

Los Angeles Times | IN EDUCATION

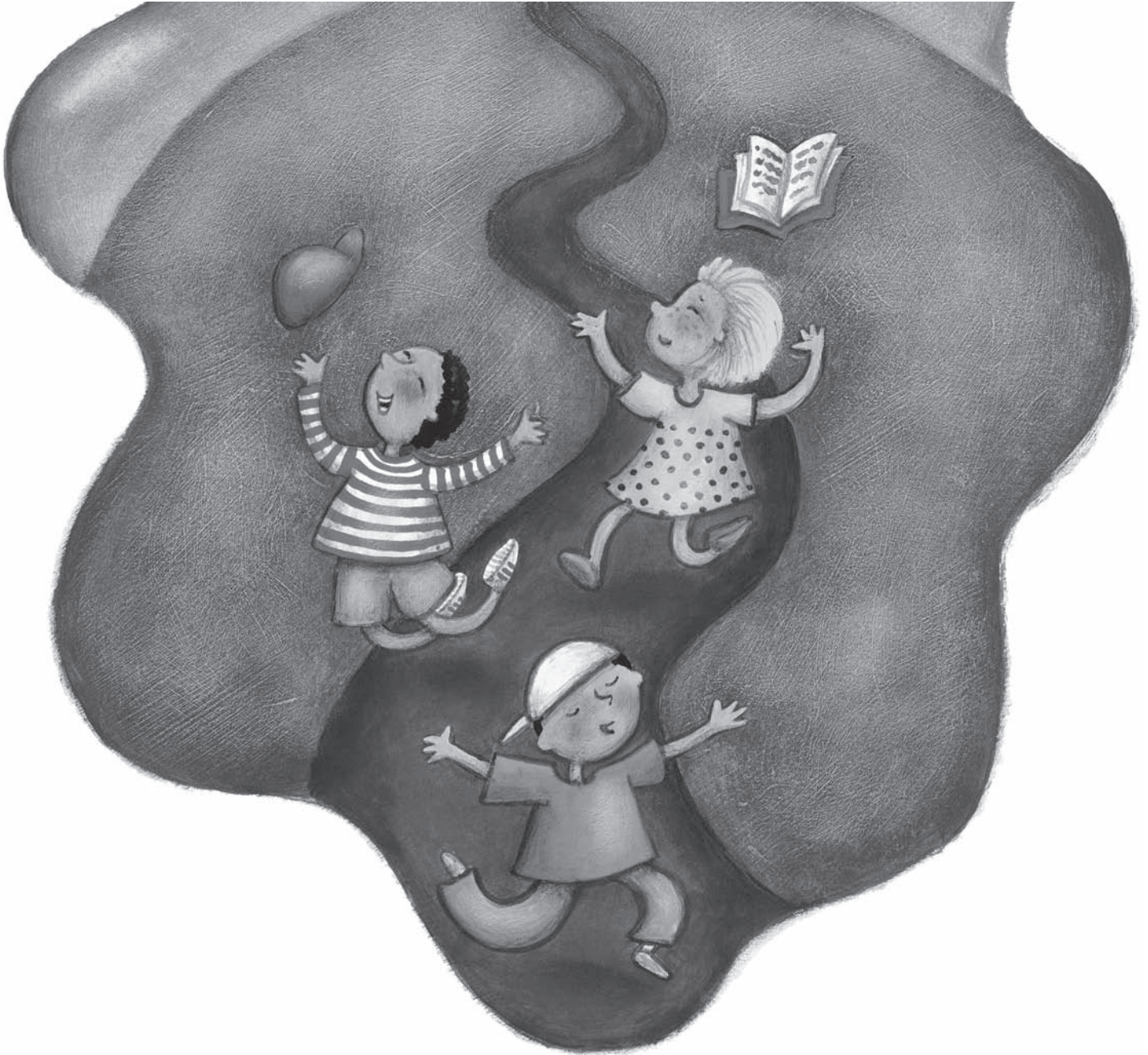
# PATHWAYS & POSSIBILITIES



*Learning is a journey starting here.*

Los Angeles Times | IN EDUCATION

# PATHWAYS & POSSIBILITIES



Written by Kelly S. Keuscher • Edited by Denise R. Lopez

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## Introduction

Welcome to Los Angeles Times in Education and **Pathways and Possibilities**. We are pleased you are joining the growing number of educators who are bringing exciting and timely learning experiences into their classroom with the Los Angeles Times.

In the past, teachers thought of newspapers largely as a vehicle for teaching current events, however we know that you are focused on helping your students meet the state and district standards that apply at their grade level. You will find the lessons in this guide are designed to help you teach the State of California’s history and social science content standards in a real-life context using The Times (and The Times electronic edition) as a living textbook. As every lesson involves working with newspaper content, these lessons also facilitate teaching reading skills and are consistent with California English and language arts content standards. Our goal is for these newspaper-based lessons to fit easily and appropriately into your classroom instructional plan.

The introductory portion of each lesson lists the history/social science content standards, the reading/language arts content standards, and the history/social science analysis skills that are relevant to that lesson. Each lesson is keyed to grade-level matrices, located immediately following this introduction, which show, at a glance, which content standards and analysis skills are covered for kindergarten through Grade 3. The lessons themselves are not designed for any one particular grade and they can be readily modified to suit the particular needs and abilities of your students.

**Pathways and Possibilities** is one of a variety of curriculum guides produced by the Los Angeles Times in Education program for educators from kindergarten through Grade 12. Each guide facilitates use of The Times and The Times electronic edition as an instructional tool and provides applications to help improve students’ reading, writing, math and critical thinking skills.

For more information about any of our Times in Education programs, please contact us at 1-800-LA TIMES, ext. 67744.

## Kindergarten Standards Matrix

|  | Golden Rules | Then and Now | All Kinds of Heros | Geographic Detective | Classifying Places | Strength in Diversity | Wants and Needs | Symbols Everywhere | What's Your Opinion? | Before and After | Where Things Come From | Let's Go to Work | Time Capsule | California Dreams | It's the Weather |
|--|--------------|--------------|--------------------|----------------------|--------------------|-----------------------|-----------------|--------------------|----------------------|------------------|------------------------|------------------|--------------|-------------------|------------------|
| <b>History/Social Science Content</b>    |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| Citizenship (K.1)                        | X            |              | X                  |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| National and state symbols (K.2)         |              |              |                    |                      |                    |                       |                 | X                  |                      |                  |                        |                  |              |                   |                  |
| Types of jobs (K.3)                      |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        | X                |              |                   |                  |
| People, places, and environments (K.4)   |              | X            |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      | X                |              |                   | X                |
| Temporal order (K.5)                     |              |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| People and events of other times (K.6)   |              | X            |                    |                      |                    | X                     |                 |                    |                      |                  |                        |                  | X            | X                 |                  |
| <b>History/Social Science Analysis</b>   |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1. Timelines, order, spatial context     |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 2. Time terms                            |              |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  | X            |                   |                  |
| 3. Present vs. past                      |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  | X            | X                 |                  |
| 4. Map skills                            |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      |                  |              |                   |                  |
| 5. Relative location                     |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  |                        |                  |              |                   | X                |
| 6. Primary/secondary info sources        |              |              |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  | X            | X                 |                  |
| 7. Relevant questions                    | X            | X            |                    |                      |                    |                       | X               | X                  | X                    |                  |                        | X                |              |                   |                  |
| 8. Fact vs. fiction                      |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 9. Summarize key events                  |              | X            |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| 10. Human/physical characteristics       |              | X            | X                  |                      |                    | X                     |                 |                    |                      |                  | X                      | X                | X            | X                 | X                |
| 11. Cause and effect                     | X            |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 12. Cost/benefit                         |              |              |                    |                      |                    |                       | X               |                    | X                    |                  |                        |                  |              |                   |                  |
| <b>Reading Content Standards</b>         |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1 (A) Concepts about print               | X            |              | X                  | X                    | X                  | X                     | X               |                    | X                    |                  | X                      | X                | X            |                   | X                |
| 1 (B) Phonemics                          |              |              |                    |                      | X                  |                       |                 | X                  |                      |                  |                        | X                |              |                   |                  |
| 1 (C) Decoding and word recognition      |              |              |                    |                      |                    |                       |                 | X                  | X                    |                  |                        | X                |              | X                 |                  |
| 1 (D) Vocabulary and concept development | X            | X            | X                  | X                    | X                  |                       | X               | X                  |                      |                  | X                      | X                | X            | X                 | X                |
| 2 (B) Comprehension and analysis         | X            | X            | X                  | X                    |                    | X                     |                 | X                  | X                    | X                | X                      | X                | X            | X                 | X                |
| 3 (A) Narrative analysis                 |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |

# PATHWAYS&POSSIBILITIES

## First-Grade Standards Matrix

|  | Golden Rules | Then and Now | All Kinds of Heros | Geographic Detective | Classifying Places | Strength in Diversity | Wants and Needs | Symbols Everywhere | What's Your Opinion? | Before and After | Where Things Come From | Let's Go to Work | Time Capsule | California Dreams | It's the Weather |
|--|--------------|--------------|--------------------|----------------------|--------------------|-----------------------|-----------------|--------------------|----------------------|------------------|------------------------|------------------|--------------|-------------------|------------------|
| <b>History/Social Science Content</b>    |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| Citizenship (1.1)                        | X            |              | X                  |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| People and places (1.2)                  |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  |                        |                  |              |                   | X                |
| Symbols/icons (1.3)                      |              |              |                    |                      |                    |                       |                 | X                  |                      |                  |                        |                  |              |                   |                  |
| Life in different times (1.4)            |              | X            |                    |                      |                    |                       |                 |                    |                      |                  | X                      |                  | X            |                   |                  |
| Backgrounds of Americans (1.5)           |              |              |                    |                      |                    | X                     |                 |                    |                      |                  |                        |                  |              | X                 |                  |
| Economic concepts (1.6)                  |              |              |                    |                      |                    |                       | X               |                    |                      |                  | X                      | X                |              |                   |                  |
| <b>History/Social Science Analysis</b>   |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1. Timelines, order, spatial context     |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 2. Time terms                            |              |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  | X            |                   |                  |
| 3. Present vs. past                      |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  | X            | X                 |                  |
| 4. Map skills                            |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      |                  |              |                   |                  |
| 5. Relative location                     |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  |                        |                  |              |                   | X                |
| 6. Primary/secondary info sources        |              |              |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  | X            | X                 |                  |
| 7. Relevant questions                    | X            | X            |                    |                      |                    |                       | X               | X                  | X                    |                  |                        | X                |              |                   |                  |
| 8. Fact vs. fiction                      |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 9. Summarize key events                  |              | X            |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| 10. Human/physical characteristics       |              | X            |                    |                      |                    | X                     |                 |                    |                      |                  | X                      | X                | X            | X                 | X                |
| 11. Cause and effect                     | X            |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 12. Cost/benefit                         |              |              |                    |                      |                    |                       | X               |                    | X                    |                  |                        |                  |              |                   |                  |
| <b>Reading Content Standards</b>         |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1 (A) Concepts about print               | X            |              |                    |                      | X                  |                       |                 | X                  |                      |                  |                        |                  |              |                   | X                |
| 1 (B) Phonemics                          |              |              |                    |                      | X                  |                       |                 | X                  |                      |                  |                        | X                |              |                   |                  |
| 1 (C) Decoding and word recognition      |              |              |                    | X                    |                    |                       |                 | X                  |                      |                  |                        | X                |              | X                 |                  |
| 1 (D) Vocabulary and concept development | X            |              | X                  |                      | X                  |                       | X               |                    |                      |                  | X                      |                  | X            | X                 | X                |
| 2 (A) Structural features                |              |              |                    | X                    |                    |                       |                 |                    | X                    | X                |                        |                  |              |                   |                  |
| 2 (B) Comprehension and analysis         | X            | X            | X                  | X                    |                    | X                     | X               | X                  | X                    | X                | X                      | X                | X            | X                 | X                |
| 3 (A) Narrative analysis                 |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |

# PATHWAYS & POSSIBILITIES

## Second-Grade Standards Matrix

|  | Golden Rules | Then and Now | All Kinds of Heros | Geographic Detective | Classifying Places | Strength in Diversity | Wants and Needs | Symbols Everywhere | What's Your Opinion? | Before and After | Where Things Come From | Let's Go to Work | Time Capsule | California Dreams | It's the Weather |
|--|--------------|--------------|--------------------|----------------------|--------------------|-----------------------|-----------------|--------------------|----------------------|------------------|------------------------|------------------|--------------|-------------------|------------------|
| <b>History/Social Science Content</b>  |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| Yesterday vs. today (2.1)              |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  | X            | X                 |                  |
| Map skills (2.2)                       |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      |                  |              |                   |                  |
| Government (2.3)                       |              |              |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| Economics (2.4)                        |              |              |                    |                      |                    |                       | X               |                    |                      |                  | X                      |                  |              |                   | X                |
| Individual action and character (2.5)  |              |              | X                  |                      |                    | X                     |                 |                    |                      |                  |                        |                  |              |                   |                  |
| <b>History/Social Science Analysis</b> |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1. Timelines, order, spatial context   |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 2. Time terms                          |              |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 3. Present vs. past                    |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  | X            | X                 |                  |
| 4. Map skills                          |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      |                  | X            |                   |                  |
| 5. Relative location                   |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  |                        |                  |              |                   | X                |
| 6. Primary/secondary info sources      |              |              |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  | X            | X                 |                  |
| 7. Relevant questions                  | X            | X            |                    |                      |                    |                       | X               | X                  | X                    |                  |                        | X                |              |                   |                  |
| 8. Fact vs. fiction                    |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 9. Summarize key events                |              | X            |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| 10. Human/physical characteristics     |              | X            | X                  |                      |                    | X                     |                 |                    |                      |                  | X                      | X                | X            | X                 | X                |
| 11. Cause and effect                   | X            |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 12. Cost/benefit                       |              |              |                    |                      |                    |                       | X               |                    | X                    |                  |                        |                  |              |                   |                  |
| <b>Reading Content Standards</b>       |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1 (A) Decoding and word recognition    |              |              |                    |                      |                    |                       |                 | X                  |                      |                  |                        | X                |              |                   |                  |
| 1 (B) Vocabulary                       |              | X            | X                  | X                    | X                  |                       | X               |                    |                      |                  |                        |                  |              | X                 | X                |
| 2 (B) Comprehension and analysis       | X            | X            | X                  | X                    | X                  | X                     | X               | X                  | X                    | X                | X                      | X                | X            | X                 | X                |
| 3 (A) Narrative analysis               |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |

# PATHWAYS & POSSIBILITIES

## Third-Grade Standards Matrix

|  | Golden Rules | Then and Now | All Kinds of Heros | Geographic Detective | Classifying Places | Strength in Diversity | Wants and Needs | Symbols Everywhere | What's Your Opinion? | Before and After | Where Things Come From | Let's Go to Work | Time Capsule | California Dreams | It's the Weather |
|--|--------------|--------------|--------------------|----------------------|--------------------|-----------------------|-----------------|--------------------|----------------------|------------------|------------------------|------------------|--------------|-------------------|------------------|
| <b>History/Social Science Content</b>  |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| Geography (3.1)                        |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      |                  |              |                   | X                |
| American Indians (3.2)                 |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| Sequence of events (3.3)               |              | X            |                    |                      |                    | X                     |                 |                    |                      | X                |                        |                  |              | X                 |                  |
| Rules and laws (3.4)                   | X            |              | X                  |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| Economics (3.5)                        |              |              |                    |                      |                    |                       | X               |                    |                      |                  | X                      |                  |              |                   | X                |
| <b>History/Social Science Analysis</b> |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1. Timelines, order, spatial context   |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 2. Time terms                          |              |              |                    |                      |                    |                       |                 |                    |                      | X                |                        | X                |              |                   |                  |
| 3. Present vs. past                    |              | X            |                    |                      |                    |                       |                 |                    |                      | X                |                        | X                | X            |                   |                  |
| 4. Map skills                          |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  | X                      |                  |              |                   |                  |
| 5. Relative location                   |              |              |                    | X                    | X                  |                       |                 |                    |                      |                  |                        |                  |              |                   | X                |
| 6. Primary/secondary info sources      |              |              |                    |                      |                    |                       |                 |                    | X                    |                  |                        | X                | X            |                   |                  |
| 7. Relevant questions                  | X            | X            |                    |                      |                    |                       | X               |                    | X                    |                  |                        | X                |              |                   |                  |
| 8. Fact vs. fiction                    |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 9. Summarize key events                |              | X            |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |
| 10. Human/physical characteristics     |              | X            |                    |                      |                    | X                     |                 |                    |                      |                  | X                      | X                | X            | X                 | X                |
| 11. Cause and effect                   | X            |              |                    |                      |                    |                       |                 |                    |                      | X                |                        |                  |              |                   |                  |
| 12. Cost/benefit                       |              |              |                    |                      |                    |                       | X               |                    | X                    |                  |                        |                  |              |                   |                  |
| <b>Reading Content Standards</b>       |              |              |                    |                      |                    |                       |                 |                    |                      |                  |                        |                  |              |                   |                  |
| 1 (A) Decoding and word recognition    |              |              |                    | X                    |                    |                       |                 | X                  |                      |                  |                        |                  |              |                   |                  |
| 1 (B) Vocabulary                       |              |              | X                  | X                    | X                  |                       |                 |                    |                      |                  |                        | X                |              | X                 | X                |
| 2 (B) Comprehension and analysis       | X            | X            | X                  | X                    | X                  | X                     | X               | X                  | X                    | X                | X                      | X                | X            | X                 | X                |
| 3 (B) Narrative analysis               |              |              |                    |                      |                    |                       |                 |                    | X                    |                  |                        |                  |              |                   |                  |



## Golden Rules

### OBJECTIVE

Students will find examples of different kinds of rules and laws in The Times, and explore their purpose and effect, the consequences of breaking them, their effectiveness, and possible alternatives.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.1, 1.1, 2.3, and 3.4. Reading content standards: K-1(A), K-1(D), K-2(B), 1-1(A), 1-2(B), 2-2(B), and 3-2(B). History and social science analysis skills: 7 and 11. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Golden Rules worksheet.

### PROCEDURES

1. Ask the class to give examples of rules. Write their responses on the board. Prompt students to be creative in thinking of different kinds of rules. Help the class group the rules they suggest into categories. Examples could include: school rules, classroom rules, curfews and other rules made by parents, speed limits and other traffic rules, laws and ordinances, rules made by administrative agencies, court orders, rules that govern games and sports, etc.
2. Pick a rule from the list on the board. Ask the class questions such as, "Who made this rule?," "Who does this rule apply to?," and "What are the consequences of breaking this rule?" Discuss these questions and their answers with the class.
3. Next, pick a rule and ask students to give their ideas about what problem the rule was intended to solve or what behavior the rule was intended to modify. Has the rule been successful in achieving its purpose? Can students think of better ways to achieve the goal of each rule?
4. Repeat steps two and three with different rules from the list on the board until students are familiar with thinking about the purpose and effect of rules.
5. Divide the class into small groups. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute worksheets. Using different categories of rules on the board as a guide, each group should find five examples of rules in The Times and use them to complete the worksheet. Each group member can search for rules in a different section of The Times. Walk around the room and provide assistance as necessary.
6. Lead a class discussion of students' findings. Are some kinds of rules more necessary or effective than others? What would happen if some of the rules students found did not exist?

## Golden Rules *(continued)*

### EXTENSION

Have students make up a rule they would like to see adopted. Students should identify:

1. The problem their rule would try to solve.
2. The people their rule would affect.
3. The penalty for breaking their rule.
4. How effective they think their rule would be in changing behavior.
5. Alternatives to their rule that might help achieve the same goal.

## Golden Rules Worksheet

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

Directions: Find examples of rules in The Times or in The Times electronic edition. For each rule you find, fill in the blanks on the chart below.

|    | <b>RULE</b> | <b>PROBLEM RULE IS INTENDED TO SOLVE</b> | <b>YOUR OWN IDEA FOR SOLVING THIS PROBLEM</b> |
|----|-------------|--|---|
| 1. |             |  |   |
| 2. |             |  |   |
| 3. |             |  |   |
| 4. |             |  |   |
| 5. |             |  |   |

## Then and Now

### OBJECTIVE

Using current event items from The Times and their history or social studies texts, students will compare and contrast themselves and the time they live in with people and circumstances of times past.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K4, K.6, 1.4, 2.1, and 3.3. Reading content standards: K-1(D), K-2(B), K-3(A), 1-2(B), 1-3(A), 2-1(B), 2-2(B), 2-3(A), and 3-2(B). History and social science analysis skills: 1, 3, 7, 9, and 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Now and Then Venn diagram worksheet.

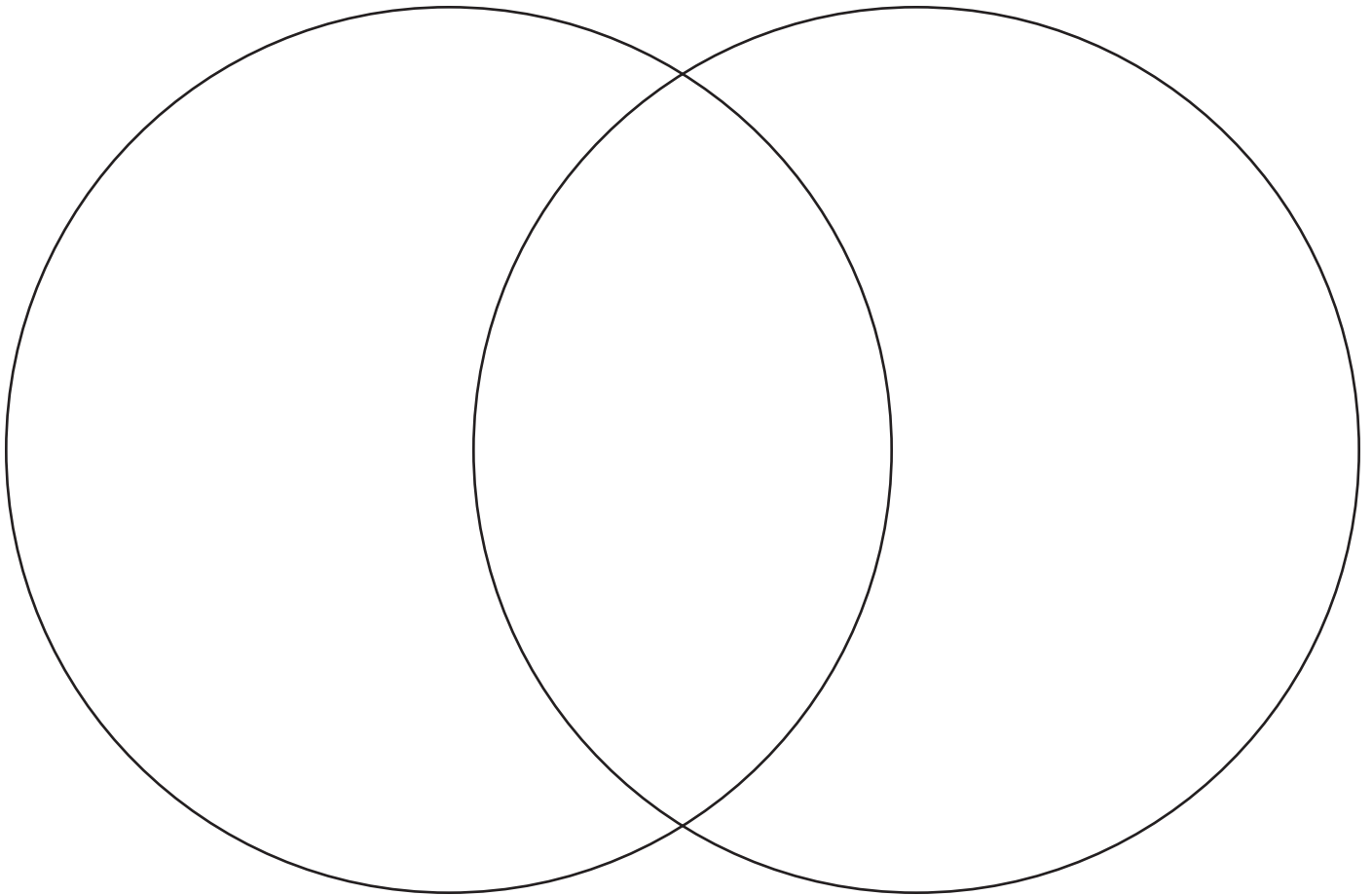
### PROCEDURES

1. Explain to the class how Venn diagrams are used to identify similarities and differences. Draw a simple example of a Venn diagram on the board and ask students to help fill it in.
2. Pick an example of a figure from history that your class is currently studying. Have students construct a Venn diagram comparing characteristics of themselves and this historical figure. Students can fill in the space shared by both circles with ways in which they are similar to the person from history.
3. Using the same historical figure you used in step 2 above, help students to focus on the period in which that person lived. Use your history or social studies textbook as well as other available resources. Identify transportation, communication, and technology of the historical period. Discuss fashion and the arts. Include a list of national news items of the time.
4. Divide the class into small groups and distribute copies of The Times or direct students to log on to The Times electronic edition. Have each group scan the newspaper to collect items that typify the time in which we now live. Items collected can depict world or national issues, economics, technology, fashion, sports, etc.
5. Using the worksheets, have each group construct a Venn diagram showing how our world is similar to or different from the time in which the historical figure lived. Students can cut out their items from the newspaper and paste them in the proper space on their diagrams. If using The Times electronic edition, students will need to print their items and then cut them out.
6. Lead a class discussion about the items each group selected and what their Venn diagrams tell them about the similarities and differences between today and the period in history they selected.

# Then and Now Worksheet

Name: \_\_\_\_\_

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



## All Kinds of Heroes

### OBJECTIVE

Students will identify valuable qualities possessed by figures from history, then look for examples of similar character traits in people they find in news items from the pages of The Times.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.1, 1.1, 2.3, and 3.4. Reading content standards: K-1(A), K-1(D), K-2(B), 1-1(A), 1-2(B), 2-2(B), and 3-2(B). History and social science analysis skills: 7 and 11. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of All Kinds of Heroes worksheet, scissors, glue.

### PROCEDURES

1. Discuss some of the historical figures the class is currently learning about in history or social studies. Write the names of these people on the board. Ask students to think about the effect these people had on other people's lives. Then ask the class to name some of the character traits that made these people famous, such as bravery, honesty, inventiveness, concern for others, patriotism, perseverance, etc. Write a list of character traits the class comes up with on the board.
2. Divide the class into small groups and distribute copies of the All Kinds of Heroes worksheet. Then tell each group to discuss the different items on the board and decide on the three character traits they think are most important. (Groups should not limit themselves to the items listed on the board. They can think of additional character traits too.) Each group should then fill the first row on its worksheet by writing the three most important traits that it selected.
3. Next, distribute copies of The Times or direct students to log on to The Times electronic edition. Have each group look through the newspaper for examples of the traits it picked. Students can cut out pictures, headlines, paragraphs from news stories, or advertisements that depict the traits they found to be important, then paste these items in the appropriate column of their worksheets. If using The Times electronic edition, students will need to print items and then cut them out. Each group member should select at least one item to paste on the group's worksheet.
4. When all groups have completed their worksheets, call on groups in turn and have them explain one of their items to the class. What trait does it depict? How does it depict this trait? Is the person in the news someone that students would like to emulate? Why or why not?

### EXTENSION

- Make a bulletin board of heroes using the completed worksheets.
- Students can write a short story about a hero who possesses the valuable character traits identified by the class.

# All Kinds of Heroes Worksheet

Name: \_\_\_\_\_

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

| TRAIT #1<br>_____ | TRAIT #2<br>_____ | TRAIT #3<br>_____ |
|-------------------|-------------------|-------------------|
|                   |                   |                   |

## Geographic Detective

### OBJECTIVE

Students will use compass directions and geographic clues to find the location of news events in The Times.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.4, 1.2, 2.2, and 3.1. Reading content standards: K-1(A), K-1(D), K-2(B), 1-1(C), 1-2(A), 1-2(B), 2-1(B), 2-2(B), 3-1(A), 3-1(B), and 3-2(B). History and social science analysis skills: 4 and 5. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, wall map of the United States or the world, scissors, glue.

### PROCEDURES

1. Use a wall map to review basic compass directions with the class. Draw a sample compass on the board next to the map. Put eight directions on the points of your compass: north, south, east, west, northwest, northeast, southwest and southeast.
2. Point to a place on the map and ask the class to describe what is east of it, west of it, etc. Select other places on the map and repeat this exercise until students are able to correctly use the compass directions.
3. Discuss other geographic clues that can be used to describe the location of a place, such as nearby rivers, oceans, mountain ranges, and neighboring countries. Repeat Step 2 above, this time using descriptive geographic clues such as, "This country is surrounded by water," or "This state has a large river running through it."
4. Distribute copies of The Times or direct students to log on to The Times electronic edition. Have students look at the news stories on the front page. Tell them you have selected a specific story on the page, but don't tell them which story it is. Tell the class to refer to the wall map as you give them geographic clues about the location of your news story. Give clues such as, "This story happened in a country that is east of France, north of Switzerland, west of Poland," etc. Continue giving clues until students are able to guess the right location (in this case, Germany).
5. Divide the class into small groups. Have students practice secretly selecting a news story from The Times, then giving geographic clues to their fellow group members about the location of the news event.



## Geographic Detective *(continued)*

6. Have each group select three news items from The Times. They should cut out their news items and paste them to separate sheets of paper. If using The Times electronic edition, students will need to print their items and then cut them out. Then each group should think of geographic clues that would help identify the location of their news items. Remind students that they can use direct clues or descriptive clues. Groups should write their three best clues on the back of each paper.
7. Have groups exchange their papers with other groups. Using the side with clues only, each group will use a map to try to name the correct location of the news events selected by other groups.

### **EXTENSION**

The front page section of The Times works well for international or national geography. Try using other sections such as the Sports section for state or local geography.

## Classifying Places

### OBJECTIVE

Students will classify news stories in The Times by identifying the city, state, country and continent in which they are located.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.4, 1.2, 2.2, and 3.1. Reading content standards: K-1(A), K-1(B), K-1(D), 1-1(A), 1-1(B), 1-1(D), 2-1(B), 2-2(B), 3-1(B), and 3-2(B). History and social science analysis skills: 4 and 5. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Classifying Places worksheet.

### PROCEDURES

1. Write the name of the city in which your school is located on the board. Lead students to identify this as their city. Ask the class to name other cities they know. Talk about the meaning of the word "city."
2. Repeat step 1 using the name of your state, the United States of America, and North America. Lead the class to identify these items as their state, their country, and their continent.
3. Using a wall map, help students identify different examples of cities, states, countries, and continents. Discuss the similarities and differences between these terms. Explain how each is a distinct political or geographic entity and how they differ in terms of their size or their political function. List the continents North America, South America, Africa, Europe, Asia, Australia, and Antarctica, and demonstrate on a world map how each is a continuous land mass.
4. Select a dateline from a news story in The Times. The dateline identifies the place where the news event happened or where the reporter was when covering the event. Using a wall map as necessary, ask students to identify the city, state (if applicable), country, and continent where the news event took place.
5. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute worksheets. Working individually or in small groups, have students complete the worksheets by finding five items in the news, reading these items to learn where these events took place, then filling in the appropriate spaces on their worksheets.
6. After they have completed their worksheets, allow time for students to discuss their findings. What cities or countries did most of their news items come from? Can students find any connection between the location of a news story and the type of news? Do new events in other states or countries affect us here?

### EXTENSION

Students can plot the location of interesting news items on a map.

# Classifying Places Worksheet

Name: \_\_\_\_\_

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

|    | NEWS EVENT HEADLINE | CITY | STATE | COUNTRY | CONTINENT |
|----|---------------------|------|-------|---------|-----------|
| 1. |                     |      |       |         |           |
| 2. |                     |      |       |         |           |
| 3. |                     |      |       |         |           |
| 4. |                     |      |       |         |           |
| 5. |                     |      |       |         |           |

## Strength in Diversity

### OBJECTIVE

Students will use news articles and advertisements in The Times to identify different cultural groups that comprise their local community and our nation. Students will gather and analyze news items that show how different groups contribute to our society.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.6, 1.5, 2.5, and 3.3. Reading content standards: K-1(A), K-2(B), 1-2(B), 2-2(B), and 3-2(B). History and social science analysis skills: 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, several large poster boards, scissors, glue.

### PROCEDURES

1. Discuss with the class the different ethnic groups and cultures that are represented in the school and the community. This discussion can draw on statistics and census information as well as the ethnic background and personal experience of each member of the class. Share similarities and differences of cultures represented in the classroom.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Over a period of several days, each student should select articles or ads from the newspaper which are representative of ethnic groups or cultures other than their own. The selected items should show contributions these people make to American society in areas such as politics, education, science, food, clothing, art, music, language, etc.
3. Divide the class into small groups and have each group discuss the cultural diversity shown by the newspaper items they have read. Distribute scissors, glue, and poster boards. Then let each group make a collage of pictures and articles using the examples of different cultures they have found. If using The Times electronic edition, students will need to print items before cutting them out. Make sure that all group members contribute items to the collage.
4. As a class, discuss what each group learned or discovered about other cultures.
5. Make a chart that lists different ethnic groups present in the community and their influences or contributions.

## Strength in Diversity *(continued)*

### EXTENSION

- For each ethnic group and culture identified by the class, students can research and identify a well-known individual who has made an important contribution to society. Examples could include writers, teachers, Nobel Prize winners, etc.
- Students can make a list of their favorite foods and identify the ethnic origin of each item on the list.
- Discuss how, with the exception of Native Americans, the United States is a nation of immigrants. Have students compare and contrast the different ethnic groups and cultures that have had a significant influence on our nation's history, from the time of the founding fathers to the present day.

## Wants and Needs

### OBJECTIVE

Students will use The Times to identify and learn the difference between things they need and things they want.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: 1.6, 2.4, and 3.5. Reading content standards: K-1(A), K-1(D), 1-1(D), 1-2(B), 2-1(B), 2-2(B), and 3-2(B). History and social science analysis skills: 7 and 12. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Wants and Needs worksheet, scissors, glue.

### PROCEDURES

1. Ask how many students go to toy stores. Ask if they ever see anything there that they really, really want. Then ask if the item is something that they want, or something that they really need.
2. Explain the difference between wanting something and needing something. When you need something, it's something you must have to carry on everyday life. When you want something, it's an extra – something that might be nice to have but is not essential. Ask the class to think of some items that are wants and some items that are needs. (Needs might include food, water, clothing, shelter, medicine, etc. Wants could include toys, pets, candy, etc.)
3. As one way of helping to distinguish between wants and needs, introduce the concept of considering the cost of buying something versus the benefit of having that item. For example, items with a high cost and low benefit are likely to be wants, not needs.
4. Using the newspaper, turn to a page of advertisements. Point to various items on the page and ask leading questions, such as:
  - What is this?
  - Do you use it every day?
  - Do you need it to live?
  - How much does it cost?
  - What is the benefit of having it?
  - Is it an extra?
  - Can you live without it?

Try to elicit from the class whether each item you point to is a want or a need.

5. Have students define needs and wants. Have students come forward, one at a time, and point out needs and wants using pictures from the newspaper. Discuss their selections – why is each item a need or a want?

## Wants and Needs *(continued)*

6. Write the headings wants and needs on the board. Distribute newspapers or direct students to log on to The Times electronic edition. Tell half the class to find and cut out pictures of wants and the other half to find and cut out pictures of needs. If using The Times electronic edition, students will need to print items and then cut them out. Have students from both groups put their selections under the proper headings on the board and explain why the item they selected is a want or a need.
7. Distribute worksheets. Have students complete their worksheets by cutting out pictures of three wants and three needs from the newspaper and pasting them under the correct headings.

### EXTENSIONS

- In order to sell their products, advertisers often try to convince people that their product is need when it really is a want. Have students look through the newspaper to find ads which attempt to do this. Identify techniques advertisers use, such as “everybody has one,” “it’s new and improved,” or “it’s the latest technology.”
- Have students design and draw an ad for a want product and a need product. Discuss appropriate techniques to use for both kinds of products.

# Wants and Needs Worksheet

Name: \_\_\_\_\_

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

Directions: Find pictures of three wants and three needs in The Times or in The Times electronic edition. Cut them out and paste them in the correct spaces below. If using The Times electronic edition, you will need to print items and then cut them out.

| WANTS | NEEDS |
|-------|-------|
|       |       |



## Symbols Everywhere

### OBJECTIVE

Students will explore the meaning and usage of national symbols using examples from The Times.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.2, 1.3. Reading content standards: K-1(B), K-1(C), K-1(D), K-2(B), 1-1(A), 1-1(A), 1-1(C), 1-2(B), 2-1(A), 2-2(B), and 3-2(B). History and social science analysis skills: 7. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Symbols Everywhere worksheet, scissors, glue.

### PROCEDURES

1. Explain to the class that symbols are objects or pictures that stand for or represent something else. Then ask the class to name symbols of the United States that they know. Write students' ideas on the board. Examples could include the American flag, the Statue of Liberty, Uncle Sam, the Liberty Bell, an American eagle, etc.
2. Depending on the topic your class is currently covering in social studies, you may want to include California state symbols in your list too, such as the grizzly bear, redwood trees, the Golden Gate Bridge, etc.
3. After you have written the names of eight to ten symbols on the board, read them aloud with the class. Help students sound out new or difficult words. Then discuss the meaning of each symbol on your class list. Ask questions such as: Why is this a symbol of our nation or state? What idea or event does it represent?
4. Distribute copies of The Times or direct students to log on to The Times electronic edition. Give students 15 minutes of free reading time. As students look through the pages of the newspaper, ask them to look for symbols from the class list. National and state symbols might be found in photographs, illustrations, cartoons, or advertisements.
5. Distribute worksheets. Each student should pick three examples of symbols from the newspaper, cut them out, and paste them in the appropriate space on the worksheet. If using The Times electronic edition, students will need to print items and then cut them out. Then ask students to read the context of the news story or ad in which each of their symbols appeared, then complete their worksheets by telling how each symbol was used.

## Symbols Everywhere *(continued)*

### EXTENSIONS

- Students can look for other symbols in the newspaper such as corporate logos, and discuss how these symbols are used. What idea or message is a company trying to convey when it chooses a symbol?
- Students can create their own symbols to represent their school, city, or nation, then draw or paint them.

## Symbols Everywhere Worksheet

Name: \_\_\_\_\_

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

|                  |   |
|------------------|---|
| <b>SYMBOL #1</b> | <b>How and where was this symbol used?</b><br><br><b>What does it mean?</b> |
| <b>SYMBOL #2</b> | <b>How and where was this symbol used?</b><br><br><b>What does it mean?</b> |
| <b>SYMBOL #3</b> | <b>How and where was this symbol used?</b><br><br><b>What does it mean?</b> |

## What's Your Opinion?

### OBJECTIVE

Students will find a local, state, or national issue in The Times that they are interested in, then write a letter to their elected representative expressing their views.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.1, 1.1, 2.3, and 3.4. Reading content standards: K-1(A), K-1(C), K-2(B), 1-2(A), 1-2(B), 2-2(B), and 3-2(B). History and social science analysis skills: 6, 7, 9 and 12. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition.

### PROCEDURES

1. Distribute newspaper or direct students to log on to The Times electronic edition and give the class 15 minutes free reading time.
2. Ask students to look in the news for an issue or event that affects them or that they are interested in. It could be anything from a proposed new law to a new development project or plans for a new park or school. Direct students to the LAT Extra section in the newspaper (or the local tab in the electronic edition) for local news items and the front page for national or international news items.
3. After giving the class a few more minutes to find a news item that interests them, ask students to tell their choices to the class and describe where in the newspaper they found them. Make a list on the board.
4. Pick four or five of the most promising items from the list (or have the class vote), and discuss these items in detail. Have the whole class read these four or five news items (or read them aloud to the class). Why do students think these issues are important? Are they for or against the action that is proposed or described in the news item? Why? What are the arguments for and against this action?
5. Discuss what can be done about these issues of concern to the class. Help students to classify these issues as either local, state or national issues. Have students look for clues in the news items that tell which political body is considering the issue. Discuss the fact that people vote for these legislators, and therefore the legislators want to know how people feel about the issues.
6. Working individually or in small groups, have students pick an issue that was discussed in Step 4 above and write a letter to their elected representative to express their viewpoint. Help them find the appropriate names and addresses. Make sure the letters say who they are, what their viewpoint is, and the reasons for their opinion.

## What's Your Opinion? *(continued)*

### EXTENSIONS

Over the course of the school term, monitor the issues students selected to see what happens. Keep track of the responses students receive from their legislators. Do students feel their letters made a difference?

## Before and After

### OBJECTIVE

Students will identify the sequence of events in an article in The Times, then depict the cause and effect of events by adding frames to a comic strip.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.5, 2.1, and 3.3. Reading content standards: K-2(B), K-3(A), 1-2(A), 1-2(B), 1-3(A), 2-2(B), 2-3(A), 3-2(B), and 3-3(B). History and social science analysis skills: 1, 2, 3, and 11. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, paper, art supplies.

### PROCEDURES

1. Select a news story, a movie review, an advice column, or other item from the newspaper that narrates a sequence of events. Read the item you selected aloud to the class. Then ask the class to tell you, in order, the events that took place in the item you read. Write these events on the board.
2. Ask students for ideas about what might have happened before or after the sequence of events in the news item. What was the cause of the sequence of events? What might the effect be?
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Have students turn to the comics page. Explain that the frames of comic strips show the sequence of events. Practice reading several comic strips together, then going through them frame by frame to determine what happened first, what happened next, etc.
4. Have students pick a favorite comic strip, cut it out, and paste it to a sheet of paper. If using The Times electronic edition, students will need to print items and then cut them out.
5. Tell students to draw a box for a new frame at the beginning of the comic strip. Ask them to consider what might have caused the events in the comic strip to happen. Then have them fill in their new frame with pictures and words that depict something that might have happened before the sequence of events in the comic strip.
6. Now have students draw another box for a new frame at the end of the comic strip. Ask them to think about the effects of the comic strip story, then fill in their new frame with something that might happen after the events in the comic strip.
7. Create a bulletin board to display students' new and improved comic strips.

## Before and After *(continued)*

### EXTENSIONS

- Students can cut apart a comic strip, write number on the back of the frames to tell what order the frames go in, then exchange frames with a partner and see if they can put each other's comic strip back together in the right order.
- Have students write their own comic strips about a historical person or event they are studying in class.

## Where Things Come From

### OBJECTIVE

Students will classify products based on where they are made, then use a map to locate the places where products come from.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.4, 1.4, 1.6, 2.2, 2.4, 3.1, and 3.5.  
Reading content standards: K-1(A), K-1(D), K-2(B), 1-1(D), 1-2(B), 2-2(B), and 3-2(B). History and social science analysis skills: 4 and 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Where Things Come From worksheet, scissors, glue.

### PROCEDURES

1. Distribute copies of The Times or direct students to log on to The Times electronic edition. Tell students to browse through the newspaper, looking for advertisements for products. Direct their attention to advertising supplements (if using the paper newspaper), advertising links (if using The Times electronic edition), and large display ads.
2. Have students select and cut out pictures of ten products they would like to have or they find interesting. If using The Times electronic edition, students will need to print the items and then cut them out. Encourage students to pick a variety of items, such as food products, clothing, toys, games, automobiles, computers, electronic items, etc.
3. Before considering the items students selected, lead a class discussion in general terms about where things come from. Do students know any products that are produced locally – perhaps where a parent or friend works? Ask students to name some products California is known for, such as oranges, computer chips and movies. Can students name other products that are made in America? What products do they know are from other countries? Make three columns on the board and label them California, U.S.A., and other countries. Fill in the columns with items suggested by the class.
4. Now ask students to share with the class some of the products they cut out from the newspaper. Practice putting them in the correct categories on the board. If students are unsure where a product is from, see if they can find clues by rereading the ad.
5. Distribute worksheets. Have students sort the ads they cut out into the three categories, then complete the worksheets by putting each item in the appropriate column. Provide assistance as needed to students who are unsure where a product comes from, or have them select additional items from The Times.
6. After the class has completed their worksheets, use a wall map to help students find the places where the products they selected were produced.



# Where Things Come From Worksheet

Name: \_\_\_\_\_

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

| <b>Made in California</b> | <b>Made in U.S.A.</b> | <b>Made in other countries<br/>(name the country)</b> |
|---------------------------|-----------------------|---|
|                           |                       |   |

## Let's Go to Work

### OBJECTIVE

Students will find pictures in The Times of people working in different kinds of jobs, then identify and describe those jobs.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.3, K.4, and 1.6. Reading content standards: K-1(A), K-1(B), K-1(C), K-1(D), K-2(B), 1-1(B), 1-1(C), 1-2(B), 2-1(A), 2-2(B), and 3-2(B). History and social science analysis skills: 7 and 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Let's Go to Work worksheet, scissors, glue.

### PROCEDURES

1. Introduce the subject of jobs. Ask the class how many different kinds of jobs they can name. For some ideas, think of the different jobs people have at school (teacher, principal, custodian, gardener, crossing guard, librarian, nurse, etc.). Students can also think of the jobs their parents and relatives have.
2. Hold up the newspaper to show the class pictures of different kinds of jobs you have preselected. The president and other politicians, policemen, business executives, and athletes are some jobs that you often see pictured in the newspaper, but there are many others too. Write the names of these jobs on the board, then practice reading them aloud with the class.
3. Distribute newspaper or direct students to log on to The Times electronic edition. Ask each student to find pictures of five different people who have five different jobs. In addition to the news sections of The Times, students might also try looking in the comics and in the Calendar section movie ads to find pictures of people at work.
4. Students should cut out their job pictures and paste them to their worksheets. If using The Times electronic edition, students will need to print items and then cut them out. Next to each picture, students should write the name of the job that is depicted. Reading the accompanying caption or article will usually identify the job.
5. Have students share their results with the class. What jobs look like the most fun? What jobs seem most important? What kind of training or education do these different jobs require?

## Let's Go to Work Worksheet

Name: \_\_\_\_\_

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

|       | PICTURE | NAME OF JOB |
|-------|---------|-------------|
| Job 1 |         |             |
| Job 2 |         |             |
| Job 3 |         |             |
| Job 4 |         |             |
| Job 5 |         |             |

## Time Capsule

### OBJECTIVE

Students will identify and select items that reflect our times from The Times to include in a time capsule.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.6, 1.4, and 2.1. Reading content standards: K-1(A), K-1(D), K-2(B), 1-1(D), 1-2(B), 2-2(B), and 3-2(B). History and social science analysis skills: 2, 3, 6, and 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of Time Capsule inventory, scissors, a large envelope for each student, a teacher's self-made time capsule.

### PROCEDURES

1. Introduce this lesson by sharing with the class a show box (time capsule) filled with items from your own childhood. Explain how these items reflect the technology and popular culture of the time period in which you grew up. Discuss how some things are different and some are the same today.
2. Tell students that they are going to make their own time capsules using items from the newspaper. Distribute copies of The Times or direct students to log on to The Times electronic edition. Point out pictures, headlines, ads, and other items that tell about the people and events of the time we live in.
3. Have students select and cut out an item from The Times that tells something about themselves. If using The Times electronic edition, students will need to print items and then cut them out. The item they select could be a story about a favorite sport, an ad for a favorite food, a picture of a favorite singer or actor, etc. Ask students to share their items with the class and explain why they selected them.
4. Have each student select and cut out an item from the newspaper that tells something about the time or place in which they live. Again, ask students to share their items with the class and explain why they selected them.
5. Distribute a large envelope to each student. Explain that the envelopes are going to be their time capsules. Students can decorate their envelopes as they wish.
6. Distribute a Time Capsule inventory to each student. Have them use the two items they have already selected (in Steps 3 and 4 above) to complete the first two lines of the Inventory. Students can then place their first two items in the time capsule envelope.

## Time Capsule *(continued)*

7. Each day for a five- or ten-day period, have students look through the newspaper for items to add to their time capsules. Items can include pictures, ads, comics, headlines, or interesting news stories. Remind students that each item should tell something about the time and place in which they live, and make sure that each item they select is added to their Time Capsule inventory.
8. When they have completed their time capsules, ask students to share the items they selected with the class. Lead a class discussion of the significance of these items. Select several items and ask questions such as, "Did people use this same item 20 years ago? 100 years ago? If not, what did people use instead? Will people still use this item in the future? What might replace it?"

### EXTENSIONS

- Explain that time capsules are usually put in a safe place and opened at some date in the future. Discuss where students could store their time capsules and when would be a good time to open them (for example, graduation from elementary school or middle school). Then have students seal and date their time capsules and store them at a safe place at home.
- Students can select an everyday item (that may or may not be one of their time capsule items), then draw a picture that shows how the item looks today, how it's equivalent looked in the past, and how it's replacement might look in the future. For example, a picture of personal transportation items might show a horse and buggy from the past, and automobile from today, and an anti-gravity transporter beam from the future.

## Time Capsule Inventory

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

Directions: Find items in the newspaper that represent life today to include in your time capsule. List each item below and tell why you chose it.

|    | ITEM | SIGNIFICANCE |
|----|------|--------------|
| 1. |      |              |
| 2. |      |              |
| 3. |      |              |
| 4. |      |              |
| 5. |      |              |
| 6. |      |              |
| 7. |      |              |
| 8. |      |              |

## California Dreams

### OBJECTIVE

Students will list and classify reasons why people have chosen to move to California and find items in The Times that represent the different attractions of our state. Then, students will compare contemporary reasons for coming to California with those which motivated early settlers.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.6, 1.5, 2.1, and 3.3. Reading content standards: K-1(C), K-1(D), K-2(B), 1-1(C), 1-1(D), 1-2(B), 2-1(B), 2-2(B), 3-1(B), and 3-2(B). History and social science analysis skills: 3, 6, and 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of California Dreams worksheet, scissors, glue.

### PROCEDURES

1. Brainstorm with the class different reasons why people come to live in California. Write students' responses on the board.
2. Help students to classify their responses into different categories of reasons why people come to California. Possible categories include climate, jobs, education, family, friends, etc. Explain what each of these words means, and have students practice reading and using them.
3. Distribute copies of the California Dreams worksheet. Explain that students are to survey three adults and ask them about why they came to California. It may be necessary to review interviewing techniques. Students should classify the responses they receive into the appropriate category.
4. After students have completed their three interviews, distribute classroom copies of The Times or direct students to log on to The Times electronic edition. Have students work individually or in small groups to scan the newspaper for news items, words from headlines, pictures, and ads that relate to each of the categories their interview subjects suggested. For example, if one of their interview subjects said that he came to California because of his job, students would look for the word "job" in the newspaper or try to find a picture of someone at work.
5. Students should cut out the items they selected and illustrate their interview results by pasting items in the appropriate spaces on their worksheets. If using The Times electronic edition, students will need to print items before cutting them out.

### EXTENSIONS

Guide students to compile a list of reasons which motivated early settlers to come to California. Lead a class discussion in which students compare the items on this list with the results of their interviews.

# **California Dreams Worksheet Interview #1**

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

Name of person interviewed: \_\_\_\_\_

Why did this person come to California?  
\_\_\_\_\_  
\_\_\_\_\_  
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# California Dreams Worksheet Interview #2

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

Name of person interviewed: \_\_\_\_\_

Why did this person come to California?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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# California Dreams

## Worksheet Interview #3

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

Name of person interviewed: \_\_\_\_\_

Why did this person come to California?

\_\_\_\_\_

\_\_\_\_\_

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## It's the Weather

### OBJECTIVE

Students will read the weather page in The Times to monitor the weather in a chosen city, then consider how the weather affects life in that city.

### CONTENT STANDARDS AND ANALYSIS SKILLS

California history and social science content standards: K.4, 1.2, 2.4, 3.1, and 3.5. Reading content standards: K-1(A), K-1(D), K-2(B), 1-1(A), 1-1(D), 1-2(B), 2-1(B), 2-2(B), 3-1(B), and 3-2(B). History and social science analysis skills: 5 and 10. See standards matrices at the beginning of this guide.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of It's the Weather worksheet, art supplies.

### PROCEDURES

1. Show students the weather page in The Times. Have students practice reading the names of the different places where the weather is reported, then find these places on a wall map. This activity can be performed with either U.S. cities or world cities.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Have students turn to the weather page. Review the various weather vocabulary words they find there. Then help each student pick a city where weather data is reported in The Times. Distribute worksheets and tell students to copy the name of their city onto the worksheet.
3. Next, help students read the weather information necessary to fill in the first box on the worksheet. Students can draw a picture to indicate if their city's weather is sunny, cloudy, rainy, windy, snowy, etc. Students can also fill in the low and high temperatures for their city.
4. Students should repeat step 3 above using weather data for Los Angeles.
5. For a week or two, every day students will monitor the weather in their chosen city. Students will read the weather data for their city from the weather page of The Times, then use that information to fill in the spaces on their worksheets. Students should also monitor the weather in Los Angeles during the same period. Remind students to illustrate the weather each day with pictures of sunshine, rain, snow, etc. Use additional copies of the worksheet as needed (changing the day numbers).
6. After accumulating data for a week or two, ask students to share their results with the class. Was the weather in their city warmer or colder than Los Angeles? Did it rain more or less? Ask students to think about how the weather in their chosen city might affect the way people live, what people wear, the kinds of jobs people have, the products they make, the crops they grow, what they do for fun, etc.
7. Have students draw pictures that show how weather influences life in the city they monitored.

## It's the Weather *(continued)*

### EXTENSIONS

Have students plan a trip to the cities they monitored. What would students pack in their suitcases? In deciding what to pack, have students keep in mind the weather and recreational opportunities in their destination city. Students can scan the pages of The Times to find items for their trips.

# It s the Weather Worksheet

Name: \_\_\_\_\_

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

|       | CITY | LOS ANGELES |
|-------|------|-------------|
| Day 1 |      |             |
| Day 2 |      |             |
| Day 3 |      |             |
| Day 4 |      |             |
| Day 5 |      |             |

