




Turning Inquiry into Action: How to Engage Young Learners with KidCitizen

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Inquiry- Based Learning with Primary Sources





Curiosity Ignites Discovery



Moving young
children from
arbitrary
"seeing" to
deliberate
"looking"



[illegible]

10.2.2.2.2 Unlike the model system, technology, in an informational sense, is *static information* that provides answers to questions about a historical event. Institutions will have the primary access to static knowledge. Information *enables* knowledge that a policy maker and policy maker can use to shape an "action plan" to help answer questions about the community before they are created. Institutions will define a primary source and give a message of it. We will also use the primary source and be changed by the community in the future.



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Work with peers to complete a task in an

To include a STEM piece into my lesson, students will be asked to document a standard, annotated and re-create something that shows a glimpse to a small world. They will use the 4 C's (Communication, Collaboration, Critical-Thinking, and Creativity) to construct their prototype. For instance, students may decide to create a box with their prototype to hold mail, or they may decide to use a sign a paper airplane to show another way mail gets delivered. The next day, we'll witness and celebrate each.

VA2H.1.1

Students will have access to multiple art materials and be instructed to create a stamp. This stamp will serve purpose of representing the school or something that is important to them. It could be an event or object that "represents" enough to put on a stamp.

They may also refer back to:

PELCO-21
 Unique technology in vacuum equipment is often
 overlooked.

Students will participate in GoNoodle's Bead Tigger USA. This video encourages students to dance along while the Bead Tigger (Tigger) travels to all 50 states, each like on US Postal Service carrier. Although one carrier may not travel to all 50 states, it does show the all 50 States that make up the US Postal Service.

For more information, contact:
 Frank B. Gail, Jr., Board Director, USA
 Director of October 9th, 2017, from 12:00
usa@usa10th.com or www.usa10th.com
 and usa10th.com or usa10th.com

Social Studies & Technology in L.A.

Fig. 2. The effect of the concentration of the solution of the initiator on the rate of polymerization of styrene in the presence of the initiator.

5.2.3.3.3 Kamper (primary and secondary sources)

Students will either create a primary source or find a secondary source of water shown in a self, liquid, or gaseous state. They may use their tablets to photograph water in one of the three states, draw one of the three states, view a screenshot (will be brought in), newspaper, and/or book to find the 3 states of water. They will take pictures of these sources, identify if such a primary or secondary source, and post their knowledge onto their class app *Seawave*.

Chrysomelids group *colliculus* 1001 (1999).
Wetlands 111-113. 1001-1002.



Social Studies & Math
 Science & Language Arts

JOHN P. JONES, 31, a Los Angeles area resident who has been in a relationship with the victim since 1996, was charged with kidnapping, sexual battery, sexual penetration, sexual assault, and possession of a firearm.

Students will need access to Internet for following materials:
Miles is the y-axis difference between young people for the OECD, the middle
for adults, as the average age for each country is 20-71.

www.elsevier.com/locate/jmb

It is important to note that the results of this study are based on a cross-sectional design. Therefore, the causal relationship between the variables cannot be established. Future research should use a longitudinal design to investigate the changes in the variables over time.

[illegible]

Protein quality in the past often is based on just a few amino acids, but now we can measure the quality with the nitrogen or nitrogen balance. Nitrogen balance is the difference between the nitrogen intake and the nitrogen excretion. It is a good indicator of the protein quality of the diet.

Table 1. JSTO Publications from 1990

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 103–110

business operations, direct activity within any of the religious or
non-religious.

Read: *Marling May* by Michael O. Treadwell
This book is about a time in 1974 when a child got shipped because it was thought that bringing a child to school is a bad experience of being "shipped" and what she saw along the way.
What can we ship today?
Students will create a Parcel (An Obedience) to make a graphic organizer of things they can and cannot ship through the U.S. mail. They may research the through history and students will add pictures or words of objects that can or cannot be shipped under such state of their organizer.

Theresa M. Cullen, Melissa May, Dennis Mink

LAP51W12

^a Some informatives/explanatory texts in which the

In creative arts, students get the opportunity to create a stamp that has important meaning to them. They know that from reading the introduction in Commemorative Stamp Collection 2004 (2009) when an image is put on a stamp it is representing something very important in history and comes with a story. Students will write an explanatory piece describing their stamp, why it is so important to them, and they will create a 1/4 representation.

© 1999 by the American Psychological Association
0893-3200/99/\$12.00 DOI: 10.1037/0893-3200.13.4.545

¹ *Journal of the American Academy of Child and Adolescent Psychiatry*, 35, 10, 1179-1187.

Students will participate in a post-offering case review which should include case observations, follow-up, and

With their hats on, the approximately 1,000 students and their parents, teachers, and administrators gathered in the gymnasium for the opening of the 2006-2007 school year. The ceremony featured a performance by the students of the Catholic School of the Sacred Heart, a prayer by the priest, and a reading of the school's mission statement. The students were then divided into groups of 100 and 200, and they were taken to the gymnasium for the opening of the school year. The students were then taken to the gymnasium for the opening of the school year. The students were then taken to the gymnasium for the opening of the school year.

KidCitizen

Congress, Civic Participation, and
Primary Sources Project

Supported by a grant from the Library of Congress

KidCitizen introduces a new way for young students to engage with history through primary sources.

In KidCitizen episodes, children interactively explore Congress and civic engagement through historical primary sources, and connect what they find with their daily lives.



www.kidcitizen.net

 MUZZY LANE

www.muzzylane.com

Expandable Cross Platform App for Elementary grades on Congress and Civic Participation

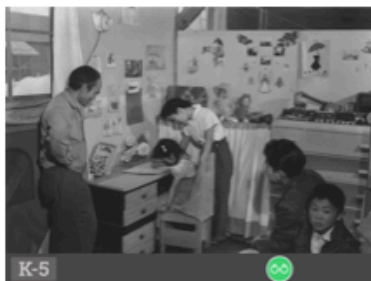
KidCitizen provides authentic, age appropriate interaction with primary source materials for **K-5 children** based on strong research and pedagogy.

Episodes engage children in exploring civics and government concepts through historical sources and connecting what they find with their daily lives.

The app is delivered via **Muzzy Lane's Author** service, with tools to enable development of new episode content by educators.

KIDCITIZEN EPISODES

We have added **three new episodes** where K-5 children explore **important primary source skills**.



A Close Look at the Miyatake Family:
Carefully observe a photograph of a Japanese American family interned at Manzanar.

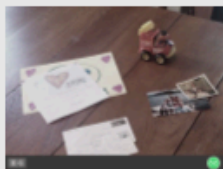


Rosa Parks: A Proud Daughter:
Analyze a greeting card to learn about a family, who they are, and what feelings they were expressing.



A Bird's Eye View: Wondering with Maps:
Explore a map from long ago and begin wondering about the places where people live.

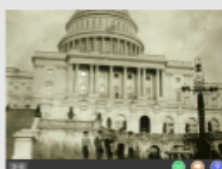
These episodes **join six existing episodes** where K-5 students work with primary source photographs to explore **Civic Engagement** and **Congress**:



Primary Sources:
In this brief introductory episode, we find out what a primary source is and explore a few examples.



Community Helpers:
Investigate who community helpers are, and how they have changed over time.



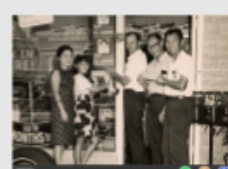
Congress and Child Labor:
Why did Congress pass child labor laws to protect children long ago?



Snap a Photo: Agent of Change:
How did photographers help convince Congress to pass child labor laws?



Capture the Flag:
How is the American flag used as a symbol of our nation?



Welcome to Congress:
Who represents us in Congress and where do they work?

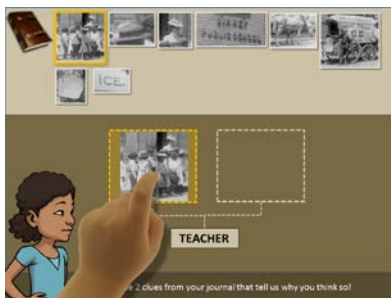
All episodes work on Macs, PCs, Chromebooks, iOS and Android tablets. Access to the episodes is free.

KIDCITIZEN PEDAGOGY

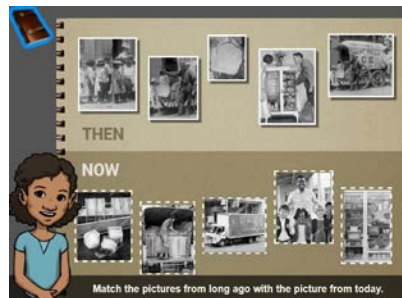
KidCitizen draws on **primary source analysis strategies** from the Library of Congress **Teaching with Primary Sources** program. The app's episodes capitalize on the active and social nature of young children's learning, using primary sources for rich demonstrations, interactions, and models of literacy.



SEE: With a mentor character, children investigate images in detail using age appropriate techniques and scaffolding. They **zoom in, find, collect,** and **match** image elements.



THINK: While investigating, students collect evidence from images in their journal, then use that to think about what they are seeing – what is happening, and why?



WONDER: Students use their journal to **construct** posters, timelines, or other outputs to wonder about connections between what they have found and their own lives.

 AUTHOR

help - Close Edit

Can you see the word ice? Tap each time you see it.

The centerpiece of each episode is a photograph from the Library of Congress that is complemented with other primary sources representative of the app's topic of focus. Images are selected based on research into the qualities of artifacts that are developmentally appropriate for early childhood and elementary grades.

Families





KidCitizen

Rosa Parks: A Proud Daughter

Congress, Civic Participation,
and Primary Sources Project

Supported by a grant from
the Library of Congress

www.kidcitizen.net



START

Settings

SNOW & CO

MUZZY LANE

Tap Start to begin.

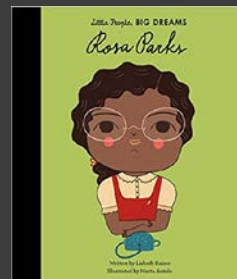
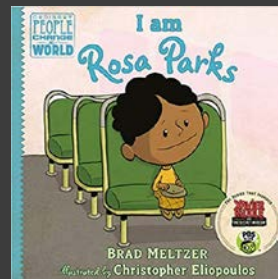
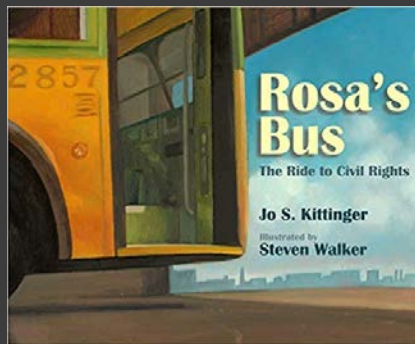
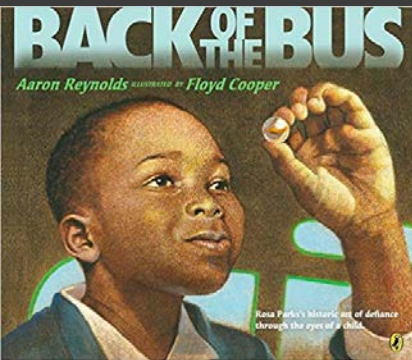
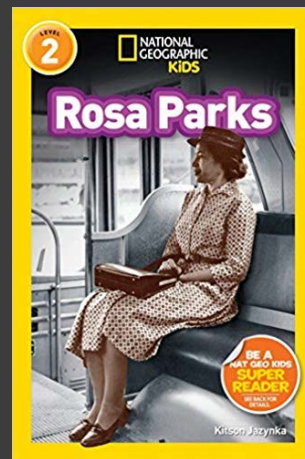
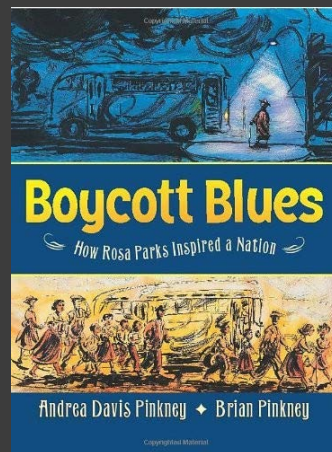
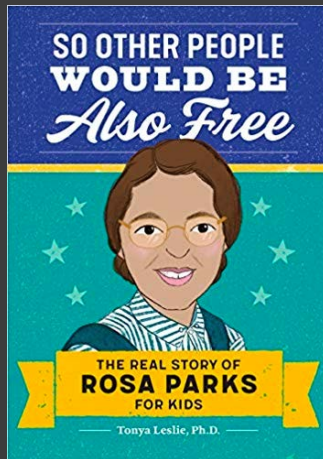
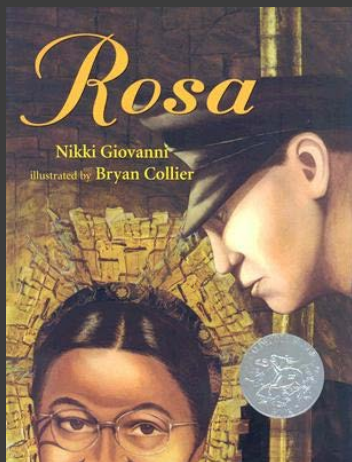


Culturally Responsive Teaching



Counternarratives to the Rosa Parks Myth





Literature Connections

KidCitizen Teacher's Guide

Rosa Parks: A Proud Daughter

Every greeting card has a purpose and a message that carries information and expresses feelings for a special occasion from one person to another. This episode includes a photograph of a greeting card that was sent from Rosa Parks to her mother for Mother's Day. Through the episode, children learn about Rosa Parks and her mother as they investigate the greeting card.



Rosa Parks with mother Leona McCauley
<https://www.loc.gov/item/2015648739/>

Essential Question

What do greeting cards tell us about families, who they are, and the feelings they express to one another?

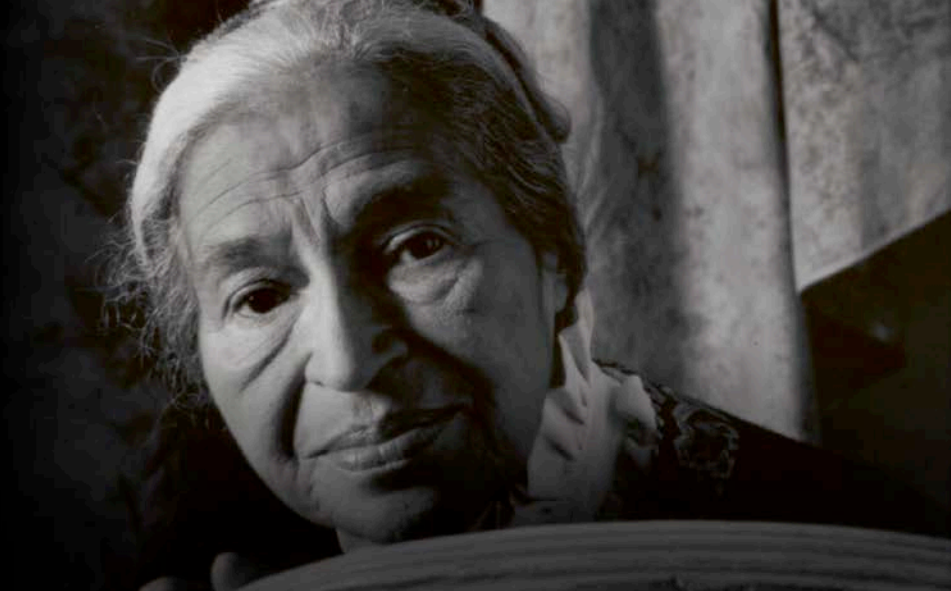
TPS Connections

In this episode, children analyze a greeting card to learn about Rosa Parks and her family. The greeting card offers a familiar resource for exploring family traditions. The front of the card has an image and some simple writing. The inside of the card has a poem, and the back of the card features Rosa Parks' handwritten note to her mother.

Children observe the details of the card and analyze clues to figure out what family tradition was being celebrated. Working with in-game mentor Ella, children use parts of the card as evidence to support their ideas as they generate hypotheses about the card's recipient, sender, and the feelings the sender wanted to express. Children explore the handwritten note on the card and practice deciphering the message by looking for familiar letters or words.

ROSA PARKS

In Her Own Words



2020 Library of Congress Summer Webinars

Rosa Parks: In Her Own Words

<https://loc.gov/teachers/professionaldevelopment/webinar/>

July 29, 2020

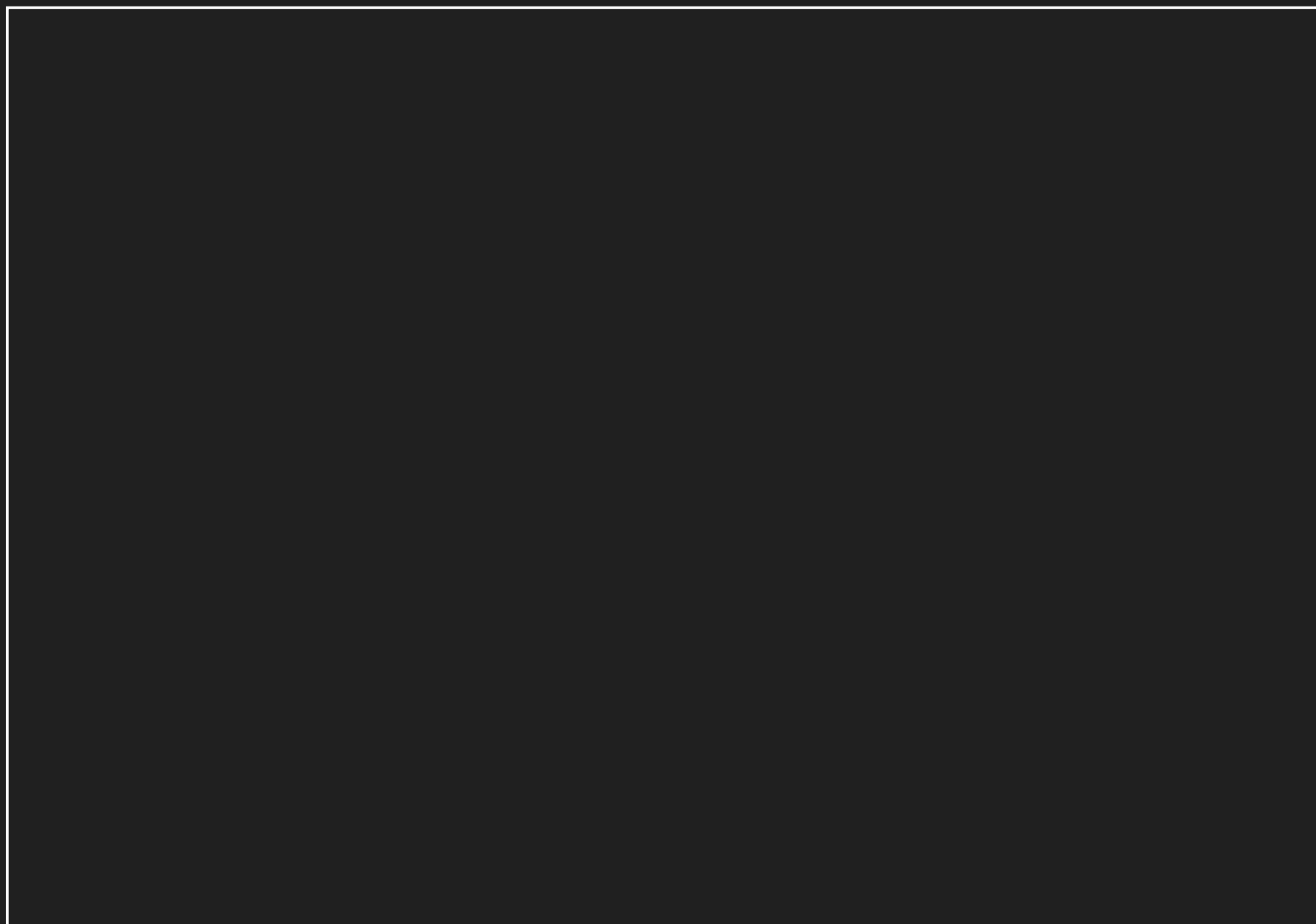
2:00-3:00 pm ET



Early Childhood Experiences

“The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice” according to Article 13 of the UN Convention on the Rights of the Child.







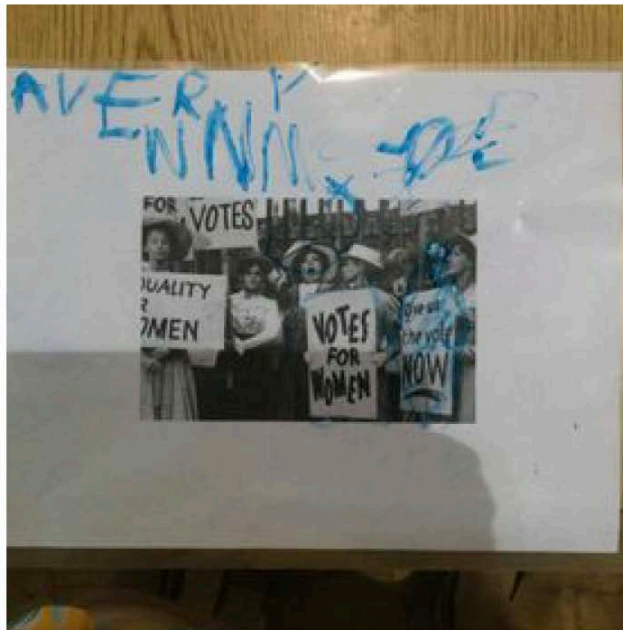
Annie H. Schaffel Rachel Brick.
 Mary C. Garrison Etta Newman
 Henrietta Whitmore Minnie Morgenstein.
 Fannie Bachmil Sarah Farber.
 Ida Michaelson Bertha Blumenstock
 Sadie Ginsburg Sadie Saltzstein
 Gertha Bloom. Gertrude Hall
 Bertha Morris. Sadie P. Lewis
 Dora Feinberg. Annie Salzman.
 Sarah Schumer. Nettie Lesser.
 Annie Baden. Estella Davis.
 Annie Berger Annie Kantrowitz
 Annie Bachrach Esther Radin
 Jennie Meyer Rosie Starvisker.
 Sarah Wasserman Leah Rosen
 Eva Meyer Bessie Abrahamson
 Fannie Glanz. Rebecca Levinson
 Getsey Brodie. Amelia Skymanson
 Fannie Rubinstein Rosie Novikoff.
 Hannah Marks Lillie Freedman
 Bessie Goldwasser Nathan Moskowitz
 Rebecca Goodman Sam Levine
 Myron Chas. Isadore Usiken



"That lady's mouth is open...that means she's yelling. I see rain drops so maybe they are protesting about water. Their hands are up so maybe they're shouting with their hands up about water. Hey! I see lots of water!"

- Leandru

"Yes! I see that too Leandru! There are lots of signs with water droplets on them!" - Ms. Jordan



"In this picture, I only see women - I don't even see one boy!" - Avery

"Really great observation Avery! I don't see any boys in this protest either.

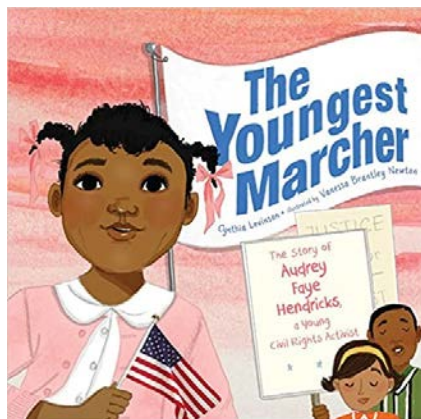
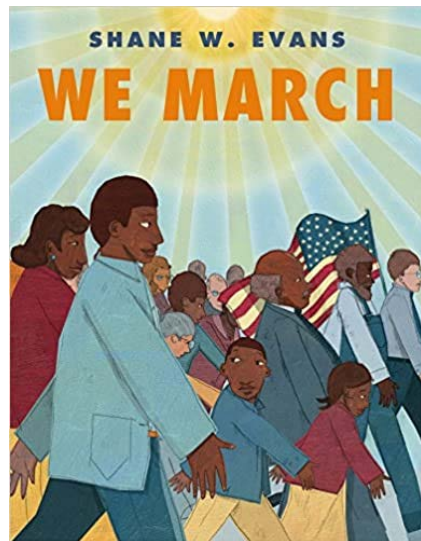
What do you think those women could be protesting?" - Ms. Jordan

"I don't really know but I see that they are holding signs. What do the signs say?" - Avery

"Votes for women" - Ms. Jordan

"I want to write women on the picture but I don't know how to spell it." -

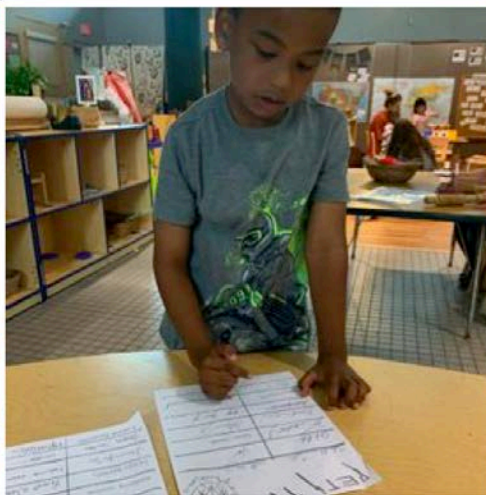
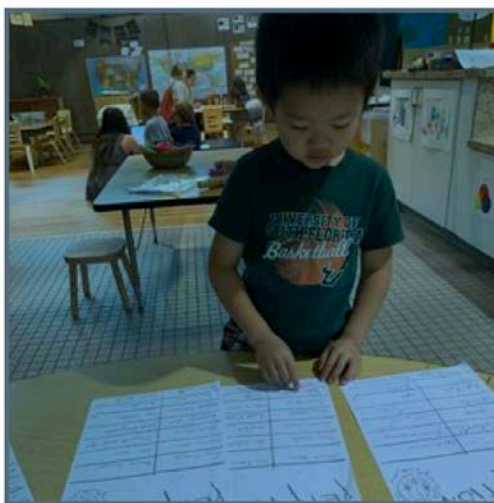
Avery







[illegible]



We had a grand total of **140** signatures!

Recommendations

- Young children have the capacity to use the skills of reasoning and inquiry to investigate social studies concepts as they explore how people interact in the world.
- Early childhood and primary grades is a time when the foundations of social studies are established, and curricular standards should explicitly attend to engaging and developing young children's capacity for citizenship, democratic or civic activity, participation in decision-making, as well as critical disciplinary literacies.
- As teachers set the tone for children's social studies learning, it is critical that curricular and instructional decisions embrace diversity and social justice while intentionally contesting bias and inequity.
- Young children need multiple and varied opportunities to engage in social studies inquiry.
- Early childhood and primary grade educators should receive social studies-specific professional development that includes how to teach social studies to young learners to cultivate bias-free and discrimination-free communities.

<https://tpsteachersnetwork.org>

Join the KidCitizen group!



KidCitizen

Editor

The KidCitizen Editor gives you the tools to easily create new episodes using primary sources you choose.



Access to the KidCitizen editor is FREE thanks to support from the Library of Congress. The episodes you create are also hosted for free on the Author platform.



Visit kidcitizen.net to:

- Share episodes with your students
- Get teacher's guides
- Learn more about pedagogy
- Get access to the KidCitizen Editor

www.kidcitizen.net



Resources

Berson, I. R., & Berson, M. J. (2014). Developing multiple literacies of young learners with digital primary sources. In W. Russell (Ed.), *Digital Social Studies* (pp. 45-60). Charlotte, NC: Information Age Publishing.

Berson, I. R., Berson, M. J., Dennis, D.V., & Powell, R. (2017). Leveraging literacy: Research on critical reading in the social studies. In M. M. Manfra & C. M. Bolick (Eds.), *Handbook of social studies research* (pp. 414-439). Boston, MA: Wiley-Blackwell.

Berson, I. R., Berson, M. J., & Snow, B. (2017). KidCitizen: Designing an app for inquiry with primary sources. *Social Education*, 81(2), 105-108.

Berson, I. R., & Villotti, K. (2019). *A position statement of early childhood in the social studies context*. Washington, DC: National Council for the Social Studies. Available from <https://www.socialstudies.org/early-childhood-social-studies-context>