

SOCIAL STUDIES THEMATIC UNIT: MY PLACE IN HISTORY

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INTRODUCTION AND CURRICULUM FRAMEWORK

Rationale

The purpose of this unit is to provide students with the opportunity to understand the dynamic role they play in history as individuals as well as members of a community. This unit provides teachers with scaffolded lessons, which aim to guide students in understanding their place in history and the role geography plays in shaping their community.

Standards Connections:

National Standards

Standard 1: The student thinks chronologically.

- A. Distinguish between past, present, and future time.
- C. Establish temporal order in constructing historical narratives of their own.

Standard 4: The student conducts historical research.

- B. Obtain historical data from a variety of sources.

Alaska State Content Standards

History

- A. A student should understand that history is a record of human experiences that links the past to the present and the future.
 - 1. Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.
 - 2. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
 - 7. Understand that history is dynamic and composed of key turning points.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, peoples, and events.

3. Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities.

3. Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.

D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

4. Understand that the student is important in history.

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

2. Makes maps, globes, and graphs.

INSTRUCTIONAL FRAMEWORK

Enduring Understandings

- I am a part of history.
- Mobility and migration impacts our community.
- Anchorage/Alaska is a unique geographic location.

Essential Questions

- Who am I?
- Who am I as an Alaskan/Anchorite?
- What role do I play in history?

LEARNING OBJECTIVES

At the end of this unit students will:

5. Define history in their own words.
6. Provide an accurate definition for mobility, migration, place, and location.
7. Create historical journals, graphic organizers, and a graphical autobiography.
8. Analyze and select important personal historical events for inclusion in culminating assessment.
9. Have a basic understanding of the importance of documenting personal history.
10. Begin to develop a geographical understanding Anchorage and/or Alaska.

Studies Content, Concepts, and Skills

Content

Place
Location
Migration
Mobility
Community
Population

Concepts

Culture
Change/Continuity
Map Skills
Timelines

Skills

Data-gathering skills

- Locate and organize information from a variety of sources.
- Compile, organize, and evaluate information.

Intellectual skills

- Classify or group items into categories.

Interpersonal skills

- See things from the point of view of others.
- Work effectively with others as a group member.

Communication Skills :

A. Speaking

- Prepare and deliver an oral presentation.
- Explain and support position or perspective on an issue.

B. Listening

- Following directions
- Restate the position or perspective of a speaker.

C. Writing

- Develop a cohesive, formal project.

D. Reading

- Make connections from text.

ASSESSMENT FRAMEWORK

Several formative assessments will be used throughout the unit. Formative assessments which are embedded in the lessons include daily journals, observations, graphic organizers, quick-writes, and drawings.

The culminating assessment of the unit will be for the students to create a graphic representation (diorama, poster, PowerPoint presentation, etc.) of their life's history. Students will be responsible for sharing this information with the class at the completion of the unit. An explanation of the assessment, along with a self-assessment rubric can be found attached to Lesson 6: A History of Last Year.

INSTRUCTIONAL DESIGN

Our intention with this month-long unit is to provide students with a baseline understanding of history, and to help them view their life in a historical context. The goal is that students, upon realizing their importance in history, will have broader understanding and excitement when introduced to historical concepts later on in life.

The unit has been designed so that scaffolding supports historical schematic development of students. Students are hooked into the unit through the Harry Potter connection. Throughout the unit, lessons are designed to equip students with the knowledge to complete the assigned tasks and engage student learning through developing a historical schema for their place in history. Students are asked to participate in self-reflection throughout the unit, and are active participants in the assessment process. Finally, the culminating assessment allows students to exhibit their learning in an effort to further refine their understandings through cooperative groups.

RESOURCES

Books

What Does a Historian Do? by Barbara Park
A Caribou Journey by Debbie Miller
Caribou Journey by Vivian French

How Do Birds Find Their Way? by Roma Gans

Websites

www.muni.org

www.alascool

<http://www.nationalgeographic.com/xpeditions/lessons/09/gk2/crowd.html>

http://whyfiles.org/006migration/fact_sheet.html

<http://www.npwrc.usgs.gov/resource/othrdata/migratio/migratio.html>

<http://www.birdnature.com/migration.html>