

Unit 3: History, Culture, and Perspective (Holidays)

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students will ..

- recognize famous Americans, national monuments and cultural background and traditions / holidays

Transfer

- apply various comprehension strategies to connect and make meaning with text
- cite text evidence from the text to support meaning
- transfer vocabulary acquisition usage across content
- use text features (maps, diagrams, headings, tables, etc.) to interpret text

Meaning

Understandings

Students will demonstrate the following understandings:

- historical documents influence our laws
- explain how communities change over time
- tell how people are different in culture and ability
- words and actions against a person and negatively influence the environment (bullying)
- identify key national monuments and symbols
- people from different cultures have different traditions
- tell how people have different POV based on their culture
- tell about famous American historical figures such as, but not limited to George Washington and

Essential Questions

Students will keep considering...

- How has our country changed over time and who were some of the leaders of the past?
- How are people different and why is it important to respect these differences?
- What do our symbols, monuments, and holidays represent?

Application of Knowledge and Skill

Students will know...

- who George Washington, Abraham Lincoln and Christopher Columbus are
- things change over time
- people are different and demand respect despite their personalities, looks, and background
- words can hurt someone
- some national monuments and symbols
- people from different backgrounds have different traditions
- people have a different perspective on things based on their cultural background
- people celebrate cultural and national holidays

Students will be skilled at...

- identifying who famous Americans are
- compare and contrast how communities change over time
- identifying signs of bullying and how to prevent it
- using kind words to communicate
- identifying some national monuments
- sharing traditions of different cultural backgrounds
- sharing the ways people celebrate cultural and national holidays

- explain the different modes of transportation overtime

Academic Vocabulary

George Washington

Abraham Lincoln

Christopher Columbus

Bullying

Monument

Culture

Traditions

Holiday

Veteran

Memorial

Pilgrim (Puritan)

Native American

Learning Goal 1

- students will share their own traditions and can respect the traditions of others

Target 1

SWBAT:

- define tradition & culture and explain how traditions are shaped by cultural beliefs
- share their own family traditions and respect the traditions of others

SOC.6.1.4.D.18

Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

SOC.6.1.4.D.19

Explain how experiences and events may be interpreted differently by people with

	different cultural or individual perspectives.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Goal 2

- identify and describe key symbols, monuments and holidays

Target 2

SWBAT:

- identify and describe Arbor/Earth Day and explain what it represents to America
- identify and describe Columbus Day and explain what it represents to America
- identify and describe Flag Day and explain what it represents to America
- identify and describe key national symbols / monuments and explain what they represent to America
- identify and describe Memorial Day and explain what it represents to America
- identify and describe Patriot's Day and explain what it represents to America
- identify and describe President's Day and explain what it represents to America
- identify and describe Thanksgiving and explain what it represents to America
- identify and describe Veteran's Day and explain what it represents to America

SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Goal 3

- tell about famous American historical figures such as but not limited to, George Washington and

Target 3

SWBAT:

- identify famous American historical figures

SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
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.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Summative Assessment

All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

Proficiency Scale

21st Century Life and Careers

0x WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
0x WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
0x WORK.K-	Apply critical thinking and problem-solving skills in classroom and

4.9.1.4.A.5	family settings.
0x WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
0x WORK.K-4.9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Formative Assessment and Performance Opportunities

The assessments associated with this unit is project-based.

1. Local Holiday traditions project.

2. Historical People Project

- academic games
- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning

- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

Accommodations and Modifications

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Cross-curricular extension activities, such as but not limited to, using Wixie to create a poster of a covered wagon; illustrate pictures/write lists of necessary supplies for a pioneer trip

Student generated research projects, such as but not limited to, creating a trifold brochure depicting illustrations & facts about key U.S. symbols/monuments

Student generated research projects, such as but not limited to, creating a Venn Diagram to compare & contrast clothing/housing/transportation from long ago & today

**refer to individual student IEP, 504, & Access plans*

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

<https://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations> "Culturally Responsive Instruction for Holiday and Religious Celebrations"

- additional practice/remediation
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments

Unit Resources

- Print Resources:
- Digital Resources:
- 1. UMBC History Labs - <http://www.umbc.edu/che/historylabs/>
- 2. Library of Congress Primary Source Sets for Grades K-2 - <http://blogs.loc.gov/teachers/2014/10/library-of-congress-primary-source-sets-for-the-k-2-classroom/>
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- Wonders Units: U5W3, U3W3, U3W4, U4W5, U6W4, U6W5, U1W1

Interdisciplinary Connections

Wonders Units: U5W3, U3W3, U3W4, U4W5, U6W4, U6W5, U1W1

Literature Connections:

"The Statue of Liberty" SW listen to the read aloud and then use a story map to retell the sequence of how the Statue of Liberty became a national symbol (literacy)

"The Keeping Quilt" SW listen to the read aloud and discuss characteristics of the main character's culture. SW create a paper quilt patch telling about his/her own culture and/or family traditions (literacy and visual art)

LA.RL.1.1

Ask and answer questions about key details in a text.

LA.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the

senses.

LA.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

VPA.1.1.2.D.CS2

Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.