

## HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT

### HUNTS POINT HISTORY FOR THE PRIMARY GRADES

[HTTP://HPSBG.WEEBLY.COM/](http://HPSBG.WEEBLY.COM/)

**Focus of the Lesson:** What can you learn about the history of Hunts Point from historic images?

Students will work and travel in small “student research groups” to analyze various historic Hunts Point images. They will collect “research notes” at each “research station.” This lesson culminates in a class history book.

#### Common Core Learning Standards:

- **W.K-2.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.K-2.7** Participate in shared research and writing projects
- **SL.K-2.1** Participate in collaborative conversations with diverse partners about grade-level topics with peers and adults in small and large groups.
- **RF.K-2.1** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L. K-2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- NOTE: this lesson should be conducted over multiple sessions for short periods of time rather than one long session to reinforce vocabulary development, historical analysis skills, and initial reading strategies aligned to the CCLS.

#### Additional Standards and/or Scope and Sequence:

- Common Core Learning Standards (CCLS) implement “standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.” Please visit the CCLS home page for further information (<http://www.corestandards.org/>). For further guidance and alignment, please see the NYS Social Studies Standards and NYC Social Studies Scope and Sequence, which are accessible from the HPSBG website.

#### Connection to Prior Teaching:

- Prior to this lesson, students should have a basic understanding of change over time, including relevant vocabulary that demonstrates the dichotomy, such as “then/now,” “historic/modern,” “past/present,” and “old/new.” This concept can be developed utilizing books that show then and now images of the same location, such as *Our Town*, or *Then and Now: New York City* through this multiple session lesson.
  - Suggestion: Allow students to experientially understand change over time, using a text similar to *Our Town*, which follows a small rural town growing into a large urban city like New York City. Start by spreading the students throughout the classroom. Then tell a story that mirrors the text and images from *Our Town*. The students start to congregate as the story evolves, into a large city (as a city). Use a student’s name, such as Juan, and tell the story like this, “Juanville started when Abby wanted to sell her muffins to her neighbor, Juan. It was easier when she lived closer to Juan.” Ask Abby to move and stand next to Juan. And continue until all the students are standing close to each other in a ‘large city.’ Some concepts to embed into the story: taller buildings, more stores (and diversity of options), paved roads, more houses, more jobs, more services- schools, hospitals, libraries, etc.
- NOTE: When this lesson elicits student responses, it may be helpful to utilize a strategy such as “think-pair-share” to allow more academic student conversation.

## HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT

### HUNTS POINT HISTORY FOR THE PRIMARY GRADES

[HTTP://HPSBG.WEEBLY.COM/](http://hpsbg.weebly.com/)

#### Materials/Resources/Readings:

- Primary grade writing paper (sample attached)
  - Examples, which can be modified, include:
    - Hunts Point Research Notes #1 paper
    - Hunts Point Research Notes #2 paper
    - History Story Paper #1
    - History Story Paper #2
- Pencils, colored pencils, and markers
- Historic Images of Hunts Point (available from HPSBG website here: <http://hpsbg.weebly.com/hunts-point-history.html> . NOTE: P.S. 48 library has large prints to utilize as well.
  - Suggestion: Print the images, place in plastic sheets, and number the images on the reverse side. Utilize enough images that as the students rotate through the images, no more than 3-4 students are at any one image .
- Chart paper (see attached example chart)
- Childhood photographs of the teacher (you!)

#### Lesson Procedure:

- **Introduction:**
  - Begin with a “do now” that has students situated in pairs to thoughtfully consider the concept of “past/present.” Ask students to predict the teacher’s age and list predictions on the board. Display a couple of childhood photos **without** saying whom the picture depicts. Allow student conversation based on guided image analysis techniques such as:
    - What do you observe in this image?
    - What is happening in this part of the image? (*Point to particular areas of the image*).
    - Why is this happening in the image?
    - How does this image remind you of your life?
  - Then ask and elicit responses to, “Who are these pictures of?” Explain that people and places change over time, including the teacher. Then ask student pairs to discuss and then elicit responses to, “How have you changed since you were a baby?”
- **Guided Practice:**
  - Display one of the historic images of Hunts Point. Model “being a historian” by: a) looking closely; b) looking at all areas of the image; c) asking questions about what you observe; and) collaborating with others. NOTE: avoid telling students that the images are from Hunts Point until the closing of the first day of viewing the images.
    - For example, “Hmmm...this is an interesting image. I am going to **look closely** at what I observe. [Exaggeratedly place your face close to the image.] Wow, I observed...I’m going to look **all over the image**. Oh, wow, in this corner, I just discovered...Hmm, I wonder what this is for? Let me ask my partners.
    - Then, on chart paper, write what you observe in the image. NOTE: Use this opportunity to embed and reinforce current phonics and writing skills and strategies being taught.
    - The goal is to demonstrate the skills you will reinforce throughout the image, as well as exhibit excitement and curiosity.
  - Break students up into “student research groups” based on the number of images utilized and student needs. Each group receives a number, which corresponds to the initial “research station” and image they will view.
    - Then ask student research groups to greet each other, using language such as, “Hi, My name is \_\_\_\_\_. How are you?” Ask the groups to describe what they observe in the initial image to each other. Circulate amongst the groups modeling expected image analysis, listening, and speaking norms.
  - Place images around the room. Demonstrate how students will rotate through stations to view each image. For example, group 1 starts at image one, then the group rotates to image two, group two rotates to images three, and so on.

## HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT

### HUNTS POINT HISTORY FOR THE PRIMARY GRADES

[HTTP://HPSBG.WEEBLY.COM/](http://HPSBG.WEEBLY.COM/)

- Images can be placed at tables, on the rug, or across the floor. Ensure that the images are spread out so that student research groups have space to analyze, listen, speak, and write without affecting the other groups.
- **Independent Exploration (over multiple sessions):**
  - Provide each student with “research notes” paper and pencil. Review the task: Students will write what they discover while analyzing and discussing with image with their research group. Then they will rotate to the next image, and so on.
    - NOTE: Only spend a short time at each image, based on grade level, attention span, and ability to write/draw what they observe. Revisit this lesson at different times to have groups view different images.
  - Student research groups rotate through stations to view the pictures.
    - As student research groups rotate through the images, the teacher should circulate amongst the groups. Utilize these opportunities to develop academic language, interaction skills, and key concepts.
      - Some key concepts to ensure students gain from the images: open space, few building, trees/forest, hills, rocks, river/water, mansions, cemetery, electricity, dirt roads
- **Differentiation:**
  - Incorporate grade level literacy skills and strategies into the lesson. Model current phonics, reading, and writing skills when recording and reviewing student discoveries on the chart/board.
  - Provide different writing paper, with or without sentence starters (see attached \_\_\_) to encourage students.
- **Summary and Share**
  - Bring the class together in their student research groups. Host a class discussion that allows the groups to share some of the group’s ‘discoveries.’
  - After the first session, reveal that all the images that the students observed were of Hunts Point, the neighborhood our school is in and where we live. Everywhere they walk and look (let them go to the classroom windows even!) looked like the images they are observing. Make this moment special- show awe as the teacher.
  - Chart the responses as they are shared. This can be done by the teacher, shared by the teacher and students, or simply done by the students (see attached example chart).
  - Continue to share after each session by adding student discoveries to the class chart and reinforcing key concepts about the history of Hunts Point, as depicted in the images.

#### Assessment:

- Student should utilize their research notes to develop a Historic Hunts Point informational writing piece. Assess the writing piece utilizing an appropriate grade-level and English language development informational writing rubric, emphasizing information learned about historic Hunts Point, such as:
  - Some key concepts to ensure students gain from the images: open space, few building, trees/forest, hills, rocks, river/water, mansions, cemetery, electricity, dirt roads

#### Follow Up:

- Students can develop an informational writing piece for Historic and Modern Hunts Point that *could even* become an ‘Our Class History Book of Hunts Point.’ Utilize semantic maps to elicit prior knowledge and/or go on either a real or virtual (using Google Maps Street View) walking trip of Hunts Point to build understanding about the neighborhood today. Then develop a Then/Historic and Now/Modern story using two sides of writing paper, or two different pieces of paper. See an example here: <http://www.youblisher.com/p/656206-Hunts-Point-Then-and-Now/>
- Students, with teacher and computer lab support, can create a short history documentary movie using iPads and/or classroom computers. The students can each select a sentence from their story to read and record with the iPad. Then add the historic Hunts Point images with the student voices. Voila!

HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT

HUNTS POINT HISTORY FOR THE PRIMARY GRADES

[HTTP://HPSBG.WEEBLY.COM/](http://HPSBG.WEEBLY.COM/)

Hunts Point Research Notes #1

Name \_\_\_\_\_

I observe \_\_\_\_\_.

I observe \_\_\_\_\_.

I observe \_\_\_\_\_.



I observe \_\_\_\_\_.

I observe \_\_\_\_\_.

I observe \_\_\_\_\_.

I wonder \_\_\_\_\_.

I wonder \_\_\_\_\_.

I wonder \_\_\_\_\_.

I wonder \_\_\_\_\_.

I wonder \_\_\_\_\_.



I wonder \_\_\_\_\_.

**HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT**

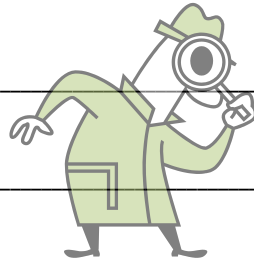
**HUNTS POINT HISTORY FOR THE PRIMARY GRADES**

[HTTP://HPSBG.WEEBLY.COM/](http://HPSBG.WEEBLY.COM/)

Hunts Point Research Notes #2

Name \_\_\_\_\_

Write down what you observe in the historic images.



Write down what you wonder about the historic images.





HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT

HUNTS POINT HISTORY FOR THE PRIMARY GRADES

[HTTP://HPSBG.WEEBLY.COM/](http://HPSBG.WEEBLY.COM/)

History Story Paper #2

Name \_\_\_\_\_

Large empty rectangular box for drawing or illustration.

Series of horizontal lines for writing.

HUNTS POINT SLAVE BURIAL GROUND (HPSBG) PROJECT

HUNTS POINT HISTORY FOR THE PRIMARY GRADES

[HTTP://HPSBG.WEEBLY.COM/](http://hpsbg.weebly.com/)

Example chart

What do we observe in  
Historic Hunts Point?

Dominic: I saw lots of trees.

Kayla: I saw a large house (mansion). ↑↑

Skaylie: I saw trees blocking the house.

Jeremy: I saw a big mansion.

Katelyn: I observed a cat on top of  
a window.

Bielka: I saw the number 6. A I saw  
a little pig on the ground.

Danileybis: I observed a girl giving  
me a big meat.

Tristan: I saw a lady going to the train  
station.

Miley: I observe electricity going to the  
houses.

Skaylie: Historic Hunts Point had a forest.

Jeremy: They gave + a house.

Brandon: There was a cemetery.  
Cemetery