**LE1.2 Family Histories of Places Walk**

**Purpose: observing Histories of Places in our neighborhoods**--This family tool is meant to give students and their families an opportunity to observe and wonder about their neighborhoods while using the Histories of Places framework that was introduced in LE1.1.

**Why this is important:** You have just completed a discussion about histories of places in the classroom. This is an opportunity for families to apply this knowledge to the places where they live. This will also give you an idea of which timescales families are attending to and wondering about. Including these wonderings and observations in with the class wonderings and observations about place is an important power-sharing move to help students see their family knowledges and places as important and valid alongside classroom knowledge.

**Engaging family and community knowledges and practices**: This is your opportunity to elicit family and community knowledges about Histories of Places where families live. As a teacher, it is impossible to have complete knowledge of all of your students’ backgrounds and histories as they pertain to place. This family tool is a chance for you to put students and their families in positions of experts to teach you about what they know. LE1.5 will be an opportunity to merge classroom and family-based wonderings about place into one chart so that you can hold those as you move forward in the storyline.

| **Learning goals** | **Connections to NGSS:** | **Assessment opportunities** |
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| By the end of this activity, families will:1. Apply the Histories of Places Framework to their observations and wonderings about the places where they live.2. Share and discuss family stories about those places | **Crosscutting Concepts:** Scale; Stability and Change**Science Practices:** Obtaining, Evaluating, and Communicating Information**Disciplinary Core Ideas:** ESS3.C: Human Impacts on Earth Systems (K-2) | 1. Family tool LE1.2  |

**Teacher Background/Preparation Information:**

As you have familiarized yourself with the Histories of Places Framework and taken the self-assessment, you have done research into the histories of the place occupied by your school and its surrounding land, and you have explored the places around the school with your students. This is an opportunity for you to hear from the families in your classroom what they already know about places and histories. They may be able to fill in some knowledge about the various timescales that were missing after your discussion with your class in LE1.1. They may have firsthand experience with places around the world and understand how your local places are connected globally. They may be Indigenous families and have firsthand knowledge around the ways in which nation-states have forced change with relationships to the land. This family tool is a powerful way to understand the knowledge that is held in the families in your classroom.

**Avoiding potential challenges:**

· *Engaging equitable relations with families*: Sometimes schools hold deep deficit views of families, such as assuming that families won’t fill this out because they don’t care, cannot understand complex timescales or complex systems because either they don’t have enough scientific background knowledge or their first languages are not English. Avoid falling into these assumptions. All families engage in sophisticated reasoning about places, have culturally-based practices that they engage in, and have historical knowledge about the world. Allowing opportunities for all families to share these with you is a big step towards building trusting relations with them. It is important to provide translations of all family tools, as well as adequate time for families to return them.

· *Broaden at-home work beyond “homework”*: Homework can be a toxic term to families. In schools, homework has been shown to increase inequities and not lead to substantial learning. Try to frame these as “family learning activities” with no right/wrong answers to lower the stakes and make these more accessible tools for families to fill out. It is helpful to write a target return date on the top of the front sheet.

· *All family tools contain valued knowledge!*: Families will have different relationships with the school, with “homework”, and with sharing personal information with you. This is the **first of many** family tools that will be distributed throughout the storyline. Even if you don’t have many that are returned this first time, you can still learn valuable knowledge about families. You can also ask students to share what they discussed with their families even if they didn’t return LE1.3 back to you.

**Materials:** Family tool LE1.2

**Time:** Allow at least 5 days for this to be returned to you. You can hand this out after you’ve done LE1.1

Introducing the tool to your students:

1. Explain to students that now that they have explored the Histories of Places, it’s time to see if they can find any **evidence** of these timescales as they walk around their neighborhoods with their families.
2. Return to the Histories of Places chart that you’ve started to fill out as a class and remind students that while they already know and wonder about many of the timescales, there are some that we can learn more about. They may be able to fill some of these timescales out as they walk around their neighbourhoods with their families.
3. Emphasize to students that there are no right or wrong answers to any of the parts of the chart. It is really just for them to have a family walk so that we can add to our classroom chart what their families notice and wonder about!

**Taking a Socio-ecological Histories of Places Walk**

**Please return on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:**

As a family, pick a place outside in your neighborhood. Observe that place (what do you see, hear, and smell, for example). Think about different time scales to deepen your observations. For example, what are you noticing that might be related to geologic time? What are you noticing that might be related to plant, animal, and soil time? Then consider how human decision making has contributed to changes in the place.

### Activity Overview:

1. Go for a walk in your neighborhood. Make observations, and ask questions about what you wonder about as you observe (there is no “right” answer). Think about your observations and questions from different time scales. What did you observe related to some or all of these time scales? What questions do you have? How has human-decision making impacted this place from each time scale? There are no “wrong” answers here!

 **What Can You Do To Support Learning?**

* The goal of this activity is to practice making observations in specific places, and to use different time scales to deepen your observations.
* Ask questions throughout this activity to encourage family members to make and share their observations. For example, ask what they see, hear, and smell. If they have been to this place before, ask them to share what they notice that is the same and what they notice that is different (and why they think that is). What questions do they have about what they are noticing? Which time scales do they want to learn more about given what they are observing in the place?
* Consider how the places have changed over time and why. How have the decisions people made contributed to this change? Which people made choices? Why did they make those choices?

**Taking a Socio-ecological Histories of Places Walk**

**Taking a walk, making observations, and asking questions**

First, decide where you and your family want to take a walk.

Where did you go for a walk and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make observations of what you see and notice in the place you picked. **Use this chart to think about the place you observed on your walk. Think about that place from the perspective of these different time scales.** Fill out as much of the chart as you want. There are no right or wrong answers!

| **Time Scales**  | **What did we observe in our place related to each of these time scales?** | **What questions or wonderings do we have about our place related to these time scales?**  | **What decisions have people made that shaped this time? Which people? Why did they make those decisions?** |
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| **Hydrogeologic Time:** Land and ocean processes, mountain formation, glaciation, etc. |  |  |  |
| **Plant, Animal, and Soil Time:** Plants, animals, and soils of the area, species extinctions or adaptations |  |  |  |
| **Indigenous Peoples’ Time:** Recognizing First Peoples and their histories and current relationships to this place |  |  |  |
| **Nation State Time:** How the development of nations over time has shaped and impacted this place |  |  |  |
| **Global Time:** How this place is connected to, impacts, or is impacted by other places across the earth and interacts with other time scales |  |  |  |
| **Living Ethical Responsibilities and Possibilities Time:** What’s possible for this place?  |  |  |  |