

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the First Grade Social Studies.

UNIT 1 – “Using Connecting Themes in First Grade Social Studies”

Elaborated Unit Focus

This unit is designed to introduce students to the five themes that will feature prominently in first grade social studies. Activities will focus on ***culture; individuals, groups, and institutions; location; scarcity; and time, change, and continuity.*** At the conclusion of this unit students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge.

Standards/Elements

This unit is designed to teach the themes used in the course. The standards listed with each activity in the balanced assessment plan are introduced in this unit, but will be taught in greater depth throughout the school year. These themes will provide the scaffolding needed for the study of Social Studies for the school year.

Enduring Understandings/Essential Questions

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

K-5 EU: The student will understand that culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.

- How do our family and community make us unique?
- How are families different around the world?
- What are some of our family traditions?
- What holidays does my family celebrate?
- How are the people in my community like me?
- How are the people in my community different from me?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How can our choices help others?
- How can our choices hurt others?
- How can the choices of our class cause good and bad consequences?
- What are some of the good choices that we should make in school?
- How do the choices of the adults in our school and community affect us?

Location: The student will understand that location affects a society's economy culture, and development.

K-5 EU: *The student will understand that where people live matters.*

- How does our community affect our daily lives?
- How would our lives be different if we lived in other parts of the state, the country, or the world?
- Why is where a person lives important?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: *The student will understand that because people cannot have everything they want, they have to make choices.*

- Why can we not have everything we want?
- How do we make good choices to get what we need?
- What are some choices we have to make because of scarcity of time?
- What are choices we have to make because of scarcity of money?

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

K-5 EU: *The student will understand that some things will change over time, while other things will stay the same.*

- How has our community changed over time?
- How has our community stayed the same over time?
- How is first grade different from kindergarten?
- How are first grade and kindergarten alike?
- How have you changed since you were born?
- How is school the same as when your parents went to school?
- How is school different from when your parents went to school?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
All themes After introducing the Social Studies themes (Culture; Individuals, Groups, and Institutions; Location; Scarcity; Time, Change, and Continuity) the class will give examples of the themes in their classroom. Teachers will assist students in discussing real-life examples of each of the themes. For example: Culture – our class is our school community; Individuals, Groups, and Institutions – the choices we make in our class affect others whether we mean for them to or not; Location – the location of our classroom	All themes	Teacher Observation

<p>affects how long it will take to get to the media center or cafeteria; Scarcity – our class only has a limited time in the lunch room, so we cannot stay in the cafeteria all day; and Time, Change, and Continuity – the people in our class have changed since last year, but we are still a group of students ready to learn. Students can discuss their examples with other students’ suggestions.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Visual references. 		
<p>All themes Students will use print media to find pictures that illustrate each unit theme. Students will write how the picture connects with the theme. The class will add the pictures that describe each theme to the Social Studies Theme Concept Wall. The concept wall will be placed in the room for the students to reference throughout the year. This Social Studies Theme Concept Wall will help build schema (background knowledge) for the students.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Assistance with writing-spelling, lines for writing. • Dictate information. • Assistance with cutting material. • One-on-one assistance in finding pictures 	<p>All themes ELA1R1c</p>	<p>Constructed Response</p>
<p>All themes The students will create a classroom timeline to hang up in the classroom. The timeline will represent the current school year (August through May). The teacher will take a picture of the class the first day of school and discuss how it will be our classroom community. The teacher will add the picture and a caption stating the name of the teacher and the first day of school. The class picture will be the first item on the timeline. This timeline will display chronologically the topics, concepts, and people introduced throughout the school year.</p>	<p>All themes Information Processing Skills 2, 7</p>	<p>Teacher Observation Class Discussion</p>
<p>Culture Class will create a belief statement quilt. First, students will participate in a class discussion of classroom/school procedures and rules. Next, students will create classroom belief statement quilt pieces that include study habits, rules, behavior expectations, etc., and a signature piece. Then, students create their own individual squares illustrating one of the belief statements. Teacher will assemble the quilt and hang it in the classroom.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Assistance with illustrations • Dictation of written work • Lined area to write written work • Check for understanding of directions • Break down activity. 	<p>Culture</p>	<p>Constructed Response</p>

<p>Culture After a classroom discussion of what makes each student's individual family unique, students will construct a family tree describing their family unit with labeled pictures, words, and illustrations. (The teacher should use discretion when completing this project because of the various home situations of their students.) Students will present their family trees to the class.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Assistance with illustrations • Dictation of written work • Lined area to write written work • Check for understanding of directions. 	<p>Culture</p>	<p>Dialog & Discussion</p>
<p>Culture After discussing how each of our families is alike and different the class will construct a graph of how the families are similar (number of siblings, family size, etc.).</p>	<p>Culture M1D1a,b</p>	<p>Teacher Observation Constructed Response</p>
<p>Individuals, Groups, & Institutions After classroom discussion about classroom and school procedures and rules, the teacher will use scenario cards to have students create skits that show how our actions hurt or help others. Ex. What happens if we spend 3 hours on the playgrounds? What would it be like if everyone could run in the hallway?</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Use index cards with scenario part written to aid in presentation. • Cooperative groups. 	<p>Individuals, Groups, Institutions ELA1LSV1b,c,d,e,f</p>	<p>Teacher Observation</p>
<p>Individuals, Groups, & Institutions Teacher will discuss how there are good and bad consequences for our actions. He or she will share how rules are developed so that good consequences occur when rules are followed, but when they are not followed bad consequences may result. Using the good and bad consequences graphic organizer, students will write about and illustrate the consequences for following the rules and the consequences for not following rules in class, school, and/or community.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Use visuals to illustrate ideas. • Assistance with writing-spelling, lines for writing. • Dictate information. 	<p>Individuals, Groups, Institutions ELA1R6m</p>	<p>Constructed Response</p>
<p>Location The class will discuss where they live (city, county, state, nation, and continent) and what makes these places special. The teacher can ask, "Why would people want to visit our community? What do people remember about our city? Why is our city important? Who are some of the important people from our community?" In</p>	<p>Location</p>	<p>Constructed Response Peer Assessment</p>

<p>groups, students can create a poster, collage, book cover, or picture book of what makes their community unique.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Assistance with cutting material. • Assistance with writing material, dictate, write lines on poster, etc 		
<p>Location</p> <p>Students create a school atlas (see attached) that includes a title page; table of contents; maps of their classroom, school, playground, cafeteria that include labeled cardinal and intermediate directions; and a page comparing and contrasting the different locations in the school.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Assistance with writing-spelling, lines for writing. • Dictate information. • Peer assistance with drawing, etc. • Provide map to be labeled. • Monitor progress on activity. 	<p>Location</p> <p>Map and Globe</p> <p>Skill 1,2</p>	<p>Constructed Response</p>
<p>Time, Change, & Continuity</p> <p>To provide information about how people change over time, the teacher will allow students to interview a family member or another adult. As a class, the students will create interview questions (or the teacher can distribute the attached interview sheet that includes questions) about childhood hobbies, entertainment, school, where they grew up, family life, siblings, etc. Then, students will use those questions to interview a parent, guardian, or other adult and record their answers. Students will use a Venn Diagram to compare their childhood to their interviewee's.</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Venn Diagram template with lines to write information. • Allow student to dictate information. • Peer paired arrangement 	<p>Time, Change, Continuity</p> <p>ELA1R6m</p>	<p>Dialogue and Discussion</p> <p>Constructed Response</p>
<p>Time, Change, & Continuity</p> <p>The teacher will ask the students, "How has our school changed? What has stayed the same at our school? Are there any new procedures or rules since you where in Kindergarten? How has our city changed over time? What has stayed the same?" The following website can be used to locate older pictures related to a given community: Vanishing Georgia Archives. After a class discussion about what has changed and stayed the same in the community, the students will create a t-chart of comparing the past and present of their community (see attached).</p> <p><u>Modifications</u></p> <ul style="list-style-type: none"> • Assistance with writing-spelling, lines for writing. • Dictate information. • T-chart template. 	<p>Time, Change, Continuity</p> <p>ELA1W1a,d,e, i,j,l, ELA1LSV1b,c,d</p>	<p>Constructed Response</p>

Resources for Unit

- [Internet 4 Classrooms](#) – provides social studies internet resources and links to social studies web sites.
- [Galileo](#) – Georgia Virtual Library that can provide additional social studies resources.
- [The National Council for the Social Studies](#) - Standards, teaching resources (internet, print and videos), and links to social studies web sites.
- [The New Georgia Encyclopedia](#) - Provides information about people, places, events, institutions, and many other topics relating to the state.
- [Social Studies Lesson Plans and Resources](#) - links to sites with lesson plans for history, geography, and current events. There is also a section on online activities.
- [Social Studies](#) - Lesson plans and other materials from PBS
- [Smithsonian Education](#) - Good web site for teachers, students, and families. It has lesson plans for all subjects.
- <http://econedlink.org/> -The National Council on Economic Development website. This website includes lesson plans and Internet resources for teachers. To locate the lesson plans for the state of Georgia click the standards tab, then Georgia, and the economic lesson plans will be listed according to the grade level standards.
- [UnitedStreaming](#) - Provides full videos and audio files. Every public school teacher in Georgia has free access to this site. If you do not know your password information, please contact your media specialist.
- [Vanishing Georgia Archives](#) – Archival pictures of people and places throughout Georgia; searchable by county, city, or keyword.
- [The Library of Congress's American Memory Collections](#) – Documents (including pictures, posters, broadsides, letters, government documents, personal papers, maps, audio recordings, etc.) are divided into categories, and then further separated by library collections.
- [I Know That](#) - provides interactive social studies skills that will assess students.
- [National Archives' search engine](#) – This is the National Archive's search engine. Click on the yellow oval labeled search, and list of documents will appear.
- [Google Maps](#) – provides various maps that can be used for geographical studies.

This unit was created by Joyce Arnold, Julie Ott Branyan, Nikki Durr, and Michelle Reynolds approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 5/27/08.

Belief Statement Quilt Pattern

Directions: Students will illustrate one of the classroom belief statements about study and work habits, rules, behavior expectations, or procedures using the quilt pattern.

Name _____

SCENARIO 1

Show the positive and negatives of playing on the playground for 3 hours.

SCENARIO 2

Show what would happen if everyone ran in the hallway. Then, show what would happen if everyone did not.

SCENARIO 3

Show what would happen if we all talked at the same time. Show why we should raise our hands.

SCENARIO 4

Show what would happen if we did not keep our room and school clean. Show why we should keep our areas clean.

SCENARIO 5

Show what it means to be on task at all times.
Show what would happen if we did not.

SCENARIO 6

Show why we should keep our hands and feet to ourselves. Show what would happen if we did not

SCENARIO 7

(Add your scenario here)

SCENARIO 8

(Add your scenario here)

Scarcity

Individuals

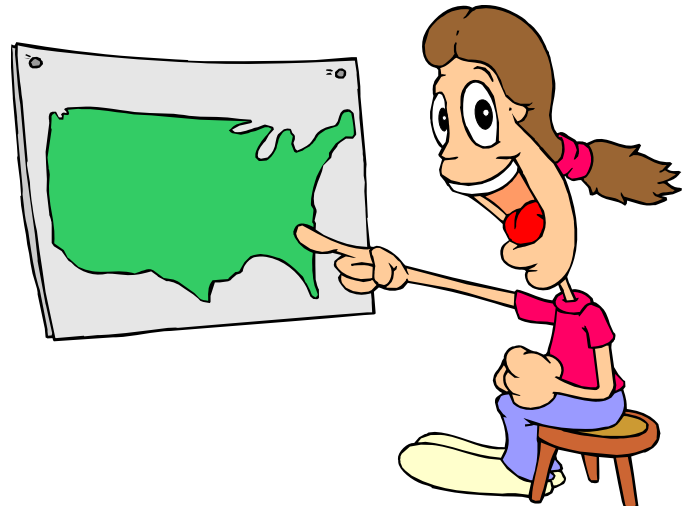
Groups

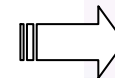
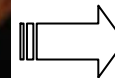
Institutions

Time



Change





Culture



Location



Name _____

Date _____

Where I Live Chart

Directions: Compare past and present of where you live. What has changed where you live and what has stayed the same over time?

Past	Present

Interview Questions

Student's name: _____

Date: _____

Person interviewed: _____

Age: _____

1. What is your first memory?
2. Tell me about your childhood home.
3. How did your family celebrate holidays when you were a child?
4. What were your favorite school subjects?
5. Tell me about your favorite teacher.

6. Tell me about some of your friends.
7. Describe your first job.
8. Tell me about some of your favorite songs (also books, movies and television shows).
9. Tell me places that made you happy.
10. Anything else you would like to share?

School Atlas

Illustrated by

Table of Contents

Map of the classroom -----	3
Map of the school -----	4
Map of the playground -----	5
Map of the lunchroom -----	6
Questions about maps -----	7

Map of the classroom Page 3

Map of the school Page 4

Map of the playground Page 5

Map of the lunchroom Page 6

What would happen if our room was located next to the lunchroom?

Page 7

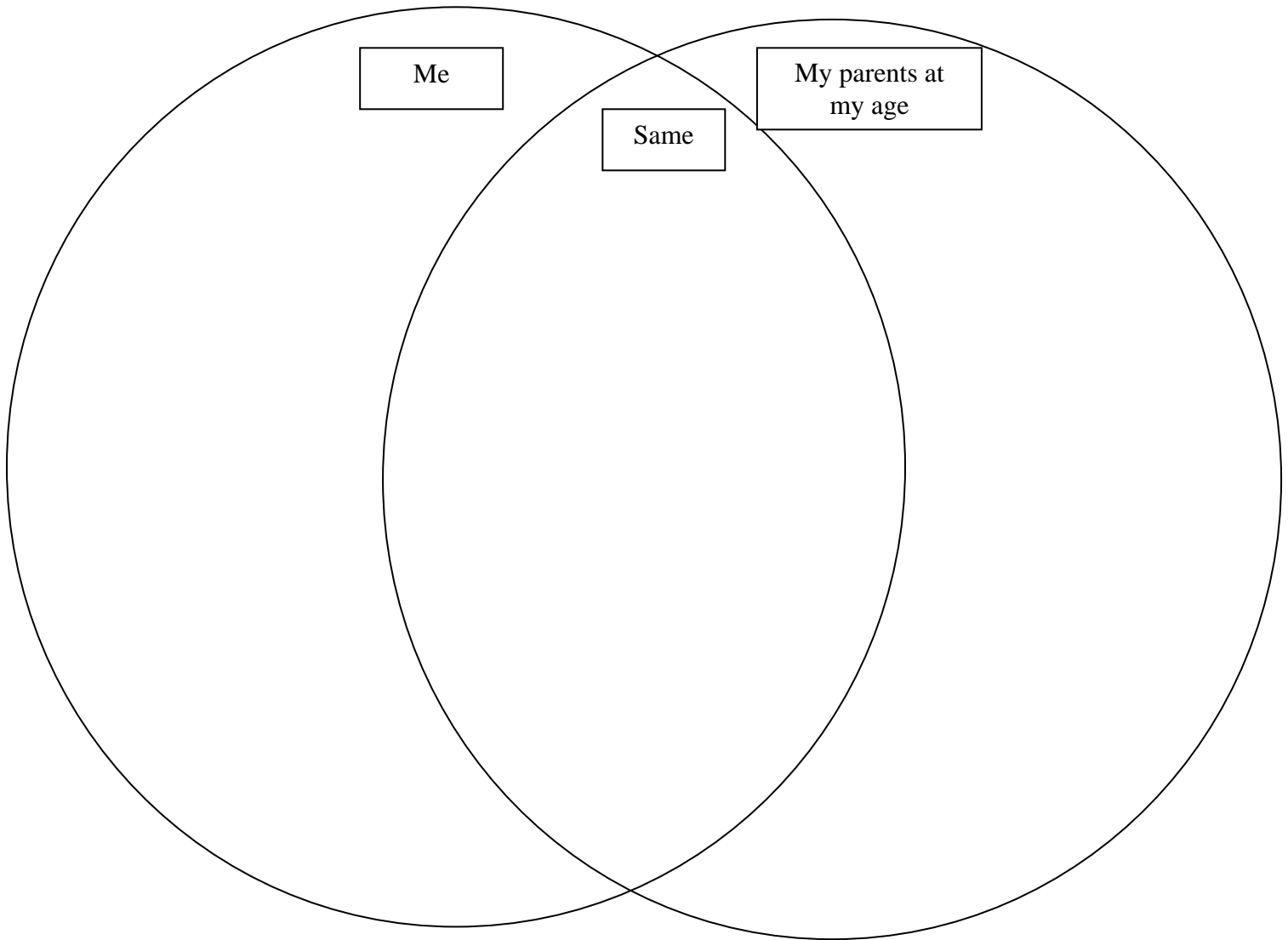
What would happen if the media center was in the gym?

Page 8

Name _____

Date _____

Venn Diagram



Directions: Compare your life to your parents' life at your age.