

Past, Present, and Future

Inquiry Question: How can we use wisdom from the past to build a better future?

Inquiry Product: 2D Product (Whole Class)

Unit Description:

Understanding our past experiences and the wisdom gained from those experiences is integral to planning for our future. The greater mastery we have of how time's patterns and cycles structure our past and present lives, the better we will be able to prepare for what's to come. This unit explores the essential elements of time and how tracking and sharing our journey through time is a way of sharing the unique stories that have made us who we are.

LAUNCH

Module 1: Launch the Unit

[Materials and Prep Guide](#)

This module is designed to hook students into the inquiry process through an engaging, thought-provoking activity. The Inquiry Question is introduced and students' initial Investigation Questions begin to surface. There is no pre-teaching required to start students on their inquiry journey.

Objectives

- Compare different accounts of the same event
- Reflect on the past to explore concepts of time
- Evaluate and select Investigation Questions

Checkpoint Assessment

- As an informal pre-assessment, observe the class and gauge their general entry point to key concepts and skills; look for:
 - Describes time as an ongoing sequence of events
 - Gives an example to describe changes that occur over time
 - Identifies similarities and differences between accounts of an event

Lesson & Description

Outcome

Core Lesson

1. Hook Activity: Thinking About Time

Students investigate how people understand time and consider their own thoughts about time. They are prompted to consider events in time by reflecting on the first day of school. Then, they are introduced to the Class Timeline Unit-Long Display, a rope timeline that will be added to throughout the unit in order to create an understanding that thinking about time in similar ways allows us to share our experiences.

- Compare different accounts of the same event
- Reflect on the past to explore concepts of time

Core Lesson

2. Generating Investigation Questions

Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration of how we can use our understanding of time to gain wisdom from the past and build a better future.

- Generate meaningful questions about time with support of question words (Who, What, Where, When, Why, How)
- Evaluate and select Investigation Questions

INVESTIGATION

Module 2: How is time a part of every story?

[Materials and Prep Guide](#)

Students begin to explore time by investigating the concepts of past, present, and future. They consider how the past, present, and future are a part of every story, including their own. They evaluate both fiction and nonfiction sources, observe time passing, and learn to look for clues that help them identify when in time things might have occurred. They combine their learning from the module to create an autobiographical statement about their past, present, and future that becomes the starting point for building a personal timeline later in the unit.

<p>Objectives</p> <ul style="list-style-type: none"> • Explain the concepts of past, present, and future • Describe how different sources can be used to learn about the past • Construct autobiographical statements that represent the past, present, and future 	<p>Checkpoint Assessment</p> <ul style="list-style-type: none"> • Review "My Story of Time" handouts to assess ability to classify personal events into past, present, and future; look for: <ul style="list-style-type: none"> ◦ Past, present, and future events align to appropriate temporal words ◦ Represents their own point of view • Use the "Module 2 Observations" teacher worksheet over the course of the module to assess understanding of past, present, and future; look for: <ul style="list-style-type: none"> ◦ Uses temporal words to describe past, present, and future events ◦ Uses evidence in a source to describe how it represents past, present, or future ◦ Follows protocol, takes turns, listens
Lesson & Description	Outcome
<p>Core Lesson</p> <p><u>1. Past, Present, and Future</u></p> <p>Students explore time through the concepts of past, present, and future. They practice using clues to identify evidence of past, present, and future in the fictional story <i>Someday</i> by Alison McGhee and Peter H. Reynolds.</p>	<ul style="list-style-type: none"> • Explain the concepts of past, present, and future • Analyze text and images to explore representation of past, present, and future • Engage in collaborative discussion
<p>Core Lesson</p> <p><u>2. Learning from Stories Across Time</u></p> <p>Students discover how we can learn across time from a biography. They read <i>Jane Goodall: Chimpanzee Expert & Activist</i> by Grace Hansen and identify when events in Jane's story happened. They describe what we can learn from someone's story of the past and how we can apply that wisdom in the present.</p>	<ul style="list-style-type: none"> • Describe events of a story and identify a central message or lessons • Identify past, present, and future in an historical source (biography) • Describe why it is important to learn about the past
<p>Extension Lesson</p> <p><u>3. When Did It Happen? Analyzing Photo Evidence</u></p> <p>Students analyze photos for evidence of past or present. They participate in a Vote with Your Feet protocol in which they make claims about whether photos happened in the past or present and provide their evidence and reasoning. Select this Extension lesson for students to practice applying their new knowledge of past, present, and future.</p>	<ul style="list-style-type: none"> • Analyze images for evidence of past or present • Classify images to represent past or present • Describe how different sources (photographs, artifacts) can be used to learn about the past • Engage in collaborative discussion
<p>Extension Lesson</p> <p><u>4. Controlling the Past, Present, or Future</u></p> <p>Students explore how thinking about time, including the past and future, can sometimes make us feel anxious. They consider how focusing on the present moment can not only calm them down but also provide many benefits for themselves and others. They read <i>What Does It Mean to Be Present?</i> by Rana DiOrio and practice being present by taking part in a mindfulness protocol.</p>	<ul style="list-style-type: none"> • Describe the importance of living in the present • Investigate their power to control or influence the past, present, or future
<p>Core Lesson</p> <p><u>5. Documenting My Story</u></p> <p>Students practice dividing and documenting their own story over time into past, present, and future. They depict events of their story through words and pictures before sharing it with peers. They reflect on the learning of the module and consider how time is a part of every story.</p>	<ul style="list-style-type: none"> • Select events from their own life to include in an autobiographical statement • Construct autobiographical statements that represent the past, present, and future • Use temporal words to describe the past, present, and future ("I was," "I am," "I will be," "long ago," "now," "someday")

INVESTIGATION

Module 3: How can we make sense of time passing?

[Materials and Prep Guide](#)

Students make sense of time passing by investigating cycles and patterns. They discover that we can see time passing by looking at the changes that happen around us, such as when seasons change or people grow older. They also consider how some things stay the same, how cycles repeat, and how people track time in similar ways to make plans together. They use their new understanding of time to make predictions and plan for the future with a partner and independently.

Objectives

- Explain that seasons change as time passes
- Explain cycles and patterns of time that exist in nature (ex. night and day, seasons)
- Explain how time can be described using increments and measures (ex. months of the year, weeks in a month, days of the week)
- Describe tools that are used to track time and plan for the future
- Use patterns to plan for the future

Checkpoint Assessment

- Review "Making Plans" handouts to assess student understanding; look for:
 - Gives an example of a future event
 - Identifies one or more tools that can assist with planning (calendar, season wheel, schedule, clock)
 - Gives an example of how the tool can help with planning (time span, duration, date) or preparing (seasonal characteristics, time of day)
- Use the "Module 3 Observations" teacher worksheet to assess developing skills and understanding of how and why humans track time; look for:
 - Gives examples to describe how an historical source or tool can help us make sense of time
 - Gives examples to describe patterns or cycles that occur over time
 - Supports responses with evidence from sources
 - Supports plan or prediction with evidence from a pattern or cycle

Lesson & Description

Outcome

Core Lesson

1. Everything Has a Season

Students investigate cycles in nature to learn how natural changes reflect the passing of time. Through a read-aloud of *Earth's Cycles* by Christian Lopetz, they identify the seasonal cycle and the changes it brings to their region throughout the year. Then, they reflect on how understanding natural cycles helps people to anticipate and plan for future events.

- Analyze video and text to identify changes that occur as part of natural cycles
- Describe how natural cycles reflect the passing of time
- Explain how understanding cycles helps people to plan for daily life and the future
- Engage in collaborative discussion

Core Lesson

2. Tracking Time

Students explore standard and nonstandard time tracking tools that people use, including those in their own classroom. Using the example of the classroom calendar, they analyze how the same time period can be divided into measurable increments that are universally understood. Students then draw connections between natural cycles and the calendar, considering how both are helpful in planning for daily life and the future.

- Compare tools that are used to track time
- Explain how calendars mark time in increments (months, weeks, days)
- Draw connections between the sequence of months and cycle of seasons
- Describe how calendars are used to record the past and plan for the future

Core Lesson

3. Seasons Change, We Change

Students consider how life is a cycle and how people change over time. They analyze the lyrics of the song "The Circle Game" by Joni Mitchell and watch a video that shows a timelapse of a girl aging from an infant to an adult. They discuss the aspects of life that change and stay the same. Then, students use evidence to explain how they have changed over time.

- Predict changes that may happen in their own lives
- Describe changes they may experience, using increments of time (days, months, years)
- Observe changes that occur over time in another person from past to present

<p>Extension Lesson</p> <p><u>4. It Happens Every Year</u></p> <p>Students observe a simulation of the repeating cycle of months within a year, and years within a lifetime. They read <i>See You Next Year</i> by Andrew Larsen and consider how important annual events help them to plan and get excited for the future. Then, they work with a partner to use information from the text to show how the main character can use knowledge and experience to plan and prepare for next year's trip. Select this Extension lesson to deepen understanding of the predictability of the calendar year by tying it to natural cycles and annual events.</p>	<ul style="list-style-type: none"> • Use text evidence to predict and track when events occur and will repeat • Explain how experiences of the past help people anticipate and plan for the future • Engage in collaborative discussion
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<p>Core Lesson</p> <p><u>5. Understanding Time to Make Plans</u></p> <p>Students reflect on their learning across the module. They reflect on how knowledge of natural cycles and measurements of time can help people to anticipate, plan, and prepare for future events. Students then identify an event in the future and show how they can use tools such as calendars, season wheels, schedules, or clocks to plan and prepare for the event.</p>	<ul style="list-style-type: none"> • Reflect on various tools and methods of tracking time • Describe how we use tools to track time and identify when events will occur • Show how natural cycles help people to prepare for events in the future
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INVESTIGATION

Module 4: How can we share what happens over time with others? [Materials and Prep Guide](#)





Students explore different types of timelines. They make a list of important events from their own life and put them in order to create a Personal Timeline. Then, students reflect on their work and make a plan to improve their timeline through peer critique. Finally, they share their timelines with peers and consider the importance of sharing what happens over time with others.

<p>Objectives</p> <ul style="list-style-type: none"> • Create a personal timeline using chronological sequence • Explain how different historical sources can be used to represent the past • Identify point of view in historical sources (their own timeline) 	<p>Checkpoint Assessment</p> <ul style="list-style-type: none"> • Review Personal Timelines; look for: <ul style="list-style-type: none"> ◦ Events are in the order that they occurred ◦ Pictures represent the events ◦ Includes a title that tells what the timeline is about • Use the "Module 4 Observations" teacher worksheet to assess developing skills and understanding of timelines; look for: <ul style="list-style-type: none"> ◦ Supports responses with evidence from sources ◦ Arranges events in chronological order ◦ Describes how order or distance are used in a timeline to represent when events occurred ◦ Gives examples to describe how we can use historical sources to learn about the past
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Lesson & Description	Outcome
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<p>Core Lesson</p> <p><u>1. Organizing Time</u></p> <p>Students investigate how we can share what happens over time using a timeline. They explore the importance of arranging events on a timeline and practice putting autobiographical events in order. Then, they generate a list of important events from their life, which they will later use as a starting point to develop their own Personal Timeline.</p>	<ul style="list-style-type: none"> • Describe different ways of organizing events from the past • Describe how a timeline organizes information about the past
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<p>Extension Lesson</p> <p><u>2. Practicing Chronological Order</u></p> <p>Students construct a timeline by revisiting events from the book <i>Jane Goodall: Chimpanzee Expert and Activist</i> by Grace Hansen. Then, they watch an animated read-aloud about Margaret Hamilton and independently create a timeline using events from her lifetime. Select this Extension lesson for students to practice putting events in chronological order.</p>	<ul style="list-style-type: none"> • Organize events in chronological order • Analyze historical text to gather information about order of events • Engage in collaborative discussion
<p>Core Lesson</p> <p><u>3. Creating a Personal Timeline</u></p> <p>Students use the previously completed event cards from their "My Events" handouts to help construct a Personal Timeline. They record their timeline onto paper and then practice sharing it with a partner.</p>	<ul style="list-style-type: none"> • Describe significance of a personal timeline • Construct their own Personal Timeline, evaluating and selecting important events from their own life • Organize events in chronological order
	
<p>Core Lesson</p> <p><u>5. Sharing Our Timelines</u></p> <p>Students practice their storytelling skills by using their completed Personal Timelines to share their own stories across time. Then, they reflect on learning and consider the value of recording what happens in their lives over time and sharing it with others.</p>	<ul style="list-style-type: none"> • Use a timeline to present and compare personal histories • Describe how timelines can be used to learn about the past • Engage in collaborative discussion
<p>INVESTIGATION</p>	
<p>Module 5: How can we learn from our own and others' experiences over time to impact our future? <u>Materials and Prep Guide</u></p> <p>Students build on the skills they have learned across the unit to consider how they can use their understanding of time to take action or change outcomes for a better future. Students then conclude the module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> • Explain how we can learn from experiences of the past to make predictions and plan for the future • Analyze and describe relationship between actions and outcomes • Explain the importance of wisdom • Use evidence to support a claim about planning or preparing for the future 	<p>Checkpoint Assessment</p> <ul style="list-style-type: none"> • Review "Words of Wisdom" handouts; look for: <ul style="list-style-type: none"> ◦ Action and outcome are logically connected and show a cause-and-effect relationship ◦ Wisdom is connected to the action and outcome ◦ Wisdom offers clear suggestion to impact desired outcome • Use the "Module 5 Observations" teacher worksheet to assess developing skills and understanding of action, outcomes, and how we can learn from experience over time; look for: <ul style="list-style-type: none"> ◦ Cites evidence from source to identify actions and outcomes ◦ Uses evidence about actions and outcomes to draw conclusions about improving outcomes
<p>Lesson & Description</p>	<p>Outcome</p>















<p>Core Lesson</p> <p><u>1. Wisdom from Experiences</u></p> <p>Students explore how every action has an outcome and how we have the power to change a negative outcome. They consider what they have learned from experiences in their own life over time and record their wisdom to share with others.</p>	<ul style="list-style-type: none"> • Analyze cause-and-effect relationships in a story • Explain how past experience can be used to predict or plan for the future • Describe how lessons of the past can be used to improve decision-making
<p>Extension Lesson</p> <p><u>2. Wisdom to Prepare for the Future</u></p> <p>Students watch the "Aesop's Fables: The Ant and the Grasshopper" video in order to continue to explore how every action has an outcome and that we can gain wisdom over time from stories and experiences. They specifically investigate the wisdom of saving now for the future, working together in small groups to craft their own bits of "wisdom of saving" to share with peers.</p>	<ul style="list-style-type: none"> • Analyze cause-and-effect relationships in a story • Explain how past experience can be used to predict or plan for the future • Describe how lessons of the past can be used to improve decision-making • Describe the importance of saving for the future • Engage in collaborative work
	
<p>Core Lesson</p> <p><u>4. Passing On Our Own Wisdom</u></p> <p>Students consider the wisdom they have gained since the beginning of school to make a claim. Then, they record their wisdom to share with future students.</p>	<ul style="list-style-type: none"> • Give advice based on experience to benefit others • Apply knowledge of cycles and patterns to predict and prepare for the future • Explain responsible choices and how to be accountable for personal actions • Describe the potential effects of an action or event on members of a group
<p>Core Lesson</p> <p><u>5. Reflecting on Time and Wisdom</u></p> <p>Students reflect on all that they have learned about time and the past, present, and future. Students conclude this lesson by reviewing the key learning from the unit to help them prepare to take action.</p>	<ul style="list-style-type: none"> • Share and compare points of view about using the past to prepare for the future • Reflect on learning to identify opportunities and challenges that inspire action • Engage in collaborative discussion
	

ACTION

Module 6: Take Informed Action

[Materials and Prep Guide](#)

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. Preview the module in order to determine how to customize the lessons and accompanying materials to best fit your selected product. Add Flex lessons from the Flex Lesson Library to introduce or reinforce important skills. For additional support, refer to the ["Preparing for Your 2D Product" unit resource](#).

<p>Objectives</p> <ul style="list-style-type: none"> • Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems • Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions • Use a range of deliberative and democratic procedures to make decisions about effective courses of action • Take ownership of work in terms of quality, degree of challenge, revision, and completion 	<p>Checkpoint Assessment</p> <ul style="list-style-type: none"> • Assess students' final Inquiry Products using the "Inquiry Product Rubric" created using the "Inquiry Product Rubric Guide" • Use the "Action Module Observations" teacher worksheet to assess developing understanding of concepts that repeat throughout these lessons; look for: <ul style="list-style-type: none"> ◦ Gives examples to identify what makes the work strong or areas for improvement ◦ Explains connection between work and "Inquiry Product Rubric" Success Criteria ◦ Work shows progress toward "Inquiry Product Rubric" Success Criteria ◦ Gives kind, helpful, and specific feedback ◦ Demonstrates a growth mindset by accepting and considering feedback ◦ Follows protocol: contributes ideas, takes turns to speak
<p>Lesson & Description</p>	<p>Outcome</p>
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<p>Extension Lesson</p> <p><u>2. Brainstorm: Team Norms</u> Students work together to define what they need from each other to be successful as a team. Select this Extension lesson for students to develop awareness of how they collaborate with others and to form a common language to use when challenges arise.</p>	<ul style="list-style-type: none"> • Generate ideas about effective team dynamics • Select ideas to generate team norms • Engage in collaborative discussion
<p>Core Lesson</p> <p><u>3. Brainstorm: Generating Ideas for the Work</u> Students use a Rapid-Fire Brainstorm protocol to generate, evaluate, and select ideas for their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.</p>	<ul style="list-style-type: none"> • Generate ideas for the content of the Inquiry Product • Evaluate and select ideas for an effective product using Success Criteria in the "Inquiry Product Rubric," and any constraints, as a guide • Give meaningful feedback to peers • Use feedback to develop work
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