

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 3 – A Changing Country**

### **Elaborated Unit Focus**

In this unit, students will study several historical figures and their contributions to American history and culture, using the theme of *individuals, groups, and institutions*. As these figures were prominent during a time of growth and change in our country, the themes of *location* and *time, change, and continuity* will help students understand the importance of place in people's lives, as well as patterns that occur throughout history. Finally, students will use the theme of *scarcity* to understand why the historical figures under study made the choices that they made.

### **Standards/Elements**

**SS1H1 The student will read about and describe the life of historical figures in American history.**

- a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

**SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.**

**SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a.**

**SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.**

### **Enduring Understandings/Essential Questions**

**Individuals, Groups, and 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 did the contributions made by Thomas Jefferson, Lewis and Clark with Sacagawea, and Harriet Tubman help or hurt others?

**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 another part of Georgia?
- Why does where we live matter?
- How did where Thomas Jefferson, Lewis and Clark, Sacagawea, and Harriet Tubman lived affect their daily lives?
- How would Harriet Tubman's life have been different if she lived in Georgia instead of Maryland?
- How did the culture of America affect the lives of the historical figures we are studying: Thomas Jefferson, Lewis and Clark, Sacagawea, and Harriet Tubman?
- How did Sacagawea's knowledge of nature, people, and land help Lewis and Clark on their journey?
- Why is it important to know the cardinal and intermediate directions on a map?
- How do we use cardinal & intermediate directions while we are reading a map?

**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?
- Why did Thomas Jefferson write the Declaration of Independence?
- Why did Harriet Tubman choose to become a conductor on the Underground Railroad?
- In what ways did a lack of resources help or hurt Lewis and Clark while exploring?

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

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

- How is my life the same as Thomas Jefferson's, Lewis and Clark's, Sacagawea's, and Harriet Tubman's?
- How is my life different from Thomas Jefferson's, Lewis and Clark's, Sacagawea's, and Harriet Tubman's?

\*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/<br>Element                     | Type of<br>Assessment           |
|---|--|---------------------------------|
| <p>After reading about Thomas Jefferson, Lewis and Clark with Sacagawea, and / or Harriet Tubman, the class will create a biopoem using the biopoem template. The biopoem will describe the historic figure's life, where he or she lived, and his or her character traits.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Peer paired arrangement</li> <li>• Use of books for reference</li> </ul>  | <p>SS1H1.a<br/>ELA1W1a,b,c,d<br/>j,m</p> | <p>Constructed<br/>Response</p> |
| <p>The class will read a Lewis and Clark and Sacagawea picture tradebook. As the class reads the book together they will record on a class chart the different people, places, and things Lewis, Clark, and Sacagawea saw on their way to the Pacific Ocean. The teacher will ask, "What did President Thomas Jefferson and the "Corps of Discovery" (the people on the Lewis and Clark expedition) expect to find in their travels? How does this compare to what they <i>did</i> find on their travels?"</p> <p>{ The expedition believed they would find a water route across America, a Northwest Passage. The explorers also thought they would encounter woolly mammoths out west. } The teacher would ask, "Why would a water route across America be useful to Americans?" The class will also discuss the different Native American nations the group met along their way to the Pacific Ocean. After discussing the Lewis and Clark expedition, the students will role play the Lewis and Clark expedition. The students will include the geography (ex: mountains, deserts, valleys, plains, plateaus, and the coast) Sacagawea, Meriwether Lewis and William Clark would have seen while exploring the west; contributions they made for our country (although they did not find woolly mammoths or a Northwest Passage, they did collect reports of the neighboring Native American tribes, and scientific information regarding plants, animals, and terrain found in Louisiana Territory); and describe the different cultures they encountered.</p> <p>The cast of characters can include</p> <ul style="list-style-type: none"> <li>• Thomas Jefferson – the President of the United States. Thomas Jefferson was Meriwether Lewis' neighbor in Virginia. Jefferson bought the Louisiana Territory from France for the United States. This purchase doubled the size of America at the time.</li> <li>• Captain Meriwether Lewis – Thomas Jefferson's secretary and leader of the expedition.</li> <li>• Captain William Clark – Clark was in the army when he met Lewis. He was also a leader of the expedition.</li> </ul> | <p>SS1H1.a<br/>ELA1LSV1.a,b,c,d,e,f</p>  | <p>Teacher<br/>Observation</p>  |

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|--|---|-----------------------------|
| <ul style="list-style-type: none"> <li>Corps of Discovery team members – This is a group of more than 30 people on the expedition.</li> <li>Shoshone nation members – Sacagawea’s Native American nation</li> <li>Sacagawea – the only female member on the expedition. She translated, found acceptable food, and voted in group decisions. This was at a time when women did not have the right to vote, and reassured other Native American groups that the Lewis and Clark expedition was friendly because a women would not be a part of a war party.</li> </ul> <p>Modifications-</p> <ul style="list-style-type: none"> <li>Use of note cards to list facts</li> <li>Assistance with written work</li> <li>Check for understanding of directions</li> <li>Break down activity</li> <li>Monitor progress on activity</li> </ul>  |   |                             |
| <p>After viewing the websites for:</p> <ul style="list-style-type: none"> <li>Harriet Tubman: <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/tubman">http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/tubman</a></li> <li>Sacagawea: <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/es/nd/sacagwea_1">http://www.americaslibrary.gov/cgi-bin/page.cgi/es/nd/sacagwea_1</a></li> <li>Lewis and Clark <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark/shoshone_1">http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark/shoshone_1</a></li> <li>Thomas Jefferson <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/jefferson">http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/jefferson</a></li> </ul> <p>and discussing each historical figure, the students will create everyday life <a href="#">flipbooks</a>. The first flipbook will contain examples of food, clothing, and homes. The second flipbook will contain examples of transportation, communication, and recreation of the historical figure’s time period and the student’s life today. The students will confer with the teacher and discuss the similarities and differences of their everyday life with each historical figure’s everyday life.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>Use of references at hand to complete flipbook</li> <li>Assistance with cutting</li> <li>Assistance with illustrations</li> <li>Lined area for written work</li> <li>Dictation of written work</li> <li>Peer paired arrangement</li> <li>Check for understanding of assignment</li> <li>Break down activity</li> </ul> | <p>SS1H1.b<br/>ELA1W1.d,e,j,k,l</p>       | <p>Constructed Response</p> |
| <p>After reading and discussing the historical figures, students will complete the historical figure concept map for each figure. The concept map will include new vocabulary / important words, a student drawing of the historical figure, why the historical figure is important to our country, and his or her character traits.</p>   | <p>SS1H1.a<br/>ELA1W1.d,<br/>ELA1R6.m</p> | <p>Constructed Response</p> |

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| <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Reference material at hand-historical figure books</li> <li>• Dictation of written material</li> <li>• Assistance with illustrations-writing</li> <li>• Check for understanding of directions-break them down</li> <li>• Monitor progress on activity</li> </ul>  |   |  |
| <p>Teacher will introduce intermediate directions and review cardinal directions with the students. Each student will have a blackline master of the United States of America. The teacher will use the scenario cards for the students to correctly identify the areas of the map. Example: Place your finger on Virginia, home of Thomas Jefferson and Monticello. What state is directly north of Virginia? The students will place their finger on the location.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Peer paired arrangement</li> <li>• Use of visuals for direction words with corresponding arrows to use at desk</li> </ul>  | <p>Map Skills 1, 2</p>  | <p>Teacher Observation</p>                         |
| <p>The students will view the website <a href="http://www.nationalgeographic.com/railroad/j2.html">http://www.nationalgeographic.com/railroad/j2.html</a> , read trade books, and discuss Harriet Tubman and the Underground Railroad. The class will create a list of possible modes of transportation for Harriet Tubman and her “passengers” to escape to the north. For example: horse and buggy, riding on a horse, walking, and boats. The class will discuss the best choice Harriet Tubman could have made based on the scarcity of goods and services (money, education level-reading ability, clothing options, food, and safety). Compare and contrast Harriet Tubman’s life then to what her life would be like today. For example how would the transportation, communication, and clothing be the same and different? The students can use a simple T-chart organizer to do this.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Lined area for writing</li> <li>• Dictation of written material</li> <li>• Check for understanding of directions</li> </ul> | <p>SS1H1.b<br/>SS1E2<br/>SS1CG1<br/>ELA1R6.m<br/>ELA1LSV1.b,c,d,e,f</p> | <p>Teacher Observation</p> <p>Class Discussion</p> |
| <p>Divide the class into 4 groups. Give each group a picture of the drinking gourd and the discussion questions. The drinking gourd picture can be found at the following website:<br/><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field(DOCID+@lit(apc0050))">http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field(DOCID+@lit(apc0050))</a></p> <p>The discussion questions are :</p> <ul style="list-style-type: none"> <li>• What is this object?</li> <li>• What is used for?</li> <li>• Who used it?</li> <li>• Do people still use it?</li> <li>• What else can you tell me about this picture?</li> </ul> <p>After the small groups discuss the first picture, the teacher will give the class a picture of the Big Dipper and ask the following discussion questions. (<a href="#">photograph of the Big Dipper</a>)</p>  | <p>SS1H1a,b<br/>SS1CG1<br/>SS1G1<br/>SS1E2</p>                          | <p>Teacher Observation</p> <p>Class Discussion</p> |

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| <p>The discussion questions are</p> <ul style="list-style-type: none"> <li>• What is this a picture of?</li> <li>• What does this picture remind you of?</li> <li>• What can you tell me about the picture?</li> <li>• How is it similar to the first picture?</li> <li>• How is it different from the first picture?</li> </ul> <p>After the groups have had time to review both pictures, tell the students what the actual pictures are and how they were used during Harriet Tubman's lifetime. Discuss how the drinking gourd and the Big Dipper helped the people on the Underground Railroad to freedom.</p> <p>Display the song Follow the Drinking Gourd on the board. Practice reciting and singing the song together as a class. The song can be found at <a href="http://www.followthedrinkinggourd.org">www.followthedrinkinggourd.org</a> under the recording section. After singing the song and visit the website <a href="http://quest.nasa.gov/lrc/special/mlk/gourd2.html">http://quest.nasa.gov/lrc/special/mlk/gourd2.html</a> for the explanation of the song <i>Follow the Drinking Gourd</i>, to discuss different symbols the people used on the Underground Railroad.</p> <p>The students will complete a class book illustrating the song Follow the Drinking Gourd. The class will be divided into four groups. The groups will illustrate the four verses of the song and discuss the connection between Harriet Tubman, the Underground Railroad, and the song Follow the Drinking Gourd.</p> |  |  |
| <p>The students will complete a compare and contrast graphic organizer describing the similarities and differences of Thomas Jefferson and Harriet Tubman's quests for freedom.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Use of a tape recorder to dictate information</li> <li>• Lined area for writing</li> <li>• Dictation of written material</li> <li>• Check for understanding of directions</li> </ul>  | <p>SS1H1.a<br/>SS1CG1<br/>ELA1R6.m</p>         | <p>Constructed Response</p>                        |
| <p>The teacher will give the students a small snack (3 goldfish, 3 pretzel sticks, etc) and a drink (water, juice, tea, etc). The teacher will continue to give the students a snack and a drink but add rules about the snack. For example the teacher will say, "In order to have more snack you must stand up and eat. Next, you must give me 3 crayons to get more snack." Continue adding rules for the students making it more difficult to get the snack. The class will discuss how they feel about not having a voice in the decisions and rules of getting the snack.</p> <p>Discuss how the colonists wanted to have a voice in their laws. Discuss this is how Thomas Jefferson felt while writing the Declaration of Independence. View a copy of the Declaration of Independence. <a href="http://www.archives.gov/exhibits/charters/declaration.html">http://www.archives.gov/exhibits/charters/declaration.html</a></p> <p>Read the beginning of the Declaration of Independence (<a href="http://www.ushistory.org/declaration/document/index.htm">http://www.ushistory.org/declaration/document/index.htm</a>) to the</p>   | <p>SS1H1a,b<br/>SS1CG1<br/>SS1G1<br/>SS1E2</p> | <p>Teacher Observation</p> <p>Class Discussion</p> |

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| <p>students. The class will discuss how we are similar to people in the past because we believe that all people are created equal and have the right to life, liberty, and the pursuit of happiness.</p> <p>Divide the students into small groups and the students will list examples of how we follow what Thomas Jefferson wrote in the Declaration of Independence. The teacher will confer with the small groups as they are working together. After the students finish working in small groups, they will share their results with the class and watch the United Streaming video TLC: Elementary School Understanding Government: segment Values: Life, Liberty, and the Pursuit of happiness (6:37)</p> <p><a href="#">United Streaming Video</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of assignment</li> <li>• Monitor progress on activity</li> </ul> |   |  |
| <p>The class will add Thomas Jefferson, Lewis and Clark with Sacagawea, and Harriet Tubman to the classroom timeline. The teacher will include a picture of each historical figure and the students will write or type a caption of the historical figure'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>• Use of visuals for reference</li> <li>• Dictation of written work</li> <li>• Orally review with student information on each figure</li> </ul>  | <p>Information Processing Skills<br/>2, 7<br/>SS1H1.a</p> | <p>Teacher Observation</p> <p>Class Discussion</p> |



### Sample Performance Task

**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 affect others whether they mean to or not.*

**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.*

**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.*

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

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

#### Goal and Role:

In cooperative groups students will create a newspaper that will act as a primary source about the historical contributions of Thomas Jefferson, Lewis and Clark with Sacagawea, or Harriet Tubman. Students should view local newspapers to see what types of articles and sections are included in each.

Pretend you are writers for a national newspaper called the *Changing Country Chronicles*. This newspaper informs the American public about events going on across our nation. As a group the students will choose Thomas Jefferson, Lewis and Clark with Sacagawea, or Harriet Tubman and write newspaper articles that describe his or her historical contributions to America. Your newspaper should include articles that discuss the culture, location, and time period of your historical figure. It can include pictures, diagrams, and captions, sections such as finance, want ads, and sports/recreation. {newspaper template included below}

#### Modifications-

- Peer paired arrangement
- Use of books, etc. for reference
- Dictation of written material
- Assistance with illustrations

Map and Globe Skills:

1

Information Processing Skills:

2, 3, 7



Date \_\_\_\_\_

## Changing Country Chronicles

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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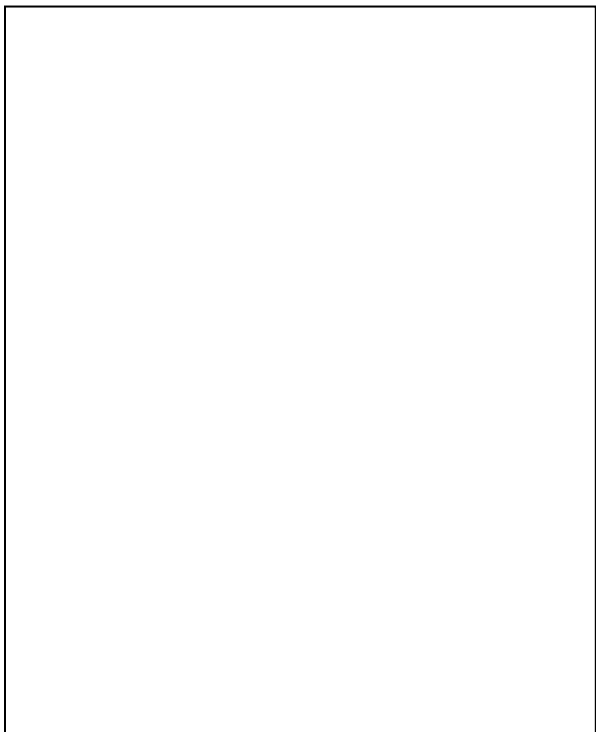
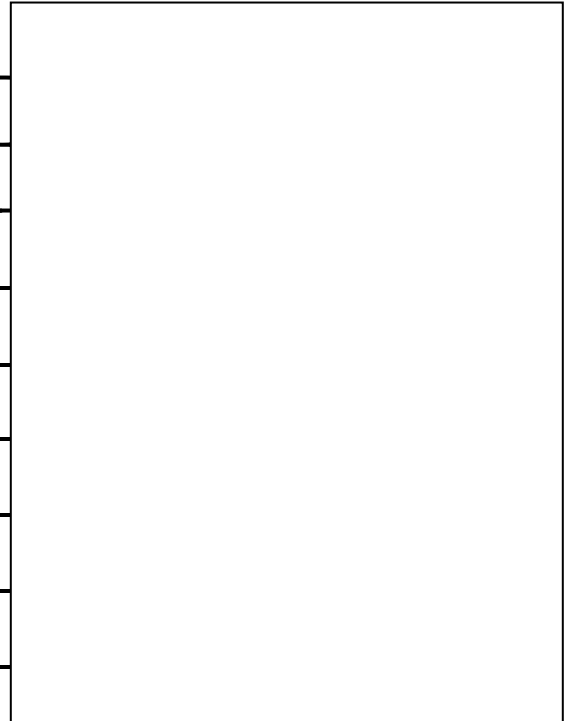
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Date \_\_\_\_\_

**Changing Country Chronicles**

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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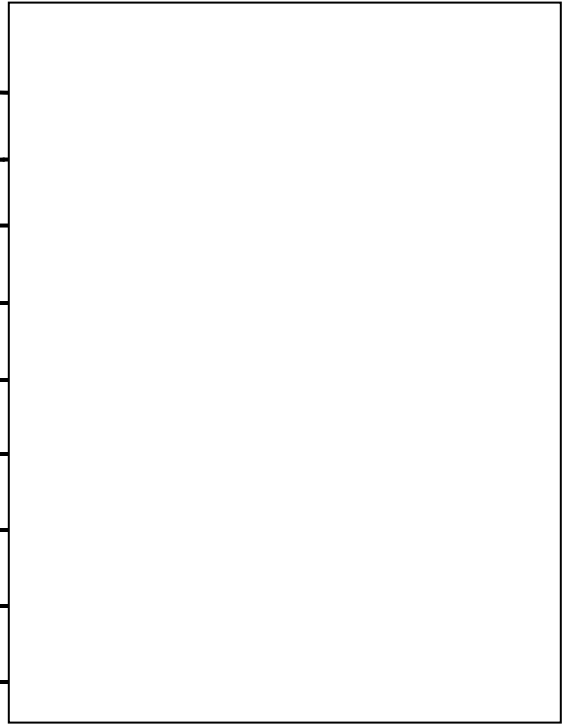
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Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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**Changing Country Chronicles Classifieds**

Wanted by Lewis and Clark with Sacagawea:

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This item is needed by Lewis and Clark with Sacagawea because \_\_\_\_\_

Written by: \_\_\_\_\_

Picture of the item wanted by Lewis and Clark with Sacagawea

For Sale by Lewis and Clark with Sacagawea:

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This item is for sale by Lewis and Clark with Sacagawea because \_\_\_\_\_

Written by: \_\_\_\_\_

Picture of the item for sale by Lewis and Clark with Sacagawea.

**Changing Country Chronicles Classifieds**

Wanted by Harriet Tubman: \_\_\_\_\_

\_\_\_\_\_

This item is needed by Harriet Tubman because

\_\_\_\_\_

Written by: \_\_\_\_\_

Picture of the item wanted by Harriet Tubman

For Sale by Harriet Tubman: \_\_\_\_\_

\_\_\_\_\_

This item is for sale by Harriet Tubman because

\_\_\_\_\_

Written by: \_\_\_\_\_

Picture of the item for sale by Harriet Tubman

**Changing Country Chronicles Classifieds**

Wanted by Thomas Jefferson: \_\_\_\_\_

\_\_\_\_\_

This item is needed by Thomas Jefferson because

\_\_\_\_\_

Written by: \_\_\_\_\_

Picture of the item wanted by Thomas Jefferson

For Sale by Thomas Jefferson: \_\_\_\_\_

\_\_\_\_\_

This item is for sale by Thomas Jefferson because

\_\_\_\_\_

Written by: \_\_\_\_\_

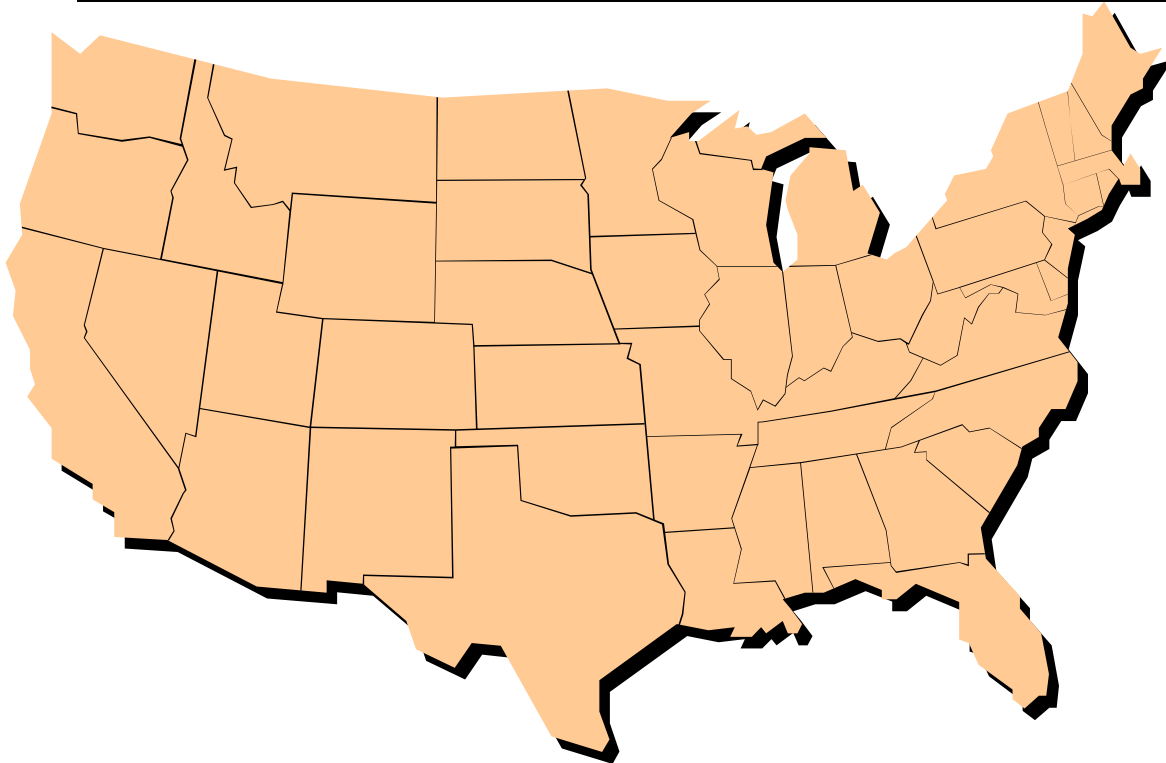
Picture of the item for sale by Thomas Jefferson

Changing Country Chronicles Travel Section

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_  
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## Changing Country Chronicles Sports and Recreation

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Lewis and Clark

Article: \_\_\_\_\_

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Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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Sacagawea



## Changing Country Chronicles Sports and Recreation

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Harriet Tubman

Article: \_\_\_\_\_

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Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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Thomas Jefferson

**Changing Country Chronicles**  
**Finance - Our Historical Leaders' Jobs**

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Lewis and Clark

Article: \_\_\_\_\_

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Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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Sacagawea

Changing Country Chronicles  
Finance - Our Historical Leaders' Jobs

Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Harriet Tubman

Article: \_\_\_\_\_

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Headline: \_\_\_\_\_

Journalist: \_\_\_\_\_

Article: \_\_\_\_\_

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Thomas Jefferson

### Content Rubric for Performance Task

| <u>Criteria</u>  | <u>Does Not Meet</u>  | <u>Needs Improvement</u>  | <u>Meets Standard</u>  | <u>Exceeds Standard</u>   |
|--|---|---|--|---|
| <b>Explains the contributions made by Thomas Jefferson (Declaration of Independence), Lewis &amp; Clark with Sacagawea (exploration for Louisiana Purchase), and Harriet Tubman (Underground Railroad for slaves).</b> | Student incorrectly explains contributions made by Thomas Jefferson (Declaration of Independence), Lewis & Clark with Sacagawea (exploration for Louisiana Purchase), and Harriet Tubman (Underground Railroad for slaves). | Student explains contributions made by Thomas Jefferson (Declaration of Independence), Lewis & Clark with Sacagawea (exploration for Louisiana Purchase), and Harriet Tubman (Underground Railroad for slaves).     | Correctly and completely explains the contributions made by Thomas Jefferson (Declaration of Independence), Lewis & Clark with Sacagawea (exploration for Louisiana Purchase), and Harriet Tubman (Underground Railroad for slaves). | In addition to “meets,” student also explores beyond the required questions by explaining how these individuals’ contribution(s) is/are remembered today.   |
| <b>Correctly describes how the places where Thomas Jefferson and Harriet Tubman lived and the area Lewis, Clark, &amp; Sacagawea explored, affected how the figures changed America.</b>                               | Incorrectly describes how the places where Thomas Jefferson and Harriet Tubman lived and the area Lewis, Clark, & Sacagawea explored, affected how the figures changed America.   | Correctly describes the places where Thomas Jefferson and Harriet Tubman lived and the area Lewis, Clark, & Sacagawea explored, but does NOT describe how these locations affected how the figures changed America. | Correctly explains how the places where Thomas Jefferson and Harriet Tubman lived and the area Lewis, Clark, & Sacagawea explored, affected how the figures changed America.   | Correctly explains how the places where Thomas Jefferson and Harriet Tubman lived and the area Lewis, Clark, & Sacagawea explored, affected how the figures changed America. Explores beyond the required questions by explaining without prompting how these places related to each other.   |
| <b>Correctly describes how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, and recreation).</b>         | Incorrectly describes how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, and recreation).                   | Correctly describes either how everyday life of these historical figures is similar to or different from everyday life in the present (food, clothing, homes, transportation, communication, and recreation).       | Correctly describes how everyday life of these historical figures is similar to <b>and</b> different from everyday life in the present (food, clothing, homes, transportation, communication, and recreation).                       | Correctly describes how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, and recreation). Explores beyond the required questions by explaining how things in these historical figures’ daily lives led them to change our nation. |

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| <b>Correctly explains that people have to make choices about goods and services because of scarcity.</b> | Makes incorrect statements related to scarcity – that people do not have to make choices, that only some people make choices, etc. | States that people have to make choices because of scarcity, but cannot provide meaningful examples or explanation. | Correctly explains that people have to make choices about goods and services because of scarcity. | Correctly explains that people have to make choices about goods and services because of scarcity. Can give examples of how a people make choices because of scarcity. |
|--|--|---|---|---|

**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>  |
|---|---|---|--|--|
| <b>Students produce a product that is complete and correct.</b>                 | 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. |
| <b>Students produce a product is free from spelling and grammatical errors.</b> | The product has 5 or more errors are 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 and grammatical errors.                      |

**Resources for Unit**

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/tubman>

Harriet Tubman- This Library of Congress website includes a timeline, pictures, and stories about Harriet Tubman.

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=1B1523CD-0DD4-4CDE-A06B-1301419EFBCE>

Harriet Tubman – The video Animated Hero Classics: Harriet Tubman is found on United Streaming.

Picture of a drinking gourd

[http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field\(DOCID+@lit\(apc0050\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field(DOCID+@lit(apc0050)))

First American West: The Ohio River Valley, 1750-1820, Special Collections Research Center, University of Chicago Library.

Follow the drinking gourd information and recordings

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

Follow the Drinking Gourd

<http://quest.nasa.gov/lrc/special/mlk/gourd2.html>

Explanation to the song Follow the Drinking Gourd

<http://www.nationalgeographic.com/railroad/j2.html>

The students will take the part of someone escaping enslavement. The students will read about Harriet Tubman and must make decisions along their way to freedom.

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/jefferson>

Thomas Jefferson – This Library of Congress website includes a timeline, pictures, and stories about Thomas Jefferson.

[http://www.americaslibrary.gov/cgi-bin/page.cgi/es/nd/sacagwea\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/es/nd/sacagwea_1)

Sacagawea – This Library of Congress website includes the story of Sacagawea and a picture of the Hidatsa chief, Lean Wolf.

[http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark/shoshone\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/explorers/lewisandclark/shoshone_1)

Lewis and Clark – this Library of Congress website includes a timeline, pictures, and stories about Lewis and Clark.

Declaration of Independence

<http://www.archives.gov/exhibits/charters/declaration.html>

A photograph of the Declaration of Independence and information about Thomas Jefferson writing the Declaration of Independence.

Thomas Jefferson and the Declaration of Independence

United Streaming video (5:07)

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=61E0FF49-D123-4D42-B822-19C4A910329F>

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 6/27/08.



## Biopoem Directions

- Line 1: Person's first name
- Line 2: Four words that describes your historical figure (adjectives)
- Line 3: Loves ... (three ideas or people)
- Line 4: Who needs ... (three ideas)
- Line 5: Who gives ... (three ideas)
- Line 6: Who worries about ... (three ideas)
- Line 7: Resident of ...
- Line 8: His or her last name.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Historic Figure Concept Map

|  |                         |
|--|-------------------------|
| <p>New Vocabulary Words / Important Words</p>      | <p>Picture</p>          |
| <p>Why is the person important to our country?</p> | <p>Character traits</p> |

Historical Figure's Name

## A Quest for Freedom

**Directions:** Compare and Contrast how Harriet Tubman and Thomas Jefferson's quests for freedom are similar and different.

