NCSS Notable Trade Book Lesson Plan

*Our Grandparents: A Global Album* written by Maya Ajmera, Sheila Kindade, and Cynthia Pon
With a forward by Archbishop Desmond Tutu

Cynthia Szymanski Sunal
Dennis W. Sunal
*The University of Alabama*

This multi-day lesson involves pre-kindergarten - grade 3 students in exploring the similarities found in grandchild-grandparent relationships across the world’s cultures. It stresses key concepts associated with these relationships: love; listen; explore; tell stories; play; teach; learn; celebrate; share; care; and happy, safe, and loved.

Ages 4-8
ISBN: 978-1-57091-459-1
Recommended for pre-kindergarten – grade 3. The lesson will require four to ten days. |
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<td>Book Summary</td>
<td>Photographs capture the affection between a grandparent and grandchild across many cultures. Affection is demonstrated through an array of activities shared by a grandparent and grandchild, ranging from reading together, to teaching and learning skills and knowledge, to playing, to exploring the world.</td>
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| NCSS | I. Culture
II. Individual Development and Identity
III. People, Places, and Environment |
| Materials | • *Our Grandparents: A Global Album*
• Chart paper and markers or computer-assisted board
• Copy of Figures 1 and 2 for each student
• Drawing paper and markers for each student
• Globe and U.S. map
• Note: if possible, obtain from family members a list of grandparents for each student, indicating which grandparents (living or deceased) are familiar to the student.
• One 8.5 x 11 inch (or larger) placard for each of the following concepts: love; listen; explore; tell stories; play; teach; learn; celebrate; share; care; and happy, safe, and loved.
• One sticky note for each student |
A folder for each student or materials to bind drawings into a book for each student
- Digital photo or video camera (optional)
- One sheet of cardstock or construction paper for each student

**Objectives**

1. Students will identify activities they engage in with a grandparent.
2. Students will construct hypotheses indicating whether and why grandparents and grandchildren across cultures share similar types of activities.
3. Students will describe evidence supporting and not supporting the hypotheses they developed about similarities in grandparent-grandchild relationships across cultures.
4. Students will act out a shared activity between a grandchild and grandparent that reflects a theme in the book *Our Grandparents: A Global Album*: love; listen; explore; tell stories; play; teach; learn; celebrate; share; care; and happy, safe, and loved.

**Procedures**

*Caution:* Not all students in a class have living grandparents, known grandparents, grandparents with whom they have interacted, and/or grandparents who engage them in a positive and appropriate relationship. During the following lesson, teachers can involve community elders beforehand who will share their hobbies, interests, and stories with the class and/or with individual students. The aim is to provide a positive example of an elder who may or may not be a grandparent but who can demonstrate the relationship depicted in the book. During the lesson’s activities, students can be encouraged to consider the relationship with the invited elder and consider that individual as a representation of a grandparent. Teachers also should tell students that the children in the photos may be missing one or more grandparents. See also in references Edwards, M. (2005). *Zero Grandparents: A Jackson Friends Book.*

1. Place students in a circle. Ask: “What is your favorite activity to do with your grandmother or grandfather?” On a whiteboard, or computer assisted board, draw a circle. Inside the circle, write “children”. As children identify activities they like to do with a grandparent, record the activity outside the circle then draw a line from the activity to the edge of the circle. Save the diagram for future use.
2. Present the problem/question, “Do you think children in other places in the world do a lot of the same activities with their grandmother or grandfather?” “Why or why not?” Write the problem/question on the board or on a computer assisted board. Have students share ideas. Work together to form some hypotheses in response to the question and write these down below the problem/question on chart paper or a computer
### Development

assisted board. Save the diagram for future use.

**Assessment:** Record the number and diversity of the activities responding to the first question, “What is your favorite activity to do with your grandmother or grandfather?” and to the second question, “Do you think children in other places in the world do a lot of the same activities with their grandmother or grandfather?”

1. Place students in a circle. Tell students we are going to read a book that might help us decide which of our answers to the problem/question of “Do you think children in other places in the world do a lot of the same activities with their grandmother or grandfather?” may be the answer that fits what we find out from the book. Read the first two pages, which appear before the forward, of *Our Grandparents: A Global Album*. These pages show photos of a child and grandparent from various nations and cultures. Names for the grandchild and grandparent are given in several languages. Request, “Tell me what you call your grandmother and your grandfather.” Record responses on chart paper or computer assisted board. Ask, “What are you, the grandchild, called in your family?” Record responses. Use a globe to identify nations with languages associated with the terms used, and a U.S. map to identify states associated with terms, as appropriate.

2. Construct a table with columns for the terms used for grandmother, grandfather, and grandchild. Fill the table with terms given by the students. Send home a copy of the table and include a request to family members for additional information. See Figure 1 for an example.

3. Construct a table that can be projected from the information received from students’ families or put it on chart paper. Discuss the variation in terms with students. Talk about which terms are the most and least common.

4. Read the pages depicting “our grandparents love us”. Have students identify what items in the photographs show such love (e.g. a smile). Place the placard saying “love” on a bulletin board. Follow through with the next set of pages on “even when we speak softly, they listen”. Have students identify characteristics of listening in the photos. Place the placard saying “listen” on a bulletin board to accompany the one saying “love”. Use the same process with following page sets.

   As each page set is considered, locate the nations or U.S. states represented on a globe and/or U.S. map.

   Reading the page sets will be most beneficial and interesting if it is spread out over several days to ensure each photo is well discussed.

   As an accompanying activity when page sets are read, have students draw themselves doing one of the activities on the pages with a grandparent and dictate a caption for the drawing. These drawings
and captions can be combined in a folder or made into a book and sent home for the student to share with family members. Note: Encourage the students to draw a different grandparent for each set of pages read, so that the folder includes more than a single grandparent (if you have obtained it, use the grandparent list described in the materials section.)

5. Using the responses about grandparents in Figure 1, have students talk about the activity described as a favorite. At a learning center, or on a rotation basis, have small groups of students look through the book to see if a photograph can be found that shows an activity similar to the one that has been identified as a favorite. Have students place a small sticker with the student’s name on it on the edge of the photograph. Discuss the results with the whole class in a circle, showing them the photographs that have been identified.

6. Closure. Return to the question, “Do you think children in other places in the world do a lot of the same activities with their grandmother or grandfather?” Show students the hypotheses generated earlier in response to the question. Talk about each hypothesis, identifying evidence from the book’s photographs and from students’ drawings and captions to decide whether a hypothesis has support. Work toward the conclusion that “children around the world do a lot of the same activities with their grandmother or grandfather.” Write the conclusion on a strip of paper and place it on the bulletin board with the placards.

Assessment: Talk with the students about the key concept words used in the book and on the placards, to describe interactions with grandparents: love; listen; explore; tell stories; play; teach; learn; celebrate; share; care; and happy, safe, and loved. Have students select one of the key words and draw a picture showing themselves with a grandparent or other elder, engaged in an activity demonstrating the word, and write a caption or describe a caption to be written down by the teacher. Review the drawings for the accuracy of the match to the key concept word chosen.

1. Our grandparents: A Global Album contains five follow-up activities a student can do with a grandparent: play together, celebrate the past, record memories, plan an adventure, and learn about your family. The focus of these activities is on enhancing the grandparent-grandchild relationship.

2. In the classroom, expand the lesson’s ideas by having student pairs act out their own versions of a photo in the book, with one pretending to be the child and the other pretending to be the grandparent. This can occur over several days. Have students select a photograph and tell them they will act it out on the next day. Talk with each pair about props that might be useful and can be easily obtained or made. Students can take turns being the child and grandparent. As the pairs act out their scene, have
other students talk about how it was the same as what they see in the book’s photograph and how it was different. Emphasize that the photo does not have to be exactly duplicated, but should show what the students think is the "idea" of the photo.

Video short clips of each pair’s presentation or take a digital photograph. Photographs can be added to the bulletin board with the placards. Video can be added to a secure classroom website, as appropriate, or be placed in a program to be played on an evening when family members visit the classroom.

3. Lesson summary. Talk with students, reviewing the activities they have done in the lesson. Ask, “What is important about the activities grandparents do with grandchildren?” “How does spending time with a grandchild show the grandparents’ love for that child?”

**Assessment:** Have each student make a card for a grandparent or other elder showing an activity he/she would like to do with the grandparent. The activity should be one that can be done without needing something hard to get such as the hawk shown in a picture from Mongolia in the book the class has been reading. Use the following rubric to assess the card.

**Rubric:**

- (a) Student identified one activity to do with a grandparent (1 point)
- (b) Student identified one activity to do with a grandparent that could be done with needing something hard to get (2 points)

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<td>Provide each student, or small groups of students, with photos of a grandparent and grandchild (see Figures 2 and 3). Have each child describe the activity occurring in each photograph to you, or an assistant/volunteer. Ask, “What key word do you think is happening here (referring to the words showing on the placards and highlighted in the book)?” NOTE: Figure 3 shows the use of a different book than that featured here so serves as an opportunity to extend and apply the concepts.</td>
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<tr>
<td><strong>Rubric:</strong></td>
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<tr>
<td>Student describes the photo’s activity. (1 point)</td>
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<tr>
<td>Student gives a relevant description of the photo’s activity. (2 points)</td>
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<tr>
<td>Student gives a relevant description of the photo’s activity and identifies an appropriate key word (concept). (3 points)</td>
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<th>Suggested Extension Activities</th>
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<td>1. Host a half hour grandparent visit to the classroom. Involve students in planning events for the visit which could include introducing the grandparent and saying something special about him/her, viewing the video of students acting out a photo in the book <em>Our Grandparents: A Global Album</em> while the book is made available to those attending, and/or having students share their book/folder with the grandparent(s).</td>
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<td>2. Read other books about grandparents, grandchildren, and the</td>
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### Digital Resources

- Grandparents.com Activities to do with Grandchildren [http://www.grandparents.com/gp/content/activitiesandevents/index.html](http://www.grandparents.com/gp/content/activitiesandevents/index.html)
- Traditional Games Grandparents Played [http://grandparents.about.com/od/projectsactivities/tp/OutdoorGames.htm](http://grandparents.about.com/od/projectsactivities/tp/OutdoorGames.htm)

### Authors

Cynthia Szymanski Sunal is Professor of Social Studies Education at The University of Alabama with extensive experience in teaching at Pre-K-12 and university levels. She has authored several books and numerous articles in social studies education. E-mail: cvsunal@bamaed.ua.edu

Dennis W. Sunal is Professor of Curriculum and Instruction at The University of Alabama. He works with children’s conceptions of their physical environment and interdisciplinary education.
Figure 1. Request for Information from Family Members

Child’s Name: _________________________________________________________

**Grandparents and Grandchildren**

Below are names for grandmother, grandfather, and grandchild used in families of the children in our class. **Please add any names that are used in your home but are not on the list.**

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<tr>
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<th>Grandchild</th>
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<tr>
<td>Abuela</td>
<td>Abuelo</td>
<td>Abuelita or Abuelito</td>
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We are beginning to study grandparents around the world and the activities they do with their grandchildren. **Write down one activity that you think your child enjoys doing with a grandparent in the space below.**

Send this form back to school with your child tomorrow.
Figure 2. Assessment Photo One
Figure 3: Assessment Photo Two

Author Bios
Cynthia Szymanski Sunal is Professor of Social Studies Education at The University of Alabama and Director of the Office of Research on Teaching in the Disciplines. E-mail: cvsunal@bamaed.ua.edu
Dennis W. Sunal is Professor of Curriculum and Instruction at The University of Alabama with research interests in cognition.