

Grade One

How Do We Understand the Past?

FOCUS STANDARDS

History-Social Science 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1.4.2. Study transportation methods of earlier days.

History and Social Science Analysis Skills :

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- Students correctly apply terms related to time, including past, present, future, decade, century, and generation.

English Language Arts Common Core State Standards:

- RI 1.7 Use the illustration and details in a text to describe key ideas.
- W. 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Speaking and Listening 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Speaking and Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Language Objectives:

Using informational text, identify, using key words or phrases, the basic sequence of events in stories read. Use sequencing words.

Common Core ELD Standards:

- Section 2: I.B.6 Emerging: Reading /Viewing Closely
Describe ideas, phenomena and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support

- Section 2:I.B. 6 Emerging: Listening Actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentences frames and substantial prompting and support.

Background:

This lesson should be taught first semester prior to any lessons that talk about the past including holidays such as Columbus Day and Thanksgiving. Keeping a timeline available helps students to understand the time and context of a historical event. Add to the timeline throughout the year as historical events are discussed.

Preparing for the Lesson

Concrete Materials:

Copy and Paste the following links into your browser and then print the images or prepare to project the images. Images can be found at www.calisphere.universityofcalifornia.edu/

Horse and Buggy:

<http://content.cdlib.org/ark:/13030/kt2w1030sk/?query=horse%20and%20buggy%201900&brand=calisphere>

Los Angeles 1900:

<http://content.cdlib.org/ark:/13030/kt6d5nf0tc/?query=Spring%20street%20los%20angeles&brand=calisphere>

Automobile 1920

<http://cdn.calisphere.org/affiliates/images/csdhi/kt0290182t/hi-res/S-334.jpg>

Automobile 1950

<http://content.cdlib.org/ark:/13030/kt8x0nf7jh/?query=exterior%20view%20of%20montgomery%20ward&brand=calisphere>

Automobiles Today (clipart)



Other Materials needed:

Sentence strips

Glue and scissors

Picture Books depicting change: ie *House on Maple Street* or *The Little House*

Large time line

Chart paper

Lesson

Big Idea:

- Some aspects of people, places and things change over time while others stay the same.

Objective:

- Students will be able to construct and reference a timeline from 1900-Present.

Essential Questions:

- How can we use timelines to teach us about change?
- How can we learn about the past?

Resources from Scott Foresman:

- pp. 41 T2 - How has travel Changed?
- Video *Travel Then and Now*

Academic Vocabulary:

Past, present, history, photograph, like, different, generations, century, time line

Instructional Procedures

PART I

1. Display the photograph of the street in Los Angeles to the whole group using the document reader or the following link.

Los Angeles 1900:

<http://content.cdlib.org/ark:/13030/kt6d5nf0tc/?query=Spring%20street%20los%20angeles&brand=calisphere>

Tell the students that this is a photograph of a street in downtown Los Angeles. (Showing one half the photo at a time allows time to focus on details in the photo.) Do a close reading of this text using the following text dependent questions.

- ❖ What do you see in this photograph?
- ❖ What transportation do you see in the photograph?
- ❖ Was this photograph taken today or in the past? How do you know?
- ❖ What do you see that is like what we have today?

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- ❖ What do you see that is different?
- ❖ What do you wonder when you look at this photograph?



Create oral language frames for the close reading of the image above. For example, I wonder _____. I see_____.

1. Introduce the following vocabulary using the photograph

- ❖ Past, present, history, photograph, like, different, generations, century



Put the vocabulary on sentence strips and post on the word wall.

2. Put up a line on the whiteboard and give pairs of students a sentence strip for their desks and scaled down photographs. Display the two photos of the traffic and of the horse and carriage for a close reading of the images.
 - Ask the students what they see in the photographs.
 - Ask the students which one they think takes place today. Why do they think so?
 - Ask students which one takes place a hundred years ago (century)?
3. Place the picture of the traffic at the right end of the sentence strip and write 2013 & Present above the photograph. Ask students to tape their photo in the same location. Each student will be in charge of one image. Teacher should walk around checking for understanding with the pairs prior to pasting.
4. Place the photo of the horse and carriage at the left end of the sentence strip and write 1900 & Past above the photograph. Ask students to do the same with their photo.
5. Ask students to talk to their partner to decide where you would place the other two photographs. Which one is oldest and closest to the horse and carriage? After allowing time for the students to decide where to place their photographs on the time line, ask students what they decided and what in the picture helped you to decide. Model placement and check before pasting.
6. Once the timeline is completed, tell the students that this is called a timeline and helps us to know when events take place in history. Tell the students that reading a timeline from left to right is like reading a story. Our timeline shows approximately 100 years

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or a century. Ask students where their birth would fit on the timeline and have them add it. Events that happened before 1900 happened long ago. Ask them if they know of any events that happened before 1900. (Students may have studied George Washington, Abraham Lincoln, the first Thanksgiving, or Columbus.)

PART II

7. Review the completed timeline and vocabulary. "Today is the present. Yesterday was the past and so was 100 years ago. Studying the past is called history. Historians are people who study the past. They use timelines to understand when events happen in the past. Timelines help us to see how things change."
8. Read aloud a story that shows change especially in transportation. *The Little House* by Virginia Lee Burton or *The House on Maple Street* by Bonnie Pryor are examples of books that show change over time.
9. Say "How do things change over time? Today we are going to observe things in the story that are changing. Some things will change in the story and some things will stay the same. During first read stop frequently to check for understanding. What was there in the beginning? What has changed? (Students should be noticing changes in the people, landscape, roads, houses and transportation.) Frequently return to the first page to compare with change occurring throughout the book. Students should respond with evidence from the story.
10. Ask the following text dependent questions that will lead the students to an understanding of the big idea.
 - Is this story true? What in the story helped you answer this question?
 - What could happen? What could not? Use evidence from the story.
 - What was life like at the beginning of the book?
 - How did the life change?
 - How did transportation change throughout the book?
 - What stayed the same throughout the story?
 - Was the change good or bad? Why do you think so? Use evidence from the story to support your opinion.
11. Choose 4 pages from the story and ask your students to work in pairs to place them in the correct chronological order. Have students share their choices with the rest of the group and use thumbs up and down to agree or disagree. Then have the pairs of students

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decide where they would fit on their timeline. Have the students explain why they chose to place them in that position on the timeline. Suggest the use of the transportation as a reference point.

Journal entry: Choose two images from the story. Write about one thing that has changed from the beginning of the story and one thing that has stayed the same.

12. Remind the students that a historian is a person who studies history or the past. Ask student why do historians use timelines? How do timelines help us understand the past?

Part III Optional

1. Review the class timeline. Add another familiar event to the class timeline such as Martin Luther King's Birthday or Cesar Chavez.

Remind the students that a historian is a person who studies history or the past. Ask students, Why do historians use timelines? How do timelines help us understand the past?

2. Today we are going to create our own personal timeline of our life. Teacher will model his/her own timeline limiting it to about six events.

3. Brainstorm and chart with students important events that could possibly have happened to them: birthday, first day of first grade, birth of sibling, moved to a new location, lost a tooth, broke an arm, etc.

4. Use the attached worksheet to guide their timeline. Student will choose 4 events, draw a picture, write a sentence or phrase, cut out the four parts and glue in the correct order on their timeline.

5. Each student will share his/her timeline with a partner. Choose a couple to share with the entire class.

6. Review why we use time lines. Tell students we will keep adding events to our time lines as we learn new things in first grade.