

# **Khadra Ali Lesson One -Five GANAG Unit Lesson Plan One**

Student Teacher: Khadra Ali Grade level: First grade

Subject: Social Studies Lesson Title: Long Ago and Today

## **Objective:**

1. I can create a timeline of at least three events from my past
2. I can ask historical questions about sources to understand how people lived in the past
3. I can describe family life, buildings, and technology at a historical using time
4. I can compare/ contrast artifacts of the past and today

Standards; 1.4.1.1.1 Create a timeline that identifies at least three events from one's own life  
1.4.1. 2.1.

Ask basic historical questions about past events in one's family, school or local community.

1.4. 1. 2.2. Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.

1.4.2.4.1 Compare and contrast family life from earlier times and today

1.4.2.4.2 Compare and contrast buildings and other technological from earlier times and today.

Preassessment Strategy: survey students about what they know the long ago and today by showing pictures of our historical artifacts or public figures like former presidents or Native American traditions of clothes.

K What I know

W What I want to know

L (L I will save off the end of the lessons)

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.htm>

Assessment Strategy: Students should be able to identify events in a timeline. Students should be able to create a schedule of activities that happen in their family or their own experiences.

## **Instructional Procedure**

**Access Prior Knowledge:** Students should represent events in a timeline by chronological time.

**New Information:** Students will be able to put timeline story of their lives or family member.  
<https://www.smartdraw.com/timeline/>

**Application/Analysis:** Students will create a timeline of their choice. Like a timeline of their week or their schooling. In mini-lesson, I will model a timeline of my journey into the United States.

**Generalize:** As class, we will probe about each ones' timeline and see if the date is chronological

**Accommodations for All Learners:**

ELLm Gifted, Lower Level

**Technology and Web Sites Used:**

## **Day 2**

### **Objective:**

1. I can create a timeline of at least three events from my past
2. I can ask historical questions about sources to understand how people lived in the past
3. I can describe family life, buildings, and technology at a historical using time
4. I can compare/ contrast artifacts of the past and today

### **Preassessment Strategy: Students should be able to ask questions about houses from the past and today**

Assessment Strategy: Students should be able to identify the difference between the house of the past and present day by sorting artifacts or pictures into these two categories.

### **Accommodations for All Learners:**

ELL: I will do sentence frame like, I wonder (who, why, where, when, how, and what) Gifted: I will provide more material about the topic and an opportunity to read more books about the past and present. Lower Level:

**Technology and Web Sites Used:** Students will watch a short video about historic houses of the past and the present days.

## **Day 3 Goal**

1. I can create a timeline of at least three events from my past
2. I can ask historical questions about sources to understand how people lived in the past
3. I can describe family life, buildings, and technology at a historical using time
4. I can compare/ contrast artifacts of the history and today

**Preassessment Strategy:** I will ask students how people talk to each other long ago. I will create a bubble chart. I will pose the question about how people use to communicate in the past and writes down as students come up their ideas.

Assessment Strategy: I will bring students back together and add to the chart what we learned

### **Instructional Procedure**

**Access Prior Knowledge:** I will show students some pictures of a telephone or telegrams of the past and will also show a cellphone.

**New Information:** I will read Communication Then and Now by Robin Nelson. I will also supplement more pictures of the gradual changes of our communication systems.

**Application/Analysis:** Will give activity or some images of phones and ask students to sort into the two categories.

**Generalize:** We will come together as a class and discuss what they notice of how technology has changed from the past to today.

**Technology and Web Sites Used:**

**Day 4 Objectives:**

1. I can create a timeline of at least three events from my past
2. I can ask historical questions about sources to understand how people lived in the past
3. I can describe family life, buildings, and technology at a historical using time
4. I can compare/ contrast artifacts of the past and today

**Preassessment Strategy:** I will provide van diagram chart to sort out the past transportation and today. I will ask what they notice and what has changed. I will also ask similarity about both the past and present day.

**FREE Long Ago and Today Part 2 Transportation**

Assessment Strategy: I will provide pictures of transportation and van diagram, chart, and I will ask to place the photos in the correct columns.

**Instructional Procedure**

**Access Prior Knowledge:** Students will expand their prior knowledge about how to create a timeline, will be able to answer any questions about how people lived long ago and today.

**New Information:** Students will

**Application/Analysis:****Accommodations for All Learners:**

ELL: I will provide more materials to sort out and pictures and help students label them. Gifted: I will provide other materials to compare like houses around the world of the past and present.

Lower Level:

**Technology and Web Sites Used:** Students will be able to look up any information about the past history to see photos and artifacts of the past.

**Day 5 Objective:**

1. I can create a timeline of at least three events from my past
2. I can ask historical questions about sources to understand how people lived in the past
3. I can describe family life, buildings, and technology at a historical using time
4. I can compare/ contrast artifacts of the past and today

Standards:

1.4.1.1.1 Create a timeline that identifies at least three events from one's own life

1.4.1. 2.1. Ask fundamental historical questions about past events in one's family, school or local community.

1.4. 1. 2.2. Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.

1.4.2.4.1 Compare and contrast family life from earlier times and today

1.4.2.4.2 Compare and contrast buildings and other technological from earlier times and today.

**Preassessment Strategy:** I will brainstorm with the students what they know about the Long ago and today. We will write on a big chart and see if they added more in-depth ideas about the past and present.

**Assessment Strategy:** Now students will be able to fill in "L" section of our chart by completing what they have learned. Then students will be writing on a T- chart Then and Now.

**Instructional Procedure**

**Access Prior Knowledge:** Students will expand their prior knowledge about how to create a timeline, will be able to answer any questions about how people lived long ago and today.

**New Information:** Students will lead the learning by teaching their classmates about their timelines. The pictures about the house they drew and compare one another pictures.

**Application/Analysis:**

**Generalize**

**Accommodations for All Learners:**

ELL: Gifted: Lower Level:

**Technology and Web Sites Used:**