Experience Oregon

Kindergarten Unit

Post-Visit Lesson One

This curriculum may be successfully used with or without a museum visit.

Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.

Many thanks to Garrett Riggs for his help in developing this unit.
<table>
<thead>
<tr>
<th><strong>Post-Visit Lesson One</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview: Debrief Museum Visit and Make a Family Portrait</strong></td>
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</tbody>
</table>
| **Essential Question(s)** | › What stories can we learn from a history museum?  
› How are families in Oregon similar to and different from each other? |
| **Delivery Time** | One 20-minute session for debrief and one 20–30 minute session for the family portrait |
| **Academic Vocabulary** | Terms that teachers may have already defined with their students, and are not necessarily specific to historical studies.  
› Diversity  
› Valuable |
| **Materials Needed** | › Square pieces of sturdy paper for Family Portrait Quilt Squares for each student  
› Pencils  
› Crayons, markers, paint, ink, or combination |
| **Step by Step Instructions** | **Step One: Brainstorm Remembered Artifacts**  
In pairs or small table groups, ask students to talk about artifacts they remember from the *Experience Oregon* exhibit. How many can they remember? What artifacts stood out to them? Which ones do they still have questions about? If you took photos at the exhibit, this could be a good time to review them.  

**Step Two: Working in Small Groups**  
Tell students many different people have lived in Oregon over time. When there are many different kinds of people in one place, that is called *diversity*. The exhibit we visited taught us that a diversity of people have lived in Oregon.  
› What did they notice about how different people have lived in Oregon?
| Step by Step Instructions (continued) | › Did they see any artifacts or photographs that reminded them of their family?  
 › Did they see any artifacts or photographs about how a family lived in Oregon that was different from their family?  
 › What else did they notice or learn?  

**Step Three: Creating a Classroom “Quilt”**  
Ask students if they remember the digital quilt at the end of the *Experience Oregon* exhibit which showed different images from Oregon communities. Tell students they will now be able to make a community quilt to teach people about their classroom community. The quilt will be made of portraits of their families. Hand out portrait squares and follow your classroom protocol for drawing/illustrating. When students are finished, place all squares on a large sheet of paper to make a classroom quilt to hang on the wall. This can be a centerpiece for the upcoming classroom museum.

| Assessments | › Student participation in the discussion  
 › The family portrait  

| Teacher Notes | There are several example of classroom community quilts online. Search “classroom community quilt” or “paper classroom community quilt” for images.  

| Support for All Students | Students may dictate their captions to their teachers who may write them for the students.  

| Extensions | Consider partnering with the art teacher for the family portrait.  

**Picture book connection** – possible picture books:  
› *The Keeping Quilt* by Patricia Polacco, 2013  
› *The Quilt Story* by Tony Johnston; illustrated by Tomie dePaola, 1985  
› *The Granddaughter Necklace* by Sharon Dennis Wyeth, 2013  
› *Aunt Flossie’s Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard, 1991 and 2001  

**Step One: Introduce the Picture Book**  
Tell students you will be reading a book about a personal item that is very valuable to a family.
**Extensions (continued)**

Ask students if they saw any objects/artifacts at the Oregon Historical Society that were probably **valuable** to a family. Collect answers.

**Step Two: Read Book**

Stop when necessary to check for understanding.

**Step Three: Make Connections**

Ask students if the book made them think of anything from their own lives? Have some students share.

Read more than one picture book and ask students to compare and contrast the stories.

**Additional Educator Resources**

N/A

**Oregon Social Sciences Standards**

*The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.*

- **K.2** Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
- **K.3** Describe roles of self and family members.
- **K.10** Locate, identify, and describe places of importance to self, family, school, and culture.
- **K.13** Understand that events happen in a sequential order.
- **K.15** Distinguish between past and present.
- **K.16** Understand and create timelines to show basic personal events in a sequential order.
- **K.17** Make connections (similarities and differences) between self and others.
- **K.18** Compare and contrast past and present events or practices.
- **K.20** Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.