

MEILIC SOCIAL SCIENCE PROGRAMME 2020 - 2021

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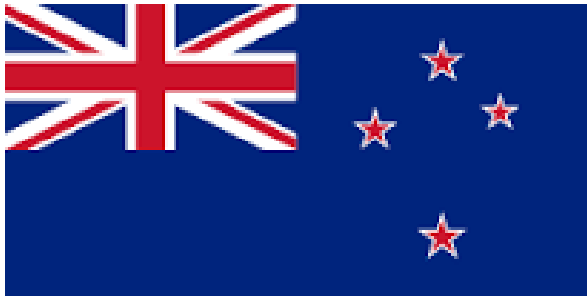
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UNIT 2 History

- ◎ Countries and nationalities
- ◎ Show and Tell! Objects, classroom museums
- ◎ Past/present timelines

- ◎ Activities, activities, activities!

- ◎ Reading, homework



TEACHER

Knowledge and Enthusiasm
(and safety)

SOCIAL SCIENCE TEACHER

Inquisitive
ASK WHY?

ACTIVITY-BASED

TEACHING

1. A bit of theory
2. Some practical applications
(activities!)
3. **LOTS of INSPIRATION**

Teachers inspire others to learn

LIFE LONG LEARNING

Teachers' Resources – Everything

Learn to collect elastic bands, paper plates, jars, jar lids, boxes, card board, straws, cups, stir sticks,, **STUFF!**



EVERYTHING is a potential art/science resource

The Social Science Curriculum

GEOGRAPHY	HISTORY	SOCIETY
<p>The universe and solar system</p> <p>The earth: climate zones, seasons, landscapes</p> <p>Climate change, pollution, recycling, water as a natural resource</p> <p>Maps</p>	<p>Timelines</p> <p>Important events in Spain and Asturias</p> <p>Family – School – Town – Country</p>	<p>Types of government</p> <p>Democracy, Spanish Constitution, Citizenship</p> <p>Economics: Sectors, Jobs, Entrepreneurship, statistics</p> <p>Means of transport: private and public</p>

Countries/National Dress

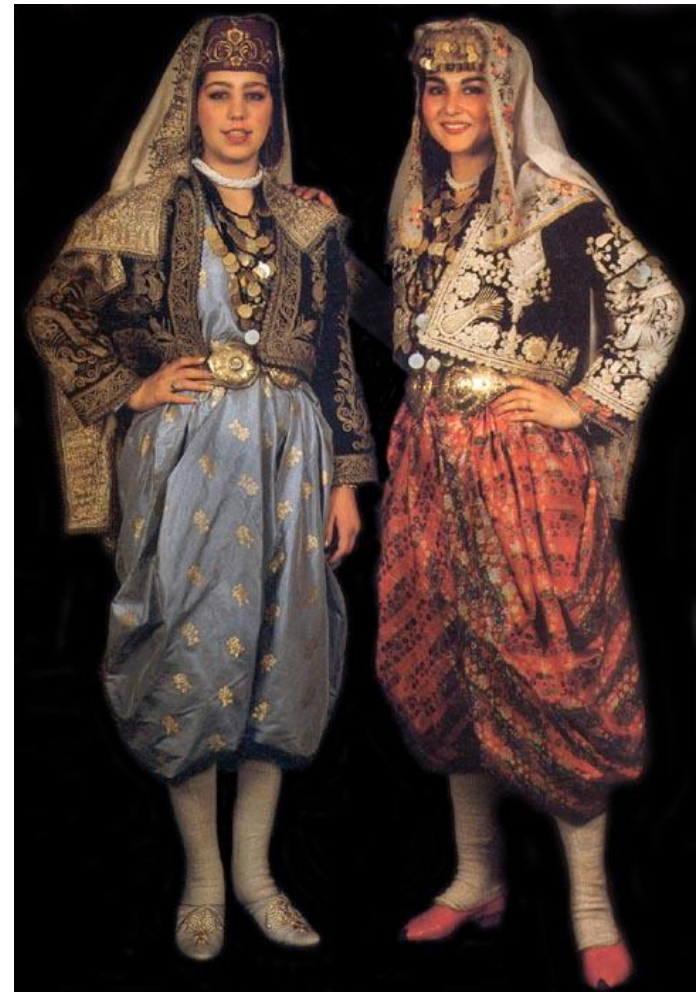
Can you dress up in a national costume?



Countries/National Dress



Countries/National Dress



Countries/National Days

Saint Patrick's Day

November 30

St George's Day

October 12

Independence Day

April 23

King's Day

July 4

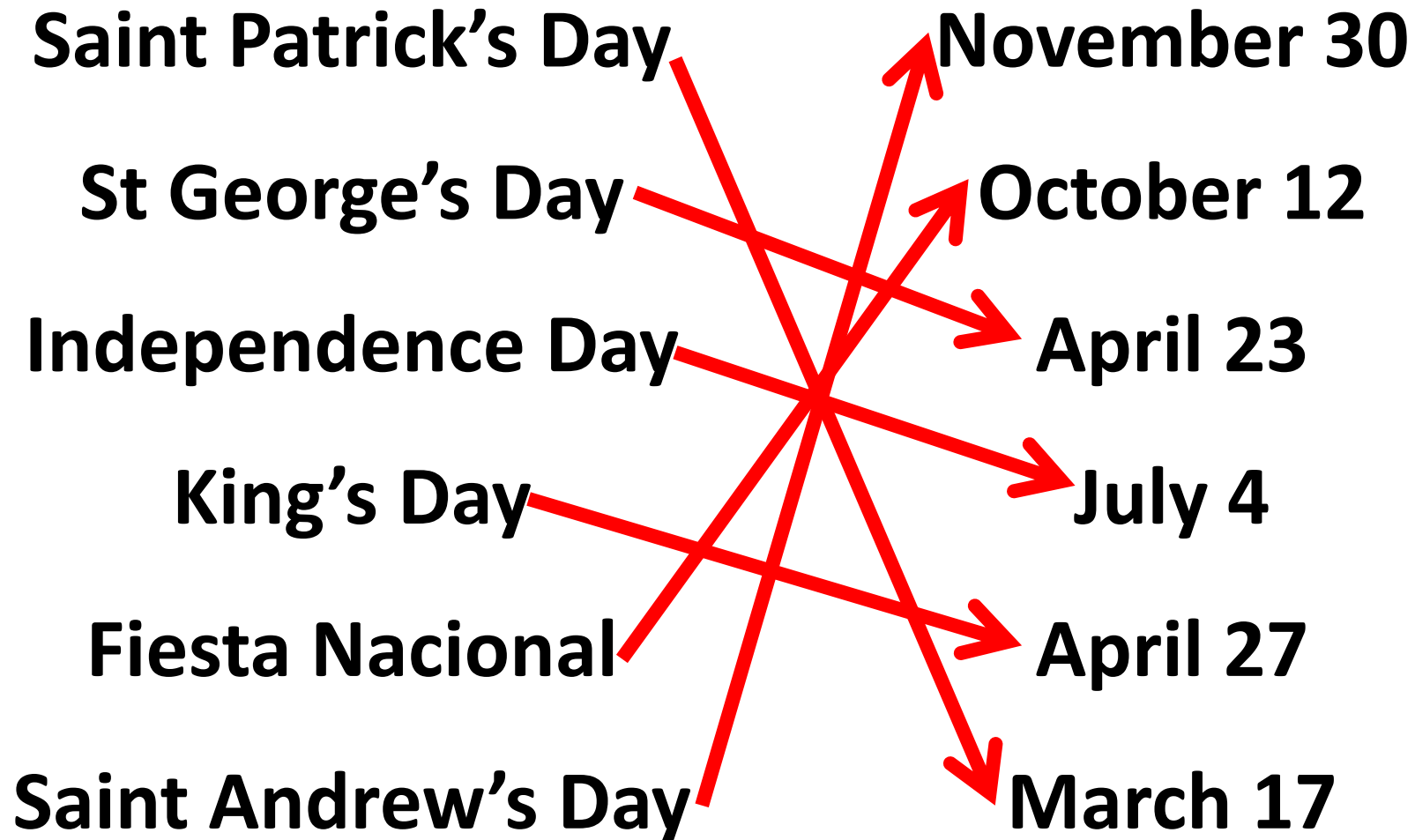
Fiesta Nacional

April 27

Saint Andrew's Day

March 17

Countries/National Days



Countries/National Perceptions

Write six words to describe ...

Spain

Y6 Children's Views of Spain - London



Y6 Children's Views of Spain - Oviedo

BULLS

Royal family

MADRID

CATHERDRAL

Paella

History and legends

Beaches

Football Stadiums

FABADA

Further Points for Study

- Does the location of the school affect opinions of Spain? (i.e., living in London/Oviedo?)
- Does the sample of children matter?
- Previous knowledge – school, family, etc.
- How to interpret answers out of context
 - e.g. Barcelona – town or football?
- ‘Stereotypes’

Further Points for Study

- What are the children's perceptions based on?
 - Visited Spain
 - Football
 - TV, Internet, social media
 - Friends/relatives
 - Other

How do their views change after teaching about Spain (or any country)?

Further Points for Study

- **Alternative views of Spain - Challenging 'generic' views of a country**



Vs.



Moving Forward!

“In challenging children’s pre-conceived ideas of a distant place we must avoid simply replacing them with a different idealised stereotype.”

Simon Bates, *Primary Geographer* (2010)

Stereotyping

How the average American sees the World



Stereotyping



SHOW AND TELL

Bring an OBJECT from home to the class and explain its function and importance.
DISCUSS its place, history, age, uses, significance to your society, your family, and you.

List 6 bullet-point facts/comments



SHOW AND TELL

The Rosetta Stone



a granite rock stele fragment

found in the Nile delta by Napoleon's troops in 1799

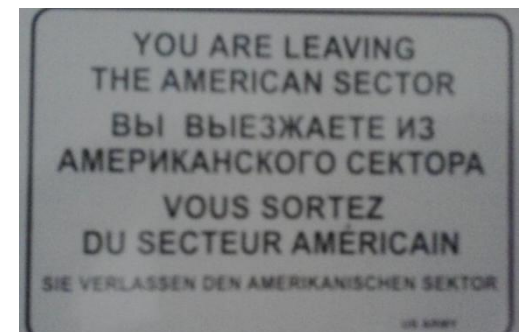
depicts a royal decree from 196 BC (in the time of King Ptolemy V)

was the key to deciphering Egyptian hieroglyphs

hieroglyphic, Demotic script (Egyptian), Ancient Greek

now resides in the British Museum in London

Show and Tell



SHOW AND TELL

“Objects are of central importance in teaching and may be used for a variety of teaching purposes. In history they are useful for teaching some of the skills and processes of historical enquiry. Because of their appeal to the senses, they are particularly suitable for children in the early years.”

– Rosie Turner-Bisset, [*Creative Teaching: History in the Primary Classroom*](#)

“Why teach with objects? As an addition to other forms of classroom materials, teaching with objects offers a **direct, tactile** experience for students. ... In addition, some children respond more readily to objects than they do to other, more abstract teaching materials.”

– Ellen Sieber, [*Teaching with Objects and Photographs: Supporting and Enhancing Your Curriculum*](#)

OBJECTS

Objects are of crucial importance in teaching.

“In history they are useful for teaching some of the skills and processes of historical enquiry, especially for children because of their appeal to all senses (hearing, taste, touch, sight and smell).”

Turner-Bisset, R., *Creative teaching: History in the primary classroom*, 2005.

OBJECTS

The use of objects develops **SKILLS**:

- Locating, recognizing, identifying, planning.
- Handling, preserving, storing.
- Observing and examining.
- Discussing, suggesting, hypothesizing, synthesizing, predicting, generalizing.
- Experimenting, deducing, estimating, comparing, concluding, evaluating.
- Relating structure to function, classifying, cataloguing.
- Recording through writing, drawing, labelling, photographing, filming, computing.
- Responding, reporting, explaining, displaying, **presenting, summarizing, criticizing.**

OBJECTS

The use of objects extends **KNOWLEDGE**:

- Different materials and their uses.
- Techniques and vocabulary of construction and decoration.
- The **social, historic, and economic** context within which the items featured.
- The physical effects of time.
- The meaning of symbolic forms.
- The way people view/viewed the world.
- The existence and nature of particular museums, galleries, sites, and collections.
- Symbol, pattern, colour.
- Appropriateness: i.e., the use of a rucksack compared to a handbag.
- **Appreciation of cultural values.**

OBJECTS

The use of objects develops **CONCEPTS**:

- Chronology, change, continuity, and progress.
- Design as a function of use, availability of materials and appearance.
- Aesthetic quality.
- Typicality, bias, survival.
- Fashion, style, and taste.
- **Original, fake, copy.**
- Heritage, collection, preservation, conservation.

OBJECTS

Activities:

- Drawing and labelling (slow down the pace of looking).
- Comparing old and new: looking for (5) similarities and (5) differences (continuity and change).
- Sequencing objects: sequence objects from the oldest to the most recent.
- The feely bag. Keep the object in a cloth bag and let students touch it without looking and try to describe it and guess what it is.
- Storytelling

CREATE A CLASSROOM MUSEUM

What is the criteria for a museum piece?

That Belongs in a Museum!

A show-and-tell storytelling event

HOME

ABOUT

EXHIBIT CATALOGS ▾

FOLLOW

Newest catalog: #16

Posted on December 27, 2016



[Here's a link](#) to our most recent catalog from our September 7, 2016 event.

Leave a comment

Next event: January 11, 2017

Posted on November 13, 2016



Join us for our next event on:

Wednesday, January 11, 2017
6:30-9pm (event starts at 7)
Gallery Cabaret
2020 N Oakley Ave
Free! Save your money for the beer

Leave a comment

How to Participate in That Belongs in a Museum

Posted on May 30, 2014

Want to participate in That Belongs in a Museum?

Read this first.

- Bring a thing with you. It should be able to fit through the door and it should probably fit on the stage. It could be imaginary but we suspect that might just be weird.
- Presenters are chosen at random. There is a chance that you won't get chosen. You will probably get chosen.
- You have five minutes to talk. You can talk for less than five minutes. In fact, we strongly urge you to talk for less than five minutes.
- Here's what you should say:
 - What you brought, even if it is obvious.
 - Why you think it is neat.
 - If you could summon a genie to put it in a museum—any museum—even if you had to make a new kind of museum for it to go in, what that would be.

That Belongs in a Museum

It should be able to fit through the door and it should probably fit on the stage. It could be imaginary but we suspect that might just be weird.

Presenters are chosen at random. There is a chance that you won't get chosen. You will probably get chosen.

You have five minutes to talk. You can talk for less than five minutes. In fact, we strongly urge you to talk for less than five minutes.

Here's what you should say:

What you brought, even if it is obvious.

Why you think it is neat.

Once you are done we'll take a picture of your thing and put it on this website so you can send a link to your mom.

Please kindly refrain from bringing any potentially hazardous or illegal materials, including firearms, explosives, or anything that is likely to start the zombie apocalypse.

That Belongs in a Museum

shoes

postcards

comic books

coins

....

**You don't have to be Indiana Jones
to have an object with a good story.**

Using images

What, why, where, when and how?

What is this place like? Look for evidence

How is this place changing? Past, present, future

What don't I know about this place?

Draw beyond the photo

Write a newspaper headline or caption for this photo.

Choose some people in the photos, write a speech bubble for what they are saying

Choose 10 words to describe this place.

Write a haiku



IMAGES

Bring a PHOTO from home to the class and explain its importance.



IMAGES

Bring a PHOTO from home to the class and explain its importance.



IMAGES

Bring a PHOTO from home to the class and explain its importance.



IMAGES

Bring a PHOTO from home to the class and explain its importance.



IMAGES

Photographs are essential for learning about the world:

- bring distant places into the classroom
- allow children to visualize something remote and hard to conceptualise
- offer an excellent stimulus for questioning and enquiry.

Questions:

- Where do you think the image was taken? (Can pupils name the location or country?)
- Why do you think that? (What evidence in the image supports your answers?)

IMAGES

VOICES IN PICTURES (VIP)

A European learning partnership to discover the open and the hidden meanings of pictures – lots of pictures and activities



IMAGES

DIGITAL CAMERA ACTIVITIES

- Photograph students dressed up as what they want to be when they grow up and use the pictures to illustrate career reports
- Photograph community landmarks and have students create a brochure about their community
- Have students go on a scavenger hunt, taking pictures of the objects they find rather than retrieving the objects
- Take pictures of plants or animals in the community and use them to create a field guide of local wildlife

IMAGES

DIGITAL CAMERA ACTIVITIES



OBJECTS/IMAGES as Qs?

Get students involved in their own learning. Games and quizzes are fun and interesting ways to learn (**also a great digital “icebreaker.”**)

Is the Eiffel Tower in London? **T/F**



OBJECTS/IMAGES as Qs?

Get students involved in their own learning. Games and quizzes are fun and interesting ways to learn.

Is the Alhambra in Malaga? **T/F**



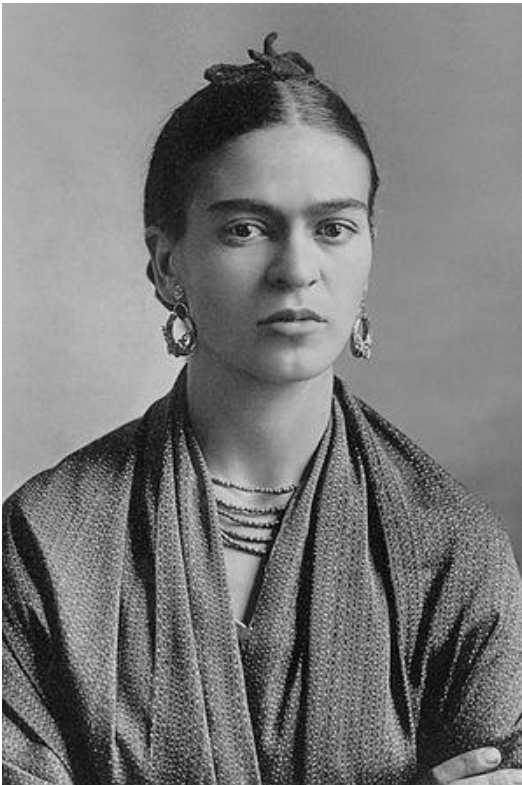
WHO AM I?

Pick a well-known person (politician, cultural icon, artist, explorer, ...), and list five facts about them. Ask a different student in turn if they know who the person is.

1. I was born on July 6, 1907.
2. I was born in Mexico City.
3. I had a German father and a mestiza mother.
4. I died of a pulmonary embolism on July 13, 1954.
5. I was played by Salma Hayek in a movie about my life.

WHO AM I?

Pick a well-known person (politician, cultural icon, artist, explorer, ...), and list five facts about them. Ask a different student in turn if they know who the person is.



WHO AM I?

Pick a well-known person (politician, cultural icon, artist, explorer, ...), and list five facts about them. Ask a different student in turn if they know who the person is.

1. I was born in Spain.
2. I was born on December 3, 1981.
3. I have played over 500 games of professional football.
4. I played almost 100 games for Spain from 2004 to 2014.
5. I am nick-named El Guaje.

WHO AM I?

Pick a well-known person (politician, cultural icon, artist, explorer, ...), and list five facts about them. Ask a different student in turn if they know who the person is.



PEOPLE MATCH?

Match the prize-winning person to the picture and the prize

1. Marie Curie

A

2. Mother Teresa



3. Penelope Cruz



4. Malala Yousafzai



A



B



C



D



PEOPLE MATCH?

Match the prize-winning person to the picture and the prize

1. Marie Curie

A

2. Mother Teresa

D

3. Penelope Cruz

B

4. Malala Yousafzai

C

A



B



C



D



TIMELINE PAINTING

Which is first, second, ...?

Miguel Cervantes writes *Don Quixote*

Isabel and Ferdinand get married

Christopher Columbus discovers America

Leonardo da Vinci paints the Mona Lisa

Isaac Newton devises the Universal Law of Gravitation

TIMELINE PAINTING

Which is first, second, ...?

- 1462 Isabel and Ferdinand get married
- 1492 Christopher Columbus discovers America
- 1503 Leonardo da Vinci paints the Mona Lisa
- 1605 Miguel Cervantes writes *Don Quixote*
- 1687 Isaac Newton devises the Universal Law of Gravitation

TIMELINE PAINTING

Which is first, second, ...?



1462

1492

1503



1605



1687

TIMELINE PAINTING



TIMELINE PAINTING





- Milk Monitors
- Student Council
- Road Patrol
- Librarians
- Office monitors
- School leaders
- Homework heroes
- Eco Green
- Rm 9 jobs

• Caretaker

• keeps our school tidy
• and repairs items

- helps Mrs Greenwood
- collects money
- notices/newsletters
- computer

a group of people together



Compensation

$$48+29$$

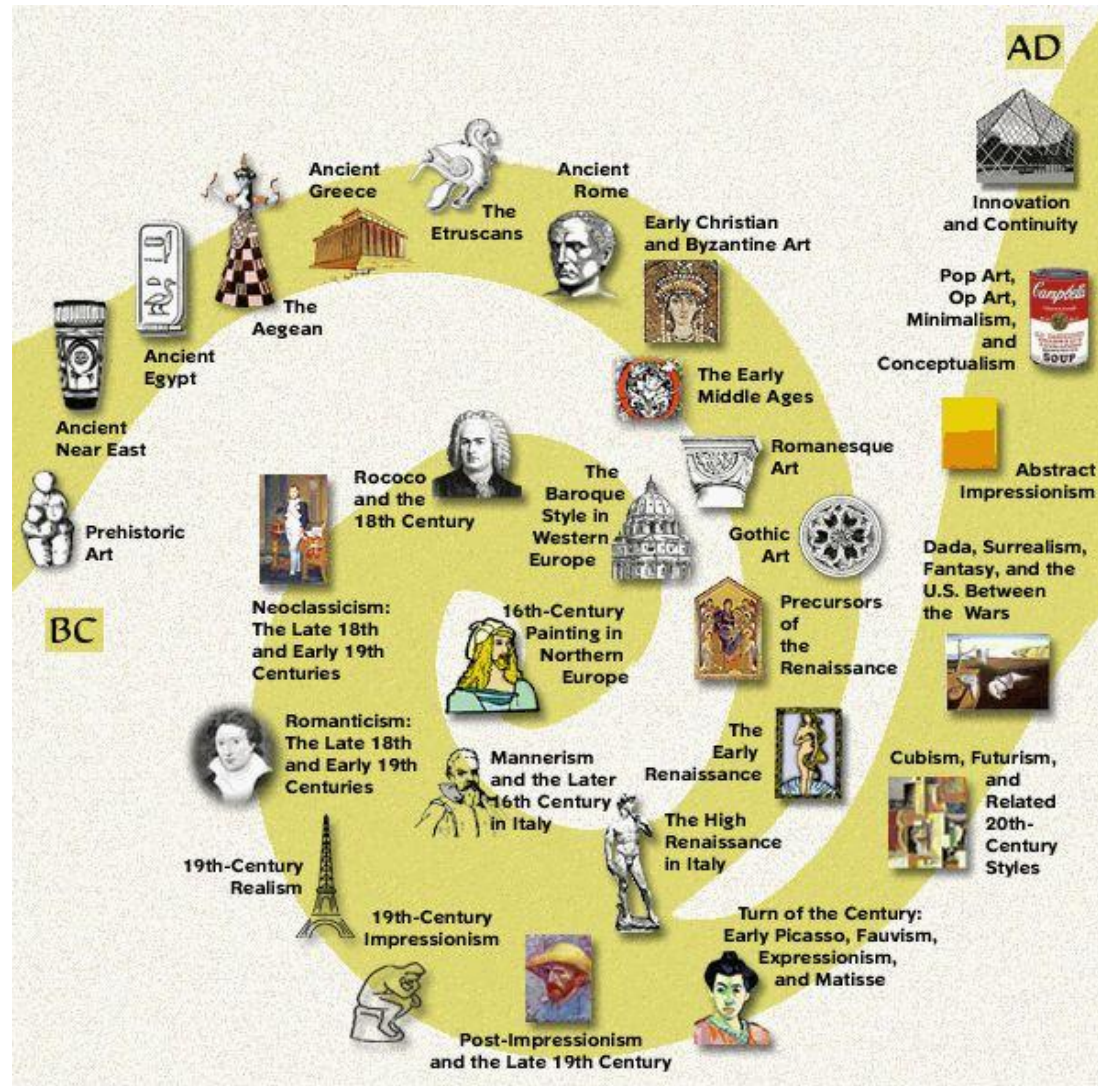
$$=(48+30)-1$$

$$35-19$$

$$(35-20)+1$$

$$30) + (3 + 5$$

TIMELINE PAINTING



TIMELINE PAINTING

SPANISH HISTORY

Make a timeline of five important historical events in Spain

Name of Event 1

Name of Event 2

Name of Event 3

Name of Event 4

Name of Event 5

Date 1

Date 2

Date 3

Date 4

Date 5

Description Event 1

Description Event 2

Description Event 3

Description Event 4

Description Event 5

TIMELINE PAINTING

Possible timeline periods ...

Prehistory: [Dinosaurs](#), Palaeolithic, Neolithic, Metal Ages, Antiquity

[The age of explorers](#): Italy, Holland, Portugal, Spain, Great Britain

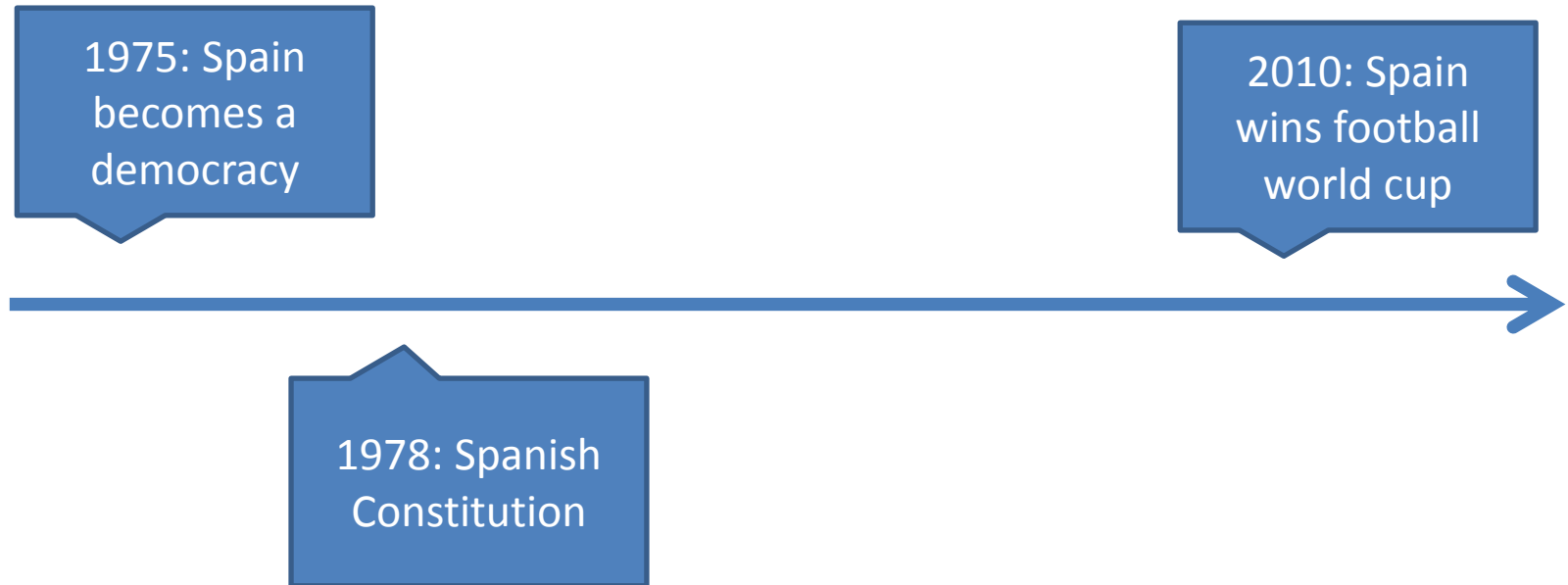
The United States: The Declaration of Independence, Slavery, The American Civil War, World War I, The Cold War, ...

Europe in the 20th and 21st Century: Industrialization, colonies, World War I, World War II, The Treaty of Rome, Brexit, ...

The Age of Discovery: Bell, Edison, Tesla, Benz, Ford, ...

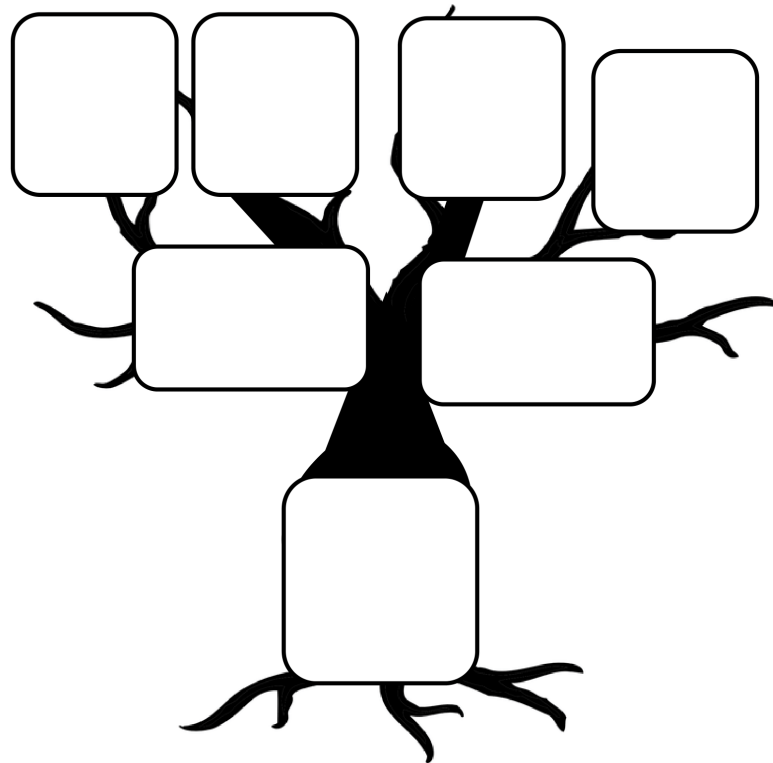
TIMELINE PAINTING

Draw an arrow, add time ticks,
and text bubbles for event!



TIMELINE PAINTING

Draw a tree, branches, and, leaves. Colour code the leaves.



TIMELINE PAINTING

SPAIN

[Sightseeing Guide](#)

[History Timeline](#)

[Native Lingo](#)

[Challenge](#)

[Day in the Life](#)



TIME FOR KIDS
Around The World

Spain Timeline

Travel through our timeline of major events in Spain's history.

1992



1992

The summer Olympic Games are held in Barcelona. The 500th anniversary of Columbus' voyage to America is celebrated around the country.



EXPLORER MATCHING

sailed around Africa to India	Henry the Navigator	sailed around the world	Columbus
discovered America	Magellan	explored Florida	Cortes
explored the west coast of Africa	Balboa	conquered the Aztecs	Cabot
first sighted the South Sea	Ponce de Leon	discovered Newfoundland	DaGama

EXPLORER JEOPARDY!

Early Explorers	in the Americas	Colonization	Global Issues	Miscellaneous
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Team 1

EXPLORER ACTIVITIES

- Draw a Ship Model
- The Explorer Channel
- Navigation School
- Chart the Routes
- Baseball Card
- Old World/New World
- A Sailor's Journal
- Exploration Rhyme
- Crossword Puzzle

DAY 2 HOMEWORK

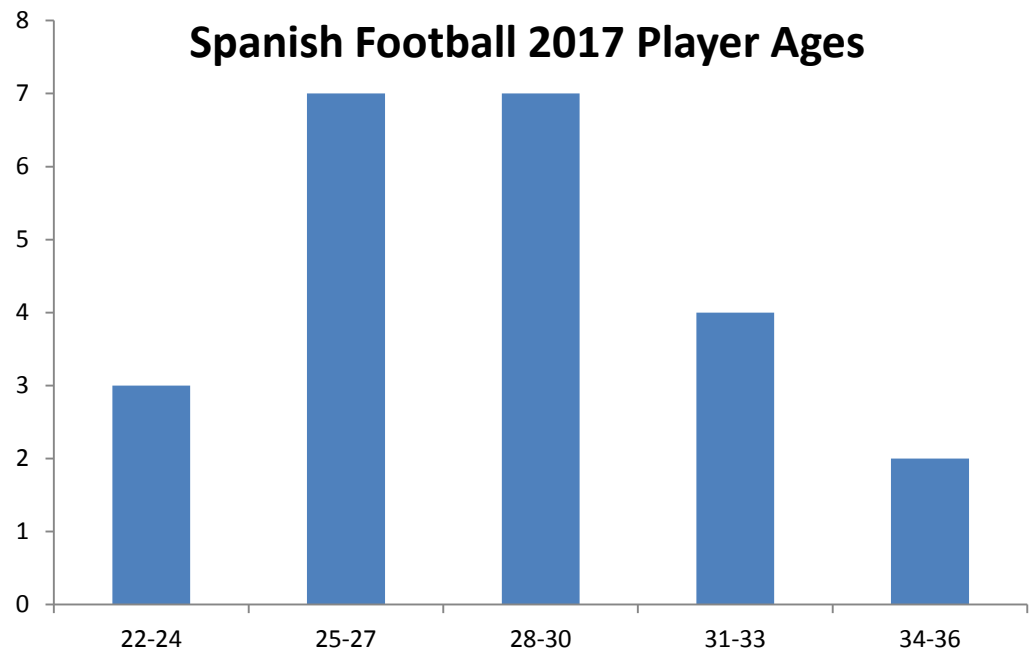
– Statistical Distribution

- ◎ Pick a statistical distribution (world GDP, sports league standing, pop music sales list, wine acreage versus A.C., ...).
- ◎ Calculate the average of the distribution and a 5-bar histogram, showing relative frequencies.
- ◎ Must have a reference!

DAY 2 HOMEWORK

– Statistical Distribution

	Player		Age
1	Iker	Casillas	35
2	David	de Gea	26
3	Sergio	Rico	23
4	César	Azpilicueta	27
5	Marc	Bartra	26
6	Héctor	Bellerín	22
7	Jordi	Alba	28
8	Juanfran		32
9	Gerard	Piqué	30
10	Sergio	Ramos	30
11	Mikel	San José	27
12	Bruno	Soriano	32
13	Sergio	Busquets	28
14	Cesc	Fàbregas	29
15	Andrés	Iniesta	32
16	Koke		25
17	David	Silva	31
18	Thiago	Alcántara	25
19	Aritz	Aduriz	36
20	Lucas	Vázquez	25
21	Álvaro	Morata	24
22	Nolito		30
23	Pedro	Rodríguez	29
			28.35



Reference: Uefa.com Spain Roster, 2017.

UNIT 3 HOMEWORK

– Show and Tell

- ◎ Bring an object with you to class and discuss for 2 minutes.
- ◎ On one A4 page, include the object's name, a photo, and 6 bullet-point observations.
- ◎ Must have a reference!

Reading / Bibliography

[Mr Nussbaum](#), Nussbaum Education Network.

[Teaching with Objects and Photographs: Supporting and Enhancing Your Curriculum](#), Ellen Sieber, 2012.

[Taking photographs – creating geography](#), Angus Willson, Pannage, 2012.

[Quick! Get the \(Digital\) Camera!](#), Linda Starr, education world, 2004.

[Explorers Jeopardy](#), Mr. Donn's Site for Kids & Teachers
[Quizzes – history](#), ... johnkwhite.ie.

[English with Terri](#), Facebook group with lots of ideas/activities!!!