1st Grade Freedom 7

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| **Stage 1- Desired Results** | **Stage 2- Assessment Evidence** |
| **Brief Overview***Established Goal*- In order to know who we are, people explore history in sequence to understand the systems in which we live. | **Performance Task****Transfer**Students will create a timeline that shows a family member and a significant historical person. Then the students will explain how both people have changed our world today including any traditions or systems that they may have had in common. |
| **Primary**SS.1.A.2.1-Understand history tells the story of people and events of other times and places.SS.1.A.2.4-Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.SS.1.A.2.2-Compare life now with life in the past.LAFS 1.W.1.3-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal order. |
| **Transfer** | **Stage 3 Learning Plan** |
| *Student will demonstrate*Students will learn to examine history in sequence by putting significant people in order on a timeline.Students will reflect on how systems/traditions have changed from the past.  |  |
| **Make Meaning-**  |
| *Understandings** Examine history in sequence
* The importance of traditions/ systems
* Comparing systems of the past and present
 | *Essential Questions** What are the different ways we know about our history?
* How does your ancestry impact you today?
* How does a biography/auto-biography help us learn about the past?
* Why is it important to understand history?
* What can we learn from people in the past?
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| **Acquisition of Knowledge** |
| *Students will know** Contributions of important people to society to contributions.
* The stories of important people are told through biographies.
 | * *Students will be able to do:*
* Identify contributions of famous Americans.
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