

Kindergarten Term 3: CIVICS/HISTORY

| Essential Question: How can I inspire others to create positive change? | | |
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| <p>Purpose: Students will research and explore various historical figures who have made a huge impact as not only leaders within their community, but also as people reacting to their feelings. In reacting to their feelings and promoting a positive change in our world, these real world people motivate and inspire us.</p> | | |
| Day | Activities | Resources |
| Day 1 | <p>Define History: History is the story of the past. Be sure students have an understanding of what it means to be in the past.</p> <p>Read MyWorld Chapter 6: Lesson 1 (Life Long Ago) with the purpose of comparing/contrasting. Focus students on comparing/contrasting daily chores, food, clothing, pastime activities, homes, and transportation of the past/present through the text, as well as the illustrations/photographs.</p> <p>Activity: Have students orally, or through writing, respond to the prompt: The past and the present are similar.... OR The past and the present are different... (students must provide an example to support their idea). For example: The past and the present are similar because children played games. The past and the present are different because in the past children played marbles and today they play video games.</p> | <p>MyWorld Chapter 6, Lesson 1</p> |
| Day 2 | <p>Read the book <u>When I Was Little</u> by Jamie Lee Curtis and discuss how all students have a history. Have students complete the written activity showing their personal history.</p> | <p><u>When I Was Little</u> by Jamie Lee Curtis</p> <p>Personal History activity</p> |
| Day 3 | <p>Introduce students to the key vocabulary words: President, First Lady, White House, leader</p> <p>Show the video Doc McStuffins Goes to Washington and Michelle Obama in order to build background about the First Lady</p> <p>Have students identify key ideas about Michelle Obama (leader, caring, healthy, good student, works hard, etc)</p> | |
| Day 4 | <p>Read <u>Parker Looks Up</u> by Parker Curry and Jessica Curry. After reading, have students identify why Parker was inspired by Michelle Obama (historical figure)? Why did Parker see “endless possibilities” for herself after seeing the portrait of Michelle Obama?</p> <p>Have students generate a list of <i>relevant</i> questions that they would like to ask Michelle Obama.</p> | |
| Day 5 | <p>Watch the intro videos on the following inspirational historical figures: Roberto Clemente, Ryan Hickman, Malala Yousafzi, and Barack Obama. After watching, students will choose the figure they find most inspirational and complete the Portrait Activity.</p> | <p>Inspirational Historical Figures</p> <p>Portrait Activity</p> |

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| Competencies Scored | <p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none">● I can compare my life in the past to my life today. (History)● I can generate questions about individuals and groups who have shaped a significant historical change. (History)● I can describe the roles and responsibilities of the members of my school community (Civics)● I can describe my roles and responsibilities in the communities that I am a part of (Civics)● I can describe the importance of communities working together (Civics) | |
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