



Understanding the Past



Teacher Guide



reading a letter



Memorial Day

Martin Luther King Jr. Day



Understanding the Past

Teacher Guide



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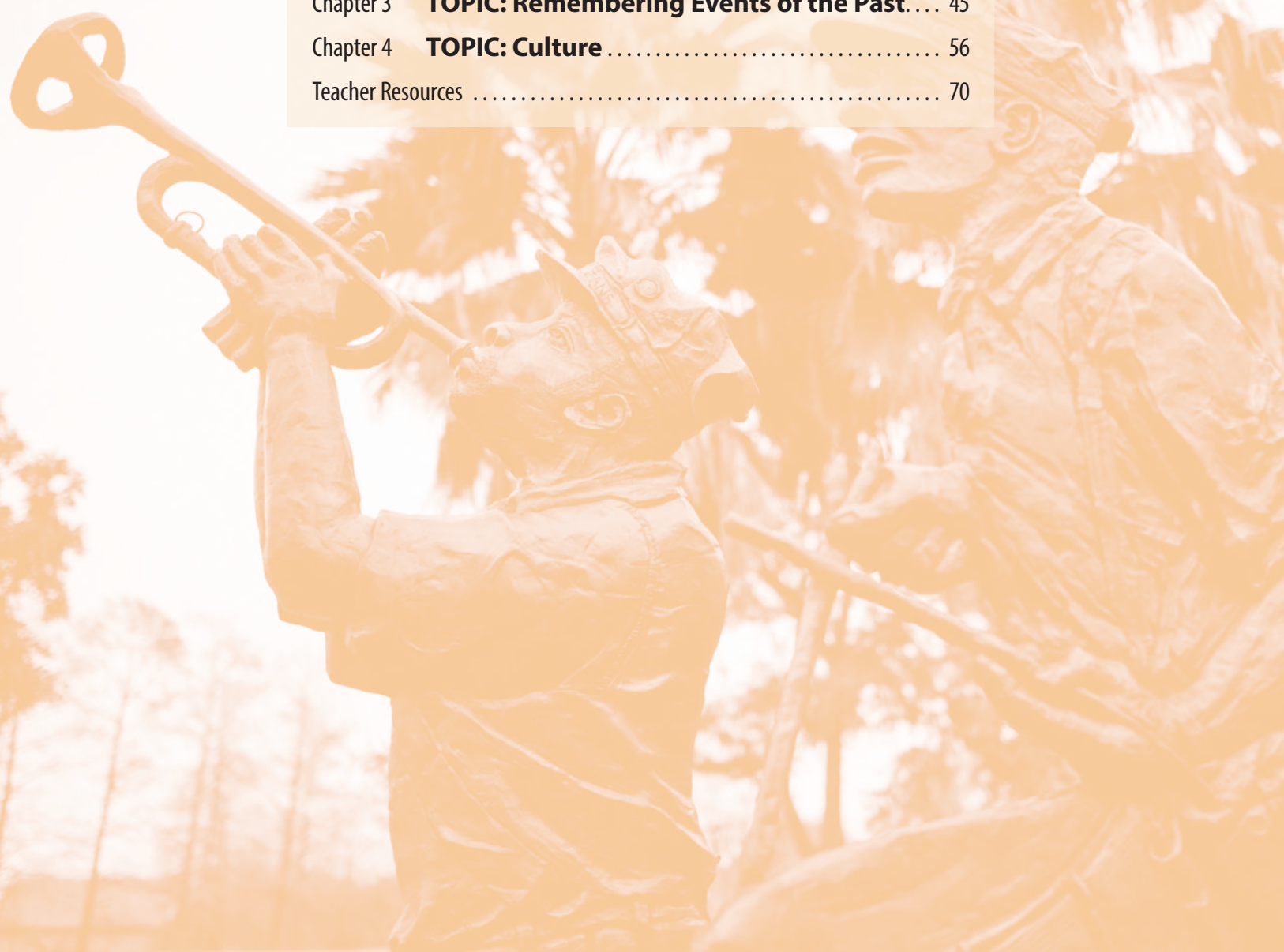
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Understanding the Past

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Understanding the Past
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade K

Introduction

ABOUT THIS UNIT

The Big Idea

Learning about events and people from the past helps us understand the present.

History is the study of the past. People engage with and learn about the past in many ways, including using tools like calendars and timelines, and primary and secondary sources like letters, speeches, textbooks, and autobiographies. Studying the past is an important way to understand the present. Today, we mark historical events and the contributions of individuals and groups through holidays like Washington's Birthday, Memorial Day, Dr. Martin Luther King Jr. Day, and Thanksgiving. History also has a significant influence on cultures in Louisiana, the United States, and around the world. Understanding the historical context of various traditions and symbols helps us better connect with our community.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

Spatial Sense

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places

Understanding the World

- how people in the United States interact with their environment, including using natural resources and modifying their environment to create shelters
- how weather impacts daily life and choices, using examples of people in different weather conditions in the United States
- why people may move from place to place within the United States

What Students Need to Learn

- chronology
 - using schedules, calendars, and timelines to order events
- why we study history
- identifying and using primary and secondary sources
- state and federal holidays
 - New Year’s Day
 - Martin Luther King Jr. Day
 - Inauguration Day
 - Washington’s Birthday
 - Mardi Gras
 - Memorial Day
 - Juneteenth
 - Independence Day
 - Labor Day
 - Columbus Day
 - Veterans Day
 - Thanksgiving Day
 - Christmas Day

- historical figures
 - George Washington
 - Abraham Lincoln
 - Dr. Martin Luther King Jr.
- symbols and customs of Louisiana and the United States
 - United States flag and the Pledge of Allegiance
- cultures and traditions of Louisiana
 - music
 - Cajun
 - jazz
 - zydeco
 - traditions
 - king cake
 - red beans and rice on Mondays
 - cuisine
 - jambalaya
 - gumbo
 - bread pudding
 - meat pies
 - tamales

AT A GLANCE

The most important ideas in Unit 2 are:

- History is the study of the past, including events, individuals, and groups.
- Historians use a variety of tools to study the past, including timelines, calendars, schedules, and primary and secondary sources.
- People in the past did important things that shape the world we live in today.
- We recognize important events, individuals, and groups with state and federal holidays.
- Culture is made up of music, traditions, foods, languages, art, and beliefs.
- Louisiana’s culture is influenced by the many different peoples who made the state their home in the past and in the present.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will

summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Teacher Components

Understanding the Past Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes SUPPORT notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 70. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.






- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Understanding the Past Timeline Card Slide Deck—twenty-one individual images depicting significant events and individuals related to understanding the past and present. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The gallery may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!

Classroom Schedule		
Reading and Writing		8:30–9:15
Science		9:15–10:00
Snack Time		10:00–10:15
Social Studies		10:15–11:00
Math		11:00–11:45

Chapter 1

AUGUST						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 First Day of School	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Chapter 1



Chapter 1



Chapter 1



Chapter 1



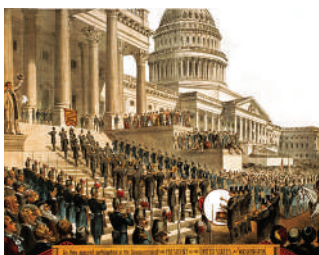
Chapter 2



Chapter 2



Chapter 2



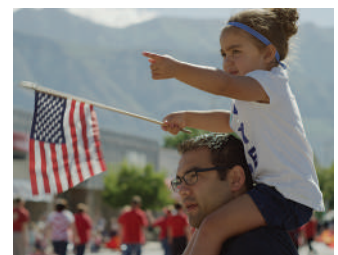
Chapter 2



Chapter 2



Chapter 3



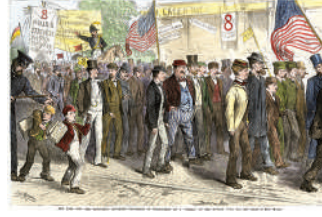
Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 4



Chapter 4



Chapter 4



Chapter 4

Student Component

The *Understanding the Past* Student Book includes four chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses

their reading comprehension well into the late elementary and early middle school grades. In other words, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *Understanding the Past* unit is one of four social studies units in the Grade K Bayou Bridges curriculum series that we encourage teachers to use over the course of the school year. A total of forty days has been allocated to the *Understanding the Past* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade K units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: Learning About the Past	How do we learn about the past?	present, future, past, history, schedules, calendars, timeline, letters, textbooks, speeches, interview
Chapter 2: Important People of the Past	Why are people in the past important today?	holidays, celebrations, explorer, army, nation, lawyer, government, inauguration, citizens, election, equally
Chapter 3: Remembering Events of the Past	How can an event in the past influence the present?	contributions, scientists, engineer, astronaut, enslaved, culture, traditions, independence, labor, veterans, harvested
Chapter 4: Culture	What is culture?	fast, recipes, ingredients, seafood

Activity Pages

Activity Pages



The following Activity Pages can be found in Teacher Resources, pages 86–93. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 1.3

AP 1.4

AP 2.1

AP 3.1

AP 4.1

AP 4.2

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Map of North America (AP 1.2)
- Chapter 1—Past, Present, Future (AP 1.3)
- Chapter 1—Which Came First? (AP 1.4)
- Chapters 2 and 4—Map of the United States (AP 2.1)
- Chapter 3—Holidays (AP 3.1)
- Chapter 4—Mardi Gras Mask (AP 4.1)
- Chapter 4—My Culture (AP 4.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, which you should check prior to using them in class.

Books

Adler, David A. *A Picture Book of George Washington*. Picture Book Biography. Illustrated by John and Alexandra Wallner. New York: Holiday House, 2018.

Andrews, Troy. *Trombone Shorty*. Illustrated by Bryan Collier. New York: Abrams Books for Young Readers, 2015.

Becker, Helaine. *Counting on Katherine: How Katherine Johnson Saved Apollo 13*. Illustrated by Dow Phumiruk. New York: Macmillan Children's Publishing Group, 2018.

Clinton, Chelsea. *She Persisted: 13 American Women Who Changed the World*. Illustrated by Alexandra Boiger. New York: Penguin Young Readers/Philomel Books, 2017.

Cooper, Floyd. *Juneteenth for Mazie*. Mankato, MN: Capstone Young Readers, 2015.

Costanza, Stephen. *King of Ragtime: The Story of Scott Joplin*. New York: Simon & Schuster/Atheneum Books for Young Readers, 2021.

Cullen, Lynn. *Dear Mr. Washington*. Illustrated by Nancy Carpenter. New York: Dial Books, 2015.

Dekker, Francie. *Our World of Dumplings*. Illustrated by Sarah Jung. New York: Little Bee Books, 2022.

Heling, Kathryn, and Deborah Hembrook. *Clothesline Clues to the First Day of School*. Illustrated by Andy Robert Davies. Watertown, MA: Charlesbridge, 2019.

Kalman, Maira. *Looking at Lincoln*. London: Puffin Books, 2017.

Meltzer, Brad. *I am Abraham Lincoln*. Illustrated by Christopher Eliopoulos. New York: Rocky Pond Books, 2014.

Orgill, Roxane. *Jazz Day: The Making of a Famous Photograph*. Illustrated by Francis Vallejo. Somerville, MA: Candlewick Press, 2016.

Sanders, Rob. *Peaceful Fights for Equal Rights*. Illustrated by Jared Andrew Schorr. New York: Simon & Schuster, 2018.

Schaible, Johanna. *Once Upon a Time There Was and Will Be So Much More*. Somerville, MA: Candlewick Press/Candlewick Studio, 2021.

Shetterly, Margot Lee. *Hidden Figures: The True Story of Four Black Women and the Space Race*. Illustrated by Laura Freeman. New York: HarperCollins Children's Books, 2018.

Sis, Peter. *Follow the Dream: The Story of Christopher Columbus*. New York: Knopf Books for Young Readers, 2003.

Smith, Marie, and Roland Smith. *T is for Time*. Illustrated by Renée Graef. Ann Arbor, MI: Sleeping Bear Press, 2015.

Soundar, Chitra. *We All Celebrate!* Illustrated by Jenny Bloomfield. London: Tiny Owl, 2022.

Tinari, Leah. *Limitless: 24 Remarkable American Women of Vision, Grits, and Guts*. New York: Simon & Schuster Children's Publishing/Aladdin, 2018.

Vickers, Elaine. *Thankful*. Illustrated by Samantha Cotterill. New York: Simon & Schuster/Paula Wiseman Books, 2021.

UNDERSTANDING THE PAST SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Understanding the Past

<p>"Learning About the Past" Core Lesson (TG & SB, Chapter 1, pages 2–4)</p>	<p>"Using Sequence Words" (TG, Chapter 1 Additional Activities)</p>	<p>"Understanding Time" (TG, Chapter 1 Additional Activities)</p>	<p>"Past, Present, Future" (TG, Chapter 1 Additional Activities, AP 1.3)</p>	<p>"Learning About the Past" Core Lesson (TG & SB, Chapter 1, page 5)</p> <p>"Creating a Sequence" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Understanding the Past

<p>"Using Timelines" (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p>"Learning About the Past" Core Lesson (TG & SB, Chapter 1, pages 6–9)</p>	<p>"Then and Now" (TG & SB, Chapter 1, page 10)</p>	<p>"The Past Through Pictures Game" (TG, Chapter 1 Additional Activities)</p>	<p>"Life in the Past and the Present" (TG, Chapter 1 Additional Activities, AP 1.3)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Understanding the Past

<p>"Life in the Past and the Present" (TG, Chapter 1 Additional Activities, AP 1.3)</p>	<p>Chapter 1 Assessment</p>	<p>"Important People of the Past" Core Lesson (TG & SB, Chapter 2, pages 11–15)</p>	<p>"George Washington's Home" (TG, Chapter 2 Additional Activities)</p>	<p>"Important People of the Past" Core Lesson (TG & SB, Chapter 2, pages 16–20)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Understanding the Past

"Meet Abraham Lincoln" (TG, Chapter 2 Additional Activities)	"Important People of the Past" Core Lesson (TG & SB, Chapter 2, pages 21–23)	"Honoring Dr. King" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	"Remembering Events of the Past" Core Lesson (TG & SB, Chapter 3, pages 24–25)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Understanding the Past

"Celebrating Important Women" (TG, Chapter 3 Additional Activities)	"Celebrating Important Women" (TG, Chapter 3 Additional Activities)	"Remembering Events of the Past" Core Lesson (TG & SB, Chapter 3, pages 26–32)	"What Do We Celebrate?" (TG, Chapter 3 Additional Activities)	"Cause and Effect" (TG, Chapter 3 Additional Activities)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Understanding the Past

Chapter 3 Assessment	"Culture" Core Lesson (TG & SB, Chapter 4, pages 33–36)	"Holidays" (TG, Chapter 4 Additional Activities)	"Mardi Gras" (TG, Chapter 4 Additional Activities, AP 4.1)	"Holidays" (TG, Chapter 4 Additional Activities)
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Understanding the Past

"Holidays" (TG, Chapter 4 Additional Activities)	"Holidays" (TG, Chapter 4 Additional Activities)	"Holidays" (TG, Chapter 4 Additional Activities)	"Culture" Core Lesson (TG & SB, Chapter 4, pages 37–43)	"My Culture" (TG, Chapter 4 Additional Activities, AP 4.2)
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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

Understanding the Past

"My Culture" (TG, Chapter 4 Additional Activities, AP 4.2)	Culminating Activity	Culminating Activity	Performance Task	Performance Task
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UNDERSTANDING THE PAST PACING GUIDE

_____ 's Class

(A total of forty days has been allocated to the *Understanding the Past* unit in order to complete all Grade K history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Understanding the Past

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Understanding the Past

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Understanding the Past

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Understanding the Past

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Understanding the Past

--	--	--	--	--

Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Understanding the Past

--	--	--	--	--

Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Understanding the Past

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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

Understanding the Past

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CHAPTER 1

Learning About the Past

Primary Focus Objectives

- ✓ Explain what it means to study history. (K.1, K.2)
- ✓ Explain how tools like schedules, calendars, and timelines help us understand the past. (K.1, K.1.a, K.1.b)
- ✓ Identify examples of primary and secondary sources. (K.2, K.2.a, K.2.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *present, future, past, history, schedules, calendars, timeline, letters, textbooks, speeches, and interview.*

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- individual student copies of *Understanding the Past* Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of Map of North America (AP 1.2)
- teacher copy of Past, Present, Future (AP 1.3)
- classroom schedule (if available)
- classroom calendar (if available)
- crayons or colored pencils

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Learning About the Past”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce *Understanding the Past* and Chapter 1: “Learning About the Past”

Activity Page

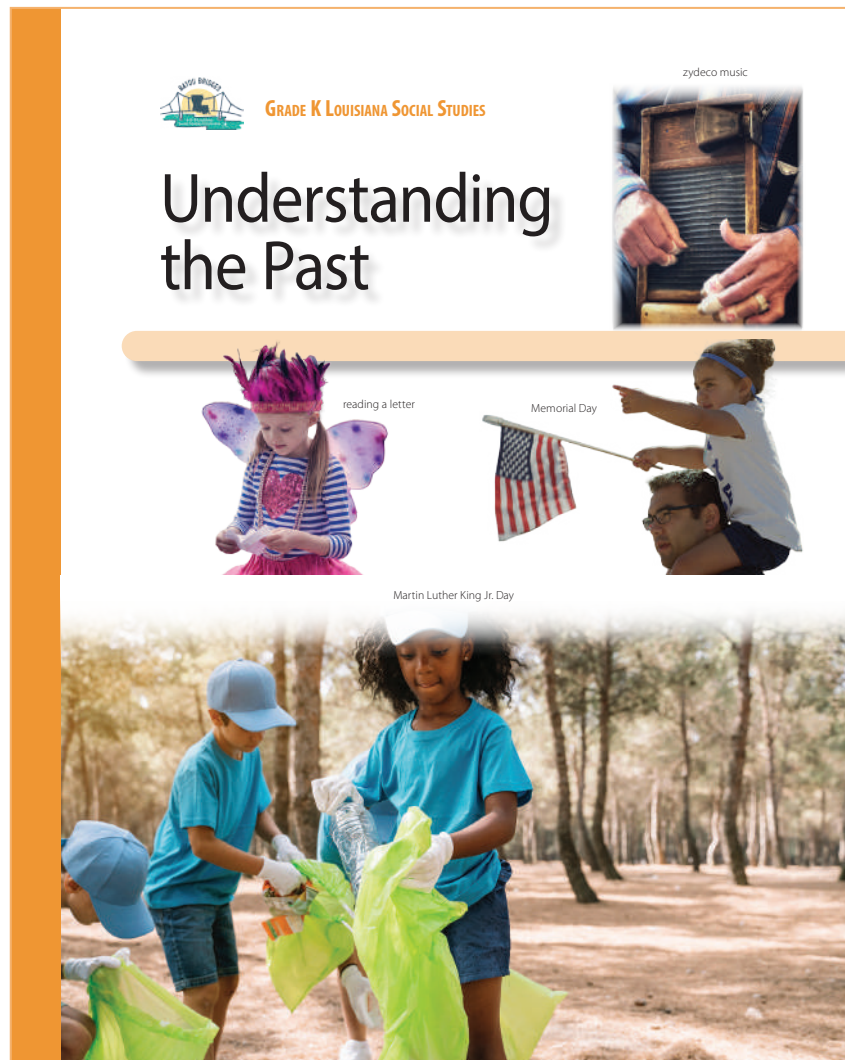


AP 1.2



Review what students learned about geography in Unit 1, *Exploring Our World*. Distribute the Map of North America (AP 1.2), and have students point to the United States. Then have students color the United States. Ask students what bodies of water are next to the United States. (*oceans*) Have students color the oceans blue. Tell students that now that they know where the United States is, they will learn about what happened in the United States long ago.

Distribute copies of the Student Book to the class, and tell students the title of the book. Ask students to look at the cover and describe what they see.



Tell students that in the first chapter, they will hear about time.

Framing Question

How do we learn about the past?

Core Vocabulary

present future past history schedules calendars
timeline letters textbooks speeches interview

Chapter 1: "Learning About the Past"

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is "Learning About the Past."

Learning About the Past

What is today's date? What is the day of the week? Is it morning or afternoon? These questions help us know where we are in time. Right now, you are living in the present.



Tomorrow, next week, and next year are in the future. Yesterday is in the past. All the days before yesterday are also in the past. When we learn about the past, we are learning about history!

2

CORE VOCABULARY—Explain that **present** means the time we are living in right now.

CORE VOCABULARY—Explain that **future** means time that has not happened yet.

CORE VOCABULARY—Explain that **past** means time that has already happened.

CORE VOCABULARY—Explain that **history** means learning about events and people that happened in the past.

Activity Page



AP 1.3

SUPPORT—Choose three volunteers and label them Past, Present, and Future. You may choose to use the cards from Past, Present, Future (AP 1.3) for this demonstration. Guide students to stand in chronological order: Past → Present → Future. Choose volunteers to be Today, Tomorrow, Next Week, Next Year, and Yesterday. Have students stand where they belong with the Past, Present, or Future.

Ask students the following questions:

LITERAL—Which happened first: the past, the present, or the future? (K.1)






» The past happened first.

LITERAL—What are we learning about when we learn about history? (K.1)

» We are learning about the past.

Now ask students to look at the images on page 3 as you read aloud.

We use different tools that help us see how time passes. Classroom schedules tell us what activities we are doing in a day.

Classroom Schedule		
Reading and Writing		8:30–9:15
Science		9:15–10:00
Snack Time		10:00–10:15
Social Studies		10:15–11:00
Math		11:00–11:45

What activities are on your classroom schedule today?
What activity happens first?



3

CORE VOCABULARY—Explain that **schedules** are plans that tell us what is happening and when.

SUPPORT—If you have a classroom schedule displayed, have students point to it. After students answer the questions on page 3, ask: What is happening next on our schedule? (K.1, K.1.a)

Ask students the following question:

LITERAL—What is a schedule? (K.1, K.1.a)

» A schedule is a list of activities we are doing in a day.

Now ask students to look at the images on page 4 as you read aloud.

Calendars tell us about each month of the year. Calendars are a place to mark important days like the first day of the school year! Calendars can show us when special events, like Christmas Day and New Year's Day, will happen.

AUGUST						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14  First Day of School	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Are there any special events on the calendar in your classroom? We know that time has passed when we move the calendar to the next month.



4

CORE VOCABULARY—Explain that **calendars** show us the days, weeks, and months of the year.

SUPPORT—If you have a calendar displayed in the classroom, have students point to it.

SUPPORT—Explain that calendars tell us how many days are in each month. They also help us know the day of the week. Help students identify the current day of the week, month, and year. Use the calendar page in the Student Book or your classroom calendar to point out the days, weeks, and month.

SUPPORT—If you have a calendar displayed in the classroom, show students how we move the calendar to the next month.

Ask students the following questions:

LITERAL—What do calendars tell us? (K.1)

» Calendars tell us about each month of the year.

LITERAL—What is one way we use calendars? (K.1, K.1.b)

» We use calendars to mark important days like the first day of the school year.

LITERAL—What information can calendars show us? (K.1, K.1.b, K.4.d)

- » Calendars can show us when special events, like Christmas Day and New Year’s Day, will happen.

Now ask students to look at the images on page 5 as you read aloud.

A timeline is another helpful tool that tells us about time passing. A timeline shows when events happened in the past. They tell us the order that events happened. Look at the images on the top of the page. What are they showing?

The first event on a timeline is the furthest in the past. The last event on a timeline is closest to the present. Can you create a timeline of things that happened last week, yesterday, and today?

5

CORE VOCABULARY—Explain that a **timeline** lists events from the past in the order they happened. The first event happened the longest time ago. The last event happened closest to the present.

SUPPORT—Have students point to the first event (on the left) and the last event (on the right) on the top timeline in the Student Book. Explain that we read a timeline like we read words on a page, from left to right. The first event is the oldest. The last event is the newest.

SUPPORT—Read the top timeline aloud, and point to each event as you read the label. Ask: What happens first? (*get dressed*) What happens next? (*go to school*) What happens last? (*go to bed*) (K.1, K.1.b)

SUPPORT—Read the bottom timeline aloud, and point to each event as you read the label. Ask: Who was born first? (*Grandma was born first.*) Who was born next? (*Mom was born next.*) Who was born last? (*I was born last.*) (K.1, K.1.b)

SUPPORT—Work with students to create a timeline on the board or chart paper of things that happened last week, yesterday, and today. (K.1, K.1.a, K.1.b)

SUPPORT—Explain that timelines can have a few events or many events. They can also tell us about events that happened over many years.

Ask students the following question:

LITERAL—What do timelines do? (K.1)

» Timelines show when events happened in the past.

Now ask students to look at the image on page 6 as you read aloud.

Understanding time is not the only way we learn about history. We can read words from people in the past. For example, some people tell about their lives in letters. Have you ever gotten a letter in the mail? What did it say? What did it tell you about the person who sent it?



CORE VOCABULARY—Explain that **letters** are messages that someone writes and sends to someone else.

SUPPORT—Explain that in the past, people wrote letters on paper and sent them in the mail. Today, people usually send letters by computer. This is called e-mail. The e stands for electronic.

SUPPORT—Explain that we can also look at things left behind by people who lived in the past. Letters tell us what people thought and felt. Clothing and tools tell us how people lived. Toys and games can tell us how people had fun.

Ask students the following questions:

LITERAL—Aside from time, how else can we learn about the past? (K.2.a)

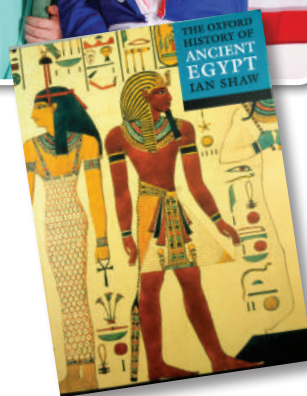
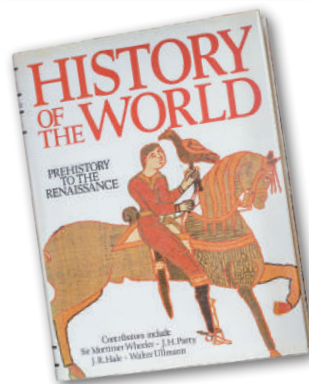
» We can learn about the past by reading words people wrote.

LITERAL—How do letters help us learn about history? (K.2.a)

» People tell about their lives in letters.

Now ask students to look at the images on page 7 as you read aloud.

A person who studies the past is called a historian. Historians read a lot about the past. They also write about the people who lived in the past and the events that happened.



Historians help you learn about history.

7

Ask students the following questions:

LITERAL—What is a historian? (K.2)

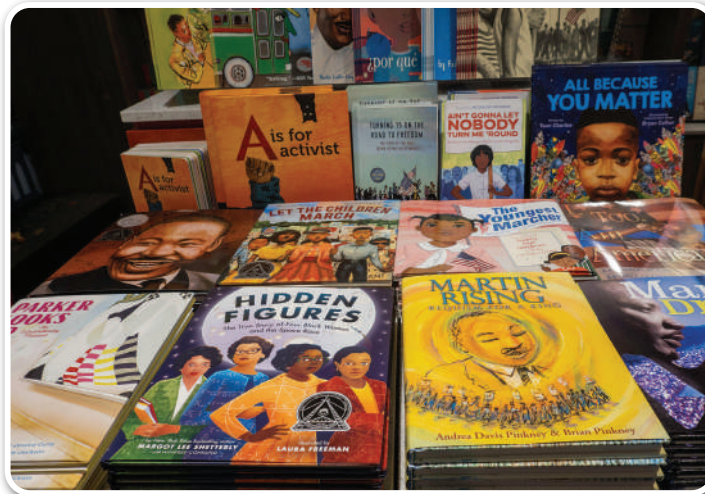
» A historian is a person who studies the past.

LITERAL—How do historians help us learn about the past? (K.2.b)

» Historians write about people who lived in the past and the events that happened.

Now ask students to look at the images on page 8 as you read aloud.

In school, students like you often learn about history from textbooks. Textbooks tell about the past using words and pictures. Some books tell about the life of an important person.



These books are called biographies or autobiographies.

8

CORE VOCABULARY—Explain that **textbooks** are books that people use to learn. Textbooks can be about different things like history, science, or math.

SUPPORT—Have students hold up their Student Books. Explain that these books are textbooks. Have students point to (if the books are on a shelf) or hold up (if the books are at student seats) other textbooks they have.

SUPPORT—Explain that when someone writes a book about themselves, it is called an autobiography. When they write a book about someone else, it's called a biography.

SUPPORT—If you have biographies or autobiographies in the classroom, hold them up and identify them for students.

Ask students the following questions:

LITERAL—What is a textbook? (K.2.b)

» A textbook is a book that tells about the past using words and pictures.

LITERAL—How are letters and textbooks different? (K.2, K.2.a, K.2.b)

» Letters are written by people who lived *in* the past. Textbooks are written by people *about* the past.

Now ask students to look at the image on page 9 as you read aloud.

We can also listen to words from people in the past. The president is the leader of the United States. Sometimes the president talks to large groups of people. These talks are called speeches.



Other times the president answers questions that another person asks. This is called an interview.

9

CORE VOCABULARY—Explain that **speeches** are when a person talks in front of a group of people. Speeches are a way to share ideas.

CORE VOCABULARY—Explain that an **interview** is when one person asks another person questions. It is a way to share information.

SUPPORT—Explain that when a president gives a speech or an interview, it may be recorded. That way, people can watch or hear it later. This helps us learn more about events in the past.

SUPPORT—Explain that presidents are not the only ones who give speeches and interviews. All kinds of leaders do. Famous people often give interviews too.

Ask students the following questions:

LITERAL—What is another way we can learn about the past? (K.2.a)

» We can learn about the past by listening to words that people said.

EVALUATIVE—How are letters and speeches alike? (K.2.a)

» They tell us how people thought or felt in the past.

Then and Now, page 10

Ask students to look at the images on page 10.



Tell students that these images show students learning in the past and in the present.

Guide students to the Then image. Explain that this shows students learning in a classroom a long time ago.

Guide students to the Now image. Explain that this shows students learning in a classroom today.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (K.2.a, K.3)

- » The images show chalkboards and students' work on the walls. They also show students sitting in chairs and raising their hands.

EVALUATIVE—What is different in the images? (K.2.a, K.3)

- » The children in the past are wearing different clothing than the children from the present. Children in the past sat at individual desks in rows. The children now are sitting at tables together.

EVALUATIVE—What parts of the photos tell you that the students are interested in what they are learning? (K.2.a, K.3)

- » The photos show that students are interested in learning by raising their hands to answer questions.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: "How do we learn about the past?"



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How do we learn about the past?

- » We learn about the past by using tools like schedules, calendars, and timelines. They help us know when events happened in the past. They also tell us when events will happen in the future. We also learn about the past by listening to or reading words from people in the past, such as letters, speeches, and interviews. Historians write words that also tell us about the past. We can also learn about the past in textbooks, biographies, and autobiographies.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

Important People of the Past

Primary Focus Objectives

- ✓ Place events in the order they happened. **(K.1)**
- ✓ Identify important individuals from American history. **(K.4, K.4.c)**
- ✓ Explain how we celebrate important people and events from the past. **(K.4, K.4.c, K.4.d)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *holidays, celebrations, explorer, army, nation, lawyer, government, inauguration, citizens, election, and equally.*

Materials Needed

Activity Pages



AP 1.2
AP 2.1

- individual student copies of *Understanding the Past* Student Book
- teacher display copy of Map of North America (AP 1.2)
- teacher and individual student copies of Map of the United States (AP 2.1)
- chart paper

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Important People of the Past”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Important People of the Past”

Ask students to recall what the past is. (*The past is made up of all of the days, months, and years that happened before today.*) Remind students that when we study the past, we study history.

In this chapter, students will hear about people from the past.

Tell students that you are going to pretend that you have a special machine so that you can all travel back in time. Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to the past!” and then ask students to open their eyes.

Framing Question

Why are people in the past important today?

Core Vocabulary

holidays celebrations explorer army nation lawyer
government inauguration citizens election equally

Chapter 2: “Important People of the Past”

Distribute copies of the Student Book. Ask students to turn to page 11 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Important People of the Past.”

CHAPTER 2

Important People of the Past

Many people from the past are important today. We remember them with holidays and celebrations. Let's learn about some important people from the past!

JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Martin Luther King Jr. Day	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Presidents' Day	21	22	23	24	25
26	27	28				

JULY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Independence Day	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 Columbus Day	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

11

CORE VOCABULARY—Explain that **holidays** are special days that help us remember an event, person, or group.

CORE VOCABULARY—Explain that **celebrations** are special parties or activities.

SUPPORT—Have students point to each circled day on the calendars. Explain that these circles identify holidays and celebrations. Each holiday or celebration honors a different person from the past.

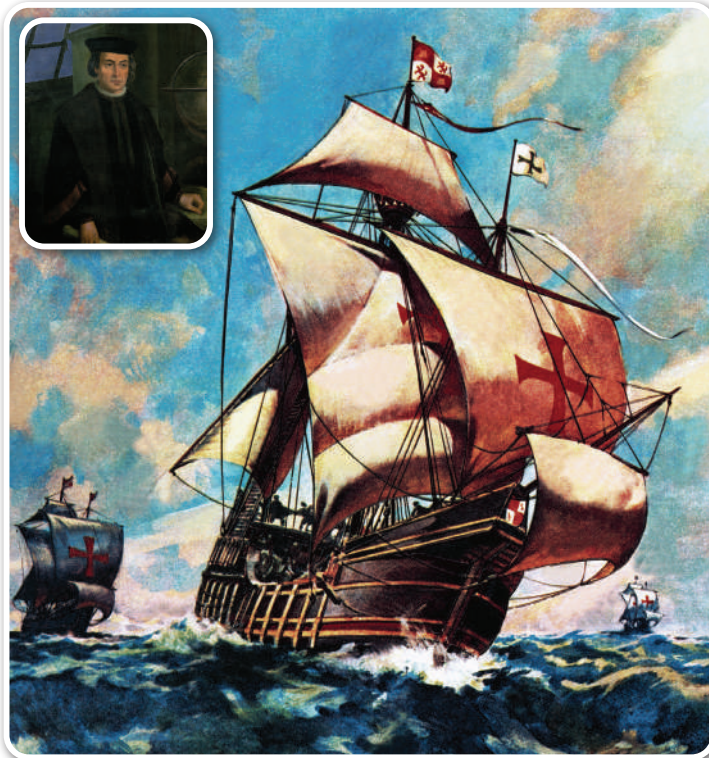
Ask students the following question:

LITERAL—How do we remember people from the past? (K.4)

» We remember people from the past with holidays and celebrations.

Now ask students to look at the images on page 12 as you read aloud.

Christopher Columbus was an explorer from Italy. In 1492, he sailed across the Atlantic Ocean to the Americas. Christopher Columbus’s journey encouraged others to explore too.



We remember Christopher Columbus on Columbus Day. This day is celebrated on the second Monday of October each year.

12

CORE VOCABULARY—Explain that an **explorer** is a person who travels to learn about a place that is new to them.

Activity Page



AP 1.2



SUPPORT—Display the Map of North America (AP 1.2) and point out the Atlantic Ocean. Explain that Columbus sailed across this ocean. He landed on an island in the body of water below North America. Point to the Caribbean Sea and explain that the body of water is called the Caribbean Sea.

SUPPORT—Point out the image of the ship. Explain that in the past, there were no airplanes. If people wanted to travel across an ocean or a lake or other body of water, they had to use a boat or a ship.

SUPPORT—Explain that when Columbus got to the Americas, he found that there were already people living here. Some people do not celebrate Columbus Day and instead celebrate Indigenous Peoples' Day. This is a way to remember and honor the people who were in the Americas before Columbus arrived.

SUPPORT—Turn back to the calendars on page 11 and point out Columbus Day, the second Monday of October.

Ask students the following questions:

LITERAL—Who was Christopher Columbus? (K.4, K.4.c)

» Christopher Columbus was an explorer from Italy.

LITERAL—What did Christopher Columbus do? (K.4, K.4.c)

» He sailed across the Atlantic Ocean to the Americas.

LITERAL—What is Columbus Day? (K.4, K.4.d)

» Columbus Day is the day we remember Christopher Columbus.

LITERAL—When do we celebrate Columbus Day? (K.4, K.4.d)

» We celebrate Columbus Day on the second Monday of October.

Now ask students to look at the image on page 13 as you read aloud.

George Washington is another important person from the past. He was our first president. There is a story about him as a young boy. It is not true, but people tell it anyway.

When George was six years old, he cut down his father's favorite cherry tree. Even though his father was angry, George said, "I cannot tell a lie. I cut down the tree." George's father was happy that his son was honest.



13

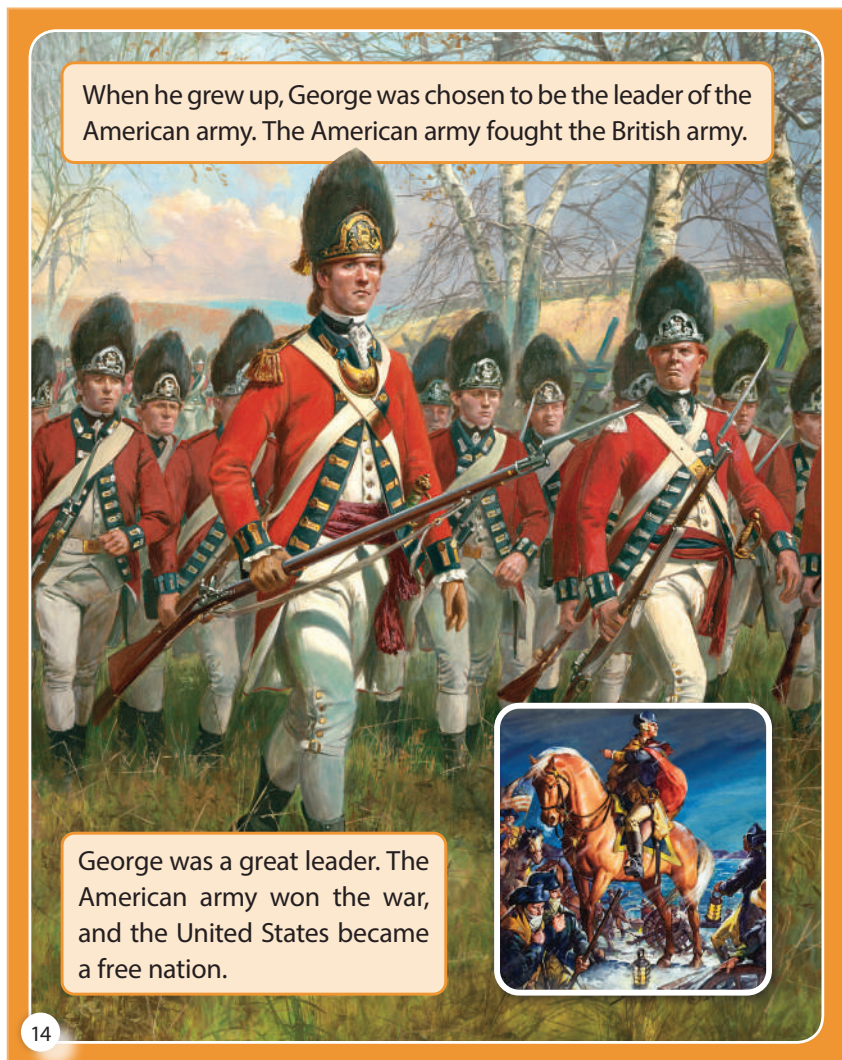
SUPPORT—Explain that people tell this untrue story about George Washington because they think it tells us something about young George as a person and because it teaches a lesson about how to behave. Ask: What is the lesson of the story? (*It's always better to be honest.*)

Ask students the following question:

EVALUATIVE—Why is George Washington important? (**K.4, K.4.c**)

» He was our first president.

Now ask students to look at the images on page 14 as you read aloud.



CORE VOCABULARY—Explain that an **army** is a group of people who serve in the military for their country.

CORE VOCABULARY—Explain that a **nation** is a country. Ask: What nation do we live in? (*the United States*)

SUPPORT—Point out the Redcoats in the image, and identify them as the British army. Point out George Washington in the inset image.

Ask students the following questions:

LITERAL—What was George Washington chosen to do? (**K.4, K.4.c**)

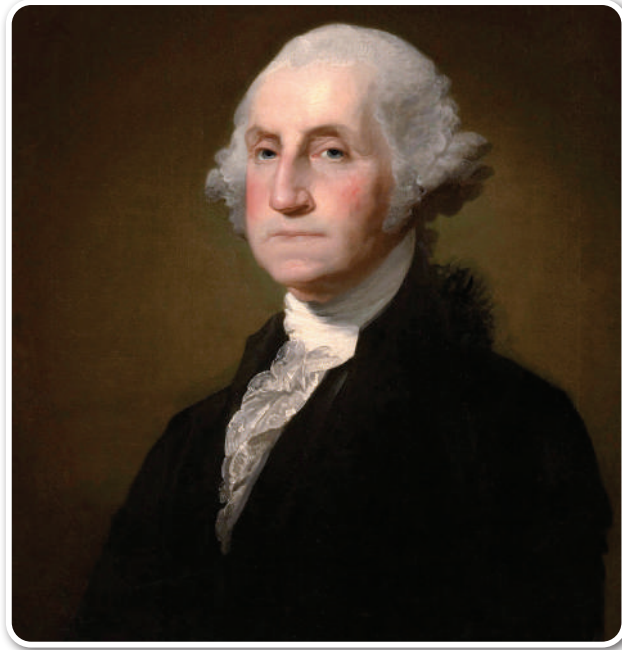
» He was chosen to lead the American army.

LITERAL—What happened after the Americans beat the British? (**K.4, K.4.c**)

» The United States became a free nation.

Now ask students to look at the image on page 15 as you read aloud.

When the United States needed its first president, the people chose George. They knew that he was an honest man and a hard worker. Because George Washington was our first president, he is sometimes called the “Father of Our Country.”



George Washington’s birthday is on February 22. People celebrate his birthday in February to remember how he helped the United States become a country.

15

SUPPORT—Return to the calendar on page 11 and point out George Washington’s birthday. Explain that on George Washington’s birthday, we celebrate Presidents’ Day. It is a holiday that honors George Washington and other presidents.

Ask students the following questions:

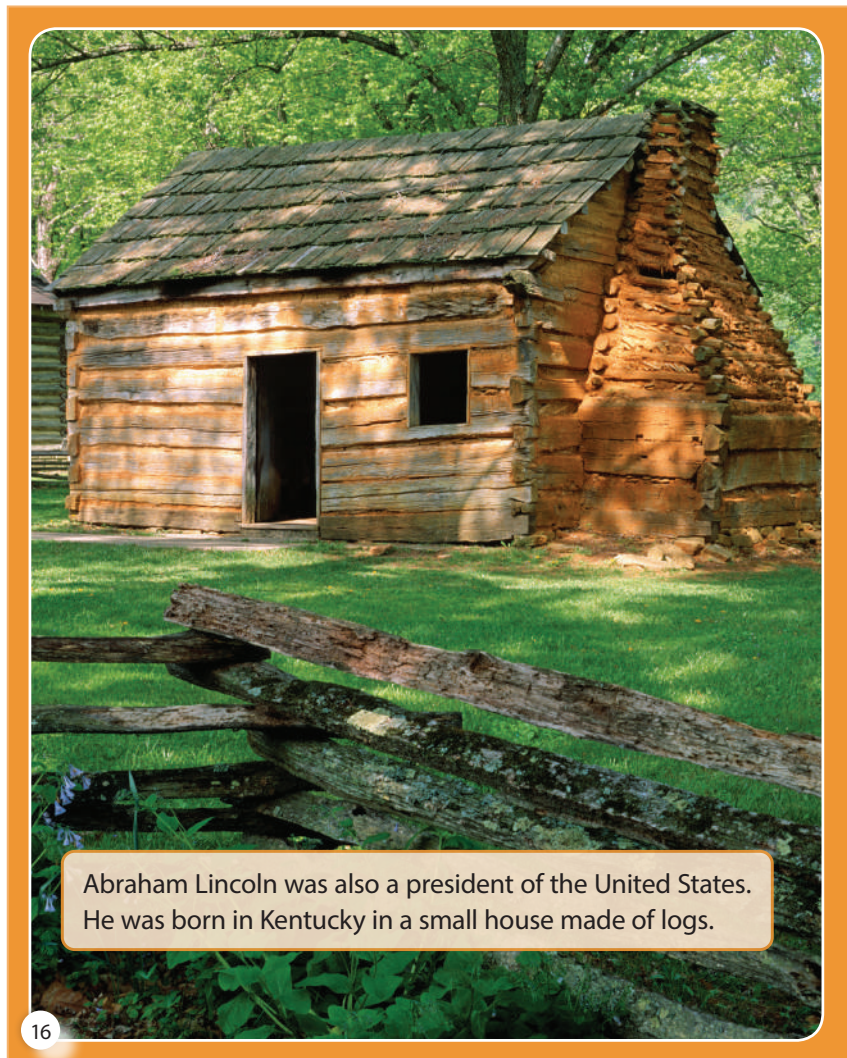
EVALUATIVE—Why did people make George Washington the first president? **(K.4, K.4.c)**

» They knew he was honest and a hard worker.

EVALUATIVE—Why do we celebrate George Washington’s birthday? **(K.4, K.4.d)**

» We celebrate his birthday to remember how he helped the United States become a country.

Now ask students to look at the image on page 16 as you read aloud.



Activity Page



AP 2.1



SUPPORT—Distribute the Map of the United States (AP 2.1). Explain that Kentucky is one of the states in the United States. Write KY on the board or chart paper, and have students point to it on the map. Explain that KY is short for Kentucky. **(K.3)**

SUPPORT—Explain that logs are made from trees. The wood from the tree is cut and shaped. Point out the logs in the image.

Ask students the following questions:

EVALUATIVE—How are George Washington and Abraham Lincoln alike? **(K.4, K.4.c)**

» They were presidents of the United States.

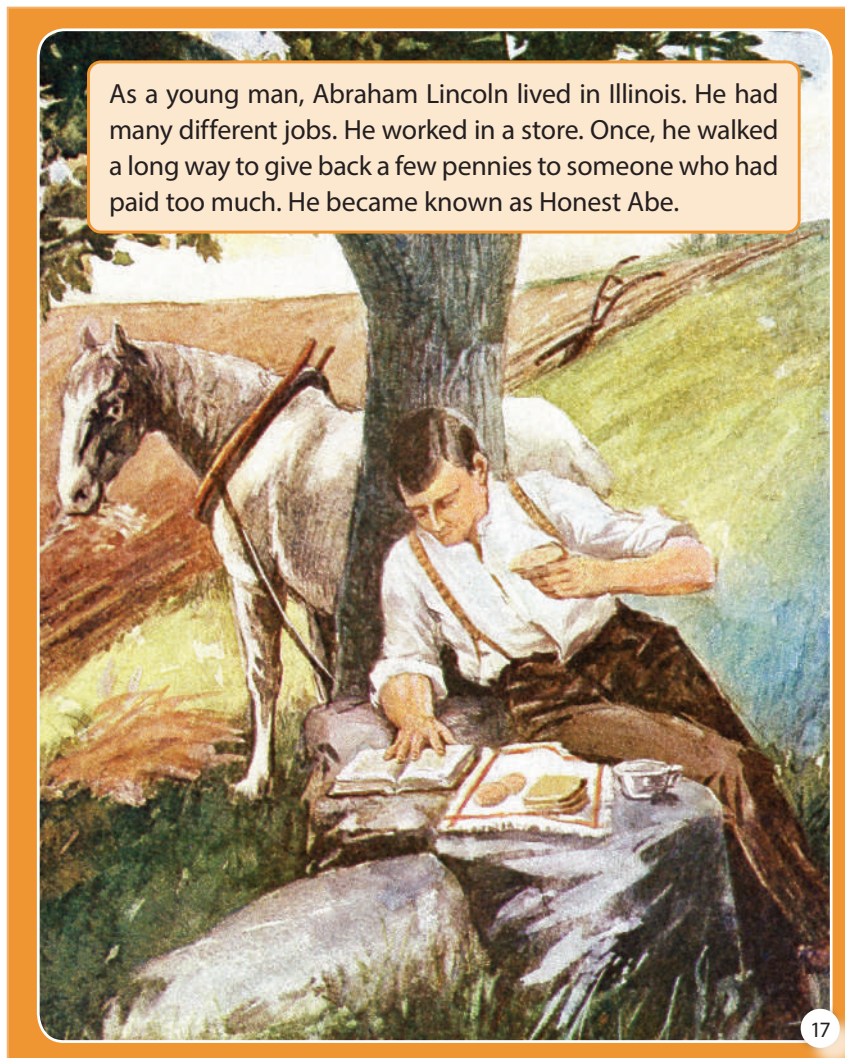
LITERAL—Where was Abraham Lincoln born? **(K.4, K.4.c)**

» He was born in Kentucky.

LITERAL—What was Abraham Lincoln’s house made of? (K.3, K.4, K.4.c)

- » His house was made of logs.

Now ask students to look at the image on page 17 as you read aloud.



Activity Page



AP 2.1



SUPPORT—Have students take out the Map of the United States (AP 2.1). Explain that Illinois is another state in the United States. Write IL on the board or chart paper, and have students point to it on the map. Explain that IL is short for Illinois. Ask: Where is Illinois compared to Kentucky? (Possible response: Illinois is above Kentucky.) (K.3)

Ask students the following questions:

LITERAL—Where did Abraham Lincoln live when he was a young man? (K.4, K.4.c)

- » He lived in Illinois.

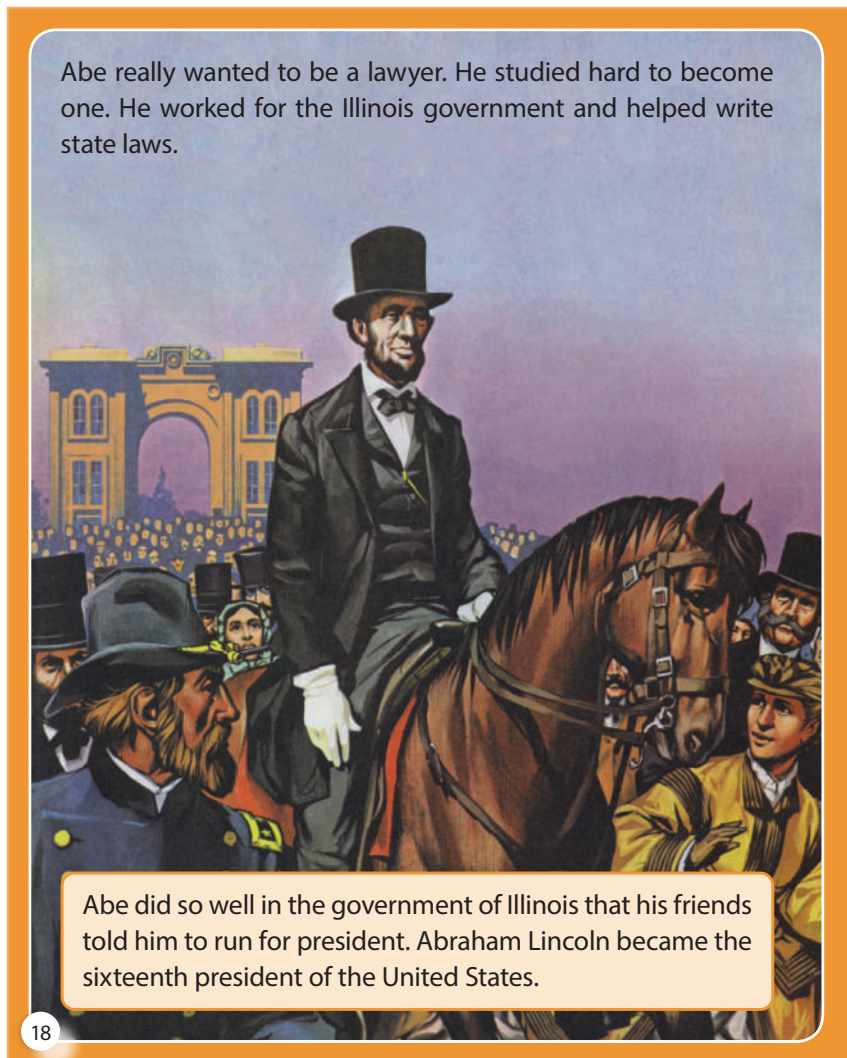
LITERAL—Where did Abraham Lincoln work? (K.4, K.4.c)

- » He worked in a store.

EVALUATIVE—What other person from the past was known for being honest? (K.4, K.4.c)

» George Washington was also known for being honest.

Now ask students to look at the image on page 18 as you read aloud.



CORE VOCABULARY—Explain that a **lawyer** is a person who helps other people fix problems they have with laws, or rules everyone has to follow.

CORE VOCABULARY—Explain that the **government** is a group of people who make laws.

Ask students the following questions:

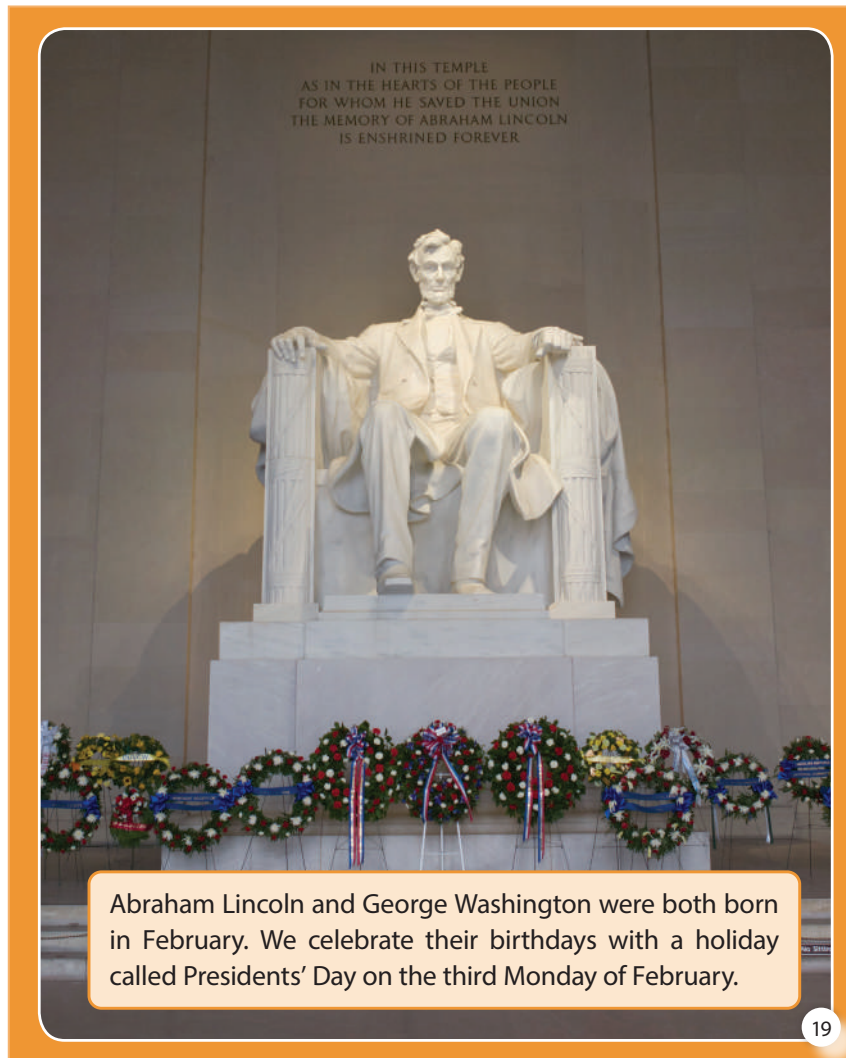
LITERAL—What did Abraham Lincoln want to be? (K.4, K.4.c)

» He wanted to be a lawyer.

LITERAL—What did Abraham Lincoln’s friends tell him to do? (K.4, K.4.c)

» They told him to run for president.

Now ask students to look at the image on page 19 as you read aloud.



SUPPORT—Point out the image of the Lincoln Memorial. Explain that this statue honors Abraham Lincoln. It is located in Washington, D.C., our country's capital city, or the city where our country's government meets.

SUPPORT—Turn back to the calendar on page 11 and point out Presidents' Day, the third Monday of February. Remind students that Presidents' Day is a day to remember all presidents of our country, especially George Washington and Abraham Lincoln.

Ask students the following questions:

LITERAL—What is Presidents' Day? (K.4, K.4.d)

- » Presidents' Day is the day we celebrate Abraham Lincoln's and George Washington's birthdays. It is a day to remember all presidents.

LITERAL—When do we celebrate Presidents' Day? (K.4, K.4.d)

- » We celebrate Presidents' Day on the third Monday of February.

Now ask students to look at the image on page 20 as you read aloud.

Inauguration Day is another way we celebrate the president. Every four years, citizens choose the president of the United States. After the election, the president promises to support the laws of the country. Inauguration Day is celebrated with ceremonies, parades, and speeches.



CORE VOCABULARY—Explain that an **inauguration** is the ceremony that marks when a person who was elected begins to be the president.

CORE VOCABULARY—Explain that **citizens** are people who live in a community, state, or country.

CORE VOCABULARY—Explain that an **election** is when citizens choose a person in government to lead them.

SUPPORT—Point out the building in the image. Explain that this building is where the U.S. government meets and makes laws for the country.

Ask students the following questions:

LITERAL—What is Inauguration Day? (K.4, K.4.d)

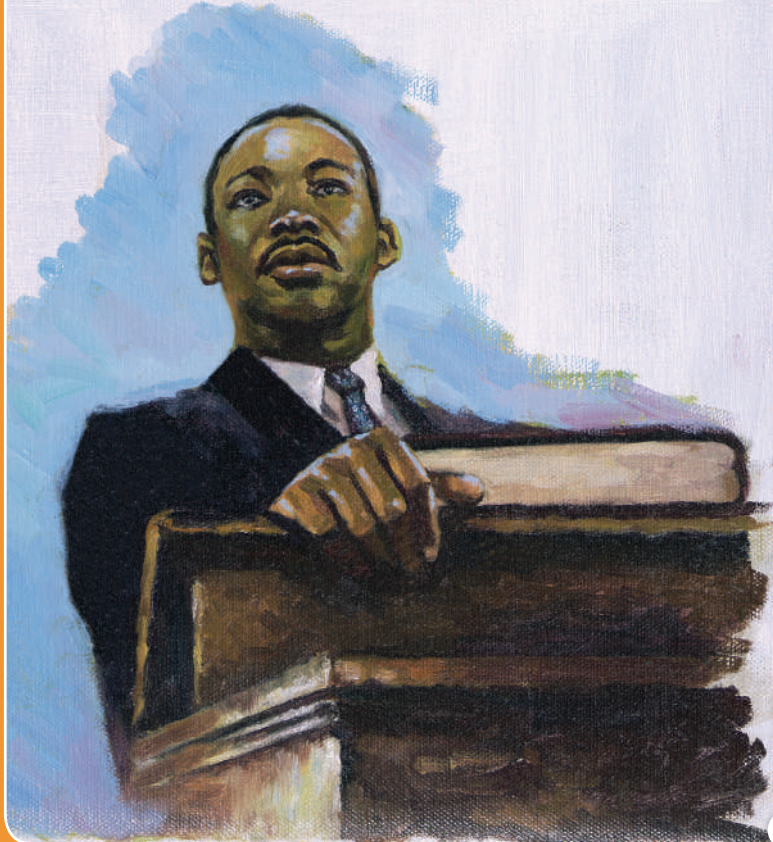
» Inauguration Day is a day we celebrate the president.

LITERAL—How do we celebrate Inauguration Day? (K.4, K.4.d)

» We celebrate Inauguration Day with ceremonies, parades, and speeches.

Now ask students to look at the image on page 21 as you read aloud.

Dr. Martin Luther King Jr. is another important person from the past. Dr. King grew up during a difficult time in American history. There were many unfair laws that allowed African American people to be treated badly.



Ask students the following question:

EVALUATIVE—Why was the time Dr. King grew up difficult? (K.4, K.4.c)

- » There were unfair laws that allowed African American people to be treated badly.

Now ask students to look at the image on page 22 as you read aloud.

Dr. King knew that these laws were wrong. He believed that all Americans should be treated equally. Dr. King became an important leader in the United States.



He and others fought to change the unfair laws. It was very hard work, but thanks to their determination, today it is against the law to treat someone unfairly based on the color of their skin.

22

CORE VOCABULARY—Explain that **equally** means all people are treated the same.

SUPPORT—Explain that people still work to make sure all Americans are treated fairly and equally.

Ask students the following questions:

LITERAL—What did Dr. King believe? **(K.4, K.4.c)**

- » He believed all Americans should be treated equally.

EVALUATIVE—Why is Dr. King an important person from the past? **(K.4, K.4.c)**

- » He fought to change unfair laws.

Now ask students to look at the image on page 23 as you read aloud.

We celebrate Dr. King each year on the third Monday in January. Martin Luther King Jr. Day is a special holiday. Instead of relaxing, people help their communities.



In this way, we keep up the hard work that Dr. King started.

23

SUPPORT—Return to the calendar on page 11 and point out Martin Luther King Jr. Day. Ask: Does Martin Luther King Jr. Day happen before or after Presidents' Day? (*before*)

SUPPORT—Help students understand what relaxing means. (*resting, or not working*) Then have students act out relaxing in their seats.

SUPPORT—Point out the picture on the page and ask students what these children are doing to help their community. (*They're picking up trash. They're cleaning a park.*)

Ask students the following questions:

LITERAL—When do we celebrate Martin Luther King Jr. Day? (**K.4, K.4.d**)

» We celebrate Martin Luther King Jr. Day on the third Monday in January.

LITERAL—What do people do on Martin Luther King Jr. Day? (**K.4, K.4.d**)

» People help their communities on Martin Luther King Jr. Day.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to share what they remember about the people and events on the cards.
- Review and discuss the Framing Question: “Why are people in the past important today?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—Why are people in the past important today?

- » People in the past are important today for many reasons. Christopher Columbus is important because he led other people to explore the Americas. George Washington is important because he helped the United States become a free nation. He was also the first president of our country. Abraham Lincoln helped write laws for Illinois and became the sixteenth president of our country. Martin Luther King, Jr. worked to change unfair laws in our country.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Remembering Events of the Past

Primary Focus Objectives

- ✓ Place events in the order they happened. (K.1)
- ✓ Explain how we celebrate important people and events from the past. (K.4, K.4.d)
- ✓ Identify state and national holidays. (K.4, K.4.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *contributions, scientists, engineer, astronaut, enslaved, culture, traditions, independence, labor, veterans, and harvested.*

Materials Needed

- individual student copies of *Understanding the Past* Student Book
- world map or globe

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Remembering Events of the Past”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Remembering Events of the Past”

Help students recall the people from the past that they heard about in the last chapter: Christopher Columbus, George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr. Remind them that each of these people is honored with a holiday.

In this chapter, students will learn about other people and events in the past and how they are remembered.

Tell students that it’s time to get back into our time machine. Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 ... 2 ... 1 ... Back to the past!” and then ask students to open their eyes.

Framing Question

How can an event in the past influence the present?

Core Vocabulary

contributions scientists engineer astronaut enslaved
culture traditions independence labor veterans harvested

Chapter 3: “Remembering Events of the Past”

Distribute copies of the Student Book. Ask students to turn to page 24 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Remembering Events of the Past.”

CHAPTER 3

Remembering Events of the Past

When we learn about events that happened in the past, we can understand why certain things are still important today. Let's learn about a few important events!

March Women's History Month 	May Memorial Day 	June Juneteenth 
July Independence Day 	September Labor Day 	November Veterans Day Thanksgiving Day 

24

SUPPORT—Remind students that a timeline shows events in the order they happen. Explain that this timeline shows when different holidays happen. Read the months and holidays on the timeline, and have students point to each one as you do. Then ask questions using sequence words: What

is the first holiday on the timeline? (*Women's History Month*) Which holiday comes next? (*Memorial Day*) Is Labor Day before or after Independence Day? (*after*) (K.1)

Ask students the following question:

LITERAL—What can we understand when we study the past? (K.1.b)

- » We can understand why certain things are still important today. (Students may also say that we can understand how things were different in the past and how things have changed.)

Now ask students to look at the images on page 25 as you read aloud.

The whole month of March is Women's History Month. We celebrate American women who have made important contributions to our country, like these three scientists.



Katherine Johnson was an engineer at NASA who made space travel possible. Sally Ride was the first American woman to go to space, and Mae Jemison was the first female African American astronaut in space.

25

CORE VOCABULARY—Explain that **contributions** are things that people do that make their community better.

CORE VOCABULARY—Explain that **scientists** are people who learn about the world we live in.

CORE VOCABULARY—Explain that an **engineer** is a person who designs and builds machines.

CORE VOCABULARY—Explain that an **astronaut** is a person who leaves Earth to explore space.

SUPPORT—Guide students to point to each woman's picture as you read the statement about her aloud.

SUPPORT—Think about how we learn about people in the past. Ask: What are ways we can learn about the contributions of these women? (*by listening to their words in speeches and interviews and by reading about them in textbooks and biographies*) (K.2, K.2.a, K.2.b)

Ask students the following questions:

LITERAL—When is Women’s History Month? (K.4, K.4.d)

» Women’s History Month is the whole month of March.

EVALUATIVE—How are Katherine Johnson, Sally Ride, and Mae Jemison the same or alike? (K.4)

» They made important contributions to our country. They all had something to do with space.

Now ask students to look at the images on page 26 as you read aloud.

On the last Monday in May, we celebrate Memorial Day. Americans have fought in many wars in the past. People wanted to honor those who lost their lives serving our country.



We honor these people on Memorial Day.

26

SUPPORT—Have students point to the American flag in the top image. Explain that one way people celebrate Memorial Day is by displaying the American flag. (K.4, K.4.a)

SUPPORT—Ask students to find the American flag displayed in the classroom. Ask: How do they show respect to the American flag every day? (*by saying the Pledge of Allegiance with their hands over their hearts*) When during the day do they do this? (*Answers will vary.*) (K.1.a, K.4, K.4.b)

Ask students the following questions:

LITERAL—When is Memorial Day? (K.4, K.4.d)

» Memorial Day is on the last Monday in May.

EVALUATIVE—Why do we celebrate Memorial Day? (K.4, K.4.d)

» We celebrate Memorial Day to honor Americans who lost their lives serving our country.

Now ask students to look at the images on page 27 as you read aloud.

We celebrate Juneteenth on June 19. Juneteenth celebrates a day, a long time ago, when 250,000 enslaved African American people in Texas learned that they were free.



We celebrate the culture and traditions of African American people on this holiday. We celebrate freedom too!

27

CORE VOCABULARY—Explain that to be **enslaved** means to be forced to work for others without being paid or having any freedom.

CORE VOCABULARY—Explain that **culture** is all the parts of life that people in a community share. It includes food, music, art, traditions, language, and beliefs.

CORE VOCABULARY—Explain that **traditions** are ways of doing things from the past that we still do today.

Ask students the following questions:

LITERAL—When do we celebrate Juneteenth? **(K.4, K.4.d)**

- » We celebrate Juneteenth on June 19.

EVALUATIVE—Why do we celebrate Juneteenth? **(K.4, K.4.d)**

- » We celebrate Juneteenth because it is the day when 250,000 enslaved African American people in Texas learned they were free.

Now ask students to look at the image on page 28 as you read aloud.



SUPPORT—Show students a globe or world map. Point out the location of the United Kingdom, and explain that Great Britain is a country far, far away across the Atlantic Ocean. Ask students to recall where the Atlantic Ocean is. (*next to the United States*) Using the map or globe to illustrate, explain that the United States is on one side of the ocean. Great Britain is on the other side with many other countries. **(K.3)**

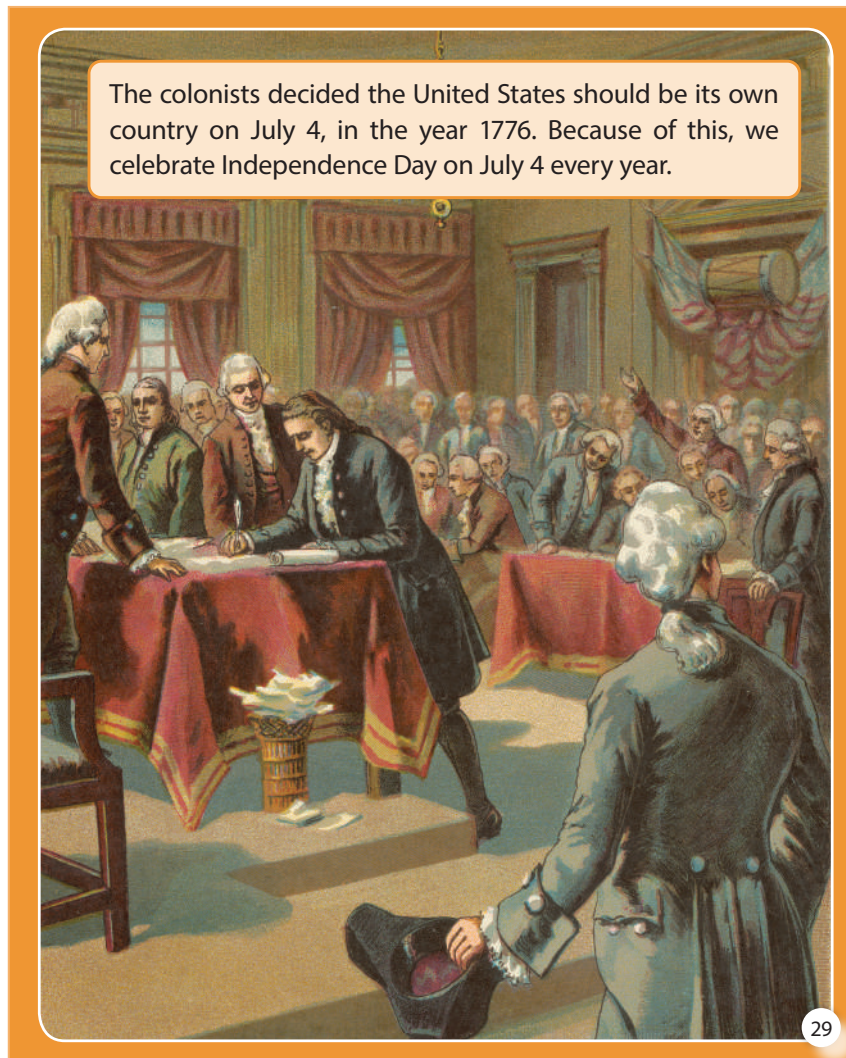
SUPPORT—Point out the image of King George III. Ask: Does this image show someone from the past, the present, or the future? (*the past*) How do you know? (*King George is wearing clothing that people do not wear today. He is wearing clothing from the past.*) (K.3)

Ask students the following question:

EVALUATIVE—Why did the colonists in American go to war with Great Britain? (K.4, K.4.d)

» They felt that the British government treated them unfairly.

Now ask students to look at the image on page 29 as you read aloud.



SUPPORT—Ask students to name the current year. Explain that the year 1776 was many hundreds of years ago—long before students’ parents or grandparents or even great-grandparents were born.

CORE VOCABULARY—Explain that **independence** means being allowed to make your own choices.

Ask students the following question:

EVALUATIVE—Why do we celebrate Independence Day on July 4? (K.4, K.4.d)

» July 4 is the day in the year 1776 when the United States decided to be its own country.

Now ask students to look at the images on page 30 as you read aloud.

Many years after the American Revolution, some workers felt that their employers did not give them safe spaces to work or fair payment. To change things and make them better, they joined together. They won the right to be safer at work and to earn more money.



Labor Day is the day we remember their efforts. We recognize the importance of workers every year on the first Monday of September.

30

CORE VOCABULARY—Explain that **labor** means work.

SUPPORT—Point out the number eight in the top image. Explain that long ago, most workers spent long hours at their jobs—sometimes as long as twelve or sixteen hours. Because workers joined together, today many people are able to stop working after eight hours a day at their jobs.

Ask students the following questions:

EVALUATIVE—Why do we celebrate Labor Day? (K.4, K.4.d)

- » We celebrate Labor Day to remember the people who joined together and won the right to be safer at work and earn more money.

LITERAL—When do we celebrate Labor Day? (K.4, K.4.d)

- » We celebrate Labor Day on the first Monday of September.

Now ask students to look at the image on page 31 as you read aloud.

A large war called World War I ended on November 11, in the year 1918. This date is now called Veterans Day in the United States. In other countries it is called Remembrance Day. On Veterans Day, we remember all Americans who have fought in wars for the United States.



31

CORE VOCABULARY—Explain that **veterans** are people who served in the armed forces, such as the army or navy.

SUPPORT—Have students point to the American flags in the image. Remind students that people often display the American flag for Memorial Day. They do the same on Veterans Day. **(K.4, K.4.a)**

Ask students the following questions:

LITERAL—What is Veterans Day called in other countries? **(K.4, K.4.d)**

» It is called Remembrance Day.

EVALUATIVE—Why do we celebrate Veterans Day? **(K.4, K.4.d)**

» We celebrate Veterans Day to remember all Americans who have fought in wars for the United States.

Now ask students to look at the images on page 32 as you read aloud.

More than four hundred years ago, a group of people called Pilgrims came from Europe to North America. They settled in a town they called Plymouth. People of the Wampanoag tribe helped the Pilgrims grow food. In the fall, the Pilgrims and Wampanoag harvested their crops. They had a celebration of thanksgiving for their food and friendship.



At other times in our history, people have set aside days for thanksgiving. We celebrate Thanksgiving Day on the fourth Thursday of November.



32



SUPPORT—Use a globe or world map to show the location of Europe. Explain that Europe is made up of many countries. It is located across the Atlantic Ocean from the United States and North America.

Note: The name *Wampanoag* is pronounced (/wahm*puh*nawg/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Explain that **harvested** means gathered when it was finished growing.

SUPPORT—Ask students to think about special events they celebrate at school. Examples may include the hundredth day of school, talent shows, science fairs, or school spirit days. Discuss with students what these special events mean and why they are celebrated. **(K.6)**

Ask students the following questions:

LITERAL—When did the Pilgrims come to North America? (K.4)

- » The Pilgrims came to North America more than four hundred years ago.

LITERAL—How did the Wampanoag help the Pilgrims? (K.4)

- » The Wampanoag helped the Pilgrims grow food.

EVALUATIVE—Why did the Pilgrims and Wampanoag have a celebration of thanksgiving? (K.4, K.4.d)

- » They were thankful for their food and friendship.

LITERAL—When do we celebrate Thanksgiving? (K.4, K.4.d)

- » We celebrate Thanksgiving on the fourth Thursday of November.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to share what they remember about the events on the cards.
- Review and discuss the Framing Question: “How can an event in the past influence the present?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How can an event in the past influence the present?

- » An event in the past can influence the present by changing what we know about the world around us. Women’s History Month celebrates women like Katherine Johnson, Sally Ride, and Mae Jemison who helped us learn more about space. Past events can also be a way to celebrate today. We celebrate Labor Day to remember the people who fought for better working conditions and pay. We celebrate holidays today that help us remember events from the past. Independence Day helps us remember when America became its own country. Thanksgiving helps us remember the Pilgrims and Wampanoag.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Culture

Primary Focus Objectives

- ✓ Explain what culture is. (K.5)
- ✓ Identify types of music from Louisiana. (K.5, K.5.a)
- ✓ Describe traditions in Louisiana. (K.5, K.5.b)
- ✓ Describe foods from Louisiana. (K.5, K.5.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fast*, *recipes*, *ingredients*, and *seafood*.

Materials Needed

Activity Page



AP 2.1

- individual student copies of *Understanding the Past* Student Book
- teacher and individual student copies of Map of the United States (AP 2.1)
- world map or globe
- Internet access
- capability to display Internet in the classroom
- image from the Internet of playing an accordion
- image from the Internet of playing the fiddle
- image from the Internet of bread pudding
- image from the Internet of meat pies
- image from the Internet of unwrapped tamale
- video from the Internet, “Tamir on the Street: Fun Family Traditions”
- video from the Internet of Cajun music
- video from the Internet of zydeco music
- video from the Internet of jazz music

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images and videos may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Culture”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce “Culture”

Review with students what they read about how holidays help us remember people and events from the past. Explain that people and events of the past help shape the way we live today. The things that we do, the music we listen to, the foods that we eat—they are often a result of what people did long ago.

In this chapter, students will hear how people and events of the past make Louisiana a special place.

Framing Question

What is culture?

Core Vocabulary

fast recipes ingredients seafood

Chapter 4: “Culture”

Distribute copies of the Student Book. Ask students to turn to page 33 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Culture.”

Culture

People have lived in Louisiana for thousands of years. Native Americans lived in Louisiana first. Then, people came to Louisiana from lots of other places.



They brought their cultures with them to Louisiana.



33

Activity Page



AP 2.1



SUPPORT—Distribute Map of the United States (AP 2.1). Write LA on the board. Have students find LA on the map and put their finger on it. Explain that LA stands for Louisiana. **(K.3)**

Ask students the following questions:

LITERAL—How long have people lived in Louisiana? **(K.5)**

- » People have lived in Louisiana for thousands of years.

LITERAL—Who were the first people in Louisiana? **(K.5)**

- » Native Americans were the first people in Louisiana.

LITERAL—What did people from other places bring to Louisiana? **(K.5)**

- » They brought their cultures to Louisiana.

Now ask students to look at the image on page 34 as you read aloud.

Culture includes music, traditions, and food. It includes the languages that people speak. It also includes their beliefs. People from different backgrounds helped a new culture grow in Louisiana. Let's learn more about Louisiana's culture!



34

Ask students the following question:

LITERAL—What is culture made of? (K.5)

- » Culture is made of music, traditions, and food. It is also made up of languages and beliefs.


Now ask students to look at the image on page 35 as you read aloud.

When people think of Louisiana culture, they often think of Mardi Gras. Mardi Gras, which means “Fat Tuesday,” is the last day before Lent, a time when many Christians pray and fast. It happens each year in the month of February or March. Mardi Gras was brought to Louisiana by people from France.



During Mardi Gras, people wear colorful costumes and go to parades. They sing and dance in the streets of New Orleans. They also eat many tasty foods!

35

 **SUPPORT**—Use the globe or world map to remind students where Europe is. (*across the Atlantic Ocean from the United States*) Explain that France is one of many countries in Europe.

CORE VOCABULARY—Explain that **fast** means not eating or drinking.

Ask students the following questions:

LITERAL—What is Mardi Gras? (K.4, K.4.d)

» Mardi Gras is a celebration that is the last day before Lent.

LITERAL—When does Mardi Gras happen? (K.4, K.4.d)

» Mardi Gras happens in February or March.

LITERAL—Who brought Mardi Gras to Louisiana? (K.4, K.4.d)

» People from France brought Mardi Gras to Louisiana.

Now ask students to look at the image on page 36 as you read aloud.

People eat king cake on Mardi Gras. King cakes are decorated with the colors purple, yellow, and green. A small toy is placed in the cake. The person who finds the toy is the king or queen for a day!



The Mardi Gras king cake tradition started hundreds of years ago. Traditions are a part of culture. A tradition is something from the past that people still do today. What traditions do you have in your family?

36

SUPPORT—Have students point to the purple, yellow, and green in the image of the king cake. (K.3)

SUPPORT—Explain that whoever finds the toy also has to buy or bake the next king cake.

SUPPORT—Expand on the idea of traditions by showing the Sesame Street video “Tamir on the Street: Fun Family Traditions.”

Ask students the following questions:

LITERAL—When do people eat king cake? (K.4.d, K.5, K.5.b)

» People eat king cake on Mardi Gras.

LITERAL—What happens if you find the toy in the king cake? (K.5, K.5.b)

» You are king or queen for a day. You also have to buy or make the next king cake.

LITERAL—What are traditions? (K.5)

» Traditions are a part of culture. They are things from the past that we still do today.

Now ask students to look at the images on page 37 as you read aloud.







In the past, a group of people called the Acadians came to Louisiana. Known as Cajun people, they spoke French. They kept their culture alive through music. Cajun music is played on accordions and fiddles.

Zydeco music has sounds and instruments like Cajun music. It includes music styles that come from the cultures of Creole people and African American people.



37

-  **SUPPORT**—Show students images from the Internet of someone playing an accordion and someone playing a fiddle.
-  **SUPPORT**—Play an example of Cajun music from the Internet.
SUPPORT—Explain that *Creole* was a word used to describe a person who was born in Louisiana, spoke French, and believed in the Catholic religion.
-  **SUPPORT**—Point out the bottom image on the page, and explain that it shows a person playing a washboard. The washboard was originally created to help wash clothes. Later, it became popular as a musical instrument.
-  **SUPPORT**—Play an example of zydeco music from the Internet.

Ask students the following questions:

LITERAL—What language did Cajun people speak? (K.5, K.5.a)

» Cajun people spoke French.

LITERAL—What instruments is Cajun music played on? (K.5, K.5.a)

» Cajun music is played on accordions and fiddles.

EVALUATIVE—How are Cajun music and zydeco music the same or alike? (K.5, K.5.a)


» They have some of the same sounds and instruments.

LITERAL—What cultures does zydeco music come from? (K.5, K.5.a)

» Zydeco music comes from Creole and African American cultures.

Now ask students to look at the image on page 38 as you read aloud.



 **SUPPORT**—Point out the trumpet in the image.

SUPPORT—Explain that a melting pot is when people from many different cultures come together to make something new. A melting pot has different pieces from different cultures.

 **SUPPORT**—Play an example of New Orleans jazz music from the Internet.

Ask students the following questions:

LITERAL—Who played jazz music first? (K.5, K.5.a)

- » Jazz music was first played by African American people.

LITERAL—Where was jazz music first played? (K.5, K.5.a)

- » Jazz music was first played in New Orleans.

EVALUATIVE—How is jazz like Louisiana? (K.5, K.5.a)

- » It is a melting pot of different influences.

LITERAL—What are some different kinds of jazz? (K.5, K.5.a)

- » Some jazz styles are meant for dancing. Other jazz styles are meant for listening.

Now ask students to look at the image on page 39 as you read aloud.

Just like music, food is an important part of Louisiana's culture. People from all over the world have made Louisiana their home. They brought recipes they liked to cook with them. They made new types of food using these recipes and the ingredients they found in Louisiana.



39

CORE VOCABULARY—Explain that **recipes** tell how to make different foods.

CORE VOCABULARY—Explain that **ingredients** are the foods and seasonings that are used to make a dish or meal.

SUPPORT—Ask students if they recognize the creatures in the image. (*crawfish*) Explain that crawfish are part of Louisiana culture.

Ask students the following questions:

LITERAL—What did people bring with them to Louisiana? (**K.5, K.5.c**)

» People brought recipes they liked to cook with them to Louisiana.

LITERAL—How did people make new types of food when they came to Louisiana? (**K.5, K.5.c**)

» They used their recipes and the ingredients they found in Louisiana.

Now ask students to look at the images on page 40 as you read aloud.



Today, people around the world know about Louisiana jambalaya and gumbo. These foods come from the Cajun and Creole cultures. They both use rice and vegetables.

Jambalaya and gumbo recipes also often have local seafood or meat.



40

SUPPORT—Have students point to the jambalaya (top image) and the gumbo (bottom image).

CORE VOCABULARY—Explain that **seafood** means things we eat that live in water, like fish, shrimp, and mussels. The crawfish shown on page 39 are seafood.

Ask students the following questions:

LITERAL—What cultures do gumbo and jambalaya come from? (K.5, K.5.c)

» They come from Cajun and Creole cultures.

EVALUATIVE—How are gumbo and jambalaya the same or alike? (K.5, K.5.c)

» They use rice and vegetables. They also sometimes use local seafood or meat.

Now ask students to look at the image on page 41 as you read aloud.

Some Louisiana foods became traditions because of the way people lived. In the past, many Louisianans cleaned their clothing on Mondays. They heated water over fires and scrubbed the clothing by hand.



They started cooking red beans in the morning when they started cleaning their clothing. By the end of the day, they had a tasty meal waiting for them! Eating red beans and rice on Mondays is still a Louisiana tradition today.

41

SUPPORT—The exact origins of the red beans and rice tradition are unknown. According to one theory, red beans and rice was a way to repurpose the leftover ham bone from the previous day's meal.

SUPPORT—Have students study the image of rice and beans. Then have them look back at the images of jambalaya and gumbo on page 40. Ask: How are these three dishes alike? (*They use some of the same ingredients.*)

Ask students the following questions:

LITERAL—When did Louisianans in the past clean their clothing? (K.5, K.5.b)

» They cleaned their clothing on Mondays.

LITERAL—When did people start cooking their red beans? (K.5, K.5.b)

- » They started cooking their red beans in the morning when they started cleaning their clothing.

Now ask students to look at the image on page 42 as you read aloud.

Bread pudding, meat pies, and tamales are also foods that are important to Louisiana's culture. Bread pudding uses old bread to make a delicious dessert. Tamales originally came from Mexican culture that was brought to Louisiana. They are made from ground corn and other fillings.



What other foods from Louisiana's culture can you think of?
Which do you like?

42

SUPPORT—Show images from the Internet of bread pudding and meat pies.

SUPPORT—Point out the image of tamales in the Student Book. Explain that tamales are cooked inside the leaves from corn. To eat a tamale, you unwrap it and take it out of the leaves. Show an image from the Internet of an unwrapped tamale.

Ask students the following questions:

LITERAL—What is bread pudding made from? (K.5, K.5.c)

- » Bread pudding is made from old bread to make a dessert.

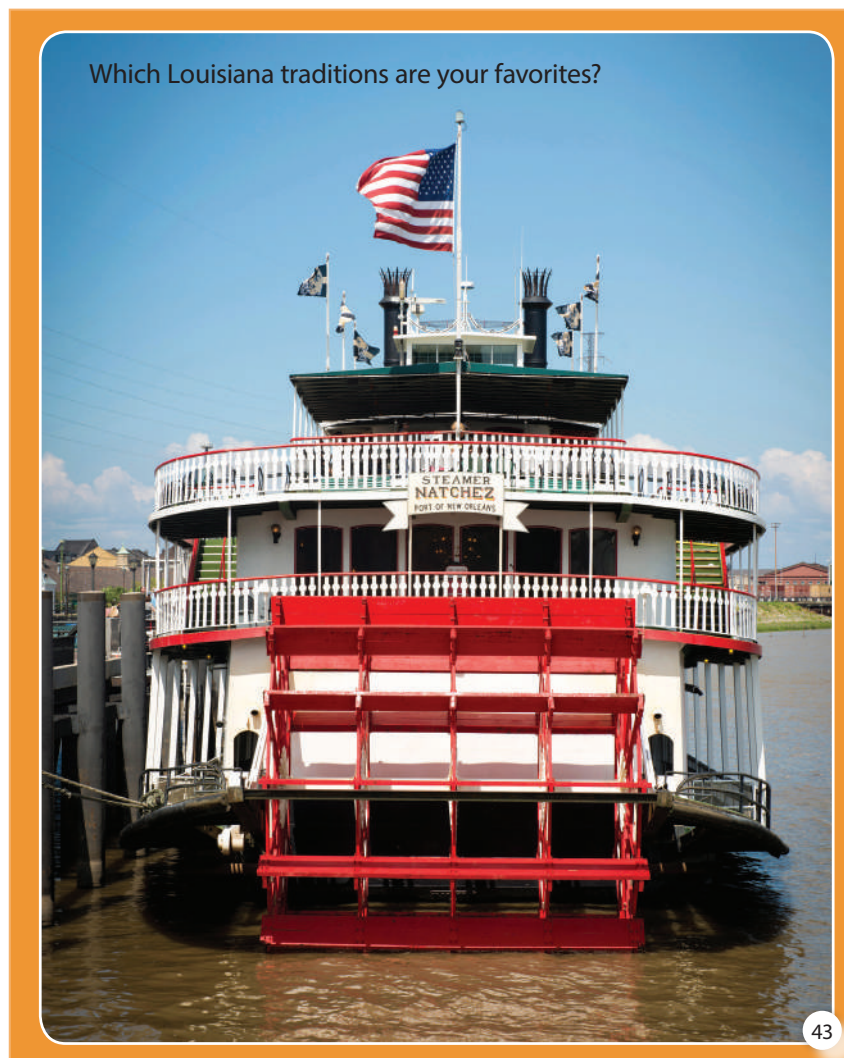
LITERAL—Where did tamales come from? (K.5, K.5.c)

- » Tamales came from Mexican culture.

LITERAL—What other food is a part of Louisiana’s culture? (K.5, K.5.c)

» Meat pies are a part of Louisiana’s culture.

Now ask students to look at the image on page 43 as you read aloud.



SUPPORT—Invite students to share their answers to the question on the page.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the items on the cards.
- Review and discuss the Framing Question: “What is culture?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What is culture?

- » Culture is made up of the traditions we practice, the foods we eat, and the music we listen to. It is also the languages we speak and the beliefs we have.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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Answer Key: *Understanding the Past*—Chapter Assessments 96

Chapter 1 Assessment: Learning About the Past

Make sufficient copies of the Student Answer Sheet for each student; see pages 72–73 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which tool tells us what activities we are doing in a day? **(K.1.a)**
 - a) calendar
 - b) classroom schedule
 - c) timeline

2. Which tool shows us when important events are going to happen? **(K.1, K.1.b)**
 - a) calendar
 - b) classroom schedule
 - c) timeline

3. Which event happened last? **(K.1)**
 - a) Grandma was born.
 - b) Mom was born.
 - c) I was born.

4. Where can you learn about the past by listening to a person's words? **(K.2, K.2.a, K.2.b)**
 - a) in a letter
 - b) in a speech
 - c) in a textbook

5. Where could you find out if people a thousand years ago made jewelry? **(K.2, K.2.a, K.2.b, K.3)**
 - a) a letter
 - b) a speech
 - c) a textbook

Name _____

Date _____






Chapter 1 Assessment Student Answer Sheet: Learning About the Past

1.

a.

AUGUST						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

b.

Classroom Schedule		8:30–9:15
Reading and Writing		
Science		9:15–10:00
Snack Time		10:00–10:15
Social Studies		10:15–1:00
Math		11:00–1:45

c.








2.

a.

AUGUST						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

b.

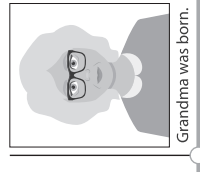
Classroom Schedule		8:30–9:15
Reading and Writing		
Science		9:15–10:00
Snack Time		10:00–10:15
Social Studies		10:15–1:00
Math		11:00–1:45

c.

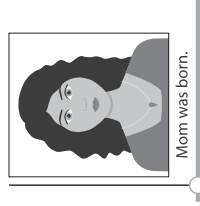


3.

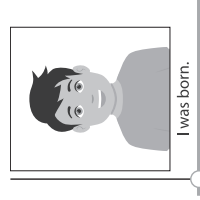
a.



b.



c.



Name _____

Date _____

Chapter 1 Assessment Student Answer Sheet: Learning About the Past

4.

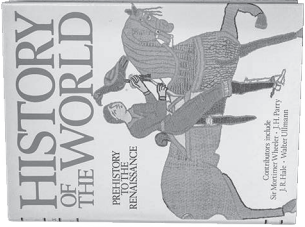
a.



b.



c.



5.

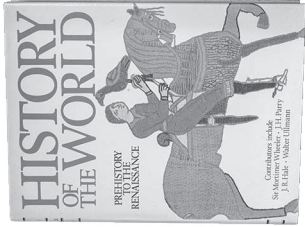
a.



b.



c.



Chapter 2 Assessment: *Important People of the Past*

Make sufficient copies of the Student Answer Sheet for each student; see pages 75–76 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which person is called the “Father of Our Country”? (K.4, K.4.c)
 - a) George Washington
 - b) Abraham Lincoln
 - c) Martin Luther King Jr.

2. Which person grew up in a log cabin? (K.4, K.4.c)
 - a) Christopher Columbus
 - b) Abraham Lincoln
 - c) George Washington

3. Which person fought so that all Americans would be equal? (K.4, K.4.c)
 - a) Christopher Columbus
 - b) George Washington
 - c) Martin Luther King Jr.

4. What should people do on Martin Luther King Jr. Day? (K.4, K.4.c, K.4.d)
 - a) make their community better
 - b) relax with friends
 - c) read books about the past

5. In what month do we celebrate Presidents’ Day? (K.4, K.4.d)
 - a) January
 - b) February
 - c) October

Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: Important People of the Past

1.



b.



c.



2.



b.



c.



3.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: *Important People of the Past*

4. a.



b.



c.



5. a.

JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

b.

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

c.

OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Chapter 3 Assessment: Remembering Events of the Past

Make sufficient copies of the Student Answer Sheet for each student; see pages 78–79 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which holiday celebrates the culture and traditions of African American people? **(K.4, K.4.d)**
 - a) Veterans Day
 - b) Juneteenth
 - c) Thanksgiving
2. What month do we celebrate Independence Day? **(K.4, K.4.d)**
 - a) July
 - b) September
 - c) November
3. Which holiday celebrates the importance of workers? **(K.4, K.4.d)**
 - a) Labor Day
 - b) Veterans Day
 - c) Thanksgiving
4. Which holiday celebrates the president of the United States? **(K.4, K.4.d)**
 - a) Thanksgiving Day
 - b) Women’s History Month
 - c) Inauguration Day
5. Which holiday comes first on the calendar? **(K.1, K.4, K.4.d)**
 - a) Labor Day
 - b) Memorial Day
 - c) Thanksgiving Day

Chapter 3 Assessment Student Answer Sheet: Remembering Events of the Past

1. a.



b.



c.



2. a.

JULY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

b.

SEPTEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

c.

NOVEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3. a.



b.



c.



Name _____ Date _____

Chapter 3 Assessment Student Answer Sheet: Remembering Events of the Past

4.



a.



b.



c.

5.



a.



b.



c.

Chapter 4 Assessment: Culture

Make sufficient copies of the Student Answer Sheet for each student; see pages 81–82 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What food is a Mardi Gras tradition? **(K.5, K.5.b)**
 - a) jambalaya
 - b) tamales
 - c) king cake
2. How do people celebrate Mardi Gras? **(K.4.d, K.5)**
 - a) by wearing costumes
 - b) by eating turkey and pie
 - c) by playing with friends
3. Which music was first played in New Orleans? **(K.5, K.5.a)**
 - a) Cajun music
 - b) zydeco music
 - c) jazz music
4. What food do people in Louisiana traditionally eat on Mondays? **(K.5, K.5.b)**
 - a) gumbo
 - b) red beans and rice
 - c) bread pudding
5. Which ingredient is used in jambalaya and gumbo? **(K.5, K.5.c)**
 - a) seafood
 - b) bread
 - c) beans

Name _____

Date _____

Chapter 4 Assessment Student Answer Sheet: Culture

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Chapter 4 Assessment Student Answer Sheet: Culture

4.

a.



b.



c.



5.

a.



b.



c.



Culminating Activity: *Understanding the Past*

The Story of Me

Materials Needed: drawing paper or construction paper; crayons, markers, or colored pencils

Remind students that they learned the stories of some very famous people: George Washington, Abraham Lincoln, and Martin Luther King Jr. But it's not just famous people who have stories. Everyone has a story—even them.

Have students think about their own story: what happened in the past and who they are now. Have them draw three pictures that tell their story. Then, have them arrange their pictures in a sequence or timeline and share what the pictures mean, with guidance from an adult. Ask:

- What happened first?
- What happened next?
- When did this happen?
- Was this before or after?
- (If students have been taught cause and effect) Why did this happen?

Performance Task: *Understanding the Past*

Materials Needed: four blank 5" x 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Understanding the Past* Student Book

Teacher Directions: In this unit, students learned about understanding the past—why history is important and how it affects our lives today. They learned about different tools that help us understand time, like calendars, timelines, and schedules, and how primary and secondary sources can help us learn about the past. They learned about important figures from history, including George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr. They learned how we remember the past today through different holidays and celebrations. They also learned about different parts of the past that helped shape Louisiana's culture today.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the important people and events they learned about in this unit. They will share the sights, sounds, and smells of the past with their friends and family back home by creating four different postcards on 5" x 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about understanding the past. Students should identify in their postcards the most important aspects of understanding the past that they have learned about that make it an exciting idea to think about.

Have students draw images related to understanding the past on one side of each card and dictate a brief message about understanding the past for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about how we understand the past." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of how we understand the past, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Tools like timelines, schedules, and calendars help us understand time.• We can learn about history from the words that people in the past wrote or spoke.• We can learn about history from the words that historians write in textbooks and biographies.• Christopher Columbus, George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr. were important people from the past.• We remember and honor people and events from the past with holidays and celebrations.• Culture is made up of language, food, traditions, beliefs, and music.• Louisiana’s culture was made by people from many different places.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of how we understand the past, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of how we understand the past, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

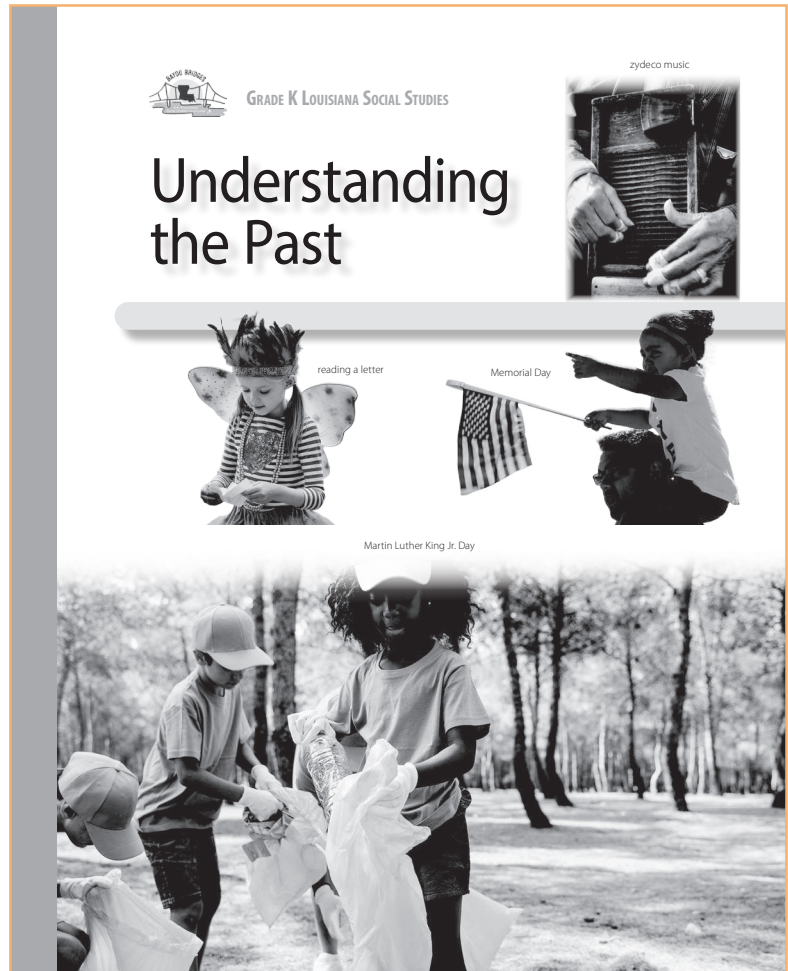
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the importance of studying history and different aspects of Louisiana's culture.

In this unit, students will identify different ways to learn about the past; study historical figures like George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr.; explain how events of the past affect us today, including describing the purpose of different state and federal holidays; identify symbols of Louisiana and the United States; and learn about cultural traditions in Louisiana.

As part of their exploration, students will also learn a little bit about Christopher Columbus, Dr. Martin Luther King Jr. and his fight for equality, Memorial Day, Juneteenth, and Veterans Day. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1-2

Map of North America



Name _____

Date _____

Activity Page 1.3

Use with Chapter 1

Past, Present, Future

Past

Present

Future

Which Came First?

New Year's Day
January 1



First Day of School
August 14



Independence Day
July 4



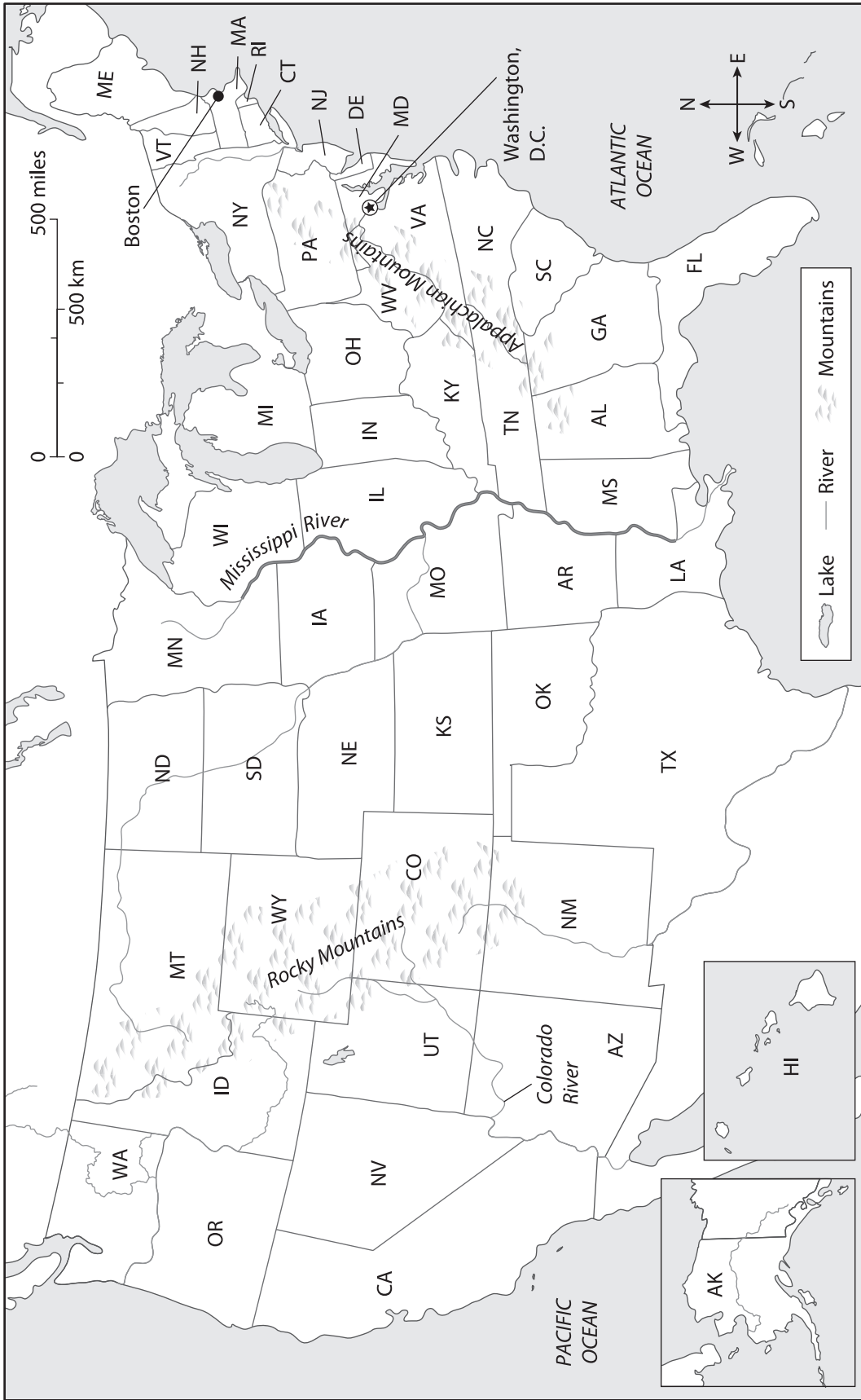
Washington's Birthday
February 22



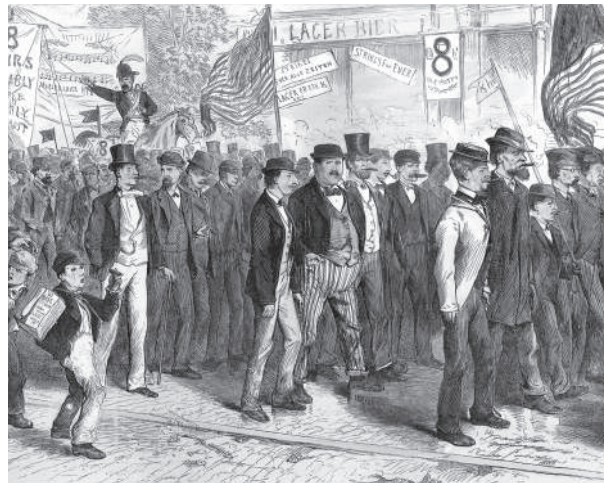
Name _____

Date _____

Map of the United States



Holidays



Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Mardi Gras Mask



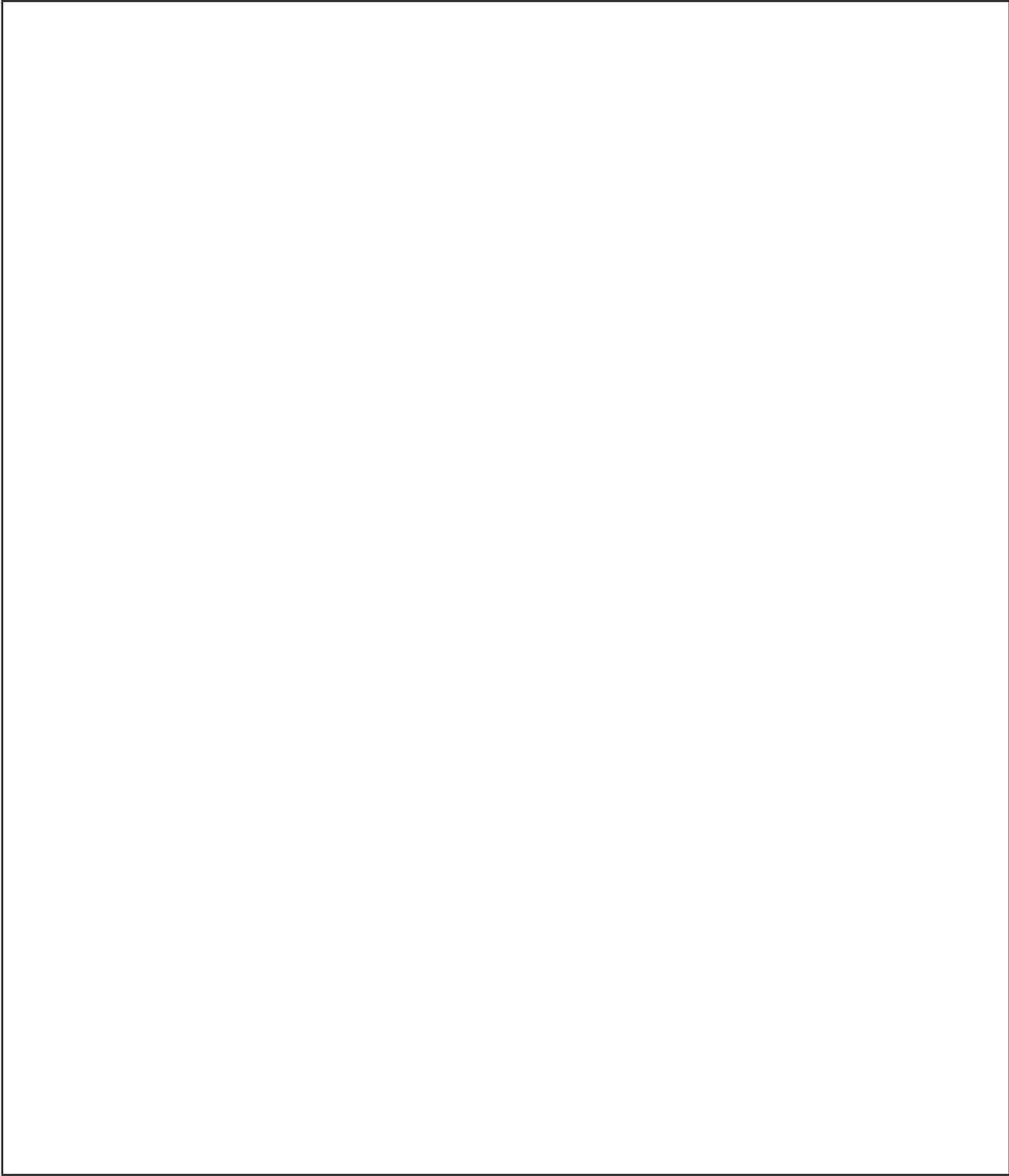
Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

My Culture

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to write their response to the 'My Culture' prompt.

HISTORY

- K.1** Order events in a chronological sequence using schedules, calendars, and timelines. For example:
- Daily classroom activities
 - Significant events in students' lives
- K.2** Differentiate between primary and secondary sources. For example:
- Primary sources: letters, diaries, autobiographies, speeches, interviews
 - Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- K.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- K.4** Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:
- Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican
 - Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"
 - Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.
 - State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
- K.5** Identify examples of different cultures and traditions in Louisiana, including:
- Music: Cajun, jazz, zydeco
 - Traditions: king cake, red beans and rice on Mondays
 - Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales
- K.6** Identify a cause and effect for a significant event in a school, neighborhood, or parish.

CIVICS

- K.7** Explain the purpose of local government.
- K.8** Describe the importance of fairness, responsibility, respect, and hard work. For example:
- Taking care of personal belongings and respecting the property of others.
 - Following rules and recognizing consequences of breaking rules.
 - Taking responsibility for assigned duties.

- K.9** Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.
- K.10** Describe the importance of rules and how they help protect our liberties.
- K.11** Explain how people can work together to make decisions.
- K.12** Identify local business and government leaders and describe their roles.

ECONOMICS

- K.13** Identify examples of goods and services. For example:
 - a)** Goods: food, toys, clothing
 - b)** Services: medical care, fire protection, law enforcement, library resources
- K.14** Describe and compare reasons to save and spend money.
- K.15** Differentiate between wants and needs.
- K.16** Identify jobs and industries within a school and community.
- K.17** Describe the concept of scarcity using examples.

GEOGRAPHY

- K.18** Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.
- K.19** Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
- K.20** Identify ways people interact with their environment, including:
 - a)** Using natural resources
 - b)** Modifying their environment to create shelter
- K.21** Identify rural, suburban, and urban areas.
- K.22** Explain how weather impacts daily life and choices.
- K.23** Explain why people may move from place to place.

Answer Key: Understanding the Past

Chapter Assessments

Chapter 1

1. b 2. a 3. c 4. b 5. c

Chapter 2

1. a 2. b 3. c 4. a 5. b

Chapter 3

1. b 2. a 3. a 4. c 5. b

Chapter 4

1. c 2. a 3. c 4. b 5. a



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Officer of the 23rd Regiment of Foot Royal Welsh Fusiliers 1775, 2005 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 34a

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The Declaration of Independence/North American, (19th century)/Private Collection/© Look and Learn / Bridgeman Images: 6b, 51, 91c

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