

Inquiry Set OK.3 - Work Long Ago

I. Inquiry Set Introduction	
Inquiry Set Title	Work Long Ago
Brief Description	This lesson focuses on the topic of work and jobs to illuminate change over time. Kindergartners have some direct experiential knowledge of jobs today, which can be leveraged to learn about the differences and similarities of jobs and work in the past.
Authors	<p>Lisa Hutton, Interim Associate Dean Director, History Project at CSUDH College of Education California State University, Dominguez Hills</p> <p>Tuyen Tran Assistant Director, CHSSP</p>
Grade Levels	Kindergarten
Topics/Concepts	work, continuity and change, jobs, long ago, labor, time, the past, women
CA HSS Standards / Frameworks	<p>Learning and Working Now and Long Ago</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p>
Framework Excerpt:	<p>In Standard K.3, students learn about the different types of jobs and work performed by people in their school and local community. This standard may be integrated with Standard K.4; as students construct school and neighborhood maps and talk about neighborhood structures such as the fire station, supermarkets, houses, banks, and hospitals, the jobs and workers can be introduced as well.</p> <p>As students learn about daily life in the past in Standard K.6, they may investigate ways in which work and jobs have changed or remained the same over time by answering the prompt How are our lives different from those who</p>

	<p>lived in the past? How are they the same? The teacher should provide prompting and support as students analyze multiple sources, including primary source photographs, picture books, and informational books for young readers such as Vicki Yates’s <i>Life at Work (Then and Now)</i>.</p> <p>Students should understand that one purpose of school is to develop their skills and knowledge and that this is as important as any job in the community. Working collaboratively to do tasks, students can practice problem solving, conflict resolution, and taking personal responsibility.</p>
<p>Standards</p>	<p>California English Language Development Standards for Kindergarten</p> <p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and supporting opinions and negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) <p>B. Interpretive</p> <ol style="list-style-type: none"> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons, depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.), depending on modality, text type, purpose, audience, topic, and content area <p>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

	<p>11. Supporting own opinions and evaluating others’ opinions in speaking and writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>Part III: Using Foundational Literacy Skills</p> <p>Common Core State Reading Standards for Literacy in History/Social Studies, Kindergarten</p> <p>Reading and Literature</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 3. With prompting and support, identify characters, settings, and major events in a story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <ol style="list-style-type: none"> a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text. <p>Writing</p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic. 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<p>Investigative Question</p>	<p>How are our lives different from those in the past? How are they same?</p>
<p>Historical Background</p>	<p>This lesson explores with kindergarten students the historical concept of continuity and change. It may be one of several lessons that address the large investigative question of how students’ lives are the same as and different from people’s lives in the past. This lesson focuses on the topic of work and jobs to illuminate change over time. Kindergartners have some direct experiential knowledge of jobs today, which can be leveraged to learn about the differences and similarities of jobs and work in the past. This lesson uses photographs from about 100 years ago</p>

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	(1922 –1938) and provides multiple opportunities for students to engage in listening, speaking, and writing about meaningful content.
Potential Sensitive Issues, Topics, and Information	It is important to value and honor all jobs and workers in our society, no matter the position or the setting, whether in an office, a school, a factory, fields, a hospital, or elsewhere. Most students will be able to draw from their understanding of or direct experience with work (chores, assisting with cleanup in class, or jobs in their community, for example). The vocabulary and students' conceptual background knowledge can be drawn from to make comparisons between work and laborers of today with those from the past.
Map	Benicia, Solano County, Oakland, Los Angeles, Southern California

II. Source Sets

#1 Primary Source

Benicia Cannery Workers



Title of Source

Women preparing fish at cannery, Benicia, Solano County

Date

1938

	<p>Holding Institution California State Library</p> <p>Link to Record https://calisphere.org/item/a8e75ed688b77100db90394e0cc29eff/</p>
<p>For the Student</p>	<p>Teachers will orally lead a primary source investigation to support student reading, analysis, and interpretation: What do you see? What are the details? Who or what is in the picture? What do you think is happening in this picture? What actions are taking place? Who do you think created the photograph? Why? Is this work you know something about? (Sentence starters are provided with this lesson’s literacy support.)</p>
<p>For the Teacher</p>	<p>The canning of fish in Benicia, in Northern California, is believed to have begun with the Hume Carquinez Packing Company in 1864. In the 1860s, salmon from the Sacramento River were in abundant supply. At its height in the 1880s, the cannery business processed 10 million pounds of salmon.^[1] Eventually, nearby waters were overfished and the business transitioned to canning fruit and vegetables, as well as other seafood (roe, oysters, sardines). The cannery operated until the 1950s.</p> <p>The women pictured in Source 1 are preparing fish for canning in Benicia, 1938. As a means of encouraging students to consider the labor that goes into canned goods, teachers may ask students what canned foods they eat and how they think they are produced. After providing some time to consider the food production cycle, from the farmer or fisher to the packaging warehouse to the store, students can then evaluate the various aspects of the women working in this photograph. Students may then find many aspects of this photograph interesting: (1) the predominance of women laborers; (2) the hair nets for food safety, but not gloves; (3) the lack of mechanization; and (4) the poor lighting.</p> <hr/> <p>^[1] <i>City of Benicia: Historic Context Statement</i> (San Francisco: Page and Turnbull, 2010), 70. The report references Andrew Neal Cohen, <i>Gateway to the Inland Coast: The Story of the Carquinez Strait</i>, (Sacramento: Carquinez Strait Preservation Trust, 1996), 55.</p>
<p>#2 Primary Source</p>	<p>Oakland Firefighters</p>



Title of Source

African American members of Oakland Fire Department engine company No. 22 pose with their engine in front of the fire house at 2230 Magnolia Street, Oakland, California.

	<table border="1"> <tr> <td data-bbox="394 196 779 277">Holding Institution</td> <td data-bbox="779 196 1936 277">Oakland Public Library, Oakland History Room and Maps Division</td> </tr> <tr> <td data-bbox="394 277 779 386">Link to Record</td> <td data-bbox="779 277 1936 386">https://oakland.access.preservica.com/file/sdb:digitalFile%7Cd6c90b07-e402-4ccd-86ed-99fad178081b/</td> </tr> </table>	Holding Institution	Oakland Public Library, Oakland History Room and Maps Division	Link to Record	https://oakland.access.preservica.com/file/sdb:digitalFile%7Cd6c90b07-e402-4ccd-86ed-99fad178081b/
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For the Student	<p>Teachers will orally lead a primary source investigation to support student reading, analysis, and interpretation: What do you see? What are the details? Who or what is in the picture? What do you think is happening in this picture? What actions are taking place? Who do you think created the photograph? Why? Is this work you know something about? (Sentence starters are provided with this lesson’s literacy support.)</p>				
For the Teacher	<p>The description of the photo is “African American members of Oakland Fire Department engine company No. 22 pose with their engine in front of the firehouse at 2230 Magnolia Street in the West Oakland district of Oakland, California. Pictured are, left to right, George Allen, Price Crawford, Eddie Davis, Milton Pursley and Roy Trece.”</p> <p>The first African American firefighters were hired in 1920 in the City of Oakland. Engine Company 22 was the first African American engine company opened in the city. Integration of the fire department in Oakland did not start until 1952.</p> <p>Motorized fire trucks started being more common around 1910. Pumper trucks usually had a water tank, a water pump, and a hose. Around 1930, taller ladders began to appear on fire trucks when firefighters needed a way to reach the upper floors of American buildings that were increasing in height. The changes in technology from today can be discussed (the small station building, the size of the pumper vehicle, the bell as opposed to a siren, etc.). The idea of a segregated fire station could also be explored.</p>				
#3 Primary Source	Southern California Tomato Farmers				



Title of Source

Farmers' stand

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For the Student	<p>Teachers will orally lead a primary source investigation to support student reading, analysis, and interpretation: What do you see? What are the details? Who or what is in the picture? What do you think is happening in this picture? What actions are taking place? Who do you think created the photograph? Why? Is this work you know something about? (Sentence starters are provided with this lesson's literacy support.)</p>				
For the Teacher	<p>The description of the photo is "Photographed are two Japanese farmers holding boxes of tomatoes at farmers stand. A photograph from 'Dorothy Ai Aoki photo album' (csudh_oki_0300), page 2."</p> <p>Small family farms existed all over California before housing subdivisions and other industries began to replace the farms. There were many Japanese American farmers in California before World War II, including the Santa Clara Valley, the Central Valley, and throughout Los Angeles County. Some of the farmers owned their land while others leased their land because government policies prohibited the sale of land to foreign-born residents, particularly nonwhite locals. Many of these family farms were lost after Executive Order 9066 forced the Japanese Americans into internment camps during World War II.</p> <p>This photograph demonstrates both the hard work that farming demands and that people from many backgrounds were farming in California in the 1920s and 1930s. You may help students connect by asking them if they have ever seen people unloading trucks or groceries at their local market or if they have ever visited a farmers' market in their community.</p>				
#4 Primary Source	Los Angeles Office Manager				



Title of Source	Office worker on the telephone
Holding Institution	Los Angeles Public Library
Link to Record	https://tessa.lapl.org/cdm/ref/collection/photos/id/80779

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For the Student	Teachers will orally lead a primary source investigation to support student reading, analysis, and interpretation: What do you see? What are the details? Who or what is in the picture? What do you think is happening in this picture? What actions are taking place? Who do you think created the photograph? Why? Is this work you know something about? (Sentence starters are provided with this lesson’s literacy support.)
For the Teacher	This photo, which shows Armida Torres working at Beauchamp Penmanship in Los Angeles, provides students the opportunity to contrast an office from the 1920s with an office of today and to demonstrate that women were working in the 1920s. Prompt the students to compare the space with an office today — the students may compare the telephone with a telephone today and notice that technology has changed a great deal. Ask the students to think about what they do not see in the photo — a tool that most of us use every day in our jobs, the computer—and how this technology had not been invented yet.

III. English Language Development extension activity

The teacher starts the lesson by letting the students know that as part of their ongoing study of the past (How are our lives different from those in the past? How are they same?), they will investigate work and jobs from about 100 years ago. As they are evaluating the images, the student will ask themselves if there are similarities and/or differences with the people and the labor pictured. The following directions guide teachers through analyzing primary sources with their students and practice with their development of spoken English.

First, the teacher introduces the concept of work, of the types of jobs people do and the settings in which they are done. Then, with some background knowledge about jobs, students examine the primary sources to learn about people and labor from the past. They may make connections between canning, firefighting, farming, and office work from the 1920s and 1930s with the same jobs today. What’s the same? What is different? Finally, the teacher provides vocabulary support through a model writing exercise and oral discussion.

Directions:

1. Before examining the past, background knowledge about jobs/work in the present should be activated or built. One or more of the following activities may be used.
 - Read a book on community helpers/jobs. There are many books on community helpers/workers and on individual jobs, including the following:
 - *Helpers in My Community* by Bobbie Kalman

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- *Whose Hands Are These? A Community Helper Guessing Book* by Miranda Paul and Luciana Powell
 - Create a homework assignment in which the child and an adult make a list of jobs in their community (teacher, police officer, cashier, waiter, etc.).
 - Take some photos of buildings in the local community, such as grocery stores, schools, restaurants, fire stations, office buildings, and gas stations. Ask students to brainstorm the jobs that people do in each of these buildings. You may start with your school and the jobs that people do (teacher, principal, custodian, lunch server, office manager).
2. Discuss the various jobs in the community, asking students to share out what the jobs are and some of the tools that are used to do the job. The teacher should chart the students' responses. If possible, a photo or key symbol of each job can be drawn next to the job to support students' understanding.

Jobs Today			
Jobs/Work	Photo or Drawing	What They Do	Equipment/Tools
Teacher		Teaches children	Books, computer, markers
Cashier		Checks items out, sells items	Cash register
Bus driver		Drives bus — takes people from one place to another	Bus, intercom
Doctor		Helps keep people well, helps heal those who are sick	Stethoscope
Gardener		Takes care of plants and yards	Lawn mower, clippers

3. Photo analysis: The teacher begins by telling students that the class will examine photographs (primary sources) from the past to answer the investigative question. If possible, give students magnifying glasses and one copy of each photo for each pair of students. Start with an open-ended analysis of each photo by asking students to describe what they see in the photo and what they wonder about (see sample questions below). Students may first share with a partner and then share and discuss with the group. The teacher should chart the students' observations and questions — label the chart **Source #1** and put a copy of the photograph next to the chart.

Open-ended Questions to Ask the Students	Corresponding Sentence Frames
<p>What do you see in the photograph?</p> <ul style="list-style-type: none"> • Are there any people or objects? What do you notice about them? Describe them. • What other details do you see? 	<p>I see.... There is... . I see ____ and _____.</p>
<p>What questions do you have?</p> <ul style="list-style-type: none"> • What do you wonder about? 	<p>One question I have is.... I wonder why....</p>

4. After the open-ended exploration, focus more explicitly on the work/job that the photograph details. Tell the students the known information about the photograph (title, place, date). If there is detailed information, paraphrase in student-friendly words. Then use the questions below as well as the suggestions included after each source to discuss the work/job in the photograph. The teacher should continue to chart the students' responses.

Questions for the Graphic Organizer	Corresponding Sentence Frames
<ul style="list-style-type: none"> • What kind of work is being done in the photograph? What do you notice? • What other details do you see? • Does this seem the same as a job or work today? • What is different? • What are some things we have today that we don't see in the photograph? • What questions do you have? 	<p>I see.... I notice....</p> <p>One thing that is the same is....</p> <p>I notice that ____ is the same as ____.</p> <p>Something that is different is</p> <p>Today we have _____.</p> <p>One question I have is....</p>

	I wonder....
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5. Continue the investigation with the additional photographs.
6. Discussion: After all of the photographs have been examined, the teacher should return to the investigative question. Teachers will ask the students to talk to a partner about each of the following questions. After each question, the students are asked to share and discuss with the class while the teacher adds to the ongoing charts:
 - What are some jobs that people did in the past?
 - What did we learn about jobs in the past?
 - How are jobs the same?
 - How are jobs different?
 - What did we learn about life in the past?

The teacher may want to bring out the chart created at the beginning about jobs today so that students can compare.

7. Writing (Language Experience Approach): Language Experience Approach (LEA) is a technique to help emergent readers and writers develop reading and writing skills. The words of the child, written down by the teacher, become the text that can be read together while concepts about print are being reinforced (what can be said orally can be written down, that we start a sentence with a capital letter, a space separates words, etc.).
 - a. The teacher passes out paper with lines at the bottom and a place for a picture at the top and asks the students to think about part of the larger inquiry question: What are some jobs that people did in the past? The students begin to draw as the teacher circulates, asking each student to respond to the question. Teacher assistants, parents, and older students may also be trained to help with this process. As the student answers the question, the teacher writes down the student's answer at the bottom of the page. The teacher should "think aloud" to share insights into the writing process or concepts about print. For example, "This is the first word of the sentence so I need a capital letter" or "New word, I need to leave a space between the words."
 - b. In the past, experts advocated that the teacher write down the exact words of the student, but many believe that helping students expand or elaborate on their sentences is beneficial, particularly for English learners. The teacher may have a brief discussion with the child before writing down the sentence. If a child says, "Ladies packing fish," the teacher may say, "Yes, the ladies are packing the fish for cans — the cans are made out of tin metal." If the child points to something in a photo, the

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teacher might say, “Yes, the women are wearing hair nets. Why do you think they are wearing them? Do you eat fruits, vegetables, or other food from a can? How do you think it’s made now?”

- c. After writing down the student’s response, the teacher and child read the text together several times before the teacher moves on to the next child.
- d. **Optional Group Writing:** The teacher writes the students’ sentences on sentence strips with each child’s name on the back. Each child reads his or her sentence and it is placed in a pocket chart. The teacher and students can then create a group text from the sentences. First, they can decide which sentences belong together because they are on the same topic or about the same job. Sentences with similar information can be combined into one sentence. The teacher can then write the new text on chart paper, adding new details that students decide to add. The teacher and students should read the group text together several times. After the group activity, the sentence strips can be returned to the students. The teacher can cut each sentence strip apart and have the students count the number of words, reassemble the sentence, or practice reading the sentence.

IV. Related Resources / Materials

Related Resources / Materials

[CSU Japanese American Digitization Project](#)