

Kindergarten Social Studies TCC

Unit Lesson Plan #2

Grade: Kindergarten

Strand: Time, Continuity and Change (TCC) - History

Date:

Standards:

- *TCC.I.* Demonstrate a knowledge, understanding and appreciation of history.
- *TCC.II.* Understand historical timelines and global perspectives.
- *TCC.III.* Understand and appreciate traditional values.

Benchmarks:

- *TCC.I.A.* Identify place of origin, societal heritage, and cultural norms of VI ancestry (Amerindians, Europeans, African ancestors).
- *TCC.I.B.* Explore the African kingdom of Khemet and its relationship to the modern world.
- *TCC.I.C.* Analyse the origins of slavery, the implications of the slave trade (key reasons, methods and the emancipation period.)
- *TCC.I.D.* Examine the evolution of the VI government from 1834 through the present.
- *TCC.II.A.* Examine the passage of time as it relates to family, community, VI, Caribbean region and the world.
- *TCC.II.B.* Analyse and interpret primary and secondary historical resources.
- *TCC.III.A.* Reflect on knowledge and skills and demonstrate positive VI values and attitudes.

Lesson 1: Past Present and Future in the Garden

Lesson 2: Family Stories

Kindergarten Social Studies

Strand	Time, Continuity and Change
Lesson Plan	Past, Present and Future in the Garden
Lesson Duration	
Reference	<i>TCC.II.</i> Understand historical timelines and global perspectives. <i>TCC.II.A.</i> Examine the passage of time as it relates to family, community, VI, Caribbean region and the world. <i>WRT.II.</i> Use the conventions of written and oral English correctly.

Objectives

Demonstrate an understanding of past, present and future agricultural practices. Understand the changes that a garden undergoes over time, and the factors influencing this change.

Summary of Tasks

(1) Discuss with the class the process of planting a seed and what happens over time, it sprouts to become a larger plant. Pre-teach key words of a plant growing: small, green, leaves, sprout, seed leaf, true leaf, etc.

(2) Explain that change is constant in the garden as plants continue to grow, producing edible fruits and vegetables. Demonstrate that this is a cycle. Show the class images of their school garden when it was an empty piece of land and take students out to the garden now to see how it has changed. *Contact Green VI Garden Coordinator for images.

(3) Give students the opportunity to witness this change personally. Each student will be shown how to plant/germinate a bean seed on a wet tissue in the classroom.

(4) Students must then document the process of growing this seed in drawings. Before planting the seed, students should draw it. Students should wait 3-5 days for the bean to sprout, then as the plant begins to sprout they can begin to document the change through daily drawings for a week.

(5) Drawings should continue until the bean has grown its first pair of true leaves, 1 week to ten days. Students should use a page of their journal to fill out this sentence: I planted the seed last week, now it looks _____, in the future I think I will see _____. They

should then present this and their drawings to the class.

Materials

Photo of Original Garden
Seed Journal
Seeds
Paper Towels
Plastic Bags

Kindergarten Social Studies

Strand	Time, Continuity and Change
Lesson Plan	Family Stories
Lesson Duration	
Reference	<i>TCC.II.</i> Understand historical timelines and global perspectives. <i>WRT.II.</i> Use the conventions of written and oral English correctly. <i>OCOM.I.</i> Listen and speak effectively in formal and informal situations.

Objectives

Understand the history of food eaten in the BVI with respect to individual identity.
Learn how to formulate questions and find answers.

Summary of Tasks

(1) Teacher introduces the idea that our own families used to eat different foods in the past. As a class, the teacher can help students come up with three questions to ask their grandparents or a senior person in their community about eating habits in the past. For example:

- What was your favorite food when you were young?
- Did you grow your own food?
- What were common meals in your home?

(2) Students write their questions on the associated template. At home, ask for assistance of parents/grandparents/person in their community to answer these questions. They can write down answers and/or depict them visually.

(3) In class, students are asked to compare the answers they have received to answers they would provide themselves. Students should inquire into why their answers may differ.

Ask the questions:

Where do you get your food from?

Do you have a garden?

What foods do you eat that can be grown here?