

Grade 1 Unit 3: Yesterday and Today

Content Area: **Social Studies**
Course(s): **Social Studies Grade 1**
Time Period:
Length: **10 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.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
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.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.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.
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Rationale & Transfer Goals

First grade students will continue to focus on being a good citizen in the school community. They will be able to identify community leaders and recall jobs the government is responsible for. Students will first visit the idea of taxes and its importance. Learners will pose questions about community businesses and describe ways communities come together. They will understand why communities come together in times of crisis and continue to understand how to be a problem solver. Students will state the importance of rights and responsibilities and explain ways to show respect. Students will explain what volunteers do and give examples of ways people volunteer.

Enduring Understandings

Students will be able to learn how aspects of life change over time while some things stay the same.

Essential Questions

- What kinds of transportation have you used to get somewhere? What kind of transportation was the fastest?
- What technology do you know how to use? What do you use it for?
- What tools have you used? How did the tools help you?
- What are some different forms of communication? What tools can you use for communication with someone who is not with you?

Important Vocabulary

- past
- present
- change
- tool
- transportation
- communication
- technology
- festival
- biology
- oral history
- folklore

Content - What students will know

- Schools past and present
- Communities past and present
- Jobs past and present
- Transportation Then and Now
- The First Flight
- People Past and Present
- Learning about the past
- Your Life

Skills - What students will be able to do

- SWBAT Compare schools in the past and present and describe how children today experience school.
- SWBAT Compare communities in the past and present and explain differences in the transportation and technology
- SWBAT Compare the kind of jobs people did in the past and present and describe different kind of work in and out of the home.
- SWBAT Identify different modes of transportation and compare transportation in the past and present.
- SWBAT Explain the importance of the first flight.
- SWBAT Identify how past generations lived, dressed and spent their free time. Compare how past generations dressed, played, celebrated, and behaved with how people today live.
- SWBAT Explain how to learn about the past and understand the difference between fact and fiction.
- SWBAT Demonstrate how to use a timeline.

Instructional Activities - How we teach content and skills

- Reading Skill: Sequence
- Chart and Graph Skill: Use a timeline
- Critical Thinking: Fact from Fiction
- Critical Thinking: Analyze Primary Sources
- Unit 3 Magazine
- Little Thinkers Resource
- YouTube
- BrainPOP Jr.
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion
- informal assessments

- [Assessments](#)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Students will be able to make connections from this unit when they look at magazines, U.S. Symbols, The American People and Holidays	Students should have learned about things from the past in Kindergarten.	Students will create a timeline to show past and present.

Key Resources

- Unit 8 Magazine
- YouTube videos
- Little social studies Thinkers resource
- Scholastic news articles
- BrainPOP Jr.
- Literature: Folktale stories

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

TH.K-2.1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Intersections of History

In this section students will develop an understanding of how people have changed over time. They will explore jobs, food, clothes, schools, recreation and more. They will see how specific communities were affected differently by these changes. Students will develop and build upon global awareness through current and past events.

Black: Students will read *I Am Ruby Bridges* by Ruby Bridges. Students will learn about segregation and how white and black students could not attend school together. They will see that it was not that long ago that schools were not the way they are today.

Hispanic: Students will read the tale, *Borreguita and the Coyote*, from Mexico and see the contributions it made to folktales and literature. Hispanic students will learn that one of their stories has become a vital piece of literature along with other folktales.

Women: Students will read *Who Says Women Can't Be Doctors?* by Tanya Lee Stone and will discover that there were few careers for women in the past. They will see how far women have come in the workforce and explore jobs they would like to have when they are adults.

LGBTQ: Students will read *Pink, Blue, and You!* by Elise Gravel and Mykaell Blais and will learn to embrace others no matter what color, clothes, toys and activities they enjoy.