

**CONCEPT: CHANGE**

**ESSENTIAL QUESTIONS:**

1. How does **change** affect our daily lives?
2. How can we document **change** in our society?
3. Can **change** yield both positive and negative outcomes?
4. How can **change** influence history?

| WEEK ONE: 4/6   | WEEK TWO: 4/13   | WEEK THREE/ FOUR: 4/20 & 4/27  | WEEK FIVE: 5/4   | WEEK SIX: 5/11  |
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| <p><b>I can identify the difference between primary and secondary sources.</b></p> <ol style="list-style-type: none"><li>1. Watch this <a href="#">clip</a> about primary and secondary sources.</li><li>2. Go to <a href="#">Nearpod</a> to view the following presentation. <b>(Class Code: DQWGS)</b></li><li>3. Review both samples of personal “Timeline of Events”.<br/><a href="#">-Example 1</a><br/><a href="#">-Example 2</a></li><li>4. Create your own <a href="#">“Timeline</a> of</li></ol> | <p><b>I can create a secondary resource to show change in a person’s personal life.</b></p> <ol style="list-style-type: none"><li>1. Prepare a list of interview questions for someone that does not live with you. The questions need to pertain to what the individual may be experiencing as he/she lives through this global pandemic. See a list of suggested questions <a href="#">here</a>. You may use these and add additional questions if you wish.</li><li>2. Contact someone that does not live with you through phone, email, or a virtual</li></ol> | <p><b>I can determine if a source is a primary or secondary source.</b></p> <ol style="list-style-type: none"><li>1. Review the research guide regarding resources <a href="#">here</a>.</li><li>2. Take <a href="#">notes</a> documenting the evidence as to why the following sources (#’s 3, 4, and 6 below) are either primary or secondary.</li><li>3. Explore the photo-journal, “<a href="#">I Survived the Battle of D-Day Book Web</a>,” created by the author of the <i>I Survived</i> book series, Lauren Tarshis.</li><li>4. Read the following <a href="#">Time for Kids 3/4</a> grade OR <a href="#">Time for Kids 5/6</a> grade</li></ol> | <p><b>I can use perspective to create a primary or secondary source to document a historical event caused by change.</b></p> <ol style="list-style-type: none"><li>1. Review the final product assignment <a href="#">here</a>. You will be creating either <b>one</b> primary or secondary source to document the COVID-19 pandemic from your perspective.</li><li>2. Your final product is due <b>Friday, May 15<sup>th</sup></b>.</li></ol> | <p><b>I can use perspective to create a primary or secondary resource to document a historical event caused by change.</b></p> <ol style="list-style-type: none"><li>1. Work on your final product. It is due by <b>Friday, May 15<sup>th</sup></b>.</li><li>2. Please turn your final product in on Office 365 and share with Mrs. Brandt at <a href="mailto:sbrandt@auburnschools.org">sbrandt@auburnschools.org</a></li><li>3. Login to <a href="#">Office 365</a>.<ul style="list-style-type: none"><li>• Login: Username for school (usually: first initial and last name @acsk12.al.us)</li></ul></li></ol> |

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| <p>Events". You can use photographs.</p> | <p>space to interview him/her using your list of questions. Be sure to write-down the responses.</p> <ol style="list-style-type: none"><li>3. Create a "<a href="#">Timeline</a> of Events" for the person you interviewed.</li><li>4. Print/create the provided <a href="#">Venn Diagram</a> and compare/contrast your timeline with that of the person you interviewed.</li></ol> | <p>magazine. Choose an article about COVID-19 to evaluate.</p> <ol style="list-style-type: none"><li>5. Watch the following <a href="#">clip</a> for background into "Lewis and Clark".</li><li>6. Peruse the <a href="#">journals</a> of Lewis and Clark. Pay special attention to the "Images &amp; Maps" tab.</li></ol> |  | <ul style="list-style-type: none"><li>• Password: your lunch number.</li><li>• You may turn in a PowerPoint, Word Document, or a video link posted to a word document.</li></ul> |
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