

LE 1.B Family Learning Across Places

Activity Purpose

Use this activity to discuss a place (or several places) that are important to your family, and then discuss the histories of that place. You can use the three-page template provided for this activity, or make your own template by drawing and writing on blank sheets of paper. There are no right answers to these types of questions so invite everyone to share and contribute ideas.

Activity Overview

This is a three-part activity.

- **Part 1:** Pick a place that is important to your family. Draw it, and then discuss different questions about this place.
- **Part 2:** Interview a family member (or several family members) about the place you chose as a family.
- **Part 3:** Explore the histories of the place your family chose, and pose questions that you have about the place and its histories.



What can you do to support learning?

- » The goal of this activity is to think and talk about the importance of place for your family, and to think about place using different time scales.
- » Families can participate in different ways during this activity (there is no one “right” way to participate). For example, you may want to have these discussions together prompted by the various questions in the template. Or, different family members could participate in different parts of this activity.
 - For example, someone could draw the place your family decides is important while someone interviews other family members about this place. Then everyone can share what they did, and what questions they have.
- » For a related activity, you could do online research about the place your family has chosen using the different time scales on page 3 of the activity sheet. You could also find books and videos that relate to these time scales.

Connecting with other families

- » Ask other family members and friends to participate in this activity, then share your places and their histories. You might also choose to interview each other about the places that are important to you (use the questions on page 2 of the activity sheet to interview other families and friends).

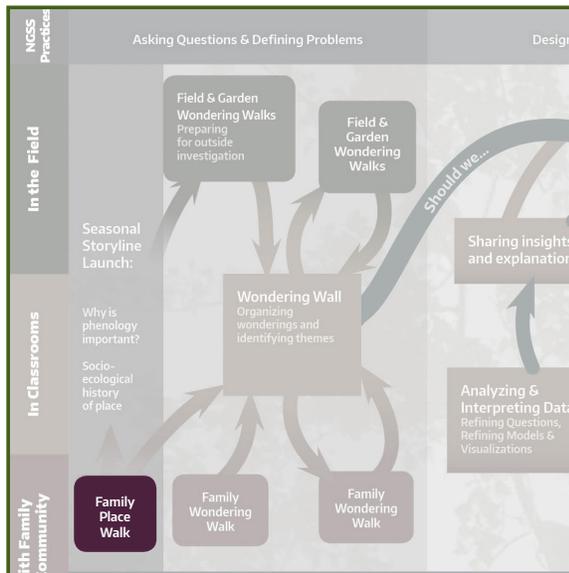
NGSS Science Practices Emphasized

- Asking Questions
- Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas & Important Phenomena

There are many time scales that make a place what is today, and what it could be in the future. Histories span across land, plants, animals, and communities over time. Thinking across many time scales is necessary to understand the complexity of socio-ecological systems more deeply.

YOUR PLACE IN THE SEASONAL STORYLINE



Key Ideas & Practices

Socio-Ecological Systems

- Socio-ecological systems refer to the interactions between human systems and ecological systems. The idea is that humans are part of the natural world, and all of our systems (e.g. social, political, institutional) are always in relationship with ecological systems.

Thinking Across Scales

- A key way to understand socio-ecological systems is to think across multiple scales. These include time scales (past, present, and future), and spatial scales (horizontal and vertical scales like looking side to side, or up and down; above and below ground; near and far). Thinking across scales can help people more closely observe phenomena, and it can help them think about change.



Asking Questions

- Asking questions is an important part of learning. Questions help make family members' thoughts and interests visible. Family members can investigate their questions using different resources such as books, video, asking other family members, and making more observations, for example. You can use the questions in the template provided or ask some of your own!

CONNECT TO OTHER ACTIVITIES

- Learning Engagement 1.A: Sharing Places – Neighborhood Walk

LEARNING IN PLACES FRAMEWORKS TO CONSIDER

- Socioecological Histories of Place
- Collaborative Discussions
- Thinking across Scales



Family Learning Across Places

Part 1: An Important Family Place

What is a place that is important to your family? _____

If you can, go for a walk in this place.

| | |
|---|---|
| <i>Draw or paste a picture of this place.</i> | Why is this place important to your family? _____ _____ |
| | What are you curious to learn more about in this place? _____ _____ |
| | What does your family do in this place? _____ _____ |



Part 2: Family Interview about Place

How did your family come to be here?

How do you feel when you are in this place? Has this place changed since you were last here? How do you know?

Who and what else do you share this place with?

Part 3: Important Family Place and Its Histories

There are many time scales that make a place what is today, and what it could be in the future. Histories span across land, plants, animals, and communities over time. Thinking across many scales helps us understand human and natural systems more deeply. **Fill out as much of the chart as you want related to the important and meaningful place you have described.** There are no right or wrong answers!

| Time Scales | What do we know now about our place related to each of these time scales? | What questions or wonderings do we have about our place related to each of these time scales? |
|---|---|---|
| Geologic Time: Land and ocean processes, mountain formation, glaciation, etc. | | |
| Plant and Animal Time: Plants and animals of the area, species extinctions or adaptations | | |
| Indigenous Peoples' Time: Recognizing First Peoples and their histories and current relationships to place | | |
| Nation State Time: How the development of nations over time have shaped and impacted places | | |
| Living Ethical Responsibilities and Possibilities Time: What's possible for places? | | |