# First Grade Families and Schools Change Over Time
## Unit 2: November/December/January

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<td>How has life for families changed from the past to the present?</td>
<td>All families are special and they have unique cultures, languages, heritages, customs, and traditions.</td>
<td>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. H2.0.2 Use a calendar to distinguish among days, weeks, and months. H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. H2.0.4 Retell in sequence important ideas and details from stories about families or schools. H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past. H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication. H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them. G4.0.1 Use components of culture to describe diversity in family life.</td>
<td>Required/Summative: First Grade Families and Schools Change Over Time Assessment Formative Lesson 4: Given a timeline of the months in a year (see attachment) students will place three or more events correctly on the timeline (see attached rubric for scoring). Lesson 7: Students will complete worksheet 2, comparing life in the past to life in the present. (see attached rubric for scoring)</td>
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<tr>
<td>How do families celebrate?</td>
<td>Families change over time.</td>
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<td>How does our country celebrate its history?</td>
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<tr>
<td>How are timelines used to record history?</td>
<td><strong>Key Terms &amp; Vocabulary</strong> Family Traditions Past, Present, Future Timeline Calendar Days, Weeks, Months Artifact National Holiday Holiday History</td>
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<tr>
<td>Lesson</td>
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| Lesson 1 | Introduction to Timelines             | H2.0.1  
H2.0.2  
H2.0.4  
H2.0.5   |                   | The Grouchy Ladybug  
by Eric Carle       |                   |
| Lesson 2 | Timelines of Our Own Day              | H2.0.1  
H2.0.2  
H2.0.4  
H2.0.5   |                   | Chart Paper  
9x12 paper for student time lines |                   |
| Lesson 3 | Class Events Timeline                 | H2.0.1  
H2.0.2  
H2.0.4  
H2.0.5  
H2.0.7   | Holiday pictures | Bulletin board paper  
Cards with students’ names and birthdays written ahead of time |                   |
| Lesson 4 | Timelines and History                 | H2.0.1  
H2.0.2  
H2.0.4  
H2.0.5  
H2.0.6   | Special Events Timeline attachment | Discovery Education Video: Long Ago, Yesterday, and Today | On This Spot: An Expedition Back Through Time by Susan E. Goodman |
| Lesson 5a | What is a Family?                     | G4.0.1           | Paper for drawing families  
Discovery Education Video: All About Families | All Kinds of Families by Morton Grove  
Reading A-Z (if available)  
• Arthur’s Bad News Day  
• On Vacation  
• A Week with Grandpa |                   |
| Lesson 5b | Family Celebrations                   | G4.0.1           | Lesson 5b Worksheet 1 | Reading A-Z (if available)  
• Carlos Family Celebration  
• Feliz Navidad, Carlos!  
• Maria’s Family Christmas |                   |
| Lessons 6a and 6b | Introduction to Family Trees | H2.0.3  
G4.0.1 | Family Tree Parent Letter | Me and My Family Tree by Joan Sweeney  
Who’s Who in My Family? by Loreen Leedy | Reading A-Z (if available)  
Families |
|---|---|---|---|---|---|
| Lesson 7 | Families of the Past and Present | H2.0.5  
H2.0.6 | Lesson 7 Worksheet 2 | One of the following books:  
Oh What a Thanksgiving by Steven Kroll  
When I Was Young in the Mountains by Cynthia Rylant  
My Great Aunt Arizona by Gloria Huston  
Christmas in the Big Woods by Laura Ingalls Wilder  
Dance at Grandpa’s by Laura Ingalls Wilder | |
www.pppst.com/themes  
Symbols, US Patriotic  
Symbols of Citizenship |
First Grade Families and Schools Change Over Time

Lesson 1

Title: Introduction to Timelines

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will be introduced to the concept of a timeline.

Key Concepts:

Timelines are used to record history.

GLCEs:

H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

H2.0.2 Use a calendar to distinguish among days, weeks, and months.

H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past.

Key Terms & Vocabulary

Past, Present, Future
Timeline
Calendar
Days, Weeks, Months
Artifact

Sequence of Activities:

Teacher will read The Grouchy Ladybug.
Have students retell the story. Teacher records the retelling on chart paper.
Introduce concept of a time line to students touching on the fact that time lines:
- Show the events of a time period in the order in which they happened
- Help us understand when things happened, what order they happened, and how much time passed in between events.
- Are read from left to right like a sentence.
- Start with the earliest events and progress to the most recent.
- Can show the events of any time period (i.e. one day, a year, a lifetime, etc.)
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Have students help change the retelling of the story *The Grouchy Ladybug* into a timeline format.

**Connections:**

- English Language Arts
- Mathematics

**Instructional Resources:**

- Equipment/Manipulative
- Chart Paper
- Student Resources
- Teacher Resources

*The Grouchy Ladybug* by Eric Carle
Lesson 2

Title: Timelines of Our Own Day

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will construct a time line of a day in their life.

Key Concepts:
Timelines are used to record history.

GLCEs:

H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

H2.0.2 Use a calendar to distinguish among days, weeks, and months.

H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past.

Key Terms & Vocabulary
Past, Present, Future
Timeline
Calendar
Days, Weeks, Months
Artifact

Sequence of Activities:

Teacher will review the concept of time lines from previous lesson. Teacher and students will discuss the events of the school day while constructing a time line. Students will create a time line poster of a day in their own life selecting six to eight events.

Connections:
English Language Arts
Mathematics

Instructional Resources:
Equipment/Manipulative
Chart Paper
9x12 paper for student timelines
Lesson 3

Title: Class Events Timeline

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will begin to construct a timeline of the school year events.

Key Concepts:

Timelines are used to record history.

Our country celebrates its history.

GLCEs:

H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

H2.0.2 Use a calendar to distinguish among days, weeks, and months.

H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past.

H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them.

Key Terms & Vocabulary
Past, Present, Future
Timeline
Calendar
Days, Weeks, Months
Artifact
National Holiday
Holiday

Sequence of Activities:

Review previous timelines constructed in Lessons 1 and 2.
On a large sheet of bulletin board paper draw a timeline beginning with January and ending with December.
First Grade Families and Schools Change Over Time

Pass out a classroom set of holiday pictures and have students help attach the pictures on the timeline above the names of the months. To start the classroom birthday timeline give each student a card with their name and birthday written on it and have students stand and organize themselves chronologically according to their birthdays, using the classroom timeline as a reference. When students have completed the task attach their cards to the appropriate month on the classroom timeline below the names of the months.

NOTE: This lesson is ongoing throughout the school year. Teacher will use current school events and holidays to add to the timeline as they occur.

Connections:

English Language Arts

Mathematics

Instructional Resources:

Equipment/Manipulative

Bulletin board paper

Holiday pictures

Cards with students’ names and birthdays written ahead of time

Student Resources

Teacher Resources

See Holiday Pictures sheet

www.sfsocialstudies.com/g1/index.html

This is Our Country

United streaming: Planning the Party: Timelines and charts
Lesson 4

Title: Timelines and History

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will begin expand the idea of using timelines to record events of the past.

Key Concepts:
Timelines are used to record history.

GLCEs:

H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events

H2.0.2 Use a calendar to distinguish among days, weeks, and months

H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past.

H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Key Terms & Vocabulary
Past, Present, Future
Timeline
Calendar
Days, Weeks, Months
Artifact
History

Sequence of Activities:

Begin by watching United Streaming Video: Long Ago, Yesterday, and Today. Describe to students how timelines can be used to record events of the past (history).

Formative Assessment: Complete Special Events Timelines
First Grade Families and Schools Change Over Time

Connections:
English Language Arts

Mathematics

Instructional Resources:

Equipment/Manipulative

Student Resources

Special Events Timeline attachment

Teacher Resources

United Streaming Video: Long Ago, Yesterday, and Today

As an extension teacher may read On This Spot: An Expedition Back Through Time by Susan E. Goodman

www.sfsocialstudies.com/g1/index.html
Time for School

www.bbc.co.uk/education/dynamo/history
  • Dynamo’s show
  • What comes from when
Lesson 5a

Title: What is a Family?

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will understand and appreciate the meaning of family.

Key Concepts:
All families are special and they have unique cultures, languages, heritages, customs, and traditions.

GLCEs:
G4.0.1 Use components of culture to describe diversity in family life.

Key Terms & Vocabulary
Family

Sequence of Activities:
1. Students will watch Discovery Education Video: All About Families and discuss the different kinds of families (i.e. adopted family, foster family, blended/step family, nuclear family, extended family).
2. Students will draw a picture of their family. Create a class graph depicting the number of members in students’ families and discuss the differences and similarities between families.

Connections:
English Language Arts
Mathematics

Instructional Resources:
Student Resources
Paper for drawing families
Teacher Resources
Discovery Education Video: All About Families

As an extension teacher may read: All Kinds of Families by Morton Grove

Little Critter Series by Mercer Mayer

Reading A-Z (if available)
  o Arthur’s Bad News Day
  o A Week with Grandpa
  o On Vacation

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Lesson 5b

Title: Family Celebrations

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will understand and appreciate the meaning of family.

Key Concepts:
All families are special and they have unique cultures, languages, heritages, customs, and traditions.

GLCEs:
G4.0.1 Use components of culture to describe diversity in family life.

Key Terms & Vocabulary
Family

Sequence of Activities:
Students will watch Discovery Education video: *Holiday Facts and Fun: A Multicultural Christmas* and discuss the similarities and differences on the ways families from different cultures celebrate Christmas. Students will complete Worksheet 1. They will draw and write about how their family celebrates Christmas and compare it to a family that celebrates differently in the video.

Connections:

English Language Arts
Mathematics

Instructional Resources:

Equipment/Manipulative
Student Resources
Teacher Resources

Discovery Education Video: *Holiday Facts and Fun: A Multicultural Christmas*
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FSCOT - Worksheet 1
<table>
<thead>
<tr>
<th>Draw a picture of you celebrating Christmas with your family.</th>
<th>Draw a picture of a family from the video celebrating Christmas.</th>
</tr>
</thead>
</table>

Write about how your family’s Christmas celebration is different than the family from a different culture on the video celebrates Christmas.
Lesson 6

Title: Introduction to Family Trees

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will see family trees as a record of family history.

Key Concepts:
How has life for families changed from the past to the present?

GLCEs:
H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
G4.0.1 Use components of culture to describe diversity in family life.

Key Terms & Vocabulary
Past, Present, Future
Family
Artifact
History

Sequence of Activities:

Lesson 6a:

Begin by reading Me and My Family Tree.

Complete family tree of teacher’s own family with students. Discuss how the family tree shows the history of the family and relationships of the members.

Give students the homework assignment of completing their own family tree.

Lesson 6b (this lesson will occur upon completion of the family tree homework from Lesson 6a):

Begin by reading Who’s Who in My Family?

Students will share their family trees by describing their family trees and explaining the relationships among the family members. Encourage students to share information as the characters in the story did.

Connections:
First Grade Families and Schools Change Over Time

English Language Arts

Mathematics

Instructional Resources:

Equipment/Manipulative

Student Resources

Teacher Resources

Me and My Family Tree by Joan Sweeney

http://www.education-world.com/tools_templates/template_family_tree.doc

Family Tree Parent Letter (below)

Who’s Who in My Family? By Loreen Leedy

Reading A-Z (if available)

Families

Calhoun ISD Social Studies Curriculum Design Project
Dear Families,

In Social Studies we are studying the history of our families. As part of this unit I would like each student to complete their own family tree. Your child will be sharing their family tree with the class. Please discuss with your child who is on their family tree and their relationship to the child. You may use the attached family tree picture or feel free to create your own. In the past I have found that using photographs of family members to complete the family tree helps the student identify and explain the relationships on their family tree. If you have any questions please feel free to contact me.

Thank you,

Please return student projects by ___________________________.

Dear Families,

In Social Studies we are studying the history of our families. As part of this unit I would like each student to complete their own family tree. Your child will be sharing their family tree with the class. Please discuss with your child who is on their family tree and their relationship to the child. You may use the attached family tree picture or feel free to create your own. In the past I have found that using photographs of family members to complete the family tree helps the student identify and explain the relationships on their family tree. If you have any questions please feel free to contact me.

Thank you,

Calhoun ISD Social Studies Curriculum Design Project
First Grade Families and Schools Change Over Time

Please return student projects by ___________________________.

Calhoun ISD Social Studies Curriculum Design Project
Lesson 7

Title: Families of the Past and Present

Grade Level: First Grade

Unit of Study: Family and Schools Change Over Time

Abstract: Students will compare and contrast family life today with that of the past.

Key Concepts:

Life for families changed from the past to the present.

GLCEs:

H2.0.5 Use historical records and artifacts to draw possible conclusions about family or school life in the past.

H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Key Terms & Vocabulary

Family
Traditions
Past, Present, Future
Artifact

Sequence of Activities:

Teacher will read one of the following books:
Oh What a Thanksgiving by Steven Kroll
When I Was Young in the Mountains by Cynthia Rylant
My Great Aunt Arizona by Gloria Huston
Christmas in the Big Woods by Laura Ingalls Wilder
Dance at Grandpa’s by Laura Ingalls Wilder

After reading the story use a Venn diagram to compare and contrast family life of the past with that of the present.

Formative Assessment: Students will complete Formative Assessment/Worksheet 2. Students draw a picture of an object or activity from the past and draw the same object or activity today. (i.e. swimming hole of the past to swimming pools today, washing clothes with wash boards to washing machines today, etc.).
Connections:

English Language Arts

Mathematics

Instructional Resources:

Equipment/Manipulative

Chart paper

Student Resources

Worksheet 2 attachment

Teacher Resources

Oh What a Thanksgiving by Steven Kroll
When I Was Young in the Mountains by Cynthia Rylant
My Great Aunt Arizona by Gloria Huston
Christmas in the Big Woods by Laura Ingalls Wilder
Dance at Grandpa’s by Laura Ingalls Wilder
<table>
<thead>
<tr>
<th>Draw and label a picture of an item or activity in the past.</th>
<th>Draw and label the same item or activity in the present.</th>
</tr>
</thead>
</table>

Lesson 7 Worksheet 2
### Past and Present Life Comparison

**Formative Assessment Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Pictures drawn accurately represent a comparison of the same item or activity in the past and present.</td>
</tr>
<tr>
<td>2</td>
<td>Pictures drawn accurately represent a comparison of life in the past and present, BUT items are not related.</td>
</tr>
<tr>
<td>1</td>
<td>Pictures drawn show no comparison of life in the past and present.</td>
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</tbody>
</table>

FSCOT Lesson 7-Formative Assessment Rubric