Unit 3: Long Ago and Today

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **May-June**
Status: **Published**

Summary

In the first grade Social Studies course, students begin to explore their civic and cultural responsibilities to the various communities they operate in. The course begins by examining a citizen's rights and responsibilities, specifically related to our republic, and the different ways we can serve our communities. The course continues with students expanding their geographic skills and understandings through "Me on the Map" activities and building cultural competencies by comparing and contrasting the experiences of students their age in different parts of the world. Students conclude their studies by refining their chronological thinking and exploring continuities and changes over time via "then and now" comparisons. By learning about the different communities they operate in, students further affirm their own identities and expand their understanding of places and people outside of their direct experiences.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "Long Ago and Today" where students will know that by comparing transportation, communication, clothing, schools, homes, and families, we can assess the extent of change between "then and now." Moreover, students will learn that because of the changes in our world, our needs and wants as a society change, too. By the end of this unit, students will be able to use a timeline to assess changes and continuities over time, analyze the past to better understand the present, compare and contrast transportation, communication, clothing, schools, homes, and families of the past and today, and recognize that people can have different perspectives of the same event.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course

	of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6.1.2.EconET.1	Explain the difference between needs and wants.
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about

	how they have contributed to the development of a culture's history.
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Essential Questions and Enduring Understandings

Essential Questions:

- In what ways have elements of everyday life both changed and remained the same over time?
- How do needs and wants differ?

Enduring Understandings:

- Understanding the past helps better understand the present. By comparing transportation, communication, clothing, schools, homes, and families, we can understand the extent of change between “then and now.”
- Because of the changes in our world, our needs and wants as a society change, too.

Objectives

Students will know:

- Timelines help us assess changes and continuities over time.
- Understanding the past can help us to better understand the present.
- “Then and Now” comparisons (transportation, communication, clothing, school, homes, families) help us evaluate the extent to which change has occurred.
- Two or more individuals may have different interpretations of the same event.

Students will be skilled at:

- using a timeline to assess changes and continuities over time.
- analyzing the past to better understand the present.
- comparing and contrasting transportation, communication, clothing, schools, homes, and families of

the past and today.

- recognizing that people can have different perspectives of the same event.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit Inquiry Project (p. 199)-

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Lesson 14 (p. 205) What Was School Like Long Ago? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: classwork, past, schoolhouse

c. Hands-On Activity/Reading: Part 1 - Discovering What School Was Like Long Ago, Part 2 - Categorizing Images of School Long Ago

d. Use Pebble Go and NY Historical Society's Life Story Collection to discuss the experiences of famous teachers long ago (Susie King Taylor, Edith Kanako'ole, and Antonia Pantoja) and speculate about how the lives of teachers then compare to teachers now

e. Show What You Know: Students will write or draw in the boxes to compare and contrast schools long ago and today.

3. Complete TCI Lesson 15 (p. 217) How Do Families Change Over Time? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: change, grow, move

c. Hands-On Activity/Reading: Part 1 - How Time has Changed Families, Part 2 - How Your Family Might Change

d. Show What You Know: Students will create a timeline to show how their family has changed and write about it.

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 14 "Show What You Know"(p. 216) - Students will write or draw in the boxes to compare and contrast schools long ago and today.
- Lesson 15 "Show What You Know"(p. 230) - Students will create a timeline to show how their family has changed and write about it.

Summative Assessments:

- Lesson 14 Assessment: What Was School Like Long Ago?
- Lesson 15 Assessment: How Do Families Change Over Time?

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 201)
    - Constructing an Argument (p. 204)
    - Taking Informed Action (p. 204)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- TCI: Social Studies Alive! My School and Family
    - Unit Inquiry: pages 199-204
    - Lesson 14: pages 205-216
    - Lesson 15: pages 217-230

Supplemental Resources for Lesson 14:

- Many Voices, One Nation
- America on the Move

Supplemental Resources for Lesson 15:

- Family Relationships: Celebrate Family Diversity
- My Family and Me

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.