

Introduction

This is the fourth unit of first grade, Decisions in the Past: Telling About Ourselves. This unit is based on the required MSDE Content Standards related to culture and history. MCPS has broken down the standards into Content Focus Statements organized by Lesson Sequence (LS). Content Focus Statements aid in writing mastery objectives for individual classes. However, before jumping into the minutiae, start with the big picture.

Begin by reading the Enduring Understandings and Essential Questions. Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the outline, you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next, review the **WHAT** (page v); this lists the MSDE Content Standards for this unit. These standards represent what MSDE wants students to know and be able to do. The MSDE standards specific to each lesson are restated at the beginning of each session. The rest of the outline, and what you do in the classroom, is the **HOW**.

Why?

Enduring Understandings

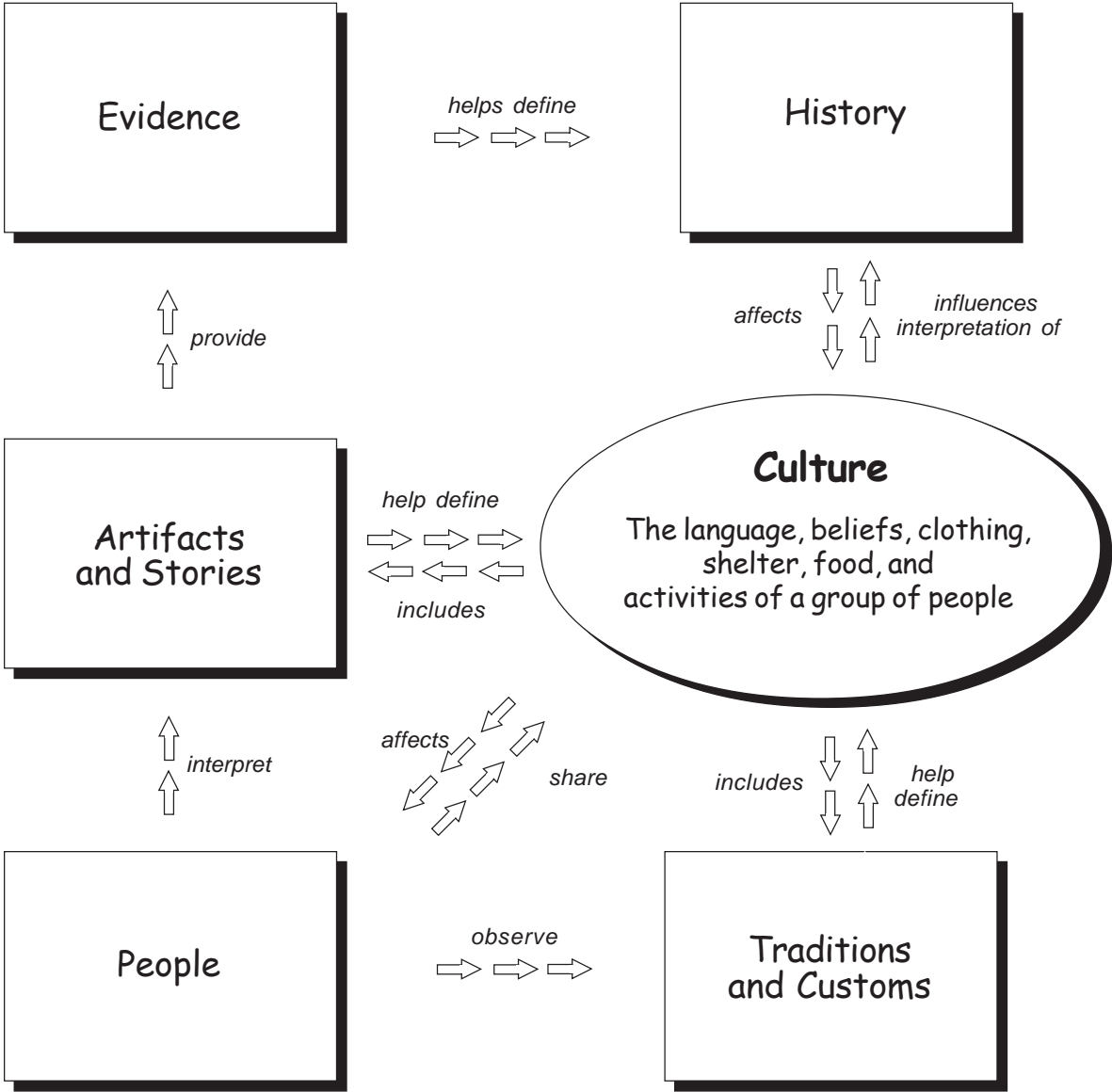
- The history can help us to understand who we are.
- History is passed from generation to generation through traditions, story telling, and songs. History is written by interpreting artifacts, stories, and written documents from the past.
- We can better understand ourselves and others by examining the past.

Possible Essential Questions

1. How do physical records (pictures, written documents, etc.) and oral histories help us to understand the past?
2. How are traditions developed and passed along?
3. How do traditions preserve the identity of a people?
4. How might learning about the past help us to better understand who we are?

Concept Map

FIRST GRADE—UNIT FOUR • DECISIONS IN THE PAST: TELLING ABOUT OURSELVES



Note: The concept map demonstrates how important social studies concepts are related to a specific unit. The teacher should use this map to ensure that students understand the interrelationships among concepts that drive this instructional unit.

What?

The following indicators which support the **MSDE Content Standards** [Voluntary State Curriculum (VSC) 2006] are addressed in this unit. The number and letter combination in parenthesis following each indicator is the VSC reference number.
[**bold** = MSDE glossary word]

Peoples of the Nations and World (Culture)

- Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community (2.A.1)
 - Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories (2.A.1.a)
 - Discuss and respect **traditions** and **customs** of families in the community (2.A.1.b)
- Recognize that individuals and groups share and borrow from other **cultures** (2.B.1)
 - Identify how families choose to share and borrow **traditions** from other **cultures** (2.B.1.a)

History

- Examine differences between past and present time (5.A.1)
 - Use terms related to time to order events sequentially that have occurred in the school (5.A.1.a)
 - Classify events as belonging to past or present (5.A.1.b)
- Compare people and objects of today and long ago (5.B.1)
 - Construct meaning from informational text and text features about the past (5.B.1.a)
 - Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community (5.B.1.b)

Social Studies Skills

- Compose oral, written, and visual presentations that express personal ideas, inform, and persuade (6.A.1)
 - Write to express social studies ideas using a variety of forms, such as journals, narratives, letters, and reports (6.A.1.a)
 - Write a variety of responses to text, such as response logs, journals, and constructed responses (6.A.1.c)
- Locate, retrieve, and use information from various sources to accomplish a purpose (6.A.2)
 - Identify and use sources of information on a topic (6.A.2.a)
 - Use note taking and organizational strategies to record and organize information (6.A.2.b)

How?

Unit 1.4 History and Culture

Instructional Flow

Pre-assessment (1 session)

LS 1 Traditions (3 sessions)

Students learn how traditions tell us about who we are. They learn how traditions are passed from generation to generation. Students learn

- that people have different customs and traditions.
- that traditions are shared through song and storytelling.
- that photographs can help us understand and share our traditions.
- that a timeline is used to record events in sequential order.
- how to generate ideas and plan a personal narrative.

LS 2 Writing an Autobiography (5 sessions)

Students use pictures to share moments in their personal histories. They develop autobiographies. Students learn

- that history tells a story about the past.
- that there are many ways to learn about history, including analyzing pictures and artifacts, talking to people about the past, and reading and listening to stories.
- that a timeline can be used to record personal moments in history.
- that graphic organizers can be used to help organize and plan personal narratives.
- that ideas, thoughts, and feelings can be remembered and shared through pictures and stories.

MCPS Required Assessment: The Completed Autobiography