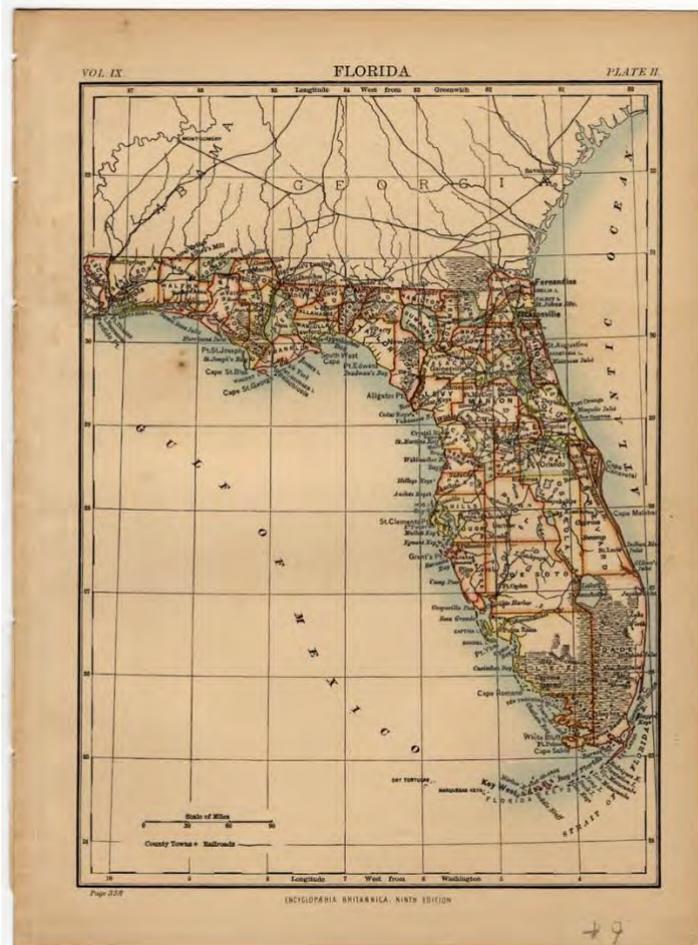
# The state of Florida, 1846

Bruff, J. Goldsborough. The state of Florida / compiled in the Bureau of Topographical Engineers from the best authorities ; by J. Goldsborough Bruff. Washington, D.C. : D. M. McClelland, 1846. 1 map : engraving Steel engraving. Shows Florida peninsula, panhandle and Keys. Series 3304. Insets: Key West as surveyed February 1829, by Wm. A. Whitehead, esq. -- General map of part of Florida included between Cedar Keys and St. Johns River, from Lieut. Blake's map. -- Mouth of the Suwanee River and the Cedar Keys : showing the western terminus of the proposed railroad, from Lieut. Blake's map. Digital image. Miami, Fla. : T-Square (for HASF), 2001.



# Florida, 1890

Florida. [s.l. : s.n., ca. 1890] 1 map, col. ; sheet 27 x 20 cm. From Encyclopaedia Britannica. 9th ed. Digital image. 2002. tif. Map filed in the Robert C. Rogers Collection.





Age: Kindergarten	Lesson 4: All About Clothing
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b> How are clothing and your accessories like a book? Can you learn from clothing? What does clothing tell us?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• What are some different types of clothing?</li> <li>• What do these types of clothing look like?</li> <li>• What do these types of clothing feel like?</li> <li>• What types of clothing would you wear in Florida’s sun and heat?</li> </ul>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Image: Cory Osceola and a white woman examine Seminole patchwork</a></li> <li>• <a href="#">Artifact: Patchwork Jacket – HistoryMiami Museum</a> <ul style="list-style-type: none"> <li>○ HistoryMiami Museum Object Collection - Circa 1980. Purchased at Miccosukee Indian Village.</li> <li>○ The Seminole and Miccosukee Indians, both originally part of the Creek Nation, migrated to southern Florida in the late 1700s. Blossoming around 1920, patchwork clothing items are perhaps the most iconic art form associated with both groups. This jacket was purchased at the Miccosukee Indian Village, a tourist site run by the Miccosukee Tribe of Indians of Florida.</li> </ul> </li> <li>• <a href="#">Image: Coral Gables tailor Mariano Arce, maker of custom guayabera shirts</a> <ul style="list-style-type: none"> <li>○ HistoryMiami Museum Archives - Photographer, Jorge Zamanillo, 2012</li> </ul> </li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Pedro Zepeda Artist-in-Residence Webpage</a></li> <li>• <a href="#">The Guayabara: A Shirt’s Story</a></li> </ul> <p><b>Book Recommendation:</b> <i>What We Wear: Dressing Up Around the World</i> by Maya Ajmera, Elise Hofer Derstine, et al.</p>	
<p><b>Teacher Materials and Preparation:</b> Secure and review primary sources.</p> <p>Prepare cut-outs for dress/decorate activity.</p>	<p><b>Teaching Tips:</b> The primary sources offer two examples of clothing to explore: One from the Seminole Nation and a specific type of clothing called the Guayabara shirt. Students may enjoy exploring both kinds of primary sources, or choose one example for this activity.</p> <p>We recommend a larger cut-out figure (8 in tall) to give students more room to build their dress ideas on the figure. These can be pre-bought or there are online templates that may be printed.</p>

<p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>• Introduce essential questions.</li> </ul> <p>In whole group, hold up a pair of tennis shoes and begin to “unpack” the cultural meanings associated with them:</p> <ul style="list-style-type: none"> <li>• What are these? What are they used for?</li> <li>• What do these shoes tell us about the person wearing them?</li> <li>• Who might wear them? Who wouldn’t wear them?</li> <li>• When and where would these shoes be worn?</li> <li>• Who made these shoes?</li> <li>• How many of you sometimes wear tennis shoes?</li> <li>• What other shoes do you currently have?</li> <li>• What other shoes do other family members wear?</li> <li>• What shoes did your ancestors wear?</li> </ul> <p style="text-align: right;">(prompts from Wagler 2014)</p>	<p><b>Teaching Tips:</b></p> <p>Reach out to your local museum or historical society to learn if they have clothing items that students could use for learning in this lesson.</p> <p>Using the activity on <a href="#">pages 32-33</a>, lead students through the prompts to further engage learning that clothes are more than just clothes.</p> <p>Wagler, Mark. 2014. Clothes Encounters: Ten Days in Our Perpetual Study of Everyday Life. <i>Journal of Folklore and Education</i>. 1:25-33.  <a href="https://jfepublications.org/article/clothes-encounters">https://jfepublications.org/article/clothes-encounters</a></p>
<p><b>Explore:</b></p> <p>Read aloud the picture book and discuss how it relates to essential questions. Students will work independently to dress/decorate a cut-out person to represent themselves. Students will add their cut-out person to their Discovery Journals.</p>	
<p><b>Explain:</b></p> <p>Students will share decorated cut-outs. They will be prompted to use new language in their presentations, such as textile.</p>	
<p><b>Evaluate:</b></p> <p>Is the cut-out complete? Did the student include at least one mention of textiles in addition to other design elements in the assignment?</p>	
<p><b>Extend:</b></p> <p>Take a photo of yourself wearing your favorite clothing.</p> <p>Or</p> <p>Have the students complete a clothes inventory:  Describe different kinds of clothing you have at home: What the clothes look like; where, how, and when you got them; and why your family uses these clothes.</p>	<p><b>Teaching Tips:</b></p> <p>Using the activity on <a href="#">pages 32-33</a>, lead students through the prompts to further explore their clothes at home.</p> <p>From: Wagler, Mark. 2014. Clothes Encounters: Ten Days in Our Perpetual Study of Everyday Life. <i>Journal of Folklore and Education</i>. 1:25-33.  <a href="https://jfepublications.org/article/clothes-encounters">https://jfepublications.org/article/clothes-encounters</a></p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Everyday clothes for school and home</li> <li><input type="checkbox"/> Dressing up for special events: suits, ties, dresses, jewelry</li> <li><input type="checkbox"/> Traditional, ethnic, or religious clothing</li> <li><input type="checkbox"/> Clothes of parents, ancestors</li> <li><input type="checkbox"/> Clothes from other countries</li> <li><input type="checkbox"/> Uniforms: teams, Scouts, choir</li> <li><input type="checkbox"/> Costumes: Halloween, drama, make-believe</li> <li><input type="checkbox"/> Clothes for special activities: work, sleeping (prompts from Wagler 2014)</li> </ul>	
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<b>Age:</b> Kindergarten	<b>Lesson 5: All About Food</b>
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What kinds of food does your family eat on holidays/special occasions?</li> <li>• What traditional foods does your family enjoy?</li> <li>• What are your favorite foods?</li> </ul> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• What does your family eat for breakfast? Lunch? Dinner? Snacks?</li> <li>• Where do you get your food?</li> <li>• Where does food come from? How can you find out if you don't know?</li> </ul>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Artifact: Caja China – HistoryMiami Museum</a> <ul style="list-style-type: none"> <li>○ HistoryMiami Museum Object Collection - Circa 2005. Gift of Avian Guerra.</li> <li>○ A caja china, or “Chinese box” in English, is used for a Cuban-style pig roast, a tradition typically practiced on Thanksgiving and Christmas Eve. In 1985, the Miami business La Caja China created their own version of the box based on memories of the wooden boxes used to roast pigs in Cuba's Chinatown. This caja china belonged to the Ortiz family and was used for years at their parties and family gatherings.</li> </ul> </li> </ul> <p><b>A primary source for older students or for teacher reference related to image above:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Audio interview: Robert and Avian Guerra</a> – owners of La Caja China</li> </ul> <p><b>Book Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>Thank You, Omu!</i> By Oge Mora</li> <li>• <i>My Food, Your Food, Our Food (How Are We Alike and Different?)</i> by Emma Carlson Berne, Sharon Sordo, et al.</li> <li>• <i>Pies From Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott</i> by Dee Romito and Laura Freeman</li> <li>• <i>Too Many Tamales</i> by Gary Soto and Ed Martinez</li> </ul>	

**Teacher Materials and Preparation:**

Secure and review primary sources.  
 Encourage families to submit recipes for Discovery Journals.  
 Prepare and print Family Recipe page for Discovery Journal.

**Engage:**

Introduce essential questions.  
 Encourage students to describe the foods that are special to them and to their families.

**Explore:**

Read aloud one of the picture books and discuss how it relates to essential questions.

Explore the primary source image: The Caja China.



Students will work independently to draw a picture of a food that is special to them and/or their family. Students will include the picture in their Discovery Journals.

**Teaching Tips:**

The prompts See, Think, Wonder can be useful. We also recommend prompts that can help them connect it to their own food knowledge:  
 How does food get warmed up in your home?  
 Do you have any meals that cook in a “box”?  
 Describe any “boxes” you might use to make food (students might say oven, microwave, Dutch oven).

Using a white paper plate can be a fun canvas for student drawings and reinforce the food topic.

**Explain:**

Encourage students to share their pictures of the foods that are special to them and/or their families.

**Extend and Ethnography:**

- Encourage families to cook a favorite meal together. Then, they can document it through photos or video. Have the students learn one thing about their favorite meal that they learned by asking someone who was preparing it or serving it (realizing that for some, a favorite meal may be out of their home!) This is an ethnography activity, where students learn from an interview.
- Ask families to contribute a recipe that will be included in each child’s Discovery Journal.

Age: Kindergarten	Lesson 6: All About Holidays/Traditions
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b> What are some of your family’s holiday traditions?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• What holidays does your family celebrate?</li> <li>• What holiday traditions does your family celebrate?</li> <li>• Who is invited to your family’s celebrations?</li> <li>• What activities do children participate in during your family’s celebrations? What activities do adults participate in during your family’s celebrations?</li> <li>• What do you wear to family celebrations?</li> <li>• When do your family’s celebrations take place?</li> <li>• Where do your family’s celebrations take place?</li> </ul>	<p><b>Teaching Tips</b> Use the supporting questions to encourage students to define what is meant by “traditions.”</p>
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Día de Muertos Altar</a> – temporary display at HistoryMiami Museum <ul style="list-style-type: none"> <li>○ The ofrenda, or altar, is the centerpiece of Día de Muertos celebrations. The word ofrenda means “offering” in Spanish, and the altar is composed of a collection of objects offered in honor of the deceased. Celebrants display photos, personal items, and favorite foods of the person for whom the altar is dedicated. Water is offered to quench the thirst of the dead, tired from the journey to the realm of the living and to give them strength for their return. Also adorning the altar are handmade crafts such as papel picado, signifying the union between life and death, and sugar skulls, a representation of death itself. Staple items in a traditional ofrenda include a type of bread called pan de muerto and cempasuchil flowers known as Aztec marigolds, which are meant to bring the spirit of the deceased to its ofrenda.</li> <li>○ This display was created in partnership with the Consulate General of Mexico in Miami in conjunction with HistoryMiami Museum’s artist-in-residence Ameyal Mexican Cultural Organization.</li> </ul> </li> <li>• <a href="#">Artifact: Junkanoo headpiece</a> – on display at HistoryMiami Museum <ul style="list-style-type: none"> <li>○ HistoryMiami Museum Object Collection - Costume. 2008. Built by Bahamas Junkanoo Revue.</li> <li>○ Bahamian Junkanoo, traditionally a Christmas season parade, features dancing, lively music, and colorful handmade costumes. Made by members of local ensemble Bahamas Junkanoo Revue, this costume’s design and colors represent the ocean, the sky, and peacefulness.</li> </ul> </li> </ul>	

**Other Resources:**

- [Alfredo Martinez with Ameyal Mexican Cultural Organization Artist-in-Residence Webpage](#)
- [Bahamas Junkanoo Revue Artist-in-Residence Webpage](#)
- [Library of Congress Research Guide: Halloween & Día de Muertos Resources](#)

**Book Recommendations:**

- *Lunar New Year* by Hannah Eliot and Alina Chau
- *Let's Celebrate! Special Days Around the World* by Kate DePalma and Martina Peluso

**Teacher Materials and Preparation:**

Secure and review primary sources.  
Prepare and print Holiday Celebration page for Discovery Journal.

**Engage:**

Introduce essential questions.  
Encourage students to describe a holiday or tradition their families celebrate. (Lead the students to discover that not everyone celebrates the same holidays and that, while all families have traditions, not all families celebrate holidays.)

**Explore:**

Read aloud one of the picture books and discuss how it relates to essential questions.  
  
Students will work independently to draw a picture of a holiday or tradition that their families celebrate.

**Explain:**

Encourage students to share their holiday/tradition pictures.

**Extend:**

Encourage students to share photographs from their family celebrations.

**Age:** Kindergarten

**Lesson 7: All About Games and Toys**

**Time Requirement:** 20-30 min.

**Essential Questions:**

How are toys and games from the past different from toys and games today?

**Supporting Questions:**

- What is this toy called? What did/does it do?
- Who invented this toy?
- Where did you get this toy?
- Who gave you this toy?
- How would/do you use this toy?

**Primary Sources:**

- [Artifacts: Seminole dolls – on display at HistoryMiami Museum](#)
  - HistoryMiami Museum Object Collection  
Front: Two dolls. Circa 1939. Gift of Carol Cortelyou.  
Back left: Four dolls. 1980s. Gift of Dawn Hugh.  
Back right: One doll. 1994. Purchased by HistoryMiami.  
The Seminole and Miccosukee Indians of southern Florida make dolls not only as toys for young children, but also as souvenirs for tourists. These dolls are created from palmetto fiber husk stuffed with cotton and wrapped in patchwork cloth. They reflect traditional clothing and hairstyles from different time periods.
- [Image: Seminole dolls from HistoryMiami Museum’s teaching collection](#)
- [Miami Story: The Complex World of Four Square - Omariya Garnett, Trinity Thomas, Jamiyah Smiley, and Zuri Rolle](#)
- Hopscotch: Collins, Marjory, photographer. New York, New York. Chinese-American girl playing hopscotch with friends outside her home in Flatbush. United States New York New York State, 1942. Aug.?. Photograph. <https://www.loc.gov/item/2017835800>.

**Teacher Materials and Preparation:**

Secure and review primary sources.  
Secure materials for New Toy activity.  
Prepare and print New Toy page for Discovery Journal.  
Inform families about toy sharing activity. Provide guidelines for selecting a toy to share (i.e., no weapons, no expensive/irreplaceable items, etc.).

**Engage:**

Introduce essential questions.  
Encourage students to share and/or describe their favorite toy. (The toy can be one the student brings from home, with permission from their parent/guardian, or one from the classroom.)

**Explore:**

Have the students share a favorite game they play at recess or elsewhere that doesn’t require specialized equipment. (Hopscotch, tag, jump rope games)

They will draw a picture of their game to include in their Discovery Journals.

**Teaching Tips:**

Teachers can see [Simon Lichman's hopscotch article on hopscotch in multicultural intergenerational co-existence-education](#) for additional notes about how games can lead to important learning discoveries.

Lichman, Simon. 2015. Uses of Hopscotch in Multicultural, Intergenerational Co-existence Education. *Journal of Folklore and Education*. 2:3-13, <https://jfe-publications.org/article/uses-of-hopscotch-in-multicultural-intergenerational-co-existence-education>.

**Explain:**

After a student shares their game, ask if there are variations that other students know. This begins to create learning around the notion of variation rather than “right/wrong.”

**Extend:**

Students will work independently to design a new toy. They will draw a picture of their new toy to include in their Discovery Journals. Encourage students to share the pictures of their new toys and to explain what they created.

Students will use the materials provided to build their new toys.

<b>Age:</b> Kindergarten	<b>Lesson 8: All About School</b>
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Question:</b> What makes your school culture unique?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• Where did your family members go to school?</li> <li>• What were these schools like? (How many students were in a class? What subjects were taught? What did the school buildings look like?)</li> <li>• Where do you go to school?</li> <li>• What do you like about your school?</li> <li>• How is your school the same as/different from your family members’ school(s)?</li> </ul>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Image: Coral Gables Elementary School</a></li> <li>• <a href="https://www.loc.gov/free-to-use/teachers-and-students">https://www.loc.gov/free-to-use/teachers-and-students</a></li> </ul> <p><b>Book Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <i>All Are Welcome</i> by Alexandra Penfold and Suzanne Kaufman</li> <li>• <i>I Am Ruby Bridges</i> by Ruby Bridges and Nikkolas Smith</li> </ul>	
<p><b>Teacher Materials and Preparation:</b> Secure and review primary sources. Prepare and print All About Your School! Page for Discovery Journals.</p>	
<p><b>Engage:</b> Introduce essential questions.</p> <p>Encourage students to share what they like about school through a drawing they will include in their Discovery Journals.</p>	<p><b>Teaching Tips:</b></p> <p>A student discussion first may help students to identify the thing they wish to draw.</p>

Categorize student drawings by people, places, recess, classes, or other categories that students think matter.	
<p><b>Explore:</b> Read aloud one of the picture books and discuss how it relates to essential questions.</p> <p>Review images from the primary source sets.</p>	
<p><b>Explain:</b> Encourage students to use the categories they used to organize their drawings to try to organize categories in the primary source images.</p> <p>Then ask, “What images or photos do you want to draw or take to document what makes our school special?” Discuss.</p>	
<p><b>Extend/Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Take students on a walking tour of the school. Take photos based upon large group discussion. Organize photos into a digital book that tells a story about your school. Share it with the principal. It can also become a source for future students to learn from.</li> <li>• Encourage students to draw a map of the school. Share a map of the school with students. (A fire drill map should be posted in most classrooms.) Encourage students to identify key locations on the map.</li> <li>• Encourage families to share old yearbooks or borrow old yearbooks from the school’s Media Center. Create space for the students to discuss similarities and differences between schools in the past and schools today.</li> </ul>	

<b>Age:</b> Kindergarten	<b>Lesson 9: All About Transportation</b>
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b> How can transportation reflect environment?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• What kinds of transportation do you use?</li> <li>• What kinds of transportation did your family use in the past?</li> <li>• Do you always use the same transportation? What are examples of different kinds of transportation you use, and why?</li> </ul>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Image: Seminole artist Pedro Zepeda uses a curved tool called an adze to carve the inside of a canoe.</a> <ul style="list-style-type: none"> <li>○ HistoryMiami Museum Archives - Heritage Spotlight Series; Photographer, Yamila Lomba; May 21, 2019</li> </ul> </li> </ul>	

- [Image: Seminole Indian Man poling a dugout canoe by a village](#)
- [Image: A canoe trip through the Everglades, circa 1910](#)
- [Library of Congress - Image: An airboat loaded with passengers traverses a riverway through a marsh at the Everglades Safari Park, a tourist attraction in the Everglades, an ecosystem in South Florida that is unlike any other in the world](#)
- <https://www.loc.gov/free-to-use>
  - There are sets for bicycles, autos, planes, main streets, and other appropriate sets. Identify 5-10 images for classroom use.

**Other Resource:**

[Pedro Zepeda Artist-in-Residence Webpage](#)

**Book Recommendations:**

- *I Want to Ride the Tap Tap* by Danielle Joseph and Oliver Ganthier
- *Last Stop on Market Street* by Matt de la Peña

**Teacher Materials and Preparation:**

Secure and review primary sources. The first 4 images are all to showcase transportation in a specific environment. The other sets provide historical context for transportation more broadly. Identify 5-10 images for classroom use.

Prepare and print Transportation Timeline page for Discovery Journal.

**Engage:**

Introduce essential questions.

Encourage students to discuss types of transportation they see in their neighborhoods/what types of transportation they would use to go to school, the store, another city, another country, etc.

**Explore:**

Display primary source images of various forms of transportation (horse, train, car, plane). Encourage students to use visual clues to determine the order in which each form of transportation was used/invented.

Students will work independently to create a Transportation Timeline that includes a horse, a train, a car, and an airplane. In the final spot on the timeline students will draw a picture of a new type of transportation that might be used in the future.

**Teaching Tips:**

The Everglades transportation primary sources connect transportation to sense of place. What are other environments that can be identified that influence transportation (occupations, urban/rural, waterways/land, etc.)?

**Explain:**

Encourage students to share the pictures of their new types of transportation.

**Extend:**

During a walking tour of the school, encourage students to identify the types of transportation they see in the parking lot, on surrounding streets, in the air, etc.

Adapt elements for the younger student level from [The Object as Artifact lesson](#). A central primary source in the primary source set is the Trolley from the HistoryMiami Museum.

<b>Age:</b> Kindergarten	<b>Lesson 10: All About Music</b>
<b>Time Requirement:</b> 20-30 min.	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are some different genres (kinds) of music?</li> <li>• What are some different kinds of musical instruments?</li> </ul> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• What genre of music do you listen to?</li> <li>• How do you listen to music?</li> <li>• What genre of music does your family listen to?</li> <li>• What genre of music represents your culture?</li> <li>• How is current music similar to music from the past? How is it different?</li> <li>• Do you play a musical instrument? What instrument do you play?</li> <li>• Does someone in your family play a musical instrument? What instrument do they play?</li> <li>• What musical instruments are used within your culture?</li> </ul> <p><b>Academic Vocabulary</b> Genre—a category of music or other art form that has similar characteristics.</p>	
<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Artifact: Tres Guitar</a> – on display at HistoryMiami Museum <ul style="list-style-type: none"> <li>○ HistoryMiami Museum artifact collection - Tres guitar made by Leandro Rojas. 2016</li> <li>○ The tres guitar originated in Cuba, and its sound has become a defining characteristic of Cuban son music. The instrument gets its name, meaning “three” in Spanish, from its three pairs of strings. Leandro Rojas is a master musician and instrument builder who specializes in making and playing this type of guitar.</li> </ul> </li> <li>• <a href="#">Artifact: Steel pan</a> – on display at HistoryMiami Museum <ul style="list-style-type: none"> <li>○ HistoryMiami Museum artifact collection - Tenor pan crafted by Michael Kernahan; 1996</li> <li>○ A beloved Trinidadian art form, steel pan music is associated with the celebration of Carnival. The tradition took shape during the 1940s, when it was discovered that oil barrels could be crafted into a variety of steel instruments called “pans.” This tenor pan, featuring close to thirty notes, was made by Michael Kernahan, leader of local steel pan ensemble 21<sup>st</sup> Century Steel Orchestra.</li> </ul> </li> <li>• <a href="#">Library of Congress - Image: Steelband Playing on the Beach</a></li> </ul>	

**Other Resources:**

- [Leandro Rojas Artist-in-Residence Webpage](#)
- [21st Century Steel Orchestra Artist-in-Residence Webpage](#)

**Book Recommendations:**

- *Little Melba and Her Big Trombone* by Katheryn Russell-Brown and Frank Morrison
- *Before John Was a Jazz Giant: A Song of John Coltrane* by Carole Boston Weatherford and Sean Qualls
- *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill and Theodore Taylor, III
- *My Name Is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and Rafael López

**Teacher Materials and Preparation:**

Secure and review primary sources. Check sound and video on the two artist webpages. These videos will support the student viewing of the images.

Secure materials for musical instrument activity, if completing this suggested extension.

**Engage:**

- Introduce essential questions.
- Encourage students to name different genres of music and visual art forms and to discuss what types of music and art they enjoy.

**Explore:**

Review primary sources and listen to videos that include samples of music from two cultural communities. Encourage students to discuss what they see, how it makes them feel, and the different kinds of music that can be made from different kinds of music.

**Teaching Tips:**

Partner with the music teacher in your school to access additional music samples and/or instruments.

**Explain:**

Discuss the types of instruments. Have students propose theories about why a steel drum sounds different from a stringed tres. Invite exploration of items that sound similar and different. (i.e., a clap sounds similar but different from a stomp, whistling and singing, pen tapping and ball bouncing).

**Extend:**

In a whole group setting, encourage students to participate in the creation of a class song.

Students will work independently to create musical instruments. These instruments will be used when performing the class song.

**Ethnography:**

Encourage students to share a song that is important to/popular within their cultural heritage. They may need to ask for help from their parents/guardians to document this song and bring that documentation to class.

**Age:** Kindergarten

**Culminating Activity:** All About Us Family Showcase

Celebrate all you've learned! Create an All About Us Family Showcase. Encourage students to showcase all the items in their Discovery Journals. Invite other classes and families to share in the experience.

**All About Us!**  
**Me & My Community**

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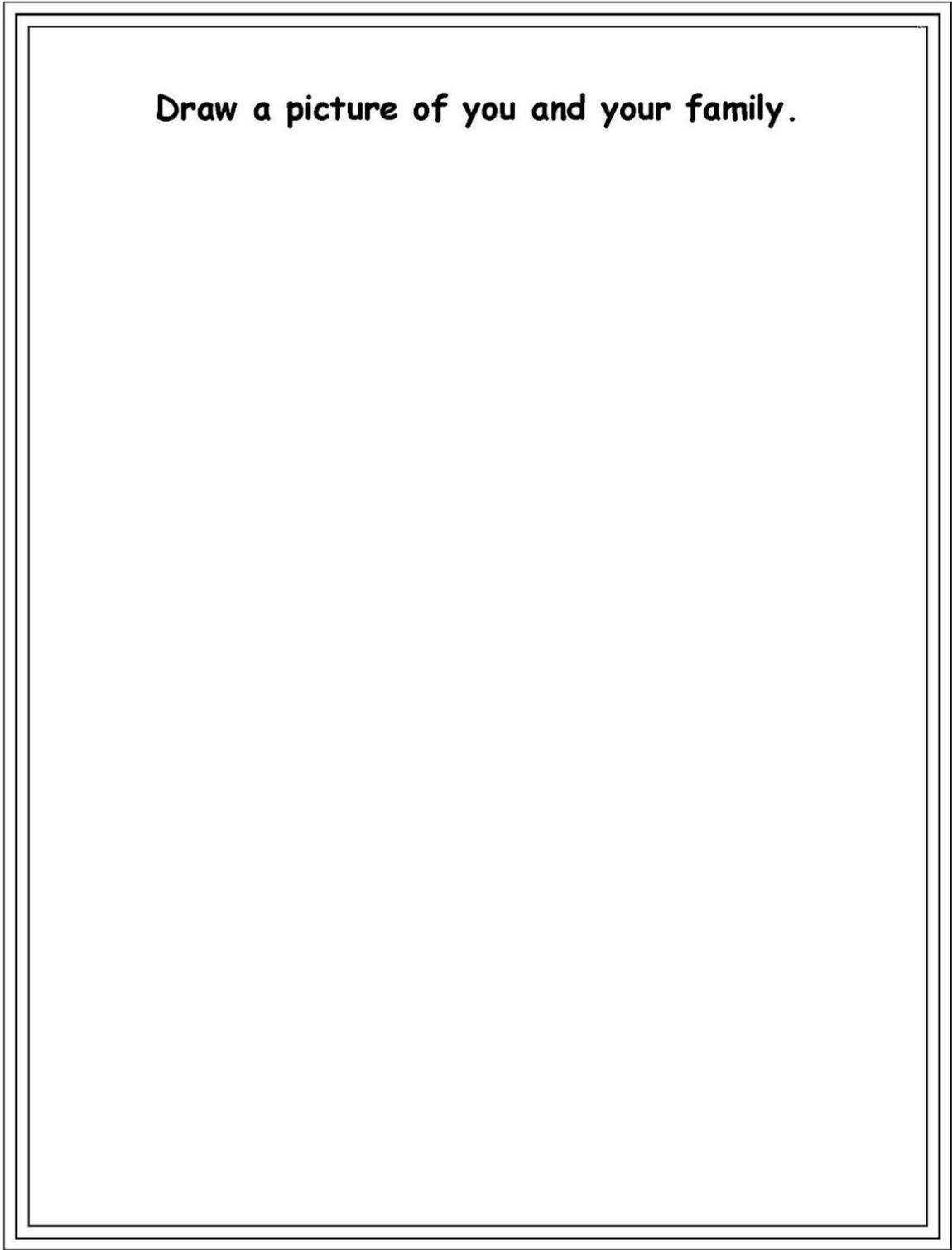
**Discovery Journal**

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**Date**

**Draw your self-portrait.**

**Draw a picture of you and your family.**



**Decorate your person based on your culture.  
Once done place your decorated person here.**

**Create a map of your neighborhood.**

**Draw or paint a picture that shows a special event or celebration you observe.**

**Recipe Card.**

**Draw or write your family's favorite recipe.**

**Design a "new" toy!**

## All About Your School!

**When was it built? Types of Transportation  
Transportation Type Facts**
