

This page should be your Curriculum Rationale, followed by a “page break”

Social Studies Curriculum Plan
The Study of Culture
Individual Development and Identity

Title of Unit: My Family History Subject: Social Studies
 Topic: Material Culture as a Primary Source
 Grade(s): 2-4 Designer: Kesson
 Duration of unit: Four weeks

Stage 1 – Desired Results

Overarching aims, goals: Students will learn how cultures develop, adapt, and change, and how material culture reflects the social world.

Neohumanist curriculum principles: Positive student identity will be fostered by learning more about their family history and how personal and family history *shapes* and is *shaped by* the larger social and cultural worlds.

Content Understanding(s):

- History can be learnt from many sources, including listening to stories.
- Material objects are “primary sources” for studying history and culture.
- Objects can include tools, household goods, musical instruments, sheet music, documents, medals, letters, signs, toys, books, etc.
- The making of objects requires numerous and varied skills.
- Objects hold great meaning for people.
- Objects and their uses change over time.

Essential Question(s):

- What do I learn about my family from studying an artifact?
- What do I learn about my culture of origin from studying an artifact?
- How can I learn more about the artifact?
- What can I learn about the past from interviewing a family member?

Literacy Understanding(s):

Objects have names
 Objects hold stories
 Stories connect to culture

Learning skills:

Attention to detail
 Describing
 Inquiry
 Editing and revision
 Gathering evidence
 Planning, etc.

Description of culminating activity: The Family Artifact Museum

Each student most likely has access to a multitude of family heirlooms which can be used as primary sources. If not, the teacher will assist them in finding a local artifact. Students will describe the object, photograph it, and write a museum-style record including the provenance, physical description, personal history and memories, date or era, and the importance to them and their family of the object. Photographs of the artifacts (or possibly the artifacts themselves) and the writings will be curated and displayed in the classroom, and families will be invited to a “Family History Evening” in which favorite family snacks prepared by the children will be served.

Books and other resources

- 1) Handout: Investigating Object Brainstorming Guide
- 2) Handout: Additional Artifact Questions
- 3) Picture book: *The Keeping Quilt* (Patricia Polacco)
- 4) Picture book: *The Quilt Story* (Johnson & dePaola)
- 5) Poetry: *Stitchin' and Pullin': A Gee's Bend Quilt*
- 6) Making paper quilts:
<https://www.artistshelpingchildren.org/paperquiltsartscraftsideaskids.html>

Lesson Plans

Lesson # & Title	Subject area content	Literacy Content	Arts focus	Learning skills
1) Family stories	Language arts Social studies	Storytelling Retelling a story	Storytelling	Memorization Narrative skills Presentation Public speaking
2) Read-alouds: Picture books about family artifacts	Language arts Social studies	Awareness of print Storytelling Poetry	Studying visual images	Listening Interpreting visual images Prediction
3) Paper quilt making	Math Art	Geometry terms (angle, shape, etc.)	Design, paper cutting	Creative thinking Composition Attention to detail
4) Artifact sharing	Language arts Social studies	Object naming, storytelling	Visual description	Public speaking Describing Explaining Presentations
2) Interviewing family member	Language arts	Listening Writing Tape recording & transcribing	Narratives	Questioning Note-taking Using information Organizing Synthesizing
3) Written description of the artifact	Language arts	Writing		

4) Photographing the artifact	Visual art	Photography terms (foreground, background, focus, magnification, crop, etc.)	Photography	Composition Digital literacy
5) Curating the exhibit			Framing visual images	Organizing Teamwork Time management Comparing Contrasting
6) Preparation of food	Reading, math, cooking	Recipe reading	Presentation of edibles	
6) Culminating experience: Public event	Sharing information/ learning with a larger community.	Oral presentations		Goal setting Planning Organizing Teamwork Time management Presentations

Assessment of culminating event:

Students will discuss what went well, what might have been improved, how well they worked together, what the parent feedback was.

Exit ticket:

What did I learn about my own family history from this unit?

What did I learn about my classmates and their families?

What did I learn about my culture?

Date: October 2022	Grade Level: Grade 3	Subject: Social Studies
Curriculum Unit Title: MY FAMILY HISTORY		
Lesson Plan # and Title: Lesson #1: Family Stories		
Content Standards: What is/are the concept(s) your lesson is meant to illustrate? Stories are "primary source documents." Family stories are a part of history. All families have stories about their past or their present.		
Lesson Objectives: Use SWBAT format (Student Will Be Able To) and active verbs: Students will be able to remember and recall a story told to them by a family member, retell it, and write it using proper story elements (beginning, details, and ending).		
Essential Question(s) that students will answer in the context of this lesson. <i>What can I learn about my family history from stories?</i> <i>What can I learn about the social world from my family stories?</i>	Social Studies Content <i>Individual identity and development</i> <i>(Constructing a sense of self in relation to family or caregivers)</i> <i>Understanding that history is made of "stories"</i>	
Literacy and/or Arts Skills Storytelling Composition	Learning skills Listening Remembering Recalling Attention to detail Editing Revision Public speaking	
How much time (days, etc.) will your lesson take? Three days, 45 minutes per day		
Lesson Procedure – This should be very detailed, and include everything you will do and say (question prompts, modeling, directives, instructions, etc.): Day One 1. Teacher will tell a story about her family. 2. Teacher will ask "what makes a good story? What makes a story fun to listen to?" and write student responses on the board. 3. Teacher will hand out a worksheet with the main elements of a story (people, place, time, action, dialogue) and places to fill it in. Class will discuss each element and teacher will		

model how to fill in using his or her story and explore together how to get more details from the storyteller.

4. Instructions (homework): Have a family member tell you a favorite family story. Fill in the worksheet with as many details as you can remember. (Some students may need help filling in their worksheets).

Day Two

1. Teacher instructs students how to construct a story with a beginning, details, and an end.
2. Writing time.
3. Working in pairs or small groups, review drafts. Have group members ask questions or make suggestions about how to improve the stories.
4. Teacher/student writing conferences.
5. Students revise stories and check for errors in capitalization, punctuation, and spelling.

Day Three

1. Students read their stories aloud to the class.
2. Whole class discussion: *What did we learn from listening to our classmates stories?*

Group activity (if applicable)

Groups activities include peer discussion, editing, and revision.

Whole class sharing of stories, and discussion about what was learned (see above).

Extension activities

This lesson will be followed by gathering stories about family heirlooms or artifacts.

Resources/Materials needed (Include all materials needed to carry out the lesson):

Worksheet for storytelling, writing materials

Assessment (Include formative, on-going, informal as well as summative/formal. Attach rubric, if you have one, to lesson plan):

Formative assessment: In teacher/student conference, teacher will make notes about what student needs to work on in regards to composition, grammar, punctuation, capitalization, etc. and give an appropriate level of suggestions/feedback.

Summative assessment (at end of lesson): See storytelling/writing rubric (attached)

