

# Kindergarten Unit 6: Past and Present

Content Area: **Social Studies**  
Course(s): **Social Studies Grade K**  
Time Period:  
Length: **14 days**  
Status: **Published**

## NJSLS - Social Studies

---

|                       |  |
|-----------------------|--|
| SOC.6.1.2.CivicsPD.1  | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  |
| SOC.6.1.2.HistoryCC.1 | Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. |
| SOC.6.1.2.HistoryCC.2 | Use a timeline of important events to make inferences about the "big picture" of history.  |
| SOC.6.1.2.HistoryCC.3 | Make inferences about how past events, individuals, and innovations affect our current lives.                                      |

## Rationale & Transfer Goals

---

Students have been comparing neighborhoods of long ago to neighborhoods today. In this unit, students will compare life in the past with life today, in the present. Students will explore the concept of time through the use of timelines, calendars and usage of vocabulary words. Students will identify inventions, such as the telephone and car, and how they have evolved over time. Students will compare and contrast toys, transportation, schools and recreation of the past with those of today.

## Enduring Understandings

---

- Some things change over time and some things stay the same.
- A calendar can help us keep track of events in the past, present and future.

## Essential Questions

---

- How do things change over time?
- How do things stay the same over time?
- How do we keep track of time?

## **Important Vocabulary**

---

- today
- present
- yesterday
- past
- change
- tomorrow
- history
- future

## **Content - What students will know**

---

- Use sequence words to tell the events in your school day? Children should respond with appropriately sequenced details of their day.
- How have cars changed? Possible responses: Cars long ago did not have tops or sides. They could not hold many people. Today, cars can hold lots of people and lots of stuff. Cars today have windows and air conditioning.
- How did people get food in the past and how do people get food today? In the past, people grew their own food. Today, most people buy their food in a store.
- Name three toys children may have played with in the past. Possible responses: ball and cup, top, yo-yo, doll made from corn husks, marbles
- How is getting around different today from how it was in the past? Possible responses: Getting around is easier today. Getting around is quicker today.
- How many rooms did schools have in the past? In the past, a school had only one room.
- Describe one way people long ago helped others in their communities. Possible response: They made quilts together at quilting bees.

## **Skills - What students will be able to do**

---

- Read and use a timeline.
- Read and use a one month calendar.
- Recognize that changes happen over time.
- Compare and contrast phones and cars in the past with those of today.
- Identify how people can learn about history.
- Explain how people got water in the past.
- Compare activities in the past with activities today.
- Create and use a one month calendar.
- Identify toys children played with long ago and today.
- Identify forms of transportation long ago and today.
- Compare schools today with schools in the past.
- Explain ways people help each other in a community.

- Use sequence words to describe the sequence of steps in a barn raising.

### **Instructional Activities - How we teach content and skills**

---

- [HMH Magazine](#)
- [HMH In The News](#)
- [HMH FYI](#)
- [Online Resources](#)
- Little Thinkers
- Brainpop Jr.
- Youtube
- Scholastic Kids

### **Evidence/Assessment - How we know students have learned**

---

- [Magazine & Benchmark Assessment](#)
- Informal assessments
- Anecdotal notes & participation
- Project: Interview an adult about their childhood and bring 3 artifacts from their life/write and draw about your life in the future

### **Spiraling for Mastery**

| Content or Skill for this Unit   | Spiral Focus from Previous Unit | Instructional Activity   |
|--|---------------------------------|--|
| Things such as clothing, toys, activities and buildings change over time | Neighborhoods change over time. | We have talked about how neighborhoods can change over time. How has life (school, transportation, games, jobs) changed over time? |

## Key Resources

---

- [Unit 6 Resources](#)
- [Unit 6 Magazine](#)
- Month and weekly calendar
- School day schedule
- Pictures of artifacts- wood burning stove, antique phone, typewriter, etc.

## 21st Century Life & Careers

---

WRK.9.1.2.CAP.1                      Make a list of different types of jobs and describe the skills associated with each job.

## Career Readiness, Life Literacies, & Key Skills

---

TECH.9.4.2.CI.1                      Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1                      Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

## Interdisciplinary Connections

---

MA.K.MD.B.3                      Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

MA.K.G.A.1                      Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MA.K.G.A.2                      Correctly name shapes regardless of their orientations or overall size.

LA.W.K.2                      Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SOC.6.1.2.HistoryCC.3                      Make inferences about how past events, individuals, and innovations affect our current lives.

HE.K-2.2.1.2.PGD.1                      Explore how activity helps all human bodies stay healthy.

VPA.1.4.2.A.3                      Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

K-2-ETS1-1                      Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

## **Intersections of History**

---

The objective of this unit is for students to compare several aspects of life in the past and today. Students will analyze their knowledge of important events to make inferences about the "big picture" of history.

Understanding the past helps to make sense of the present. Students will explore daily chores, recreation, school, public places, how they were different long ago and have evolved over time. Students will describe ways in which inventions, like the telephone or car, have changed over time and why. Students will use calendar and timeline skills to identify the past as being days, weeks, months or years ago. Students will differentiate between the far past, recent past and present. Students will develop and build upon global awareness through current and past events and related literature.

**Black:** Students will identify and discuss the contributions of black inventors, scientists and others who have made contributions to advancing society. Students will be able to summarize, at a developmentally appropriate level, the key players and events of the Civil Rights movement and how the landscape of our country was different before, during and after this time. Related literature to support intersection: *Vision of Beauty: The Story of Sarah Breedlove Walker* by Kathryn Lasky, *Young Trailblazers* by MJ Fievra, *All Aboard! Elijah McCoy's Steam Engine* by Monica Kulling, *Change Sings* by Amanda Gorman & Loren Long

**Hispanic:** Students will explore the traditions and customs of hispanic countries and how they have changed or evolved from the past to present. Students will study hispanic inventors and identify and describe hispanic individuals who have contributed to positively changing society with their politics, activism, inventions or research. Students will recognize that some citizens of our country may have lived in other countries in the past or may still visit their native countries in the present. Related literature to support intersection: *Be Bold! Be Brave! 11 Latinas Who Made U.S. History* by Naibe Reynoso; [\*My Name Is Gabriela: The Life of Gabriela Mistral\* By Monica Brown](#)

**Women:** Students will discuss the contributions of female leaders, scientists, politicians, artists, inventors and those who made an impact on present day society. Students will identify that long ago women may not have been afforded the opportunities they have today. Students will identify women who lived long ago and those who are still making contributions to society today. Related literature to support the intersection: [\*Little Dreamers Visionary Women Around the World\* by Vashti Harrison](#); [\*I am Marie Curie \(Ordinary People Change the World\)\* by Brad Meltzer](#); [\*She Persisted: 13 Women Who Changed the World\* by Chelsea Clinton](#)

**LGBTQ:** Students will explore the visibility and contributions of LGBTQ leaders over time. Students will discuss LGBTQ movement leaders, authors, activists, researchers and those who have positively impacted today's society. Related literature to support the intersection: [\*Queer Heroes: Meet 53 LGBTQ Heroes From Past and Present!\* by Arabelle Sicardi](#); [\*Rainbow Revolutionaries: Fifty LGBTQ+ People Who Made History\* by Sarah Prager](#)

