

## **Social Studies Curriculum Unit**

### **History of Me**

### **5<sup>th</sup> Grade**

Designed by: Heather King, Wendy Zorea, Chris Opitz and Julie Patotzka

#### **Introduction and Rational:**

Each year at the beginning of the school year many teachers engage in “getting to know you” activities or ice breakers to establish a sense of cooperation and team building in the classroom. In this unit we are meeting this goal and adding to it a new way of thinking. First we are doing what we have always done and get to know our kids. Second, we use historical thinking and vocabulary while going through ordinary team building process. The lessons in this unit are student centered, of high interest, and involve cooperation and sharing which are key to building a classroom built on respect of the individual and the goals of the overall classroom. The lessons are designed to incorporate learning activities that draw on a variety of multiple intelligences and learning styles. Students will use drawings, pictures, writing, listening, and discussions to develop their knowledge of “what is history?”

Through the lessons in this unit students will explore history in an authentic manner. They will become the historian and learn to understand perspective, interpretation, significant events and learn to use primary and secondary sources.

#### **Summary of Unit:**

This unit is written to get students interested and involved in the process of learning history. Students will write autobiographies, understand their place in history, and work on activities that teach perspective, interpretation, and significant events and engage in discussions related around the topic “History of Me.” It is important for students to understand that they have a place in history and that the topics we study in class are connected to them today.

This unit uses a Student Interactive Notebook as designed by the History Alive curriculum. The idea of the notebook is to get students to get hooked into the lesson with a question, take notes to make sure important vocabulary and ideas are learned, and finally, process the information learned. The Interactive Notebook helps students keep their information organized and is easy for teachers to grade. It allows for students to feel connected to the notebook and take ownership of their learning. Through the use of guided questions that promote connections between student experience and the topic.

It is recommended that the students are read to or independently read selected autobiographies or biographies prior to and during the activities. A great book that fifth graders seem to connect with is called The True Story of Ruby Bridges. This book is written about a young African-American girl who attends an all white school for the very first time. She was unwanted and had to be escorted to and from class by Federal Agents. The teachers and community were outraged that this child was allowed to attend their school. People protested outside the school doors as this young first grader entered the building and left every day.

#### **Link to Standards:**

**National Standards for History:**

1. Standard 1.C Establish temporal order in construction historical narratives of their own story.
2. Standard 2.A Identify the author or source of the historical document or narrative and assess credibility.
3. Standard 3.C Analyze cause-and-effect relationships bearing in mind multiple causation including the importance of the individual in history, the influence of ideas and the role of chance.
4. Standard 4.B Obtain historical data from a variety of sources.

**Alaska State Standards for History:**

1. Standard A.5 understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
2. Standard A.7 understand that history is dynamic and composed of key turning points.
3. Standard A.9 understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.
4. Standard C.2. use historical data from a variety of primary sources...
5. Standard D.1 understand that the student is important in history.

**Alaska State Performance Standards in Writing (Ages 8-10):**

1. Standard 2. Use a variety of fiction and non-fiction forms when writing for different audiences.
2. Standard 3.b proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.
3. Standard 5 Give credit for other's ideas, images, and other images and information by citing information about sources, including title and author.

**Essential Questions:**

What is history?  
What is my place in history?  
What is historical thinking?

**Vocabulary:**

Perspective  
interpretation  
significant event  
artifact  
primary source  
secondary source

**Key Knowledge:****Students will be able to:**

1. Define history in their own words.
2. Demonstrate application of a timeline.
3. Identify significant events in their lifetime.
4. Describe differing points of view.

**Time-line For Unit**

1. What Is History (pre-assessment) written by Heather King  
First day of unit and introducing the interactive notebook.
2. Perspectives and Interpretation written by Chris Opitz  
Second day of unit. Use interactive notebook.
3. Significant Events/Artifacts written by Heather King  
Third day of unit. Use interactive notebook.
4. Interviewing Techniques written by Julie Patotzka  
Fourth day of unit. Use interactive notebook.
5. History of Me written by Wendy Zorea  
This will take several days. It is a culminating project.
6. What is History (post assessment) written by Heather King  
Go back to the first page of the interactive notebook and ask the question again to test learned knowledge.

## **History of Me Culminating Project**

### **Summary of Lesson:**

Students will select significant events from their life from the list in a previous lesson to write a narrative in an artistic culminating project. They will write a paragraph about each event and draw a picture or bring in a photo that represents that event. The final draft of each paragraph will be written on a circle. Six paragraphs are written on six circles that will connect to each other. The drawings or photographs are added to six other circles. When all 12 circles are connected they create an artistic display of each student's narrative of their life.

### **Enduring Understanding:**

Everyone has a place in history that is unique.

Significant events are the things that have happened in my life that I feel are important.

### **Essential Questions:**

- What is history?
- Am I a part of history?
- Why do we study history?

### **Key Knowledge Students will Acquire from this lesson:**

Students will be able to:

1. Identify six significant events in their life.
2. Write clearly a paragraph about each event.
3. Draw a picture or find a photograph at home that relates to the significant event.

Students will understand:

1. How they are a part of history.
2. The importance of history as a topic to study.

## **Performance Task**

### **Write an Autobiography**

#### **Prior Knowledge:**

Students should have completed lessons to understand significant events and have read and discussed at least one autobiography such as “The True Story of Ruby Bridges.”

#### **Materials:**

- Significant Events list
- Circle template or compass to make a circle
- Construction Paper
- Glue
- Rubric for History of Me project

#### **Procedure:**

1. Students use the graphic organizer from a previous lesson to choose six significant events from their own life that will be used to write their own personal narrative.
2. Cooperative Groups of four share their list of 6 events with one another and why they chose each event.
3. Students use a sheet of binder paper and write one-two paragraphs about each event.
4. Peers are great as editors at the beginning stage. Parents can be used to help with initial editing too.
5. Finally, the final draft is written on the circles that will become a fabulous 12 sided object. Six sides will be for the paragraph writing and six sides will be used for drawings or photographs. See Guide for building the 12 sided object.

#### **Creating 12-sided object.**

1. Trace 12 circles using the template.
2. Mark each point shown on the template.
3. Draw lines connecting the points as shown on the template.
4. Fold on the lines.
5. 12 circles are connected together by gluing folds together.

## **Rubric for Final Project**

- \_\_\_\_\_ Title written on each circle.
- \_\_\_\_\_ Each paragraph includes a significant event or person in the student's life.
- \_\_\_\_\_ Each paragraph states a time the event happened.
- \_\_\_\_\_ Each paragraph states the importance of the event/person.
- \_\_\_\_\_ Each paragraph states the source of the information (baby book, family photo album, family video, school year book, interview, etc.)
- \_\_\_\_\_ Narrative is written with good conventions (capitalization, punctuation, grammar)
- \_\_\_\_\_ Overall project is neat and complete.