**LE1.4 Learning Across Places Family Tool**

**Purpose: refusing school dominance in place-based knowledge**--This family tool is meant to give students and their families an opportunity to share their knowledge about places that are important to them, as well as their wonderings about different timescales from the Histories of Places framework. This is meant to complement the work that you have done with your class in LEs 1.1 through 1.3, as well as to give you and the class an opportunity to include family and community knowledge in your class’s wonderings about place.

**Engaging family and community knowledges and practices**: This is your opportunity to elicit family and community knowledges about place. 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. LE1.4 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** |
| --- | --- | --- |
| By the end of this activity, families will:  1. Describe places and practices that are important to them  2. Share and discuss family stories about those places  3. Discuss and describe their knowledge and wonderings around the time scales in the Histories of Places Framework | **Crosscutting Concepts:** Scale; Systems and System Models  **Science Practices:** Asking questions and defining problems  **Disciplinary Core Ideas:** ESS3.C: Human Impacts on Earth Systems (K-2) | 1. Family tool LE1.4 |

**Teacher background/preparation information:**

You have already done so much preparation for this part of the bundle: you have familiarized yourself with the Socio-ecological 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. Even if you don’t have many that are returned this 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 LE1.4

**Time:** Allow at least 5 days for this to be returned to you. You can hand this out after you’ve done LE1.1 or after 1.2.

Introducing the tool to your students:

1. Explain to students that now that they have explored the Histories of Places and who they share the schoolyard with, it’s time to do this at home with their families. Explain that they will take LE1.4 home and have a discussion about places that are important to them, and also the timescales that they know and wonder about.
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. Our families may be able to help with that, or add to some of the timescales that we already know something about!
3. Emphasize to students that there are no right or wrong answers to any of the questions in here. It is really just for them to have family discussions and so that we can add to our classroom chart what their families already know!

Greetings Classroom Family!

**In our classroom we are exploring all of the different *places* where we learn and grow.** We would like to learn more about the different places your family learns and the family stories that are tied to those places. This can include the human and other creatures’ stories of those places! For example, what do you know or wonder about related to these places? We will include your wonderings with our class’s wonderings!

**INSTRUCTIONS**

1. On page 2 of this packet, please write, draw, and/or glue pictures of a place that is important to your family, and tell us a little about what you learn in this place, what you do in this place, and why this place is important to your family.
2. On page 3 of this packet, your child/children will interview you or a family member about your family stories. You can write or otherwise record this interview.

Please return this activity sheet by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What you will need**

● Pencil/pen

● Pages 1, 2, & 3 of the Family Sharing Tool

**Optional Supplies**

● Coloring supplies

● Photographs

● Glue/tape

Who was involved in this discussion? :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is a place that is important to your family? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Go on a walk in this place if the place is close by and if it is possible to go for a walk there.*

| *Draw or paste a picture of this place.* | 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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Who was involved in this discussion?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FAMILY DISCUSSION**

| 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? |
| Who and what else do you share this place with? |

**Extension activity: Think about the important place that your family discussed. Fill out the chart below to think about and discuss the different Histories of Places timescales that you observe, wondering about, and make decisions about. Remember that there are no “wrong” answers about this--just fill out the parts of this that you either know about or are interested in!**

| **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?** |
| --- | --- | --- | --- |
| **Hydrogeologic Time:** Land and water 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? |  |  |  |