

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: Grade 1
Unit Title: History-Changes Over Time	Trimester 3: 12-15 days

Unit Summary: This unit explores changes over time in the areas of home, school, transportation, communication and technology. Students will discuss how changes in these areas have impacted their lives as first graders. They will also discuss why change happens over time and how change happens. Students will be creating a timeline, asking basic historical questions, comparing and contrasting and describing how people lived during the past, based on specific artifacts. In the summative performance assessment (GRASPSS), students will use artifacts from a time capsule to determine its time period and be able to identify and compare and contrast what life was like during that time period with life today. Opportunities to integrate English language arts are included in this unit.

- Program Understandings or Big Ideas:**
- **II. TIME, CONTINUITY, AND CHANGE:** Students will understand that significant people, events, and ideas influence the development of the world’s civilizations.
 - **VII. SCIENCE, TECHNOLOGY, AND SOCIETY:** Students will understand that science and technology have advanced societies and world civilizations.

Link to →	Stage	Stage 2	Stage 3
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Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer		
<p><u>MN Academic Standards in Social Studies:</u> 1.4.1.1.1 Create a timeline that identifies at least three events from one's own life. <i>For Example:</i> Events--birth, walking, loss of tooth, first day of school.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f4a460;"> <td style="text-align: center; padding: 5px;">Transfer</td> </tr> <tr> <td style="padding: 5px;"><i>Students will be able to independently use their learning to...</i> ask and answer basic historical questions using historical artifacts to guide their inquiry; compare and contrast how people lived in the past with how people live today in the areas of: communication, entertainment/recreation, transportation, clothing and schools.</td> </tr> </table>	Transfer	<i>Students will be able to independently use their learning to...</i> ask and answer basic historical questions using historical artifacts to guide their inquiry; compare and contrast how people lived in the past with how people live today in the areas of: communication, entertainment/recreation, transportation, clothing and schools.
Transfer			
<i>Students will be able to independently use their learning to...</i> ask and answer basic historical questions using historical artifacts to guide their inquiry; compare and contrast how people lived in the past with how people live today in the areas of: communication, entertainment/recreation, transportation, clothing and schools.			

1.4.1.2.1 Ask basic historical questions about a past event in one's family, school or local community.
For Example: Basic historical questions--What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?

1.4.1.2.2 Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.
For Example: Historical records--photos, oral histories, diaries/journals, textbook, library books. Artifacts--art, pottery, baskets, jewelry, tools.

1.4.2.4.1 Compare and contrast family life from earlier times and today.
For Example: Various aspects of family life--housing, clothing, food, language, work, recreation, education

1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today.
For Example: Places in earlier times--Pompeii, Athens, Rome. Building technologies--arches, domes, glass, Communication

Meaning Making

UNDERSTANDINGS

Student will understand that...

What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?

Overarching (Framework)

1. people, events, and ideas influence change over time.
2. technology changes how people live.

Topical (Unit)

1. change happens for a reason.
2. people make changes based on the past.
3. change happens over time.
4. technology changes how people live.
5. historians use historical records/artifacts to learn about how people lived in the past

ESSENTIAL QUESTIONS

Students will keep considering:

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

Overarching (Framework)

1. What was life like in the past? What has changed? What has stayed the same?
2. How do people and events of the past influence me today? Why?
3. What are some ideas that have influenced my life? Why?

Topical (Unit)

1. Why and how do things change?
2. What was life like in the past?
3. How do various forms of technology affect the way we live? (Building, communication, transportation)
4. How do historical records/artifacts inform us about the past? What questions can we ask to learn about the past?
5. Why does change take time?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

- a timeline shows change over time.

Students will be able to...

What discrete skills and processes should students be able to use?

- create a timeline of one's life.
- ask basic questions about a past event in one's family, school, or local community.

technologies--scrolls, books, emails; Transportation technologies--chariot, train, car.

- there are basic questions historians ask such as: What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?
- historical records (photographs, diary/journal entries, textbook) and artifacts provide us with clues about how people lived at a particular time in the past.
- how people and events in the past may have influenced people of today.
- homes, school, and community change over time.
- family life in the past is similar and different from family life of the present
- technology in the past is similar and different from technology of the present.

Essential Vocabulary:

- timeline
- change
- history
- historian
- transportation
- communication/ communicate
- technology
- historical records
- artifacts
- diary/journal
- oral history
- time capsule

To view all vocabulary words for grade 1 social studies, see “Grade 1 Social Studies Vocabulary” (pink document in front of binder.)

- what happened?
- when did it happen?
- who was involved?
- how do we know it happened?
- what effect did it have?
- use historical records and artifacts to describe how people lived at a particular time in the past.
- compare and contrast types of technology:
 - places and buildings
 - communication
 - transportation
- use historical records (photographs, diary/journal entries, textbooks) and artifacts to compare and contrast how people lived in the past with how people live today including: communication, entertainment/recreation, transportation, clothing and schools.
- identify if someone or something is from the past or present.

To access the "Grade 1 Social Studies Vocabulary Cards," [google link here](#) Link to Vocabulary Cards

Common misunderstanding(s):

- Everything stays the same.
- Change makes things easier for people.
- Technology makes life easier.