Unit 4: Long Ago and Today

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **Throughout the marking period**
Status: **Published**

Unit Overview

In the Long Ago and Today unit the children will learn that history is a story from the past, that the way people meet their needs has changed over time, and that communication and transportation have changed over time.

Standards

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
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.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

Essential Questions

- 1. What are some things that have changed over time?
- 2. How has the way people communicate changed?
- 3. How has the way people travel changed?

Application of Knowledge and Skills...

Students will know that...

- 1. Personal, family, and community history is a source of information for individuals about the people and places around them.
- 2. Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- 3. People make decisions based on their needs, wants, and the availability of resources.

Students will be skilled at...

- A. Identify and use days, weeks, and months of a year on a calendar.
- B. Use time related vocabulary.
- C. Place events in order.
- D. Give an example of how people and events change.
- E. Describe ways people find out about the past.
- F. Explain how people living long ago and today met / meet basic needs.
- G. Identify modes of communication from long ago and today.
- H. Identify modes of transportation from long ago and today.
- I. Place modes of transportation into categories.

Assessments

- Diagnostic: Group Questions: How were things different when your parents were children? When your grandparents were children?
- Formative: Quick Check: (calendar, basic needs, communication, transportation) - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave
- Summative: Benchmark Assessment: written test
- Summative: Unit Review: 3 column chart; graphic organizer

Activities

- Calendar and Holiday: Look at a calendar and read aloud the days of the week. What day is it today? What day was it yesterday? What day will it be tomorrow?
- Daily Message: 1. What did we do in class yesterday?
- Daily Message: 2. Who tells you stories about when you were little?
- Daily Message: 3. Whom do you talk to on the telephone?
- Daily Message: 4. How did you get to school today?
- Daily Writing Prompt: 1. Write / dictate something that happened to you when you were little.
- Daily Writing Prompt: 2. Draw a picture of people long ago. Tell about your picture.
- Daily Writing Prompt: 3. Draw different machines that help people move from place to place. Label your pictures.
- Draw your life story: Draw pictures of yourself as a baby, today, and when you're grown up.
- Look at a Map: Make a bulletin board display with current and older local maps, photographs, and postcards. Compare / contrast how things looked a long time ago and today.

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
- Past or Present? - Use post-its to label photographs and pictures 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
- Word Web - Write the name of a subunit on chart paper . Have the children suggest words from the subunit that go with the heading.
- Content specific vocabulary important for ELL students to understand include: history, years, months, first, second, last, needs, wants

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

- First, Next, Last Diagrams - Choose an activity. Separate it into 3 sequential events - first, next, and last. Draw a picture of each stage of the activity.

Integrated/Cross-Disciplinary Instruction

- Create shared writing stories related to the unit's topics.
- Drama: Telephone Game - Children pass a secret message around a circle. The last child to hear the message speaks it aloud to see if it has changed.
- ELA - If I Lived Long Ago Complete one of the following sentences: - People long ago made their own ___. - People long ago grew their own ___. - People long ago rode on/in ___.
- Math: What time is it? - Display and identify time to the hour on a clock.
- Utilized balanced literacy read alouds techniques during Big Book read alouds.

Resources

- Books about Communication and Transportation: Signs for Me: Basic Sign Vocabulary for Children, Parents & Teachers by Ben Bahan, On the Go by Ann Morris
- Books about Long Ago: Turn of the Century by Ellen Jackson and Jan Davey Ellis, Charlie Needs a Cloak by Tomie dePaola
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying assessment book
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Leveled Readers: Fun and Games Then and Now, When They Were Little Like Me, Maria Tallchief
- Scholastic - "Let's Find Out" - paper and online resources
- Teacher's Manual: Houghton Mifflin Social Studies My Word

21st Century Skills

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.