Unit 4 - History, Culture, and Perspective

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students explore what history and culture is. Students will learn about their local history and timelines. Using pictures and timelines, historians are able to learn about our past.

Enduring Understandings

Understanding and knowing our past helps us with understanding our present.

Essential Questions

How do people and events teach us about the past?

Learning Objectives

Create a timeline.
Examine pictures of Totowa from the past.
Compare schools in the past and present.
Compare communities in the past and present.
Discuss how transportation has evolved over the last century.
Discuss how jobs have changed over the last century.
Examine how our lives have changed.
Examine holidays, traditions, and rituals of different cultures.
Kwanzaa (Diversity, Equity & Inclusion)
Lisa's Lunar New Year (AAPI)
Chinese New Year (AAPI)
Storytime with Brad Meltzer - I am Anne Frank | Read with Holocaust Survivor Saul Dreier (Holocaust Law)
List of Read Alouds to support Amistad (Amistad Law)
Who is Martin Luther King (Amistad)
Martin’s Big Words (Amistad)

Standards: Content

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.
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.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
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.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Standards: Interdisciplinary

RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments, Project Based Learning
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.
Thanksgiving Day, Kindergarten Reading Passage
Kwanzaa (Diversity, Equity & Inclusion)
Lisa's Lunar New Year (AAPI)
Chinese New Year (AAPI)
Storytime with Brad Meltzer - I am Anne Frank | Read with Holocaust Survivor Saul Dreier (Holocaust Law)
List of Read Alouds to support Amistad (Amistad Law)

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy	X	Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		