Unit 2: Everything Changes

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

In this unit, children will be guided to understand that people, places, and things change over time. They will learn that history is the story about people, places, and events from the past.

Standards

SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
SOC.6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
SOC.6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Essential Questions

- 1. What can we learn from the past?
- 2. How has Thanksgiving changed over time?
- 3. How has transportation change facilitated change in America?
- 4. How have new inventions had unintended consequences?
- 5. Have the goals of education changed in America over the last three-hundred years?

Application of Knowledge and Skills...

Students will know that...

- 1. The present is what is happening today, the past is what happened before today, and the future is the time after today. History tells a story of the past.
- 10. First, next, and last are words we use to tell in what order events happened.
- 11. Transportation is the way we move people and things.
- 12. The way people share news and ideas is called communication.
- 2. A timeline is a chart which shows the past, present, and future.
- 3. Native Americans told mythical stories which taught morals, or lessons.
- 4. Native Americans wore headdresses as beautiful symbols of status or rank.
- 5. The first Thanksgiving ocurred in November 1621. The Wampanoag Native American tribe and Pilgrims from England attended this celebration.
- 6. Native American clothing typically included decorative vests.
- 7. There are twelve months in the year; November is the eleventh month.
- 8. In the beginning of American history, students from all lower grades attended classes in one-room schoolhouses.
- 9. A hornbook was a very common item used in one-room schoolhouses to teach the alphabet and reading.

Students will be skilled at...

- A. Order historical events using the words past, present, and future.
- B. Create a timeline of their lives.
- C. Interpret the moral of a mythical story.
- D. Create a headdress similar to Native American styles.
- E. Explain the reasons for the first Thanksgiving.
- F. Create a vest indicative of Native American fashion.
- G. Order the months of the year.
- H. Explain the differences between school in colonial times and the present.
- I. Describe the school supplies used in the past and compare those tools to modern school supplies.
- J. Use the words first, next, and last appropriately.
- K. Compare and contrast different transportation methods.
- L Evaluate the effect of improvements to communication.

Assessments

- Diagnostic: Preview Vocabulary - Use the terms past, present, history and future in four short sentences. Afterwards, students will share their sentences with the class.
- Formative: Calendar - Create a calendar for the month of November. The calendar should have room for the students to write down important dates to remember, e.g. Thanksgiving, and there should be extra space, too. They will decorate and color the top section of the calendar. At the bottom of the calendar the students will write all the months of the year.
- Formative: Communication Timeline - Look at a timeline of communication inventions and students will write how they use two of the inventions.
- Formative: Days of the Week - Make a timeline for one week. Fill in the timeline as the school week progresses. Use the words first, next, and last to tell what happened each day. Decorate the timeline with colorful pictures.
- Formative: Decorative Vest - Create a decorative vest, similar to Native American clothing. The assignment will be graded according to its symbolic meaning and neatness.
- Formative: Going to School long ago - Create a chart comparing and contrasting one-room schoolhouses and modern school.
- Formative: ME Timeline - Students will complete a timeline of themselves in the past, present, and future.
- Formative: Native American Myths - Explain the moral of the traditional Native American tale, "The Story of the Bat."
- Formative: School Tools - Create a chart comparing and contrasting school supplies in the colonial times and now.
- Formative: Transportation Timeline - Create a chart using pictures and word explain transportation methods in the past, present, and future. Discuss completed charts as a class.
- Formative: Wampanoag Headdress - Make a Wampanoag headdress. There should be a clear and neat pattern to the design.
- Summative: Thanksgiving written quiz - The first Thanksgiving quiz will assess student knowledge of when the first Thanksgiving occurred, where it occurred, and who was there.
- Summative: Unit Four written test - This unit test will assess student knowledge of the months of the year, days of the week, and changes in school, transportation, and communication.

Activities

- 1. Ask students to share what they know about their own family's history
- 10. Read, from the textbook, the story "Tattered Sails" to the students; discuss how life is different for children now then it was at the time of the story
- 11. Perform an activity with the students where they shake cream until it becomes butter, as an example of the simple and sometimes difficult tasks necessary to prepare for the first Thanksgiving
- 12. Point out to students the different symbolic meanings present in picture samples of Native American clothing
- 13. Make a hornbook (one piece of paper pasted onto a wooden board with a handle for children to hold)
- 14. Write on the hornbook, very neatly, the entire alphabet in uppercase and lowercase letters
- 15. Explain to the students how Braille is a form of communication and show how it is used in school
- 2. Create a collage, all of the students will each draw a picture that shows something they might do in the future
- 3. To complete the ME timeline students will bring in pictures of themselves as babies and more recent pictures
- 4. The students will look at pictures of Native Americans engaged in traditional activities and then they will write what they think the Natives are doing in each picture
- 5. Students will read "Moon of Falling Leaves" from the textbook and then discuss why storytelling was so important to Native Americans
- 6. The teacher will teach the students about the first Thanksgiving and show the students pictures of traditional Wampanoag headdresses
- 7. Read to the students a biography about the Native American, Squanto; discuss with the students the role Squanto played in the first Thanksgiving
- 8. Lead the students through the interactive slideshow, "The First Thanksgiving" on the Scholastic website
- 9. Create a drum to be played at a Thanksgiving feast with other classes; discuss how the drum was symbolic of the beating heart in Native American culture

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing

- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Making a timeline - Have students stand at the front of the room with three pictures of a child getting ready to go on a bus before school, then place the students in the proper order using the words first, next, and last
- Model for the students how to create a hornbook
- Modify the required amount for written assessments as appropriate
- Pair mixed ability students together for completing their pictures of the future
- Provide an exemplar for the ME timeline
- Transportation timeline - To prepare students for creating a timeline of transportation inventions have students create a timeline of toys for the past, present, and future

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: past, present, future,

history, transportation, invention, timeline, Pilgrim, Native American, first, second, last, next

Content specific modifications to extend learning for gifted students may include:

- Making a timeline - Have students use the words then and after that in their weekly timeline (challenge activity)
- Transportation timeline - Students will ask their parents about a toy they used to play with, and they will bring in a picture of the toy and tell the class a story about the item

Integrated/Cross-Disciplinary Instruction

Write the numbers thirty, fifty, and seventy on the board and read them aloud. Show the children pictures of three cars from thirty, fifty, and seventy years ago. Ask the students to write a list with the newest car first and the oldest car last. Comparing numbers is an important math skill to develop at this age and this activity should be repeated using other forms of transportation or communication

Utilize balanced literacy read alouds techniques during Big Book read alouds.

Resources

- "The First Thanksgiving" interactive slideshow - www.scholastic.com
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Leveled Readers
- Social Studies-School and Family teacher's edition - Houghton Mifflin Company, (c)2005
- Social Studies-School and Family textbook - Houghton Mifflin Company, (c)2005
- Squanto biography - Houghton Mifflin Company, (c)2008
- Teacher-created project description and rubric for the Decorative Vest
- Teacher-created project description and rubric for the Wampanoag Headdress

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of

	their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.