



Ashley Short

**UNIT PLAN: KINDERGARTEN HISTORY**

SST 309-03

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Fall 2012



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## **OVERVIEW:**

This is a unit for the Grade Level Content Expectations for kindergarten history. This sections focuses on how to tell the difference between yesterday, today, and tomorrow. Next, it teaches students how to create their first timeline of events in their lives like when they were born, started crawling, started walking, loss their first tooth, and had their first day of school. Then, students will get a better understanding of what the beginning, middle, and end of historical narratives/stories. Finally, students learn how others learn about the past through diaries, artifacts, stories, photos, and videos.

## **RATIONALE:**

Learning about the difference between yesterday, today, and tomorrow will help the students describe their days and understand calendars. Creating a timeline is important for students to understand chronological order. Students need to have a good understanding of what the beginning, middle, and end of a story, so they can see how people learn about the past through stories, diaries, artifacts, photos, and videos.

## **GRADE LEVEL CONTENT EXPECTATIONS:**

- **K-H2.0.1** : Distinguish among yesterday, today, tomorrow.
- **K-H2.0.2** : Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- **K-H2.0.3** : Identify the beginning, middle, and end of historical narratives or stories.
- **K-H2.0.4** : Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

## **KUDS:**

- **K-H2.0.1** : Distinguish among yesterday, today, tomorrow.
  - **Verbs:** Distinguish
  - **Know:** Students will know what yesterday, today and tomorrow are. They will be able to tell what they did yesterday, what they are doing today, and what they are going to do tomorrow. Students will know that yesterday was the past, today is the present, and tomorrow is the future.
  - **Understand:** Students will understand the difference between yesterday, today and tomorrow. Students will understand that their life can be put into chronological order, just like the days of the week and other events.
  - **Do:** The students will write or draw a picture of what they did yesterday, what they are wearing today and what they want to eat tomorrow.
  - **Vocabulary:** **Yesterday:** the day before today  
**Today:** Right now/the present  
**Tomorrow:** the day after today
  - **I Can:** I can tell the difference between yesterday, today, and tomorrow.

- **K-H2.0.2** : Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
  - **Verbs:** Create; Using; Crawling; Walking
  - **Know:** Students will know what a timeline is. A timeline is a schedule of activities in order from past to present. Students will know how to create one with events in a time order starting with the past and working their way up to the present. Timelines go in a time order and their timelines they will make will start with their birth and work their way up to where they are now. Students will know that timelines do not necessarily need specific dates, just about the time that the event happened, so students will understand the concepts of years, months, and days.
  - **Understand:** Students will understand that they can make a timeline with any events that have happened in life and not just about their life. Students will understand that timelines put events in order from the past to the present. Students will understand that their life can be put into chronological order.
  - **Do:** Students will take home a piece of paper with the events of birth, crawling, walking, loss of tooth, and first day of school. They need to ask their parents when each happened and write down the date (or month). If they have pictures of any of the events they will be asked to bring them in, but if not, then they can just draw them. Then the next day in class they will create a timeline of their life events. Depending on my clientele, I might look up typical developmental milestones, such as these, and have them available in case your class (or members of the class are) is like that.
  - **Vocabulary: Timeline:** A schedule of activities in order from past to present.  
**Chronological:** a list of things put in order, by years, months, days or letters.
  - **I Can:** I can make a timeline of things in my own life.
  
- **K-H2.0.3** : Identify the beginning, middle, and end of historical narratives or stories.
  - **Verbs:** Identify
  - **Know:** Students will know how to retell a story about a previous event in history and be able to tell the beginning, middle and end of the story. Students will be able to investigate their family history for at least two generations, by identifying various members, and their connections in order to tell a narrative about their own family.
  - **Understand:** Students will understand that they can point out the different parts in a narrative. They will understand that they can make their own narrative with their family and realize narratives are everywhere!
  - **Do:** Students will make a family tree with at least two generations.
  - **Vocabulary: Historical Narratives:** A story based on a true event from the past.
  - **I Can:** I can identify the beginning, middle and end of different events to tell a narrative story.
  
- **K-H2.0.4** : Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
  - **Verbs:** Describe ; Learn

- **Know:** Students will know that there are many different sources to learn about the past. Students will know that artifacts are forms of many different objects from the past. Students will know what artifacts are and how they are used/what they are used for. They will also learn what diaries are.
- **Understand:** Students will understand that there are many different ways to learn about the past.
- **Do:** Students will bring in 1 or 2 items the next class period they found at home and explain why they think it is an artifact.
- **Vocabulary: Artifacts:** An object made by a human being, typically an item of cultural or historical interest. Examples: The Bill of Rights, Dinosaur Bones  
**Diaries:** A book in which someone keeps/writes down daily events and experiences.  
**Photos:** a photograph/caption of something that happened with pictures.  
**Stories:** Events told by people  
**Videos:** Recording moving, visual images
- **I Can:** I can learn about the past through different items.

**ASSESSMENT IDEAS:**

- Play BINGO
- Write a sentence/draw a picture of what the student did yesterday, what they are wearing today and what they want to eat tomorrow.
- Create a timeline of events from their life
- Make a family tree
- Bring in 1-2 items they think are artifacts

**I-Can Statements:**

- I can tell the difference between yesterday, today, and tomorrow.
- I can make a timeline of things in my own life.
- I can identify the beginning, middle and end of different events to tell a narrative story.
- I can learn about the past through different items.

**LESSON ONE: Vocabulary**

<b>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</b>	<b>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</b>	<b>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</b>
<b>Vocabulary</b>  <i>Anticipatory Set</i> The teacher will put up the list of 11 vocabulary words and read through them to the students. After she/he reads through them will have the students pronounce them to the	Students will be saying the words with the teacher.	Resource A – List of 11 Vocabulary Words List

<p>teacher as a class.</p>		
<p><i>Main Lesson</i>  The teacher will ask the students as a class what they think each word means. As they are coming up with a guess as a class for each word, the teacher will be writing them down on the vocabulary chart. Then the teacher will give the students exact definitions and write them on the vocabulary chart. The teacher will then choose a word and ask the students what type of picture they think relates to the word and definition. After they do this for one word as a class, the teacher will then split the class up in 10 groups of 2-3 students in each and assign each group one word to draw a picture of. After the students finish each group will go to the front of the classroom and explain to the class why they picked that picture. The teacher will then post these sheets of paper of the students picture on the vocabulary chart. The teacher will then hang this vocabulary chart on the wall, for the students to refer back to.</p>	<p>The teacher will initiate a discussion to see what they think each word means. Students will draw a picture of the vocabulary word to see if they understand the word.</p> <p>The teacher should check in on the groups to see what they are drawing and ask them why they think that is a good picture to draw for that word.</p>	<p>Resource B- Vocabulary Chart</p> <p>Resource C- Definitions of Vocabulary Words</p>
<p><i>Assessment</i>  The students will play a game of BINGO. The teacher will be reading the definitions to the students and making sure after each definition the students have the correct word marked on their BINGO cards.</p>	<p>The teacher will pass out one BINGO card to each student. Have the students write the vocabulary word on the blank line under the printed word. This will have the students practice their writing skills. The teacher will then pass out the bingo markers and explain to the students that he/she will read the definition, and if they think they know what word it is, they use a bingo marker to cover it up. Students will need 3 in a row to have a BINGO. When the student gets 3 in a row they will say bingo out loud and the teacher will check. After about a minute of reading the definition the teacher will then ask the class as a whole what word it is to make sure each student has the correct word.</p>	<p>Resource D- BINGO cards</p> <p>Bingo markers (colored pieces)</p>

## Vocabulary Words:

1. Yesterday
2. Today
3. Tomorrow
4. Timeline
5. Chronological
6. Historical Narratives
7. Artifacts
8. Diaries
9. Photos
10. Stories
11. Videos

**Resource B: Vocabulary Chart**

<b>Word:</b>	<b>What the students think it means:</b>	<b>Definition Learned:</b>	<b>Picture:</b>
<b>Yesterday</b>			
<b>Today</b>			
<b>Tomorrow</b>			
<b>Timeline</b>			
<b>Chronological</b>			
<b>Historical Narratives</b>			
<b>Artifacts</b>			
<b>Diaries</b>			
<b>Photos</b>			
<b>Stories</b>			
<b>Videos</b>			

**Note:** Draw chart on large paper to hang in the classroom. This is a template.

## Resource C: Vocabulary Definitions

### Vocabulary Words with Definitions

1. **Yesterday:** the day before today
2. **Today:** Right now/the present
3. **Tomorrow:** the day after today
4. **Timeline:** A schedule of activities in order from past to present.
5. **Chronological:** a list of things put in order, by years, months, days or letters.
6. **Historical Narratives:** A story based on a true event from the past.
7. **Artifacts:** An object made by a human being, typically an item of cultural or historical interest. Examples: The Bill of Rights, Dinosaur Bones
8. **Diaries:** A book in which someone keeps/writes down daily events and experiences.
9. **Photos:** a photograph/caption of something that happened with pictures.
10. **Stories:** Events told by people
11. **Videos:** Recording moving, visual images

**Resource D: BINGO Cards**

<b>Yesterday</b>	<b>Chronological</b>	<b>Tomorrow</b>
_____	_____	_____
<b>Historical Narratives</b>	<b>Videos</b>	<b>Timeline</b>
_____	_____	_____
<b>Stories</b>	<b>Artifacts</b>	<b>Today</b>
_____	_____	_____

<b>Photos</b>	<b>Chronological</b>	<b>Tomorrow</b>
_____	_____	_____
<b>Historical Narratives</b>	<b>Videos</b>	<b>Diaries</b>
_____	_____	_____
<b>Stories</b>	<b>Artifacts</b>	<b>Today</b>
_____	_____	_____

Note: These are just 2 Bingo Cards. Rearranging the words can make more cards. There are 9 spots and 11 words. You can either switch cards up with the 11 words, or you can eliminate 2 words from the BINGO cards that you think the students know well and review them after the game.

**LESSON TWO: Yesterday, Today, Tomorrow**

- **K-H2.0.1** : Distinguish among yesterday, today, tomorrow.
  - **Verbs:** Distinguish
  - **Know:** Students will know what yesterday, today and tomorrow are. They will be able to tell what they did yesterday, what they are doing today, and what they are going to do tomorrow. Students will know that yesterday was the past, today is the present, and tomorrow is the future.
  - **Understand:** Students will understand the difference between yesterday, today and tomorrow. Students will understand that their life can be put into chronological order, just like the days of the week and other events.
  - **Do:** The students will write or draw a picture of what they did yesterday, what they are wearing today and what they want to eat tomorrow.
  - **Vocabulary:** **Yesterday:** the day before today  
**Today:** Right now/the present  
**Tomorrow:** the day after today
  - **I Can:** I can tell the difference between yesterday, today, and tomorrow.

<p><b>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</b></p>	<p><b>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</b></p>	<p><b>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</b></p>
<p><b>K-H2.0.1</b></p> <p><i>Anticipatory Set</i>            The teacher will review the three vocabulary words already learned; yesterday, today, and tomorrow. Then he/she will read the book “When is Tomorrow?” By: Nancy Dingman Watson</p>	<p>Students will be listening to the story.</p>	<p>“When is Tomorrow?” By: Nancy Dingman Watson</p>
<p><i>Main Lesson</i></p> <p>Have a class discussion about how tomorrow never comes because it is always in the future. This will lead a class discussion to what past, present, and future is.</p> <p>Next, split the students up into two different groups. Do the onion circle activity with the online quiz.</p> <p>After review the calendar with the</p>	<p>-Onion Circle (Inside/Outside Circle)</p> <p>Why the students are in the circle, the teacher should be walking around the circle to tell when the students are done answer the question and to make sure students are on task.</p> <p>After reading the book to the students, have a class discussion about how tomorrow never comes because it is always in the future. This will lead a class discussion to what past, present, and future is. Ask students what they think past, present, and future mean. Then after talking about</p>	<p>Resource E- Online Quiz Questions</p> <p>Resource F- Online Quiz Answers</p> <p>Resource G- Onion Circle Directions</p>

<p>students.</p>	<p>the definition of each, ask the students which word fits with yesterday, which word fits with today, and which word fits with tomorrow. This will help them get the concept of yesterday being the past, today being the present, and tomorrow being the future. Next, split the students up into two different groups. Have the one group stand in a circle and have the other group stand in a circle around the first group facing a partner. Read the first questions. Then for the first question have the inside circle tell the outside circle what they think the answer is. After about 30-60 seconds, have the inside circle say out loud to the teacher what they thought the answer was. Then the teacher will recite back to them the correct answer and ask if they have any questions of why that is the correct answer. For the second question have the outside circle tell the inside circle what they think the answer is and do the same thing for every questions as you did for question one. Make sure to switch up the inside and outside circles of telling the answer to their partner. Also, switch up the partners by having one circle move right so many spots. After the quiz as a class, review the calendar with the students. By reviewing the calendar I mean start on any date and from that date ask the students what the yesterday was and what the tomorrow would be. Do a variety of dates so the students understand how the calendar works.</p>	
<p><i>Assessment</i>  The teacher will pass out a worksheet. On the worksheet students will have to draw a picture of what they did yesterday, what they are wearing today and what they want to eat tomorrow. Then they will have to answer the question on the page of what day is tomorrow. Have the students write the date for yesterday, today and tomorrow, to make sure they understand what the days are.</p> <p>Advanced: For students who know how to write give them another worksheet along with the drawings and have them write a sentence about what they did yesterday, what they are wearing today and what they want to eat tomorrow.</p>	<p>The students will be drawing pictures and writing sentences.</p> <p>The teacher will be walking around the classroom; making sure students are on task and to make sure to answer any student questions that may occur.</p> <p>Why the students are drawing, the teacher can put on a light background music relating to this lesson. (See resource column for songs).</p>	<p>Resource H- Drawing Worksheet</p> <p>Resource I- Writing Worksheet</p> <p>Crayons  Markers  Pencils</p> <p>Songs:  1. Sesame Street: Yesterday, Today, and Tomorrow  <a href="http://www.youtube.com/watch?v=riUz5IP_Ro">http://www.youtube.com/watch?v=riUz5IP_Ro</a></p> <p>2. Ron Brown: Yesterday, Today, Tomorrow  <a href="http://www.songsforteaching.com/intellitunes/yesterdaytodaytomorrow.htm">http://www.songsforteaching.com/intellitunes/yesterdaytodaytomorrow.htm</a></p> <p>3. Annie: Tomorrow  <a href="http://www.youtube.com/watch?v=VIQ64ckJnLw">http://www.youtube.com/watch?v=VIQ64ckJnLw</a></p>

## Resource E: Online Quiz Questions

**Q1 - I did it \_\_\_\_.**

yesterday

tomorrow

**Q2 - I \_\_\_\_ there today.**

go

am going

**Q3 - My plane leaves \_\_\_\_.**

yesterday

tomorrow

**Q4 - I haven't seen her \_\_\_\_.**

yesterday

today

**Q5 - I haven't seen her since \_\_\_\_.**

yesterday

today

**Q6 - I saw them \_\_\_\_ morning.**

yesterday

in yesterday

**Q7 - I'll do it first thing \_\_\_\_.**

yesterday

today

tomorrow

**Q8 - I'm going there \_\_\_\_ night.**

tomorrow

at tomorrow

**Q9 - I could do it \_\_\_\_ if you like.**

yesterday

tomorrow

**Q10 - \_\_\_\_ is her birthday; she'll be fifteen.**

Today

Tomorrow

**Q11 - I might go there \_\_\_\_.**

yesterday

tomorrow

## Resource F: Online Quiz Answers

**Q1 - I did it \_\_\_\_.**

yesterday

tomorrow

**Q2 - I \_\_\_\_ there today.**

go

am going

**Q3 - My plane leaves \_\_\_\_.**

yesterday

tomorrow

**Q4 - I haven't seen her \_\_\_\_.**

yesterday

today

**Q5 - I haven't seen her since \_\_\_\_.**

yesterday

today

**Q6 - I saw them \_\_\_\_ morning.**

yesterday

in yesterday

**Q7 - I'll do it first thing \_\_\_\_.**

yesterday

today

tomorrow

**Q8 - I'm going there \_\_\_\_ night.**

tomorrow

at tomorrow

**Q9 - I could do it \_\_\_\_ if you like.**

yesterday

tomorrow

**Q10 - \_\_\_\_ is her birthday; she'll be fifteen.**

Today

Tomorrow

**Q11 - I might go there \_\_\_\_.**

yesterday

tomorrow

**Onion Circle aka Outside/Inside Circle**

- \*Inside and outside circles of students face each other.**
- \*Within each pair of facing students, students quiz each other with questions they have written or problems they have created.**
- \*Outside circle moves to create new pairs.**
- \*Repeat.**



# Yesterday, Today, Tomorrow

Yesterday was the day before today. Tomorrow is the day after today. Draw pictures of yesterday, today, and tomorrow in the boxes below. Then answer the question.

**Yesterday**

Draw a picture of what you did yesterday.

**Today**

Draw a picture of what you are wearing today.

**Tomorrow**

Draw a picture of what you want to eat tomorrow.

Question: What day is tomorrow?

## My Journal: Yesterday, Today, Tomorrow

Many people like to keep a journal of what they do each day. With the help of an adult, write down what you did yesterday, today, and what you will do tomorrow!

Yesterday

Today

Tomorrow

**LESSON THREE: Timeline**

- **K-H2.0.2** : Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
  - **Verbs:** Create; Using; Crawling; Walking
  - **Know:** Students will know what a timeline is. A timeline is a schedule of activities in order from past to present. Students will know how to create one with events in a time order starting with the past and working their way up to the present. Timelines go in a time order and their timelines they will make will start with their birth and work their way up to where they are now. Students will know that timelines do not necessarily need specific dates, just about the time that the event happened, so students will understand the concepts of years, months, and days.
  - **Understand:** Students will understand that they can make a timeline with any events that have happened in life and not just about their life. Students will understand that timelines put events in order from the past to the present. Students will understand that their life can be put into chronological order.
  - **Do:** Students will take home a piece of paper with the events of birth, crawling, walking, loss of tooth, and first day of school. They need to ask their parents when each happened and write down the date (or month). If they have pictures of any of the events they will be asked to bring them in, but if not, then they can just draw them. Then the next day in class they will create a timeline of their life events. Depending on my clientele, I might look up typical developmental milestones, such as these, and have them available in case your class (or members of the class are) is like that.
  - **Vocabulary: Timeline:** A schedule of activities in order from past to present.  
**Chronological:** a list of things put in order, by years, months, days or letters.
  - **I Can:** I can make a timeline of things in my own life.

<p><b>Lessons: How will you take them where they need to go?</b> (<i>Step-by-Step plan from A-Z</i>)</p>	<p><b>Instructional strategies/Social constructs: How will they work?</b> (<i>AND what will YOU do?</i>)</p>	<p><b>Resources needed: What materials and resources will they need?</b> (<i>Page #s read, graphic organizers, books, posters, realia, etc...</i>)</p>
<p><b>K-H2.0.2</b> <i>Anticipatory Set</i> To start, the teacher will review the two vocabulary terms; timeline and chronological. Then the teacher will ask the students if they know what a timeline looks like.</p>	<p>Students will be participating in the discussion about what a timeline looks like.</p>	
<p><i>Main Lesson</i></p>		

<p>Class discussion about order and then last name example. Then birthday example for chronological order.</p> <p>Then show the students an example of a timeline using birth, crawling, walking, lost first tooth, and first day of school.</p>	<p>The teacher will begin a discussion about order, and ask if any students know of any examples of order. Then the teacher will line up the students in a line by their last name. She/he will explain to the students they are in chronological order by their last name. Then to show another example of chronological order, have the students get into groups by their birthday month. State where each month should be located in the classroom, so say, "If your birthday is in August please go here," and do this for every month. Then have the students try to put themselves in order by the day of their birthday, just within their groups. This will have the students communicating with the others in their group and it will give them hands-on experience to putting something in chronological order. For an extension of this activity then try to have the students put themselves into chronological order with the entire class for their birthdays starting with January. The teacher may have to help them by saying first comes January, and list the months as they go. When they get into chronological order go down the line and ask the students their birthday, to make sure they are in the correct order. If they are not, ask the other students where they think this student should go. After this lesson, have the students go back to their seats and show them the example of the timeline they will be creating tomorrow in class. This timeline the teacher shows the students, should be a timeline of the teachers life. Then you can explain to the students how each timeline will be different because everyone reaches these milestones at different times. The students will take home a piece of paper with the events of birth, crawling, walking, loss of tooth, and first day of school. They need to ask their parents when each happened and write down the date (or month). If they have pictures of any of the events they will be asked to bring them in, but if not, then they can just draw them. Then the next day in class they will create a timeline of their life events. (Normally on the first day of kindergarten teachers take picture of each student. For these projects develop each photo again, so the parents will have one less photo to find).</p> <p>The teacher should be walking around to the different groups of months and helping any group. Then why walking around ask the students in each group to tell you the dates</p>	<p>Resource J: Note to Parents</p> <p>Resource K: Timeline Example</p>
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	<p>that they have in order. This will assure your students are in correct order, so when the students go to put themselves in order with the rest of the class it will be easier.</p> <p>Students are using a group strategy. This will help their communication skills and working in-group skills.</p> <p>The teacher will need to develop the students photos from the first day of kindergarten.</p>	
<p><i>Assessment</i> Students will create a timeline in class with a four-door diorama. They will include five events from their lives; birth, crawling, walking, loss of first tooth, and first day of school.</p>	<p>Foldable (Four-Door Diorama)</p> <p>The teacher will need to create five, four-door dioramas for each students. These should already be created for the students, so they will not have to take time and learn to make these since this is a younger grade.</p> <p>Depending on the clientele, the teacher might look up typical developmental milestones, such as these, and have them available in case your class (or members of the class) does not have dates. The students will each create a timeline using a four-door diorama foldable. (These foldable should already be made for the students and each student will need 5, 4-door dioramas each). Explain to the students that on the top part of the diorama they need to glue the picture they brought in, or they need to draw a picture relating to the milestone. Then on the bottom of the diorama they write the date and the event. Example: my first diorama could say 8/14/1992 Birth or it could say August 14, 1992 Birth. My second diorama would say March 1992 Crawling, or 5/1992 Crawling. My third diorama would say August 1993 Walking, or 8/1993 Walking. My fourth diorama would say 8/25/1997, first day of kindergarten or August 25, 1997, first day of kindergarten. Finally my last diorama would say 9/8/1998, lost first tooth, or September 8 1998, lost first tooth. For the students who have difficult time writing the teacher may need to assist them. Then staple or glue all five dioramas together for each student and display them around the classroom. Some students may only have four because they might not have lost their first tooth yet.</p>	<p>Zike, Dinah (2000) <i>Foldables</i>. New York, NY: Macmillan/McGraw-Hill New (Page. 39)</p> <p>Crayons Markers Pencils 5 Four-door diorama Glue Sticks</p>

## Lesson Three: Note to Guardian

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### Kindergarten History Detectives

Dear Parent/Guardian,

In Social Studies, we are creating timelines of events that have happened in our lives.



As we create these timelines it would be very helpful to provide dates and photos for as many of these events as possible. If you do not know the exact day, please just give an estimate. There is no need to provide a picture for the first day of school, since on the first day of kindergarten we took photos, so I will have those for the students.

EVENTS:

1. Birth: \_\_\_\_\_

2. Crawling: \_\_\_\_\_

3. Walking: \_\_\_\_\_

4. Loss of First Tooth: \_\_\_\_\_

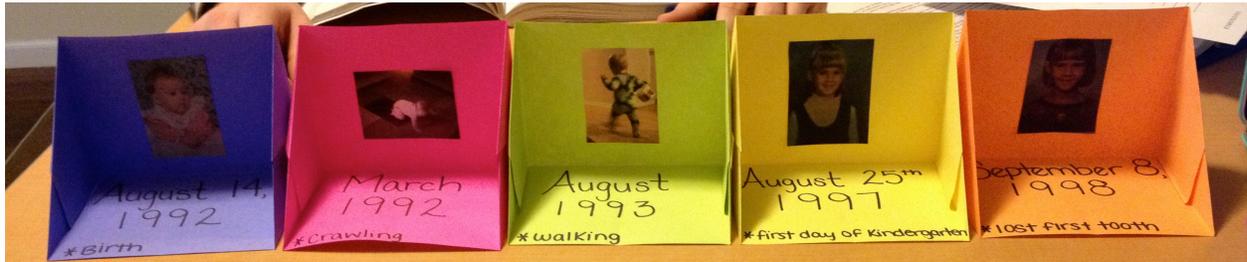
5. First day of School: \_\_\_\_\_

We will be sharing and displaying these timelines with the class.

Thank you for your help with our Social Studies project!

Sincerely,

## Resource K: Timeline Example



**This is what the timeline should look like from a front view.**



**This is what the timeline should look like from a top view.**

**LESSON FOUR: Beginning, Middle, and End**

- **K-H2.0.3** : Identify the beginning, middle, and end of historical narratives or stories.
  - **Verbs:** Identify
  - **Know:** Students will know how to retell a story about a previous event in history and be able to tell the beginning, middle and end of the story. Students will be able to investigate their family history for at least two generations, by identifying various members, and their connections in order to tell a narrative about their own family.
  - **Understand:** Students will understand that they can point out the different parts in a narrative. They will understand that they can make their own narrative with their family and realize narratives are everywhere!
  - **Do:** Students will make a family tree with at least two generations.
  - **Vocabulary: Historical Narratives:** A story based on a true event from the past.
  - **I Can:** I can identify the beginning, middle and end of different events to tell a narrative story.

<p><b>Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)</b></p>	<p><b>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</b></p>	<p><b>Resources needed: What materials and resources will they need?</b> <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
<p><b>K-H2.0.3</b></p> <p><i>Anticipatory Set</i></p> <p>To start, the teacher will review the vocabulary term; historical narrative.</p>		
<p><i>Main Lesson</i></p> <p>The students will think of a short story in their mind and draw 3 pictures to represent the beginning, middle, and end of it.</p> <p>Show the students your family tree. Send home the note to the parents to help with the family tree.</p>	<p>The teacher will tell the students that they are going to make up their own story. It could be something that actually happened to them or something that is made up. The teacher will pass out three pages of blank computer paper. Each student should write Beginning on one sheet of paper, Middle on another sheet of paper, and End on the last sheet of paper. The students will need to think of a beginning of a story and draw a picture of it. Next they will move on to the ‘middle’ page. The teacher will remind the students that the middle of the story needs to make sense with the beginning. Finally they will move on to the ‘end’ page and once again the teacher will remind the students to</p>	<p>Resource L: Note to Guardian and Family Tree Outline (send home).</p>

	<p>make sure the end of the story makes sense with the beginning and middle. After this is done, the students will share their stories with the class.</p> <p>After this lesson, show the class your family tree you made. Explain to this how you can tell a story about your family history with a beginning, middle, and end. Then tell the students they will be making their own family trees in class tomorrow and they will need to bring home the letter to their guardian to get help on learning about their family. When sending home the letter, make sure to send home the outline of the family tree, so it is easier for the parents to fill out.</p>	
<p><i>Assessment</i> Students will make a family tree with at least two generations (mom, dad, siblings, and grandparents). Then the students will be able to tell their family story to the rest of the class.</p>	<p>The teacher will need to provide a poster for each student.</p> <p>The teacher will be walking around helping the students set up the format for their family trees. Then any student who needs help writing the names of their family will receive help from the teacher. The students can color and design the family tree however they would like.</p>	<p>Poster for each student Markers Crayons Glue Pencils</p>

## Lesson Four: Note to Guardian

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### Kindergarten History Detectives

Dear Parent/Guardian,

In Social Studies, we are learning how to tell stories with beginning, middle, and ends. In class tomorrow we are going to make family trees, so we can tell the stories about our family.



If you could, please help your child figure out their family tree, with just names. The ones who need to be included are parents, siblings, and grandparents.

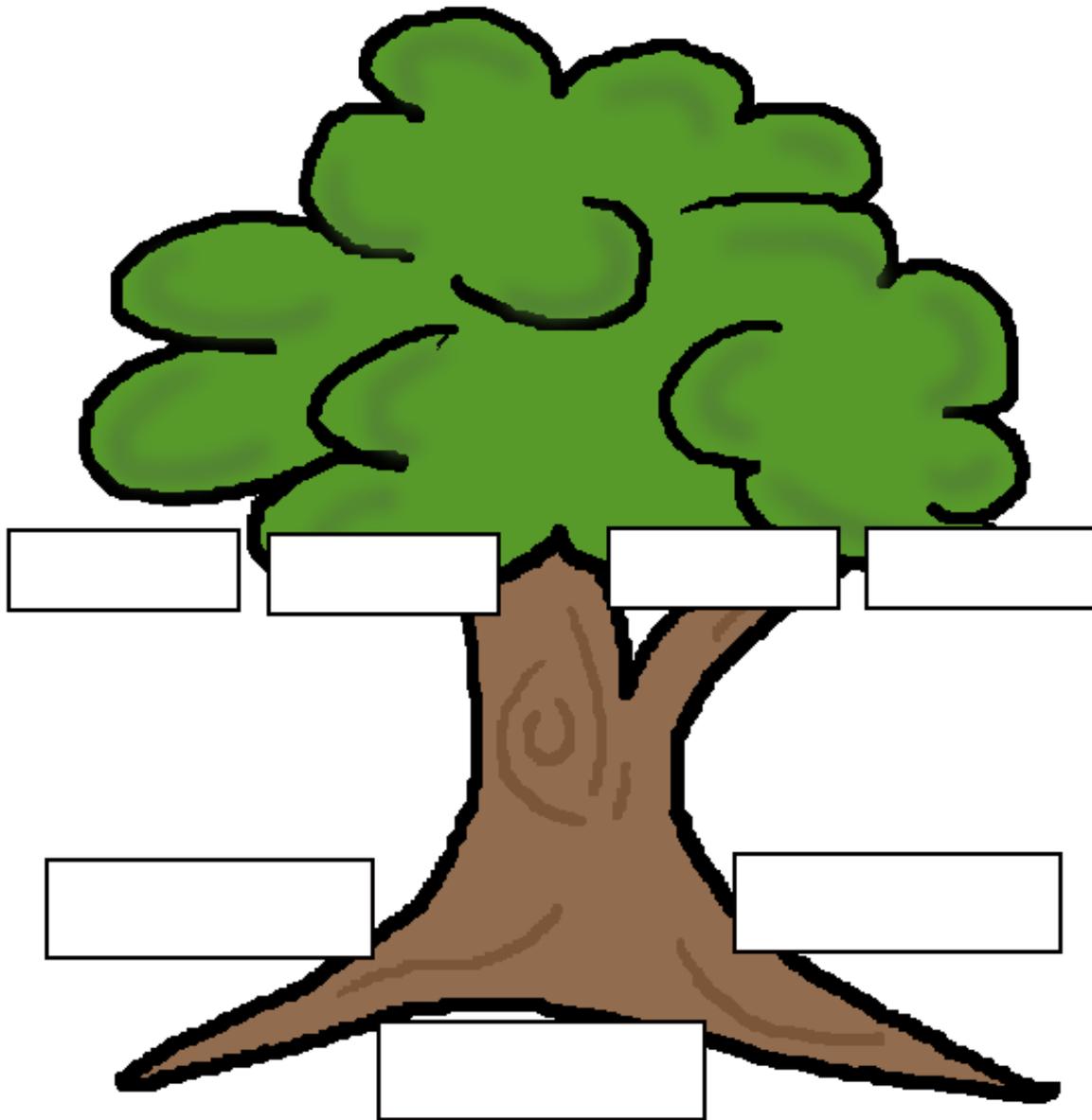
Attached is the outline for their family tree.

We will be sharing and displaying these family trees with the class.

Thank you for your help with our Social Studies project!

Sincerely,

# MY FAMILY TREE



**LESSON FIVE: Learning about the past**

- **K-H2.0.4** : Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
  - **Verbs:** Describe ; Learn
  - **Know:** Students will know that there are many different sources to learn about the past. Students will know that artifacts are forms of many different objects from the past. Students will know what artifacts are and how they are used/what they are used for. They will also learn what diaries are.
  - **Understand:** Students will understand that there are many different ways to learn about the past.
  - **Do:** Students will bring in 1 or 2 items the next class period they found at home and explain why they think it is an artifact.
  - **Vocabulary: Artifacts:** An object made by a human being, typically an item of cultural or historical interest. Examples: The Bill of Rights, Dinosaur Bones  
**Diaries:** A book in which someone keeps/writes down daily events and experiences.  
**Photos:** a photograph/caption of something that happened with pictures.  
**Stories:** Events told by people  
**Videos:** Recording moving, visual images
  - **I Can:** I can learn about the past through different items.

<p><b>Lessons: How will you take them where they need to go?</b> (<i>Step-by-Step plan from A-Z</i>)</p>	<p><b>Instructional strategies/Social constructs: How will they work?</b> (<i>AND what will YOU do?</i>)</p>	<p><b>Resources needed: What materials and resources will they need?</b> (<i>Page #s read, graphic organizers, books, posters, realia, etc...</i>)</p>
<p><b>K-H2.0.4</b></p> <p><i>Anticipatory Set</i> To start, the teacher will review the vocabulary terms; artifacts, diaries, photos, stories, and videos.</p>	<p>The teacher will ask the students if they remember what each vocabulary word means. This will be done as a class and students will need to raise their hand to answer the question of what each term means.</p>	
<p><i>Main Lesson</i></p> <p>Students will complete Alphabet Graffiti.</p>	<p>This Alphabet Graffiti exercise will be done as a class with the teacher doing the writing on the board. The students have to come up with things they thing are artifacts that start with each letter. This will give the students a better understanding of examples of artifacts, so when they go home to find some they will have no troubles.</p> <p>After the Alphabet Graffiti is completed start a class discussion on how these are items of how people</p>	<p>Resource M –Alphabet Graffiti outline</p> <p>Resource N–Note to Guardian</p>

	<p>learn about the past. The teacher should bring in a few items and display to them of how that specific item was used to learn about the past. For example, the teacher could bring in a diary and explain to the students that through the writing people can learn about what life was like back then, and what was happening. This will lead into a discussion of what they are going to do tomorrow in class.</p>	
<p><i>Assessment</i></p> <p>Students will bring in 1-2 artifacts from home, and explain to the class why it is an artifact.</p>	<p>Each student will present their 1-2 artifacts to the classroom and tell why they think it is an artifact. For the students who do not bring anything in, have artifacts placed around the room and have those students search for 1 artifact in the room.</p>	

**Resource M: Alphabet Graffiti**

**A:**

**N:**

**B:**

**O:**

**C:**

**P:**

**D:**

**Q:**

**E:**

**R:**

**F:**

**S:**

**G:**

**T:**

**H:**

**U:**

**I:**

**V:**

**J:**

**W:**

**K:**

**X:**

**L:**

**Y:**

**M:**

**Z:**

## Lesson Five: Note to Guardian

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### Kindergarten History Detectives

Dear Parent/Guardian,

In Social Studies, we are investigating ways that people learn about the past. One of the ways we learn about the past is through photographs and artifacts.



If you could, please help your child find one or two artifacts around the house and have them bring them to class tomorrow. Make sure the student understands why it is an artifact.

We will be sharing and displaying these artifacts with the class and will also be looking for evidence or clues of why these are artifacts.

Thank you for your help with our Social Studies project!

Sincerely,

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