



Unit 2

Duration: 6 Weeks, 2 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, English

Grades: 1

Planning



Transdisciplinary theme

Where we are in place and time

Transdisciplinary theme focus

- orientation in place and time
- personal histories



Central idea

The way we live today can be understood by learning about the past.



Learner profile attributes

Risk-takers, Knowledgeable



Key concepts

Perspective, Function, Change



Related concepts

Concepts

- **Perspective:** reflection
- **Function:** inquiry
- **Change:** history



Lines of inquiry

- Understanding the perspectives of people in the past and in the present (reflection, perspective)
- The examination/comparison of the past and present (history, change)
- How to use historical sources to learn about the past (inquiry, function)



Approaches to learning

Research Skills

Research Skills

Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

Media-literacy skills (interacting with media to use and create ideas and information)

Teaching the ATL skills

Research skills as students will inquire deeply into life in the past versus life in the present.

Self Management Skills SEL Journeys



Learning goals and success criteria

Success criteria/evidence:

?Atleast five details describing the new school

?evidenceofapplicationof ideas from schools studied in new school (ex.class size, transportation, lunch,activities)

?explanationof choices to include appropriate reasons why those elements were necessary or beneficial for students.

?

Social Studies-Know

life in the past to life in the present

Life in other parts of the world

-perspectives of people in the past to those in the present/other places.

kinds of historical and cultural sources: photos, interview-first person accounts , informational books

-how source reflects a historical event or development or place in the world

Use of historical and cultural sources

maker, date, and place of origin for a historical source from information within the source itself.

possible reasons for an event or development in the past or another culture: climate, population density, availability of technology

Social Studies: Do

Generate questions

Identify different kinds of historical sources.

Identify the maker, date, and place of origin for a historical source from information within the

source itself.

Compare (life in the past to life in the present)

Compare perspectives (of people in the past to those in the present).

Explain (how historical sources can be used to study the past.)

Generate possible reasons (for an event or development in the past)



Subject standards

Social Studies

History

Perspectives

- HIST 1.3 - Compare perspectives of people in the past to those in the present. *(HIST 1.3)*

Historical Sources and Evidence

- HIST 1.6 - Identify the maker, date, and place of origin for a historical source from information within the source itself *(HIST 1.6)*
- HIST 1.7 - Generate questions about a particular historical source as it relates to a particular historical event or development. *(HIST 1.7)*
- HIST 1.4 - Identify different kinds of historical sources. *(HIST 1.4)*
- HIST 1.5 - Explain how historical sources can be used to study the past. *(HIST 1.5)*

Change, Continuity and Context

- HIST 1.1 - Compare life in the past to life in the present. *(HIST 1.1)*
- HIST 1.2 - Generate questions about individuals and groups who have shaped a significant historical change. *(HIST 1.2)*

Causation and Argumentation

- HIST 1.8 - Generate possible reasons for an event or development in the past. *(HIST 1.8)*

English

Reading: Literature

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. *(CCSS.ELA-LITERACY.RL.1.2)*

Craft and Structure

- CCSS.ELA-LITERACY.RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *(CCSS.ELA-LITERACY.RL.1.5)*

Reading: Informational Text

Key Ideas and Details

- CCSS.ELA-LITERACY.RI.1.1 - Ask and answer questions about key details in a text. *(CCSS.ELA-LITERACY.RI.1.1)*

Writing

Text Types and Purposes

- CCSS.ELA-LITERACY.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 event order, and provide some sense of closure. *(CCSS.ELA-LITERACY.W.1.3)*



Connections: Transdisciplinary and past

Lib: Students will learn about differences in schools around the world which can help students understand how we live. Students will be exposed to a variety of literature- Adventures to School: Real-Life Journeys of Students from Around the World- By Miranda Paul, Off to Class: Incredible and Unusual Schools Around the World- By Susan Hughes, A School Like Mine- By Zahavit Shalev, This Is How We Do It: One Day in the Lives of Seven Kids from around the World- By Matt Lamothe. Students will reflect and make connections to our school and schools around the world- past and present.

Implementing



Learning experience library



Identify - Decide on class question

Amy Rios

Brainstorm questions from Explore. Then decide on a class question.

Possibilities:

- Transportation (cars, trains, etc)
- Schools
- Occupations (whaling)
- Toys, Dolls
- Buildings



IRA UOI Text Set

Amy Rios

Teacher notes

Uoi IRA Content Books: Global: Armando and the Blue Tarp School, Back to School, Beatrice's Goat, Going to School, Rain School, Same, Same but Different, School Days Around the World-Chambers, School Days Around the World-Ruurs, School Like Mine, This Is How We Do It, Way to School, This is the way we go to school-?big book Historical: More than Anything Else, Story of Ruby Bridges, Ruby's Wish, Ruby Bridges Goes to School



Epic! series - 100 years ago

Amy Rios



Explore- Tractor Visit

Amy Rios

Taylor's husband will bring an antique tractor to allow kids to see old tractors in real life. before the visit- read the book "What does it do? Tractor" on Epic. Kids will see modern day tractors. Link: <https://www.getepic.com/app/read/12003>
Andrew will bring the 1948 Farmall Cub. It runs and kids will be able to see the moving parts-

Teacher notes

It was really helpful to show kids the epic book right before going out to the presentation. I also used these two links to show kids newer modern day machines. The kids made great comparisons between older and newer machines.

<https://www.tractorhouse.com/listing/for-sale/217140343/2001-john-deere-db40-planters-planting-equipment>
[https://www.fastline.com/farm-equipment/listing-detail/2018-john-deere-9520r-ahw-llc-\[...\]n-melvin-illinois/347ba439-76d9-4631-897a-546a0a8fbc7?agv=1](https://www.fastline.com/farm-equipment/listing-detail/2018-john-deere-9520r-ahw-llc-[...]n-melvin-illinois/347ba439-76d9-4631-897a-546a0a8fbc7?agv=1)



Gather/Create - Utilities/Electricity

Amy Rios

- Researched books on Epic! re: games/toys, phones, electricity/power/utilities, generated questions as a class
- Researched pictures in history books of local area, generated questions as a class
- Voted as a class on one area to focus on/continue research (utilities/electricity):
- How did they build houses? (by hand, with logs)
- How did they sleep without a nightlight/what did they use for light? (candles, gas/oil lamps -- connected to whaling history of local area)
- How did they play games/what did they do without phones?
- Made a plaque w. name, birthday, symbol to reflect



IRA (4) - Kevin Henkes: Exploring Characters

Amy Rios

How does an author or illustrator make decisions to interest readers?

- Chrysanthemum (3)
- Julius the Baby of the World (4)
- Lilly's Big Day (2)
- Sheila Rae, the Brave (2)



IRA (2-5) - Using Numbers: Books with Counting

Amy Rios

- Why are numbers and counting important?
- Over on a Mountain: Somewhere in the World (1)
- Moja Means One: Swahili Counting Book (2)
- Handa's Hen (2)
- One Leaf Rides the Wind (0)
- Jake's 100th Day of School (0)



Gather/ Create- Food

Amy Rios

Students wanted to know how people used to cook without technology, what people use to eat around the world(eat with their hands, chopsticks, forks, bread, tortillas, etc.) and foods around the world. We watched a video about how people used to make popcorn back in the day and then we compared it to making popcorn in the microwave. We compare time, convenience and materials needed. They loved this introduction because they got to eat the popcorn. At the end I created 3 groups for each topic and they looked at books, videos on Epic and created a big visual board and presented it to the whole class. Each student had to have a turn presenting (risk taker)



IRA (0-4) - Sharing Cultures Folktales

Amy Rios

- Why are folktales important to people?
- Mrs. Chicken and the Hungry Crocodile (1)
- The Tale of Rabbit and Coyote (1)
- The Princess and the Pea (1)
- Once a Mouse... (1)



Create - Ideas for Create

Amy Rios

- Group illustration to show past and present
- Skit
- News show from the past (could video) Did you know?
- Make their own plaque (name, birthdate, symbol), create a time capsule to be opened in 100 years to tell about the present.
-



Gather/Create Model T Cars

Amy Rios

Students studied Model T cars from 1900's. They watched videos, read books and found internet resources describing the model T cars. Students compared cars of today to the cars of the past. How the cars were made, how fast they went, how it was built, why cars were mass produced, who could buy the cars, etc. The final project was drawing a car and labeling all of its features and creating a car with craft materials. Students partnered shared and brought creations home to share with families.



Gather/Create - toys and games

Amy Rios

We focused on toys and games. We used EPIC books about the past and did family interviews about what some oldest families members did for fun when they were younger. The students were interested in games with rocks, hoops, and dolls.



IRA (5-6) - Exploring Fiction and Nonfiction

Amy Rios

- What is the writer's reason for writing?
- Too Many Pears! (2)
- Milk: From Cow to Carton (2)
- Ice Bear: In the Steps of the Polar Bear (3)
- The Last Polar Bear (0)
- On the Go (2)
- Going Places (3)



Off To Class: Incredible and Unusual Schools Around the World

Amy Rios



Create-Time Capsule

Amy Rios

After exploring schools of the past, the students will brainstorm artifacts from their classroom/school to lock up in a time capsule for students to open in the future.

How will you create opportunities for differentiation?

pair/shares to share/ generate ideas before the group share



Gather - Interview a family member

Amy Rios

Students interview family member(s) about the class inquiry question about the life in the past.



Global-Lunches

Amy Rios



World-Survey of PYP students

Amy Rios

Explain that there are PYP schools all over the world and that we can ask questions and learn about their schools

Generate a list of questions for a google form

Put survey on Facebook-PYP Online Collaboration and/or PYP Coordinators

Analyze responses-locate country and continent, other questions



Gather - Pebble Go

Amy Rios

Pebble Go

Social Studies - Transportation - Each mode of transportation has a tab about the history.
(also in Spanish)



Immerse - Walking Field Trips

Amy Rios

Explore our area of NL past (through photographs) and present (through walking field trips).

Walking field trip options (can do more than one). Compare photos to present times. Encourage students to look at more than just the buildings in both the photos and present time, including transportation, activities, clothing. Teacher can take photos of present day while on field trip to compare in class later.

- Walk down Granite street all the way and hunt for whale plaques. Have students look at what the buildings are used for now and explain that they were homes in the past.

Information on the plaque includes the name of the original owner of the house and the date the house was built.

- Walk down Prospect.
- Williams Memorial Park - look at the church and buildings compared to photographs.
- The Garde and the Library. (Via Huntington - Whale Oil Row) to compare photos to present.
- Williams Memorial Institute (current Courthouse on Broad St.)



Gather - Epic (Past and Present)

Amy Rios

Epic - Search "past and present"



Provocation-Global Schools

Amy Rios

brainstorm categories of information that we could learn about schools in different parts of the world
suggestions: writing instruments, furniture, lunches, books/stories, methods of travel, culture, clothing/uniforms, lunch, classroom appearance



Adventures to School: Real-Life Journeys of Students from Around the World

Amy Rios



Explore-Interview an Older Adult



Amy Rios

For homework interview a family member (preferably a grandparent) to learn about what life was like when they were a child. Write down a few similarities and differences to share out in class. Have students brainstorm questions for the interview.



Global-Research

Amy Rios

Students work in small groups (in reading groups?) to "research" countries. Graphic organizer of the place researched- maybe focus on school categories (transportation to get to school, buildings, materials)



Open-Provocation Photos of the Past

Amy Rios

Start by showing a picture of RMMS 100 years ago. Ask what they notice. How do they know it's an "old picture"? Walk around the outside/inside of the building. Have students notice what is the same and different. Think about who attended school in this building compared to who attends it now. What do you notice/wonder?



Explore - Transportation

Amy Rios

Pebble Go Transportation
NL Books



Past: Jerry Theiler, Waterford Historical Society

Amy Rios

Student generated questions
Interview Jerry Theiler, Waterford Historical Society
Write/draw about new learning-possible thinking routine I used to think... and now I know..
Add new information to chart



Gather -- Schools around the world

Amy Rios



Resources

- [Instantly access over 40,000 of the best books & videos for kids on Epic](#)
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- [Instantly access over 40,000 of the best books & videos for kids on Epic](#)
- [Whale Plaques | New London Landmarks](#)

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-  [School: then and now talking with Ruby](#)
 -  [LA.U19](#)
 -  EPIC- Search "past and present". Short stories will come up with a variety of topics.
 -  [Bulkeley School Building](#)
 -  [Whale Plaques | newlondonlandmarks](#)
 -  [Medium sized JPEG](#)
 -  [cementary rmms](#)
 -  [Search results | Connecticut Digital Archive](#)
 -  [50364333f8aab8207c64aead7e6b2f89](#)
 -  [Pier-View-Ocean-Beach-New-London-Connecticut-1921](#)
 -  [Capitol Theater, New London \(1921\)](#)
 -  [School around the world journal](#)
 -  [Passport stamps for around the world](#)
 -  [School around the world journal 2](#)
 -  [school reader haiti](#)
 -  [school reader italy](#)
 -  [School Reader Kenya](#)
 -  [school reader kenya 2 per](#)
 -  [school reader japan](#)
 -  [School Reader Brazil](#)
 -  [school reader Australia](#)
 -  [schools around the world family volunteers](#)
 -  [Scenes from schools around the world](#)
 -  [How Do School Lunches Around The World Look?](#)
 -  [School Lunches You've Probably Never Heard About](#)
 -  [A Look at a Japanese Classroom | Wide Angle | PBS LearningMedia](#)
 -  [Time for School | Kenya: Joab | PBS LearningMedia](#)
 -  [Time For School | Brazil: Jefferson | PBS LearningMedia](#)
 -  [Our Primary School, Ornago, Italy](#)
 -  [4 Engineering Challenges for Kids \(Cups, Craft Sticks, and Cubes!\) - Frugal Fun For Boys and Girls](#)
 -  [SchoolinEcuador](#)
 -  [Schools in the Past and Present Provocation](#)
 -  [HousesK6](#)
 -  [School 1](#)
 -  [School 3](#)
 -  [school2](#)

 [How children get to school around the world](#)

Reflecting



Teacher reflections

Ongoing reflection

Rene Aguirre-Bjerke • 10:45 am, 30th Nov 2023

Engaged with the toys. Students really liked playing with the toys.

Rene Aguirre-Bjerke • 10:43 am, 30th Nov 2023

Strategies:

- 1) Make an age limit for the interviews
- 2) More "props" if possible (phones, cassette player)

Learning Experiences:

- 1) The field trip
- 2) Ruby video
- 3) past and present books on EPIC; Book - "This Is How We Do It", made a connection to "Henry Ford"

As teacher, be more explicit.



Assessment reflections

Ongoing reflection

Rene Aguirre-Bjerke • 10:51 am, 30th Nov 2023

Poster comparisons of schools (focus question), Student plaques (Whale plaques), made toys (telephone)

Rene Aguirre-Bjerke • 10:44 am, 30th Nov 2023

Students engaged with the texts - Pebble Go, EPIC