

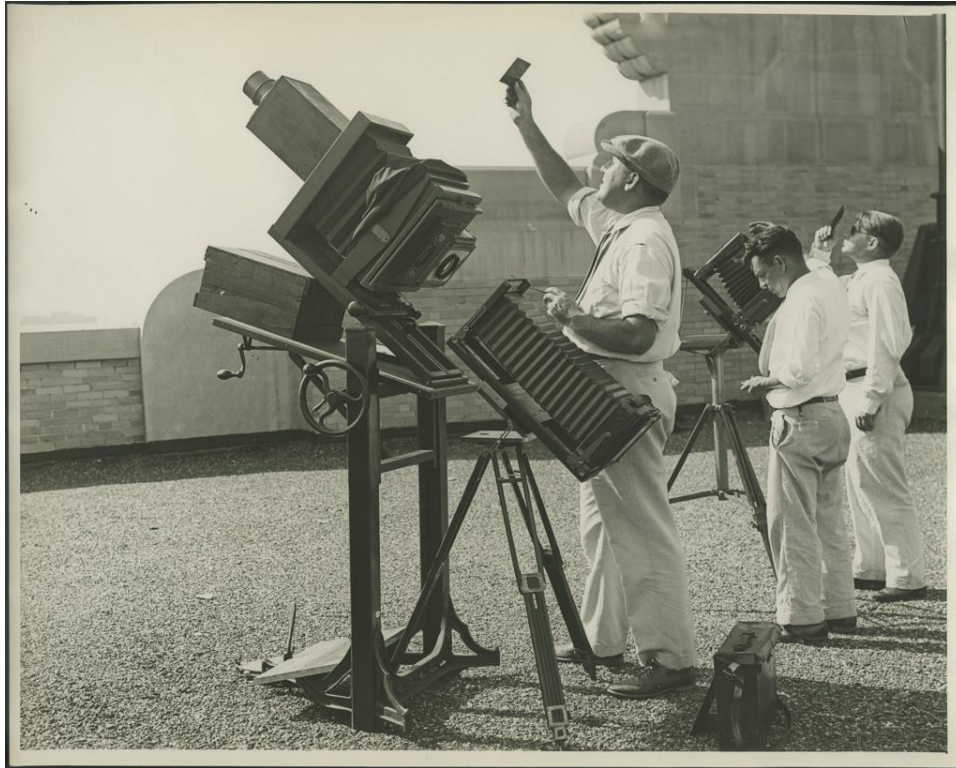
## Elementary (2<sup>nd</sup>-5<sup>th</sup>)

### Relevant Standards:

- 7.B.K-5 Use visual tools and informational text to communicate information
- 5.D.3-5 Describe how the people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Objectives: Read informational text on past eclipses and identify the changes in technology for safe eclipse viewing. Plan an eclipse viewing party.

1. Look closely at this picture and ask “what is going on here?”



- a.
    - i. <https://mohistory.org/collections/item/P0956-00010>
  - b. Challenge students to put their answers in the following format: “I see \_\_\_\_\_, so I think \_\_\_\_\_”
    - i. Ex: I see *people looking up at the sky*, so I think *they are looking at an eclipse*.
2. Introduce the concept of eclipses and safe eclipse viewing practices.
  3. Read this blog post from MHS Public Historian Andrew Wanko:  
<https://mohistory.org/blog/history-in-the-heavens>
    - a. What are some ways people looked at eclipses in the past?
    - b. How have the ways we view eclipses changed? How has it stayed the same?
  4. In 1889, a group from Washington University formed an Eclipse Party to view the total eclipse in California. Imagine you are asked to plan a safe eclipse viewing party for the people in your life. What will your party look like? What will you need?
    - a. Write and/or design an invitation to your safe eclipse viewing party!