Unit 2b-Communities Over Time

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Published**

Essential Questions

- How does the history of a nation affect the present and future?
- What features of a community change and what features stay the same over time?

Cross-Curricular Integration/Asian American Pacific Islander

Integration Area: Language Arts/ Asian American Pacific Islander History

- W.3.2,Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.3.8., Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Activity:

We will read the interactive read aloud story "Dumpling Soup" with the class which features predominantly Asian-American and Pacific Islanders and their culture. We will discuss the importance of their cultural attributes and how they positively affect America. Students will write a response to the story.

CRLLKS- 21st Century

9.1.5.RMI.1: Identify risks that individuals and households face.

Connection: Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

Diversity Integration

Race and Ethnicity

Objective:

SWBAT identify and recognize cultural highlights of Native Americans in the past.

Activity:

Before reading, teachers will do the KWL chart with the class. Teachers will discuss the two Pilgrim books that we have previously read that talked about the day in the life of a pilgrim. Then we will introduce the book about Tapenum, a Native American living in the same area. How do they think his day will be different? We will then read the story aloud together, highlighting similarities and differences between the Native people and the Pilgrims. After reading, students will work in a small group on a Venn diagram comparing Indigenous People and the Pilgrims. Then students will compare their lives to Tapenum's using different Venn Diagrams.

Social Justice

See Appendix C

Be a Friend

https://www.youtube.com/watch?v=Nlrxrfl946E

Discussion

*When were the characters being inclusive?

*How did the characters show empathy in this story?

*What experiences of your own does this story remind you of?

*What can kids do to make their communities stronger?

*After reading this story, would we add anything to our" I can be inclusive by" or "I can show empathy by" lists?

CSDT Technology Connection

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods

Enduring Understandings

6.1 U.S. History: America in the World by the End of Grade 5

History, Culture, and Perspectives: Understanding Perspectives

6.1.5.HistoryUP.1 [M]: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.5 [M]: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6 [M]: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7 [M]: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

History, Culture, and Perspectives: Continuity and Change

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2 [M]: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

History, Culture, and Perspectives: Historical Sourcing and Evidence

6.1.5.HistorySE.2 [M]: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity

Focus Areas

· Interpret a historical time line

· Understand the role of important documents in United States history.

· Describe changes that have led to the growth of the United States.

Activities and Assessments

Map and Globe Skills-Compare History Maps pg. 220-221

Tell Fact from Fiction pg. 354-355

Ellis Island & Immigration Mini-Unit

BrainPop Jr Lessons- Ellis Island, Thirteen Colonies

Flocabulary Lessons- George Washington & Public Service, Benjamin Franklin & Curiosity

Aligned IXL skills- Benjamin Franklin, Thomas Jefferson

Assessment- IXL data, historical figures poster