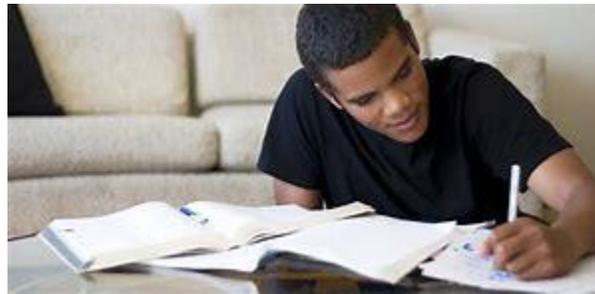




Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

Offline Distance Learning Secondary



Middle School Social Studies

Middle School Inquiry-Based Activity

How does the quote, “The more things change, the more they stay the same, “ apply to your life today?

Learning Targets:

I will learn about a group of people from history and compare their lives to my own life.

Success Criteria:

1. I can define the quote, “The more things change, the more they stay the same.”
2. I can apply the quote to my own time period by comparing and contrasting my life in the 21st Century to the lives of people in history.

Materials:

Textbook, pen, paper, internet access (optional), may need colored pencils/crayons/markers
The attached notes worksheet

Expectations:

You can choose any of the ways below to document your answers. Please make sure that you check spelling and grammar before turning in your work.

A. Tapping into prior knowledge

Quick Write

The phrase, “*The more things change, the more they stay the same,* “ was first used by French writer Jean-Baptiste Alphonse Karr in January 1849 in a monthly French journal called Les Guêpes. What do you think this phrase means? Give an example.

B. Research

Choose a civilization (Ancient Rome, The Maya, etc.) from your textbook or a time period (Colonial, Westward Expansion, etc) to research.

- a. Read about the civilization/time period.
- b. What was life like for the people of this civilization/time period?
- c. What type of government existed? What achievements did they have? What religion did they practice? How was the economy organized? How was the society organized? What type of food production was used?
- d. Complete the fact-gathering graphic organizer.

C. Comparison

How does your life compare to the time period or civilization you researched?

- a. Review the fact-gathering graphic organizer.
- b. Using the Comparison Chart, compare your life in the 21st Century with the lives of those you researched.

Middle School Inquiry-Based Activity

D. Project

Choose one of the following projects to present your information:

- a. Write a 5-paragraph essay arguing whether or not Karr's quote, "***The more things change, the more they stay the same,***" is true. Use evidence from your research to support your opinion.
- b. Create a 6-10-page picture book or comic book showing ways in which things have changed yet remained the same. There should be a cover with a design. Each page should have either an example of something from the past, or how it has changed to today yet remains somewhat the same.
- c. Create a 2-3 page story where you time-travel back to the time period you researched. Explain to the people of the time what things have changed and what things have remained the same.
- d. Write a song based on a popular tune in which you talk about the people of the time you researched and what things have changed and what things have remained the same. Your song should contain at least 3 verses and a chorus.
- e. Create a PowerPoint or Sway presentation where you show examples of things from the civilization that you researched and how things have changed yet remained the same. (You need a title slide/card AND, 6-10 slides/cards that include lots of visuals plus information that you have written)

This is an example of how the more things change, the more they remain the same:

The Kingdom of Ghana told their history orally through Griots (storytellers) because they did not have a written language.

21st Century America	What's still the same
<ul style="list-style-type: none">• Written language• History told written in books by historians• Video/film documentaries• Kids learn a lot of history through books and online resources	<ul style="list-style-type: none">• Historians and teachers give lectures• Video/Film are forms of oral history• We still listen to stories from history• Family stories are especially told orally from one generation to the next

Results: Even though we now have books written about history and online resources dedicated to learning about the past, we still have an oral tradition of storytelling and passing down history through lectures, films/video, story books and family histories.

Middle School Inquiry-Based Activity

Fill out the form below with information from your textbook about life during that time period. Put as many details as you can to help you be able to compare life back then with your own life now.

Civilization or Time Period:		
Category	Evidence Include details from the textbook for each category. Use bullets for your notes.	Textbook Page Numbers
Government/Political Leadership (Type of government, who were the leaders, who held the power in society)		
Economic Structure (What did this society produce? Trade, division of labor, money, taxes, distribution of goods)		
Achievements (Advancements in science, technology, art, culture, philosophy)		
Agriculture (Methods of food production, crops grown, animals raised and eaten)		
Religion (Major religion(s) practiced, ceremonies, deities-- Gods/Goddesses, Poly/Monotheistic)		
Social Structure (How is society divided? Are there classes? What are they based on – wealth, power, birthright? Who are the people in society and where do they fall on a social pyramid?)		

Middle School Inquiry-Based Activity

Fill out the form below with information about life in 21st Century America. Put as many details as you can to help you be able to compare your life to life in the past.

Civilization or Time Period:		
Category	Evidence Include details from the textbook for each category. Use bullets for your notes.	What is similar or has not changed from the past?
Government/Political Leadership (Type of government, who were the leaders, who held the power in society)		
Economic Structure (What did this society produce? Trade, division of labor, money, taxes, distribution of goods)		
Achievements (Advancements in science, technology, art, culture, philosophy)		
Agriculture (Methods of food production, crops grown, animals raised and eaten)		
Religion (Major religion(s) practiced, ceremonies, deities--Gods/Goddesses, Poly/Monotheistic)		
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