

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

UNIT 3 – “Where In the World Are We?”

Elaborated Unit Focus

In this unit, students will use the idea of *location* to study maps, globes, and basic physical geography, as well as the celebration of Columbus Day and Columbus’s voyages. Students will continue their study of chronological words, phrases, and concepts using the idea of *time*, *change*, and *continuity*.

Standards/Elements

SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.

- b. Columbus Day (Christopher Columbus)

SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.

- a. Now, long ago
- b. Before, after
- f. Past, present, future

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

- a. Differentiate land and water features on simple maps and globes.
- b. Explain that maps and globes show a view from above.
- c. Explain that maps and globes show features in a smaller size.

SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives.

Map Skills: 1 Info. Skills: 2

Enduring Understandings/Essential Questions

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.*

- Why do we celebrate Columbus Day?
- How do you tell the difference between land and water on a globe or map?
- Where is the United States on the globe?
- How is where you live different from where other people live?
- How does where you live affect what you do? (travel, how you get to school, dress)
- Why don’t all people speak the same language?
- What do you need to do if you get lost at the store?

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 do you tell about something that happened in the past?
- How is life today different from long ago?
- How is life today similar to life long ago?

*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>Read various trade books and discuss clothing, homes, etc. How are these similar/different from the clothes we wear? How are these homes similar or different from ours?</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Taped reading material • Peer paired working arrangement • Cooperative grouping 	SSH3 a	Dialog and Discussion
<p>Label plastic bowls from largest to smallest with street, city, county, state, nation, and continent names. Students will work in small groups to stack the bowls in order from largest to smallest.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Peer paired working arrangement • Assistance with labeling • Lined area for labeling • Dictation of written material 	SSKG3	Discussion and Observation
<p>Complete a Frayer model graphic organizer to explain the concept of a map. Complete each section with a definition, characteristic, example and a non-example.</p> <p>http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Use of visuals for illustration • Peer paired arrangement • Lined area for writing (See link for Handwriting paper in resources.) • Dictation of written material • Check for understanding of directions • Break activity down 	SSKG2 a b c	Dialog and Discussion
<p>United Streaming video: Yesterday, Today, Long Ago</p> <p>See link in Resources.</p>		
<p>Use the Norman Rockwell photo gallery to print pictures of children from the early 20th century. http://www.normanrockwell.com/artwork/gallery.htm</p> <p>Have the students look at the way life is presented in these pictures (Example: type of bicycle, clothing, surroundings). Using pictures brought from home as a comparison, students will discuss the similarities and differences of pictures from long ago to pictures of today.</p>	SSKH3 g	Observation and Discussion

<ul style="list-style-type: none"> • How are they different from the present? • Do your clothes look the same or different? • Do cars, bicycles, etc. look the same or different? <p>Draw and label a picture of the past, present and future. Students choose one category (clothes, transportation, recreation, etc.) to draw a picture of something from that category in the past, present, and future.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Check for understanding of concept • Peer paired arrangement • Lined area for labeling 		
<p>Provide students with the patterns to make Christopher Columbus' ships. Students retell the story of Christopher Columbus. Incorporate the science standard of day and night sky. Encourage students to include a description of day and night within their stories</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Peer paired arrangement • Check for understanding of instructions • Break down activity • Student dictate facts on cue cards for presentation • Cooperative grouping • Assist with coloring 	SSKH1 b ELAKLSV1 a e g h SKE1 a	Presentation
<p>Students use story prompts to write about themselves as Christopher Columbus. {This link also includes a useful map to help students understand that Columbus did not land in what is now the United States.}</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Dictate written material • Lined area for writing • Check for understanding of instructions • Peer paired arrangement 	SSKH1 b ELAKW1 a b d	Constructed Responses
<p>Students draw and label a picture of themselves long ago (when they were a baby, toddler, or in Pre-K), now, and in the future (what will they be like as an adult).</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assistance with drawing/coloring • Check for understanding of assignment • Lined area for writing • Review concepts of what long ago, now, & future mean 	SSKH3 a b g SSKH1 b ELAKW1 a b d	Observation
<p>Keep a journal during the duration of the unit. On each page draw a picture of things you did each day. Compare this to Christopher Columbus' journal that he kept during his voyage. http://library.thinkquest.org/J002678F/columbus.htm {Note: This is only an example, not his actual journal.}</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Assistance with drawing/writing • Review with student and have them orally tell what they did prior to drawing 	SSKH1 b SSKH3 a b	Observation

<p>Complete a vocabulary web with Columbus Day words such as ship, sea, trip, crew, land, water, etc., and have students write a sentence dictated with each word.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Lined area for writing • Dictation of written work • Provide a copy of words at desk to be written 	SSKH1 b ELAKR5 a b	Dialog and Discussion Constructed Response
<p>Draw a picture of the place in which you live. Label land and water. Compare with a map of where Columbus landed. Have the student tell the street address, city, and state in which they live.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Use of visuals for comparison • Assistance with drawing/coloring • Lined area for labeling • Dictation of written material 	SSKG3	Constructed Response
<p>Great for ActivBoard/SmartBoard Users: (Audio is needed) Students will identify geography terms (landforms, continents, ocean, mountain, etc.) http://www.sfsocialstudies.com/g1/u4/index.html (Does not require ActivBoard/SmartBoard for use.)</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Seat away from distractions 	SSKG3 b	Observation
<p>This PPT presentation is a short pre or post test for maps and globes.</p> <div style="text-align: center; margin-top: 100px;"> <h2>Where We Live</h2> <h3>Maps and Globes</h3> </div> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Seat away from distractions 	SSKG2 a	Observation

<p>View United Streaming Video: Math Monsters: Mapping The Monsters are having a party. In this video, students will learn how their friends who receive invitations will get to the party. They will learn about streets, neighborhoods, and creating a map. See link in Resources.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Seat away from distractions 	<p>Map Skills 1</p>	<p>Observation</p>
<p>View United Streaming Video: Animated Hero Classics: Christopher Columbus This animated video portrays the story of the life of Christopher Columbus. See link in Resources.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Seat away from distractions 	<p>SSKH1 b</p>	<p>Observation</p>
<p>Create a Venn diagram comparing life in Spain (during Columbus' time or today) to life in the United States.</p> <ul style="list-style-type: none"> • Which language would we speak? • What types of clothing do we wear? • What are the school days like in the United States and Spair? • What was school like in Columbus's time? • What do homes look like in Spain? Are they similar or different to yours? <p>Have students tell one way we are alike and different. (Example: We all use words to communicate, but most signs in the United States are in English, while most signs in Spain are in Spanish; we all live in homes but they may look different from one another.)</p>		

Sample Performance Task

Enduring Understandings:

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.*

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.*

Standards: SSKH1.b, SSKH3.a,b, SSKG2.a,b,c, SSKG3

Description:

You have just learned about Christopher Columbus and his voyage. Christopher Columbus was an explorer. We are going to look at a world map to learn where his trip started and where he landed at the end of his voyage.

Discuss the differences between flat world maps and globes. Link this activity back to the Balanced Assessment Plan. These questions will lead students to addressing the Enduring Understandings for this unit.

- How do we use a globe to show where we live?
- Why do we speak different languages from people in other places?
- Why does where we live affect what clothes we wear?
- Why do our houses look different from people's homes in other places?
- How are our lives different from life in Columbus's time?

Step 1: Provide students with a basic [world map](#). Give students the following directions:

Color the continents green.

Step 2:

Color the oceans/bodies of water blue.

Step3:

Draw a line from where Christopher Columbus began his travels to where he landed (San Salvador) with a black crayon.

At the conclusion of the activity, engage students in discussion/dialog describing why Columbus set out on this trip.

- What was he searching for?
- Why is Christopher Columbus an important person?
- Why do we celebrate Columbus Day?
- How do you tell the difference between land and water on a globe/map?
- Where is the United States on the globe?

Modifications-

- Use of visuals to assist in identifying what is to be labeled
- Peer paired arrangement
- Check for understanding of directions
- Break down activity

Map and Globe Skills:

1

Information Processing Skills:

2

Content Rubric for Performance Task

Criteria	Does Not Meet	Needs Improvement	Meets Standard	Exceeds Standard
Colors the continents on the world map	Color 1 continent on the world map	Colors 2-3 continents, but does not color the continent where they live	Colors all of the continents on the world map	Colors all continents on the world map and describes why these are continents
Colors the water/oceans on the world map	Colors 1 ocean/body of water on the world map	Colors 2-3 bodies of water/oceans on the world map	Colors all oceans/bodies of water on the world map	Colors the water on the world map and describes where the oceans are located.
Draws a line on the map starting where Columbus began his voyage and ending where Columbus landed	Draws a line, but does not start in the correct place on the map	Draws a line starting in the correct place where Columbus began his voyage on the world map, but does not draw to the correct landing site of Columbus	Draws a line starting in the correct place where Columbus began and ending in the correct place on the map	Describes the correct place where Columbus began to where Columbus landed and describes Columbus' voyage using correct vocabulary
Correctly answers questions regarding differences in lifestyle based on location	Attempts to answer questions, but answers as if people everywhere live in exactly the same way	Answers address the questions, and name differences based on location (Ex: some people wear coats in the winter, some do not have to)	Answers address the questions, name differences based on location, and describe how location causes these differences (Ex: some people have much warmer weather than others even in the winter, so they do not have to wear coats)	Answers address the questions, name differences based on location, and describe how location causes lifestyle differences; in addition, student can compare other locations to his/her own location.
Correctly answers questions regarding how lifestyles change over time	Attempts to answer questions, but answers as if people have always had the same lifestyle	Answers address the questions, and names some changes that have occurred over time (Ex: people have not always had television or cars)	Answers address the questions, name some changes that have occurred over time, and describe why these changes have occurred (Ex: can briefly describe how one change leads to another over time – electricity leads to appliances like television)	Answers address the questions, name changes, describe why these changes have occurred, and compare life in the past to his/her own life using specific examples

Product Rubric for Performance Task

Criteria	Does Not Meet	Needs Improvement	Meets Expectation	Exceeds Expectation
Did the student color the continents on the map green?	Colored on the map, but did not distinguish between continents & oceans.	Colored some continents green, but either did not color some continents, or colored oceans green	Colored all continents green, and did not color any oceans green	Colored all continents green and explains how s/he knew which portions of the map were continents
Did the student color water on the map blue?	Colored on the map, but did not distinguish between continents & oceans.	Colored some oceans blue, but either did not color some of the oceans, or colored continents blue	Colored all oceans/bodies of water blue, and did not color any continents blue	Colored all oceans/bodies of water blue and described which ocean is closest to where they live
Did the student use a black crayon to draw a line on the map?	Drew a line, but did not draw from correct origin to destination	Drew a line beginning at correct origin to incorrect destination, or vice versa	Drew a line using a black crayon from the correct origin to the correct destination	Drew a line using a black crayon from the correct origin to the correct destination and briefly described Columbus's voyage

Resources for Unit

Columbus' Journal:

<http://library.thinkquest.org/J002678F/columbus.htm>

Handwriting paper

http://www.keepandshare.com/htm/printable/paper/handwriting_paper/a_list_of_handwriting_paper.php

World map:

<http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=world&Rootmap=&Mode=b&SubMode=w>

Christopher Columbus patterns:

http://www2.scholastic.com/content/collateral_resources/pdf00premium/07/0439499607_e039.pdf

Ship pattern:

http://www2.scholastic.com/content/collateral_resources/pdf00premium/07/0439499607_e040.pdf

Story Prompts and Discovery Map:

http://www2.scholastic.com/content/collateral_resources/pdf00premium/87/0439503787_e043.pdf

Great for ActivBoard/SmartBoard Users! (Does not require ActivBoard/SmartBoard for use)

<http://www.sfsocialstudies.com/g1/u4/index.html>

Norman Rockwell Photo Gallery

<http://www.normanrockwell.com/artwork/gallery.htm>

Fray Model Diagram

<http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf>

United Streaming: Math Monsters: Mapping

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=5540347D-CF91-4DA5-9EDA-E9C472BC5E65>

United Streaming: Animated Hero Classics: Christopher Columbus

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=7D069882-F8C5-48BF-A17B-A4E9850CA6B9>

United Streaming: Long Ago, Yesterday, Today

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=2df57695-104f-44aa-93b1-0a325de09218&tabDisplay=myContent>

This unit was created by Julie Branyan, Kimberly Gates, Linda Herrington, and Carol Thomas and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 6/27/08.