

IMPACT Lesson Plan

Grade Level: 1st

Title: Families Past and Present

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Main Subject: Social Studies

Key Vocabulary: past, present, family, price, relationship, occupation, siblings, lifetime, change

Essential Question: How have our families changed from the past to the present?

NC Standard Course of Study:

Social Studies:

Goal 1: The learner will analyze how individuals, families, and groups are similar and different.

3.01 -Describe personal and family changes, past, and present.

Math:

1.01 -Develop number sense for whole numbers through 99.

- Read and write numbers.
- Compare and order sets and numbers.

4.01 -Collect, organize, describe and display data

Language Arts:

3.04 -Share personal experiences and responses to experiences with text:

- publishing non-print texts.
- discussing interpretations.
- recording personal responses.

4.06 -Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).

5.04 -Use complete sentences to write simple texts.

Other Language Arts Objectives Addressed:

5.01, 5.02, 5.03, 5.05, 5.06, 5.07

Technology:

1.05 -Identify graphing as a tool for organizing information. Strand - Spreadsheet

2.02 -Observe, discuss, and use software to enter, calculate, display data, and interpret results as a class/group. Strand - Spreadsheet

2.03 -Identify, discuss, and use word processing as a tool to enter numbers, words, and phrases. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

2.05 -Locate and use letters, numbers, and special keys (e.g., arrow keys, space bar, insert Enter/Return, Backspace, Delete) on the keyboard. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

Information Skills:

3.02 -Collect information about diverse cultures, environments and peoples.

4.05 -Gather information.

4.07 -Organize and use information.

4.09- Present information in a variety of formats (print, graphical, audio, video, multimedia).

5.01 -Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.

5.02 -Produce media in various formats (e.g., pictorial, multimedia).

Procedure:

Students will interview an adult (parent, grandparent, aunt) at home. They will be given a set of interview questions to have the adult answer. The student writes the responses.

- Name
- When were you born?
- Relationship to child
- What do you do for work (occupation)?
- What event in your life would you consider to be very exciting?
- What is the biggest change that you have seen during your lifetime?
- What is the lowest gas price you remember?
- How many televisions did you have in your home when you were a child?
- What is the lowest candy bar price you remember?
- How many brothers and sisters do you have?

Students will bring in a picture of the person they interviewed. The teacher will use PhotoBooth to take a picture of that picture for use in a product.

Students will learn how to turn the responses into complete sentences.

Media Coordinator will conduct classes on biography and autobiography.

Students will create a Comic Life document in the following steps:

Students will use PhotoBooth to take a picture of themselves.

Students will put the picture of their person in iPhoto.

Students will use the Comic Life template (made by the TF) to present their interview information.

Students will use Numbers to compare gas prices, number of TVs, and number of siblings. They will use a template made by the TF to display the data and create a bar graph.

Cross Curricular Extension:

Enhancements:

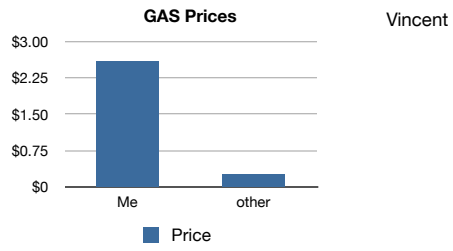
Music: Play popular music from the 5 oldest years represented in the interviews.
PE: Play a game that was popular during the time of the oldest interviewee.

Assessments:

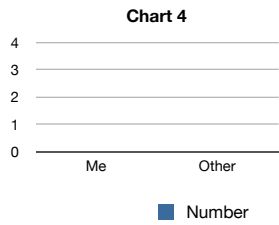
Students can be given a rubric for the Comic Life document so they can evaluate themselves.



Gas	Me	other
Price	\$2.60	\$0.27



Brothers/Sisters	Me	Other
Number	0	0



TV's	Me	Other
Number	4	1

