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? |
| **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. | |