

Essential Question: How does life change throughout history?

Purpose: The purpose of this unit is to understand that history is a story of the past. Events in history occur in a sequential order, often known as a timeline. In history, there have been famous figures that have shaped significant historical change.

| Day | Activities | Resources |
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| Day 1 | <p>Introduce students to the word history as the story of the past.</p> <p>Read the <u>Emmanuel's Dream</u> by Laurie Ann Thompson & Sean Qualls. During reading, assist students in creating a timeline of Emmanuel's life (born, crawl, hop, fetch water, climb trees, went to school, made friends, rode a bike, got sick, traveled to a city, got a job, sent money home, loses mom, develops plan, begins training, long bike ride, inspired others.</p> <p>After reading, discuss how Emmanuel grew and changed over time. Have students answer the question: How is Emmanuel inspirational?</p> | <p><u>Emmanuel's Dream</u> by Laurie Ann Thompson & Sean Qualls</p> |
| Day 2 | <p>Introduce the idea of a timeline. MyWorld Chapter 4 - lesson1: Measuring Time (page 118) "Interpret Timelines".</p> <p>Complete the Jumpstart Activity - Have students create a timeline of their life from ages 0 to age 6.</p> <p>Discuss with students how they have grown and changed over time.</p> | <p>MyWord Chapter 4 - lesson 1: Measuring Time</p> |
| Day 3 | <p>Students will answer the questions: Who is Henry Ford? How did Henry Ford shape history?</p> <p>Read the article from the Henry Ford Biography Pack (pg 4). Watch the Innovative History video. Have students identify key ideas/details about Henry Ford. Using the graphic organizer, complete the Henry Ford timeline in the Henry Ford Biography Pack (pgs 5,6).</p> | <p>Henry Ford Biography Pack</p> <p>Innovative History: Henry Ford video</p> |
| Day 4 | <p>Read the article about current cars in the History of Cars Packet (pg 25) and then create a concept web with students about current cars. Watch the Model T video. After watching the video, have students compare cars from the past to cars today using the graphic organizer on page 23 of the History of Cars Packet. If time, complete the timeline activity on pgs 4-8.</p> | <p>History of Cars Packet</p> <p>Model T video</p> <p>Reading A-Z: <u>Then and Now</u></p> |
| Day 5 | <p>Have students become engineers and use their knowledge of cars to design a car of the future (found on pgs 26-27 in History of Cars Packet). Students should label their cars and present their new innovations to their peers.</p> | <p>History of Cars Packet</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 in the present by organizing a chronological sequence of multiple events in my life (History)● I can summarize the roles of historical figures/groups and generate questions about how they shaped significant historical change (History) |
| Addressed through ARC Literacy Lab | <p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none">● I can describe the roles and responsibilities of the members of my community (Civics)● I can examine how communities work to accomplish common task, establish responsibilities, and fulfill roles of authority (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) |