**Who, What, Where, When, Why**

Nancy Fusaro - West Indianola Elementary - USD 345  
July 28, 2011  
Kindergarten

**Overview**

The purpose of this lesson is for students to learn the difference between making a comment and asking a question, and learn to use questions to get information. Students will answer and ask questions about historical photographs in order to understand how things change over time.

**Standards**

History: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4,  
- Indicator 3 The student scans photographs to gain information.  
- Indicator 4 The student asks questions, shares information, and discusses ideas about the past.

Common Core English Language Arts: Speaking and Listening: Comprehension and Collaboration  
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Objectives**

Content:  
- The student names differences between kindergarten classes in the past and kindergarten classes today.

Skills:  
- The student uses question words to ask a question.  
- The student observes historical photographs and answers questions about the photograph.  
- The student generates questions about historical photographs.
Essential Questions:
- What is a question?
- What are question words?
- How can questions and photographs help us learn about the past?

Resource Table

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
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</thead>
</table>
| ![Image](image1.png) | Title: Kindergarten children at play. Lake Dick Project, Arkansas  
Creator(s): Lee, Russell, 1903-1986, photographer  
Date Created/Published: 1938 Oct. | Library of Congress Prints & Photographs Division  
Washington, DC  
20540 | http://www.loc.gov/pictures/item/fsa2000012727/PP/ |
| ![Image](image2.png) | Title: Kindergarten children eating lunch. Lake Dick Project, Arkansas  
Creator(s): Lee, Russell, 1903-1986, photographer  
Date Created/Published: 1938 Oct. | Library of Congress Prints & Photographs Division  
Washington, DC  
20540 | http://www.loc.gov/pictures/item/fsa2000012722/PP/ |
| ![Image](image3.png) | Title: Kindergarten children in Horace Mann School working on doll houses. See Bliss report. Location: Tulsa, Oklahoma / Lewis W. Hine.  
Creator(s): Hine, Lewis Wickes, 1874-1940, photographer  
Date Created/Published: 1917 March. | Library of Congress Prints and Photographs Division  
Washington, D.C.  
20540 USA | http://www.loc.gov/pictures/item/ncl2004004860/PP/ |
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| ![Image](image1.jpg) | • Title: [Kindergarten in a vegetable garden, Washington, D.C.]
• Creator(s): Johnston, Frances Benjamin, 1864-1952, photographer
• Date Created/Published: [1899?]
Reading time at a Manhattan, Kansas, play center. The play center was part of the Works Progress Administration.
Creator: United States. Work Projects Administration
Date: Between 1935 and 1943 | Kansas Historical Society. Kansas Memory | http://www.kansasmemory.org Item Number: 209115 |
| ![Image](image2.jpg) | A group photo of Tennessee Town kindergarten children and teachers celebrating George Washington's birthday, Topeka, Kansas.
Date: 1899 | Kansas Historical Society. Kansas Memory | http://www.kansasmemory.org Item Number: 2230 |
| ![Image](image3.jpg) | A photograph showing June Chapman and Mary Jordan seated around a table with their students at Tennessee Town Kindergarten in Topeka, Kansas.
Date: Between 1895 and 1899 | Kansas Historical Society. Kansas Memory | http://www.kansasmemory.org Item Number: 2232 |
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<th>URL</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Native American children" /></td>
<td>Group of Native American children at Haskell Institute, Lawrence, Kansas. One of the children, is holding a sign &quot;Haskell Babies&quot;. Date: Between 1880 and 1889</td>
<td>Kansas Historical Society. Kansas Memory.</td>
<td><a href="http://www.kansasmemory.org">http://www.kansasmemory.org</a> Item Number: 210598</td>
</tr>
<tr>
<td><img src="image2.png" alt="Classroom scene" /></td>
<td>• Title: [Classroom scene in Washington, D.C. elementary school - children working with blocks and at blackboard in mathematics class] • Creator(s): Johnston, Frances Benjamin, 1864-1952, photographer • Date Created/Published: [1899?]</td>
<td>Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</td>
<td><a href="http://www.loc.gov/pictures/resource/cph.3b19220/">http://www.loc.gov/pictures/resource/cph.3b19220/</a></td>
</tr>
<tr>
<td><img src="image3.png" alt="Product Description" /></td>
<td><strong>Product Description:</strong> This Dr. Jean Double CD set is filled with 39 tunes and 10 instrumental versions geared to aid children on their journey towards literacy. The songs cover these essential areas: Readiness, Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary and Writing.</td>
<td>Dr. Jean Feldman, <em>Totally Reading</em>, Vol. 2; Melody House, Inc. Music by Mark Dye; Lyrics by Holly Karapetkova</td>
<td><a href="http://www.drjean.org/html/cds_f/cds_totallyRdg.htm">http://www.drjean.org/html/cds_f/cds_totallyRdg.htm</a></td>
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Lesson Plan

1. Begin the lesson by reminding the students that things change over time. Explain that today we are going to look at some very old photographs of kindergarten classes and ask questions that can help us discover how kindergarten classes have changed.
   - Explain what a question is and that the words, who, what, where, when and why are called question words because they are words that we use when we ask questions. If available, use the “Who, What, Where, When, Why,” song on the CD, Totally Reading, by Dr. Jean, to introduce the question words. Lyrics to the song can be chanted if the CD is not available.
   - Explain that we will learn more about kindergarten classes in the past by using the question words to ask and answer questions about historic photographs of kindergarten classes.
   - Explain that when we are done looking at the pictures, we will make a list of the changes we found.

2. Introduce the “Question Can” to the students.
   - Show the students the “Question Can,” and let them see that there is a different question word written on each stick in the can.
   - Explain that students will take turns picking a stick from the can and then the question word he or she selects will be used to ask a question.
   - Model this procedure several times using questions about students, objects, and places in the classroom.

3. Display one of the selected historic pictures that the whole group can see or divide the class into small groups and give each group a laminated copy of the selected picture to view. Allow time for students to observe the picture.
   - Explain that asking questions can help us learn more about the picture.
   - Select a student to draw a stick from the can. Model using the word he or she selected to ask a question about the photograph. Call students to answer the question.
   - Repeat this procedure, calling on students to come and select a stick from the can until all question words have been used.
4. Display the second historic picture and give students time to look at the second picture. Explain to the students that we learn from answering questions; but that asking questions can help us learn even more. Tell the students that this time they will get to ask and answer questions.
   - Call on a student to select a stick from the “Question Can”, and then ask the student generate a question about the picture that begins with the question word on the stick. The student asking the question may call on another student to answer the question.
   - Repeat this procedure until all question words have been used.

5. Explain to students that asking questions has helped us discover some things about kindergarten classes in the past that are different than our kindergarten class today. Ask students to name things that discovered have changed over time. Record their responses.

6. Summarize the lesson
   - Remind the students that we use the question words who, what, where, when and why to ask questions.
   - Remind students that asking questions can helps us learn about the past.
   - Explain that we were able to learn about kindergarten classes in the past from a photograph.

Assessment

   - Observe the students' ability to answer and ask questions of the photographs.
   - Evaluate the students' ability to use a question word and generate a question about a photograph when using the “Question Can” as a prompt.

For The Teacher

1. Prior to starting the lesson, locate the historical pictures listed on the resource table included with this lesson. Copy the pictures to a folder on your computer for easy access. Select two of the pictures to use for the lesson. The pictures can be displayed using a projector for whole group viewing or multiple copies of the selected pictures can be printed and laminated prior to the lesson.
2. Before starting the lesson, make a “Question Can” following the directions below.
Make a “Question Can.”

Materials Needed:
- 1 clean, empty vegetable or soup can
- Bright Colored Spray Paint or Colorful Contact Paper
- Permanent Markers in a variety of colors
- 6 tongue depressors or wide craft sticks

Procedure:
- Remove the label from the can and make sure there are no sharp edges around the top of the can.
- Spray paint the outside of the can with a bright color, or cover with contact paper.
- Use permanent markers to decorate can with question marks and question words.
- Use a different colored marker to write one question word on each stick.
- Place sticks in can so the words can’t be seen.


Who, what, where, when, why?
Who, what, where, when, why?
Who, what, where, when, why?
Ask questions when you read.
Who is a person or thing,
A dog, a baby or a king.
Who is a person or thing.
Ask questions when you read.
What is happening,
A mystery, adventure, can you see.
Where is always the place,
A forest, city, or outer space.
When tells the time you know,
Today, tomorrow, or long ago.
Why is the reason
For the action to happen.
Who, what, where, when, why...