

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

## **UNIT 2 – Our National Heritage**

### **Elaborated Unit Focus**

In this unit, students will begin to explore the United States' national heritage using the theme of ***culture*** to learn about folktales and patriotic songs. Students will also use the theme of ***location*** to explore basic physical and political geography, and to relate their physical location to the various ways it can be described.

### **Standards/Elements**

**SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley.**

**SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.**

**SS1G3 The student will locate major topographical features of the earth's surface.**

- a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian.
- c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

**SS1CG2 The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful.**

**SS1E3 The student will describe how people are both producers and consumers.**

### **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 do families from one region of Georgia differ from those living in another region?
- Who are the producers and consumers in our community? How do they help us?
- How do producers in our community depend on producers from other communities?
- How do producers and consumers depend on each other?
- Why do the songs *America* and *America the Beautiful* stand for our country?
- How are folktales considered to be both fiction and non-fiction?
- Why are folktale heroes important to our country?
- How are folktale heroes alike and different?

- What would happen if there were no consumers for producers? {Example: What would happen if there was no one to buy farmers' produce?}
- What would happen if there were no producers for consumers? {Example: What would happen if no one made cars, but people still wanted to buy them?}

**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?
- What landforms can we find on our Earth?
- How do our landforms affect our daily lives?
- Why is it important to know our location in comparison to other cities in Georgia?
- How might someone from north Georgia spend their summer vacation compared to a child from east, west, or south Georgia?
- Where do I live? (city, county, state, region, nation, and continent)
- What are some different landforms found on the Earth?
- How are landforms different across the Earth?
- What are the major oceans and continents on Earth?
- Where are the major oceans and continents on Earth?

\*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
<p>The teacher will show the students a globe and a map. The teacher will discuss the difference between a map and a globe. The teacher will tell the students that different colors on the map stand for (or “symbolize) different features on the Earth. The color blue usually stands for water. The large blue areas are the oceans of the world. The teacher will show the location of the oceans on the map and globe. The teacher will show the brown and green areas on the map or globe. These green/brown areas stand for or symbolize the land. Each large land mass is a continent. The students will make a paper-mache globe using newspaper (torn into 2x2 slips), a balloon per student or group, and wheat paste made from flour and water. The students will cover the balloon (or other sphere) with the newspaper slips with wheat paste covered on both sides. Let the globe dry completely by hanging it up. After the globe is completely dry, paint the balloon blue. The students will color, cut and glue the continents on the globe in the correct location. The students will then use a permanent marker to label the continents and oceans.</p>	<p>ELA1LSV1.d SS1G3a,b,c</p>	<p>Dialogue and Discussion Teacher Observation</p>

<p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Break down activity.</li> <li>• Paired peer arrangement.</li> <li>• Check for understanding of directions.</li> <li>• Use of a globe as a visual aid.</li> <li>• Monitor progress on activity.</li> <li>• One-on-one assistance, as needed.</li> </ul>		
<p>The teacher will show the students pictures of the different landforms listed in the element. The students will describe how the landforms look. The class will make a wall poster of landforms by coloring pictures of each landform. The students will make a picture dictionary of the different landforms. The teacher will show where the different landforms can be found in our country using the following websites:</p> <p><a href="#">Mountain - Grand Teton National Park</a>  <a href="#">Valley - Cloudland Canyon State Park</a>  <a href="#">Coast - Sapelo Island Reserve &amp; Reynolds Mansion</a>  <a href="#">Desert - Saguaro National Park in Arizona</a>  <a href="#">Plateau - Colorado Plateau</a>  <a href="#">Plains - Great Plains near Kearney, Nebraska</a></p> <p>The class will make the landforms out of modeling clay. The teacher will confer with the students as they make the different landforms.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Use of visual aids at desk, pictures of landforms.</li> <li>• Check for understanding of directions.</li> <li>• Assistance with illustrations.</li> <li>• Lined area for written work.</li> </ul>	<p>ELA1LSV1.d SS1G3.a,b,c</p>	<p>Dialogue and Discussion Teacher Observation</p>
<p>After discussing the different landforms throughout the unit, students will play Landform Bingo. In cooperative groups, the students will also match the pictures of the continents to the name of the continents. {Use <a href="http://www.print-bingo.com">www.print-bingo.com</a> or <a href="http://www.montessorimaterials.org/geo.htm">www.montessorimaterials.org/geo.htm</a> for assistance in finding materials for the game.}</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Peer paired working arrangement</li> <li>• Use of visual aids at desk, pictures of various continents or use of globe.</li> </ul>	<p>ELA1LSV1.d SS1G3.a,b,c</p>	<p>Dialogue and Discussion Teacher Observation</p>
<p>After reading various trade books and listening to <i>America</i> and <i>American the Beautiful</i>, students will compare and contrast the lyrics. The teacher and students will highlight words and imagery (such as landforms, people, places, and things) that are alike and different. The students will create a songbook with illustrations of the songs.</p>	<p>ELA1R6.a,m SS1CG2</p>	<p>Teacher Observation</p>

<u>Modifications-</u> <ul style="list-style-type: none"> <li>• Venn Diagram template</li> <li>• Copy of lyrics highlighted at desk</li> <li>• Student dictation</li> <li>• Lines on area for writing</li> <li>• Assist with illustrations</li> <li>• Check for understanding of directions</li> <li>• Monitor progress on assignment</li> </ul>		
<p>After students sing the songs <i>America</i> and <i>America the Beautiful</i>, students will discuss the meanings of the patriotic words in the songs. Then the students will complete a noun word sort of people, places, and things based on the patriotic words in the songs.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Cooperative grouping</li> <li>• Peer paired working arrangement</li> <li>• Visual of song to refer with highlighted nouns.</li> <li>• Use different colored highlighters to represent people, places, and things.</li> <li>• Assist with any reading</li> </ul>	ELA1W1.f SS1CG2	Teacher Observation Structured Response
<p>Students will create a My National Heritage ABC Book that includes folktales, landforms, students' city, state, county, oceans, and continent.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assistance with illustrations</li> <li>• Lines for writing information</li> <li>• Student dictation of written work</li> <li>• Use of visuals at desk, books, etc.</li> <li>• Monitor progress on assignment</li> <li>• Peer paired arrangement</li> <li>• Break down activity</li> </ul>	ELA1W1.k SS1H2 SS1G2 SS1G3.a,b,c	Structured Response
<p>The students will read various trade books about John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley. The students will identify the common folktale story elements in each story and list them on a chart: main character, humor, story explains how some familiar things began, hero's problem, and the hero's companions or friends. The class will determine the folktale heroes' importance to our national heritage. The students will choose two folktale heroes and compare and contrast them using a Venn Diagram.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Venn Diagram template</li> <li>• Lines for character names</li> <li>• List of character names provided</li> <li>• Books on tape</li> </ul>	ELA1R6.a,c,d,e,l,m ELA1LSV1.a,b,c,d SS1H2	Structured Response

<p>After reading about and discussing folktale heroes, the students will create a puppet show about what they have learned. In cooperative groups, students choose a folktale hero and create their puppet show about how the folktale hero portrays our national heritage. The groups will act out the story to the class.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Peer paired working arrangement</li> <li>• Check for understanding of activity</li> </ul>	<p>ELA1LSV1.b ELA1W1.a SS1H2, SS1E3</p>	<p>Constructed Response Self Assessment</p>
<p>After reading various trade books about a folktale hero (Annie Oakley, Paul Bunyan, or Johnny Appleseed) the students will create a chart that describes the folktale hero's life as a baby, child, and adult. The students will create a <a href="#">cartoon strip</a> of his or her life using the information from the chart showing the folktale hero's importance to our country.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Books on tape</li> <li>• Use of visual aid, folktale hero book</li> <li>• Peer paired arrangement</li> <li>• Check for understanding of assignment</li> <li>• Monitor progress on assignment</li> <li>• Assist with illustration/written work</li> </ul>	<p>ELA1W1.a SS1H2</p>	<p>Constructed Response</p>
<p>After reading about John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley, the class will compare and contrast the various jobs each folktale hero had. The teacher will read different producer and consumer cards. The students will hold up a card identifying if the folktale hero is a producer and/or a consumer in a given situation.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Books on tape</li> <li>• Check for understanding of word meaning of consumer &amp; producer</li> </ul>	<p>SS1H2, SS ELA1W1.a</p>	<p>Teacher Observation</p>
<p>The students will read various trade books about the folktale heroes. The teacher will help the students identify factual and fictional elements in a given hero's story. Then, students will apply their knowledge of folktale heroes and fact and fiction by creating a fact and fiction chart about a folktale hero.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Books on tape</li> <li>• Check for understanding of differences between fact &amp; fiction</li> <li>• Assist with illustration</li> <li>• Peer paired arrangement</li> <li>• Dictation of written work</li> </ul>	<p>SS1H2 ELA1R6</p>	<p>Structured Response</p>

<p>The class will add John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley to the classroom timeline. The teacher will include a picture of each folktale hero and the students will write or type a caption of the folktale hero's important contribution to our country. The students will answer teacher created questions about the timeline.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with written work</li> <li>• Check for understanding of assignment</li> <li>• Break down activity</li> <li>• One-on-one questioning with proximity to timeline</li> </ul>	<p>Information Processing Skills 2, 7</p>	<p>Teacher Observation</p>
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### Sample Performance Task

**Enduring Understandings:**

**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.*

**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.*

**Goal and Role:** *Students will be able to become producers and consumers by providing goods for their school's library. Students will be authors and illustrators of books, and will also be storytellers. Students will act as producers as they produce books for a book fair. Students will also have the ability to act as consumers as they buy books at the book fair.*

**TASK:** As your school's librarian or media specialist receives the list of books for the school's book fair he or she realizes that there will not be any books about our national heritage. He or she knows that it is important for students at your school to know about things that are key to our national heritage. After s/he learns about your class's unit on our national heritage, s/he asks students to produce media items that can be sold at the book fair. Students and community members will be able to buy these items during the school's book fair.

The librarian would like for students to produce media that s/he can sell at the school's book fair. These items can include the following:

- Students write and illustrate books that retell American folktales about Johnny Appleseed, Annie Oakley, Paul Bunyan, Davy Crockett, and John Henry.
- Students record themselves retelling American folktales orally. These stories can then be burned on CDs, if that technology is available. If it is not, teachers can assist students in copying audiotapes.
- Students create an original American folktale hero who is responsible for forming a landform (ocean, mountains, valley, etc.). The story also discusses how this person was important to America.
- Students record themselves singing *America (My Country Tis of Thee)* and *America the Beautiful*.
- Students create picture books illustrating *America (My Country Tis of Thee)* and *America the Beautiful*.
- Students create picture books entitled "My Place in the World". Students write and illustrate the book including pages about their city, county, state, country, and continent.

Students will open up the Book Fair with a publishing party and author signing to allow the students to share their work and to allow the school to meet the authors.

Map and Glove Skills: Map Skills 1

Information Processing Skills: Info Skills 1,4,7



**Content Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Standard</u></b>	<b><u>Exceeds Standard</u></b>
Explains how American folktale heroes showed positive character traits {perseverance, courage, commitment, and equality} that make them important parts of our national heritage.	Student product does not address American folktale hero(es).	Student product discusses traits of American folktale hero(es), but does not relate those traits to our national heritage.	Correctly and completely explains how American folktale hero(es) showed positive character traits, and explains how those traits make the hero(es) important to our national heritage.	In addition to “meets,” student also addresses his/her opinion as to why the hero(es) is/are remembered today.
Explains the meanings of the words to <i>America</i> and <i>America the Beautiful</i> , and discusses how they are unique to our country.	Incorrectly explains the meaning of the words to <i>America</i> and <i>America the Beautiful</i> .	Correctly explains the meaning of the words to <i>America</i> and <i>America the Beautiful</i> , but does not discuss their importance to our country.	Correctly and completely explains the meaning of the words to <i>America</i> and <i>America the Beautiful</i> , and discusses how they are important to our country when prompted.	Correctly and completely explains the meaning of the words to <i>America</i> and <i>America the Beautiful</i> , and discusses how they are important to our country without prompting.
Correctly describes how people produce and consume goods.	Incorrectly describes how people produce and consume goods.	Correctly describe <b>either</b> a how people are producers or how people are consumers.	Correctly describes how people produce and consume goods.	Correctly describes how people produce and consume goods. Can give examples of how individuals are <b>both</b> producers and consumers.



<p>Correctly identifies (names) student's city, county, state, country/nation and continent on a simple map or globe, and discusses what makes their location unique.</p>	<p>Incorrectly identifies (names) student's:                      City                      County                      State                      Country/Nation                      Continent</p>	<p>Incompletely identifies (names) student's:                      City                      County                      State                      Country/Nation                      Continent</p>	<p>Correctly identifies (names) student's:                      City                      County                      State                      Country/Nation                      Continent</p>	<p>Correctly identifies (names) student's:                      City                      County                      State                      Country/Nation                      Continent  <b>AND</b> discusses what makes their personal location unique.</p>
<p>Correctly locates city, county, state, country/nation and continent on a simple map or globe.</p>	<p>Incorrectly locates student's:                      City                      County                      State                      Country/Nation                      Continent                      On a simple map and globe</p>	<p>Incompletely locates student's:                      City                      County                      State                      Country/Nation                      Continent                      On a simple map and globe</p>	<p>Correctly locates student's:                      City                      County                      State                      Country/Nation                      Continent                      On a simple map and globe.</p>	<p>Correctly locates student's:                      City                      County                      State                      Country/Nation                      Continent                      On a simple map and globe</p> <p>Can also explain the differences of each.</p>

**Product Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Expectation</u></b>	<b><u>Exceeds Expectation</u></b>
Student produces a product that is complete and correct.	Student's product is incomplete.	Student's product is complete, but mostly incorrect.	Student's product is complete and correct.	Student's product is complete, correct, and includes additional information.
Student produces a product free from spelling and grammatical errors.	The product has 5 or more errors in spelling and/or grammar.	The product has 4 misspellings and/or grammatical errors.	The product has 3 or fewer misspellings and/or grammatical errors.	The product has no misspellings or grammatical errors.

**Resources for Unit**

**Resources – Unit 2**

[Landforms Glossary](#) – This website has an illustrated glossary of various landforms and bodies of water.

[Johnny Appleseed](#) - United Streaming video about Johnny Appleseed.

[Tall Tales](#) - United Streaming video about Paul Bunyan and John Henry.

[Heroes of American History](#) – This United Streaming video has a segment about Davy Crockett.

[Plate Puppets](#) - This website provides example on how to make create dinner plate puppets (dinner plates can be substituted with paper plates). After students create the puppets they can create a puppet show about a chosen American folktale hero.

[America the Beautiful](#) - This program shows some of the great symbols of the United States of America.

[Production Workers: And the Goods They Make](#) - United Streaming video about goods and services.

[Annie Oakley The Library of Congress](#) - This Library of Congress website features a picture of Annie Oakley with a quote.

[Annie Oakley- The Library of Congress](#) - This Library of Congress website features a picture of Annie Oakley wearing her medals.

[Annie Oakley film by Thomas Edison](#) - This Thomas Edison film was filmed November 1, 1894. The film shows Annie Oakley shooting her gun.

[Johnny Henry website](#) - This is a website about John Henry. The website contains photographs, stories, and music about John Henry.

Georgia State Parks

[www.gastateparks.org](http://www.gastateparks.org)

National Park Services

[www.nps.gov](http://www.nps.gov)

This unit was created by Joyce Arnold, Julie Ott Branyan, Nikki Durr, and Michelle Reynolds and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 06/17/08.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*America the Beautiful and America (My Country 'Tis of Thee)*

**Noun Sort**

Directions: Sort the words from the songs *America the Beautiful* and *America (My Country 'Tis of Thee)* by person, place, or thing.

Person	Place	Thing

Words to *America the Beautiful* – 1913 written by Katharine Lee Bates

O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed his grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!

Words to *America (My Country 'Tis of Thee)* – 1831 written by Samuel Francis Smith

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountainside  
Let freedom ring!

Song Book for *America the Beautiful*

*America the Beautiful*

Written by  
Katherine Lee Bates

Illustrated by

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O beautiful for spacious skies,  
For amber waves of grain.

For purple mountains majesties  
Above the fruited plain!  
America! America!

God shed his grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!

Songbook for *America (My Country 'Tis of Thee)*

*America*  
*(My Country 'Tis of Thee)*

Written by  
Samuel Francis Smith

Illustrated by  
\_\_\_\_\_

My country, 'tis of thee,  
Sweet land of liberty,

Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,

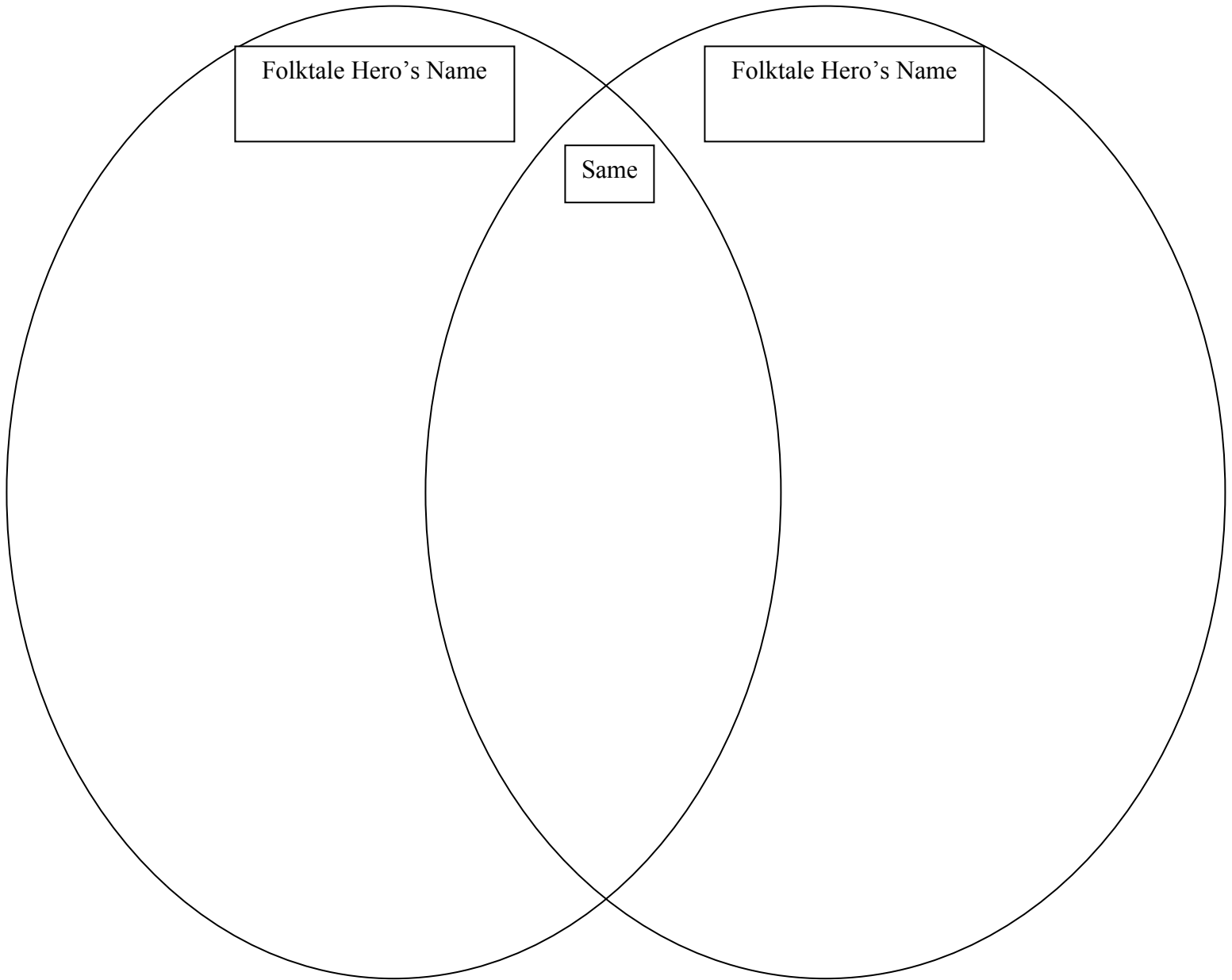
From every mountainside  
Let freedom ring!



Name \_\_\_\_\_

Date \_\_\_\_\_

American Folktale Heroes  
Venn Diagram



### Student Producer and Consumer cards

Note to the teacher: These cards can be copied front to back and glued on a popsicle stick for the students.

Producer	Consumer
Producer	Consumer
Producer	Consumer
Producer	Consumer

### Producer and Consumer Cards

Johnny Appleseed planted apple seeds? Was Johnny Appleseed a producer or consumer?	The pioneers ate the apples from the apple seeds Johnny Appleseed planted. Were the pioneers producers or consumers?	Paul Bunyan was a lumberjack. He chopped down several trees. Was Paul Bunyan a producer or consumer?
The pioneers used the trees Paul Bunyan chopped down for building their homes. Were the pioneers producers or consumers?	John Henry helped build the railroad. Was John Henry a producer or consumer?	If Paul Bunyan ate pancakes for breakfast was Paul Bunyan a producer or consumer?
Annie Oakley entertained people at her western show. Was Annie Oakley a producer or consumer?	If Annie Oakley bought cards for her western show was Annie Oakley a producer or consumer?	If John Henry bought a new pair of shoes was John Henry a producer or consumer?
If Davy Crockett built a log cabin. Was Davy Crockett a producer or consumer?	If Davy Crockett bought a horse and wagon to travel to Texas was Davy Crockett a producer or consumer?	If Johnny Appleseed bought his cooking pot was Johnny Appleseed a producer or consumer?

Name \_\_\_\_\_

Date \_\_\_\_\_

Folktale Hero Fact or Fiction Chart

Directions: Read a story about a folktale hero and write or draw the facts and fiction about the folktale hero.

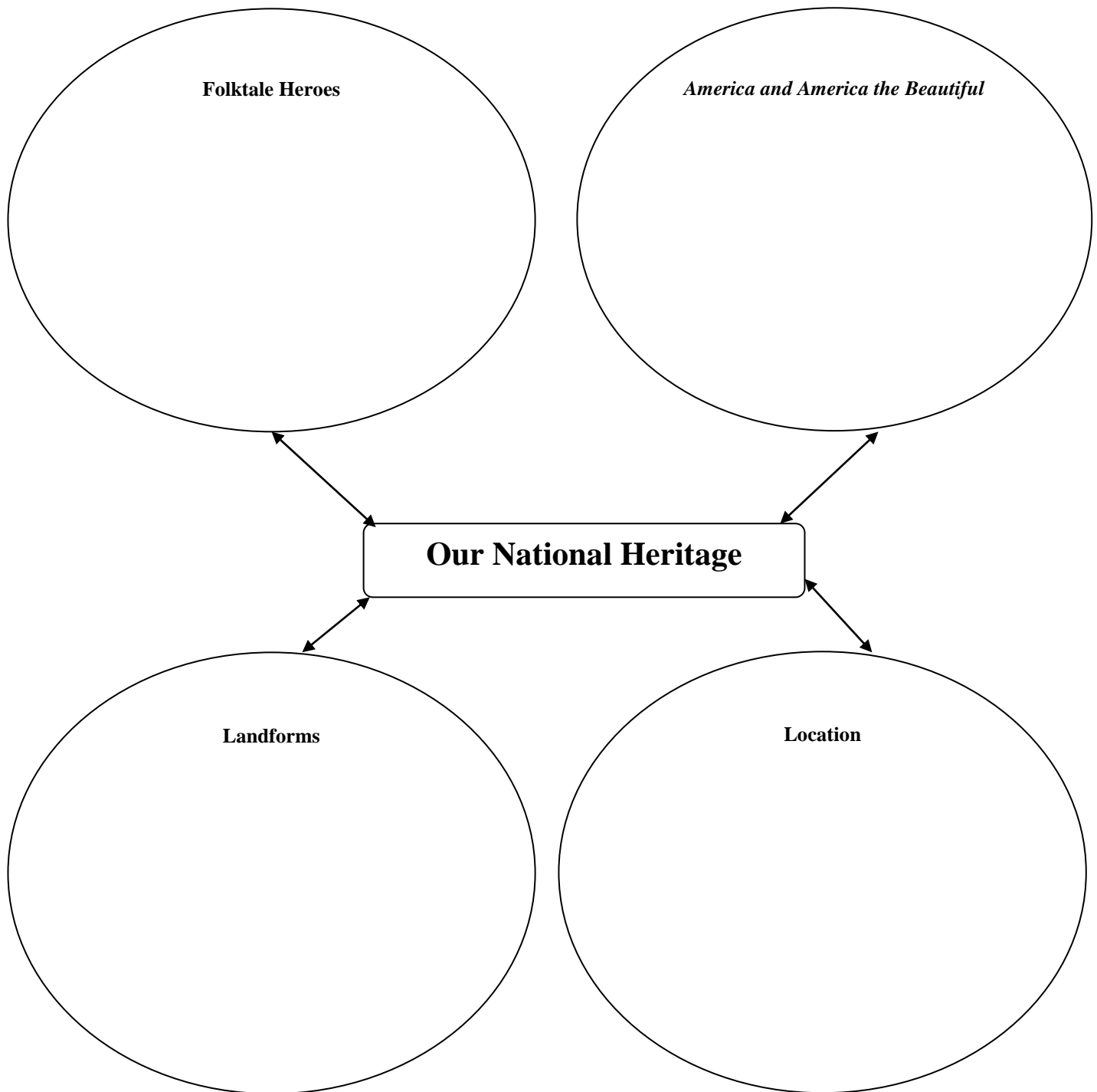
\_\_\_\_\_  
Name of the folktale hero

Fact	Fiction

<b>North America</b>	<b>South America</b>
<b>Antarctica</b>	<b>Australia</b>
<b>Africa</b>	<b>Asia</b>


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## Our National Heritage Concept Map





Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Describe the folktale hero's life as a baby, child, and adult. Use your information to create a cartoon strip about the folktale hero's life.

Folktale Hero's Name \_\_\_\_\_

Baby	Child	Adult

Cartoon of \_\_\_\_\_'s life

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