

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 4 – “Celebrating Our Differences”**

### **Elaborated Unit Focus**

In this unit, students will use the theme of *culture* to study two American holidays: Veteran’s Day and Thanksgiving. Students will also discuss their local celebrations and customs. Using the idea of *scarcity*, students will continue to learn about work, jobs, and why we cannot have everything we want. These two themes come together to help students celebrate their differences while exploring their similarities.

### **Standards/Elements**

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

- c. Veterans Day
- d. Thanksgiving Day

**SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs.**

**SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).**

**SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.**

**SSKE3 The student will explain how money is used to purchase goods and services.**

- a. Distinguish goods from services.
- b. Identify various forms of U.S. money (coins, currency).

**SSKE4 The student will explain that people must make choices because they cannot have everything they want.**

**Map Skills: 1 Info Skills: 1, 2, 3**

### **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.***

- Why does our country observe Veteran’s Day?
- Why do families celebrate Thanksgiving?
- How do families celebrate Thanksgiving?
- How has life in America changed since the time of the first Thanksgiving?
- What special times in the year does your family celebrate?
- How are your family’s celebrations different from \_\_\_\_\_’s celebrations?

**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 do we need money?
- What are jobs people do?
- Why can people not have everything they want?
- What are some choices we make during our school day?
- Why do we have to make these choices?

\*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
Students will describe how Americans celebrate Thanksgiving, focusing on how their families celebrate Thanksgiving (parades, feast, gathering with family). Discuss the similarities and differences within the classroom of how this holiday is celebrated.  <u>Modifications-</u> <ul style="list-style-type: none"> <li>• Check for understanding by making sure student understands what similarities and differences mean</li> <li>• Individual assistance to describe family celebration</li> </ul>	SSKH1 d ELAKLSV1 a h	Dialog/Discussion
Teacher will ask student to name holidays. Students will choose the corresponding picture (pictures attached) to display them on a board. After all holidays have been identified choose two to display on a Venn diagram. Which other holidays have a feast? Parades? Fireworks? Family traditions? <a href="#">Holidays.doc</a>	SSKH1 d SSKG1 Info Skill 1	Dialog/Discussion
Create a needs/wants collage by cutting pictures out of magazines, taking digital pictures, or bringing in items from home of things that are needs and wants (clothing, food, water, homes, toys, pets, etc.). Label and explain why the labeled items are a want or a need. As a class, explain the difference between a need and a want, using students' individual collages to provide examples. Sample questions are listed below: <ul style="list-style-type: none"> <li>• Does everyone need a home? Why?</li> <li>• Does everyone have the same type of home? Why or why not?</li> <li>• Are homes a need?</li> <li>• Why is clothing a need?</li> </ul>	SSKE3 a b SSKE4 ELAKW1 a b	Constructed Response Observation Dialog/Discussion

<ul style="list-style-type: none"> <li>• Why do we need food and water?</li> <li>• What are some examples of wants that we <b>think</b> are needs?</li> <li>• Why are video games and television wants?</li> </ul> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with cutting</li> <li>• Peer paired arrangement for discussion</li> <li>• Check for understanding of what is to be done – defining needs and wants</li> <li>• Lined area for labeling</li> <li>• Dictation of written work</li> </ul>		
<p>Journal – Draw a picture about things you are thankful for. Share this picture with a friend or class. Write or label your picture.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with illustrations</li> <li>• Lined area for written work</li> <li>• Check for understanding of what is to be done</li> </ul>	SSKH1 d SSKG1 ELAKW1 a b	Observation
<p>Use resource books / informational materials to describe a feast the Pilgrims would have actually had. Discuss the types of foods that they would have eaten in 1621. Have a small feast with your class. Include foods the Pilgrims would have eaten and foods that we eat today that are different. Information on historically accurate food:  <a href="#">Plimoth Plantation's "You are the Historian"</a>              Nutritional Information to include Health in planning your feast.  <a href="http://teamnutrition.usda.gov/Resources/mpk_poster.pdf">http://teamnutrition.usda.gov/Resources/mpk_poster.pdf</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Taped reading material</li> <li>• Review one-on-one to check for understanding</li> </ul>	SSKH1 d  QCC: HK 14	Dialog/Discussion Observation  Dialog/Discussion
<p>Website to help students understand who veterans are:  <a href="http://www.va.gov/kids/k-5/index.asp">http://www.va.gov/kids/k-5/index.asp</a> {currently “on vacation” - should be up by start of school year}              Under the K-5 section there are games and suggested activities (including making cards for veterans, having a veteran visit your classroom, etc). There is also a free video you can request to show at a school Veteran’s Day program.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions</li> </ul>	SSKH1 c ELAKW1 a b	Dialog/Discussion Observation

<p>Locate a space in your building to tape off the dimensions of the Mayflower. Include boxes and materials that would have been on the Mayflower. Have students stand inside the taped off area to demonstrate how close together the Pilgrims would have been on the Mayflower.</p> <p><a href="http://www.rootsweb.ancestry.com/~mosmd/studact.htm">http://www.rootsweb.ancestry.com/~mosmd/studact.htm</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Peer paired working arrangement</li> <li>• Use of visuals to identify materials</li> <li>• Review one-on-one to ensure understanding</li> </ul>	SSKH1 d	Constructed Response Observation
<p>Community Helpers: Cut pictures from magazines or clipart pictures of various people doing various jobs. Have a student come to the front of the room and give clues to the class about a selected picture.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with cutting</li> <li>• Review one-on-one with student prior to presentation</li> <li>• Assist with presentation</li> </ul>	SSKE1	Observation
<p>Cut a map apart (town, state, USA), laminate, and put back together.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with cutting</li> <li>• Use of visuals-maps to refer to as reference</li> </ul>	Map Skills: 1	Observation
<p><b>Wants and needs:</b> Invite students to make a list of the things they would want to have to have a good life.</p> <ul style="list-style-type: none"> <li>• Which of those things do they really need?</li> <li>• How many of those things that they really need can be found in the natural environment?</li> <li>• Which things must be made by people?</li> <li>• How are the jobs that people do related to the things that people need and want?</li> </ul> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of assignment</li> <li>• Ensure that student can differentiate between a want and a need and what things are found in a natural environment</li> <li>• Assist with written work</li> <li>• Dictation of written work</li> </ul>	SSKE4	Dialog/Discussion

<p><b>Map your school region:</b> Create a map that shows the areas in which students live. Invite each student to add a pin to the map to indicate the location of his or her home.</p> <ul style="list-style-type: none"> <li>• What conclusions can students draw from the map?</li> <li>• Do more students live in one "region" of the "school region" than in others?</li> <li>• Why might that be so?</li> <li>• Who lives the closest to our school? Farthest?</li> </ul> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with home location on map</li> <li>• Check for understanding of what key terms mean</li> </ul>	<p>Map Skills: 1</p>	<p>Observation</p>
<p>Visit the <a href="#">daily life website</a> to learn about the Pilgrims' and Wampanoag's traditions after the Pilgrims arrived in North America. Students will compare and contrast their own lives to the Pilgrims' and Wampanoag's (housing, clothing, food, chores, school, and games).</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of what is to be done</li> <li>• Break down assignment step by step</li> <li>• Provide limited number of items to compare</li> <li>• Allow student to complete one area at a time (example: look at Pilgrim, Wampanoag, and modern housing before moving on to clothing)</li> <li>• Monitor progress on assignment</li> </ul>	<p>SSKH1 d</p>	<p>Dialog/Discussion Observation</p>

### **Sample Performance Task**

**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.*

**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.*

**Standards:** SSKH3a; SSKE2; SSKE4; ELAKW1a,b,d; ELAKLSV1a,b,f,h,i

**Description:**

Students will understand that they must make choices between the things they want. Given two choices, the student will need to choose which one they would rather have or do. The student will need to explain the consequence(s) for making that choice.

*Examples of school/community activities to choose:*

Sleep over at a friends house or go to a movie  
Video game or TV  
Pets (puppy or cat)  
Having a birthday party (choosing between two locations)  
Extra recess or treasure box  
Sticker or piece of candy  
Going for ice cream or going to a friend's house  
Extra computer time or extra recess  
Karate or swimming  
Movies or shopping for a toy  
Sports (Soccer or Baseball, etc)  
Dance and Gymnastics  
School Store—Choose between two treats to purchase  
Centers—(Housekeeping or blocks, painting or computer)  
Recess (kickball or monkey bars or swings)  
Read a book or listen to a book on tape

Step 1:

Review the list of choices with your students. The teacher can provide the list for students or allow the students to brainstorm their own choices. (See list above and attached below.)

Step 2:

Using the list provided, the teacher will place choices inside a paper bag (see attachment). Allow students to pull out a slip of paper. The teacher will read with the student the two choices on the slip of paper.

Step 3:

The student will make a choice between the two activities/wants they would like most. The teacher will provide the student with a large piece of construction paper (folded in half). On a large piece of construction paper the student will draw a picture of the choice they made on the left side. On the right side the student will draw the consequence of making that choice (ex: because the student went to shopping, he did not get to go to the movie).

Step 4:

The students will write sentences or labels to describe the choice(s) they made. The students will also write/label the consequences of their choice(s).

Step 5:

The students will share their choices with the class (or partner). The students will tell about the choice they made and the consequences of their choices.

Step 6:

Students will compare the choices they have now to those made by Pilgrims and Wampanoag children. Students will tell how their choices available to them now are similar or different from the choices made by Pilgrims or Wampanoag children. (Example: today, children may play video games. Pilgrim

children may have played horseshoes or made corn mazes.) See websites in Resources for information on games of the Pilgrim and Wampanoag children.

Pilgrim Games: [http://192.107.108.56/portfolios/m/madine\\_m/Webquest/gamesinfo.htm](http://192.107.108.56/portfolios/m/madine_m/Webquest/gamesinfo.htm)

Fun Facts About Pilgrim Children: <http://www.newton.k12.ks.us/sch/w/start/Pilgrims/funfacts.htm>

Wampanoag Daily Life: Wampanoag Children

<http://people.ucls.uchicago.edu/~cjacobs2/Wampanoag/2nd%20done.html>

Plimoth Plantation: <http://www.plimoth.org/kids/homeworkHelp/thanksgiving.php>

Step 7:

Questions to relate back to the Enduring Understandings:

- Which two things did you have to choose from?
- Why did you make that choice?
- Why did you not choose the other choice?
- What were the outside influences that encouraged you to make this choice?
- What did you have to give up when you made your choice?
- How are the choices/culture that the student made similar or different from the choices/culture of the Pilgrim and Wampanoag children?
- What were choices the Pilgrim and Wampanoag children may have had available?
- Why do you think the Pilgrim or Wampanoag's choices are different from the choices we have today?

Modifications-

- Check for understanding of assignment-have student repeat what they are to do
- Break down activity-step by step
- Assist with illustration
- Monitor progress on assignment

Map and Globe Skills:

1

Information Processing Skills:

1, 2, 3



### Content Rubric for Performance Task

<b>Criteria</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>
<b>Draws picture of choice</b>	Draws picture that does not relate to the activity	Draws a picture of the choice they made but not the consequence	Draws a picture of the choice they made and the consequences of that choice	Draws a picture of the choice they made and the consequences of that choice and describes the influences that caused them to make that decision
<b>Writes or labels to tell about their choice</b>	Writes random letters or words that do not tell about their choice.	Writes/labels picture of choice correctly.	Writes/labels pictures of choice and consequence correctly – makes it clear that consequence is a result of the choice.	Writes about both pictures correctly, and explains why the choice was made, in spite of the consequence.
<b>Describes choice to the class/partner. Discussion should relate back to the Scarcity Enduring Understanding questions in step 7.</b>	Discussion is not on topic	Describes the choice they made but does not describe the consequence	Describes the choice they made and the consequence for making this choice	Describes the choice they made and the consequence for making this choice. Explains in detail the reasons for the choices they made without teacher prompts.
<b>Describes how their choices are similar or different from the Pilgrim or Wampanoag children. See Culture Enduring Understanding questions in step 7.</b>	Discussion is not on topic	Describes choices they make themselves, but does not describe choices made by the Pilgrim or Wampanoag children.	Describes games, traditions that the Pilgrim or Wampanoag children may have played or participated in.	Describes why their choices are different from the choices we have today.



### **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>Draws pictures to tell about choices and consequences</b>	Draws random pictures	Draws picture of choice or consequence, but not both.	Draws two pictures to tell about choice and the consequence of making this choice.	Draws two pictures to tell about choice and the consequence of making this choice, and adds enough detail for the picture to help explain the choice to a partner.
<b>Writes a sentence or labels to tell about their choice</b>	Writes random letters	Uses words to describe choice and consequence.	Attempts to write full, complete sentences for both pictures.	Writes in detail to describe the choice and the consequences explaining why they made these choices.
<b>Describes choice to the class/partner</b>	Discussion is not on topic	Describes the choice they made but does not describe the consequence	Describes the choice they made and the consequence for making this choice	Describes the choice they made and the consequence for making this choice. Explains in detail the reasons for the choices they made without teacher prompts.

### **Resources for Unit**

VA Kids K-5

<http://www.va.gov/kids/k-5/index.asp>

Nutritional Information

[http://teamnutrition.usda.gov/Resources/mpk\\_poster.pdf](http://teamnutrition.usda.gov/Resources/mpk_poster.pdf)

Mayflower Dimensions

<http://www.rootsweb.ancestry.com/~mosmd/studact.htm>

Pictures

[Holidays.doc](#)

Activities for an American Thanksgiving

<http://www.socialstudiesforkids.com/subjects/thanksgiving.htm>

The First Thanksgiving – Scholastic

[http://www.scholastic.com/scholastic\\_thanksgiving/daily\\_life/housing.htm](http://www.scholastic.com/scholastic_thanksgiving/daily_life/housing.htm)

United Streaming: The Difference Between Wants and Needs

<http://player.discoveryeducation.com/index.cfm?guidAssetId=279EB2E7-5F86-48E8-BDC8-7701DD9B80A2>

{ Can also be accessed by logging into [www.unitedstreaming.com](http://www.unitedstreaming.com), typing “difference between wants and needs” into the search box, and selecting the second video in the results list. }

Pilgrim Games Website

[http://192.107.108.56/portfolios/m/madine\\_m/Webquest/gamesinfo.htm](http://192.107.108.56/portfolios/m/madine_m/Webquest/gamesinfo.htm)

Fun Facts About Pilgrim Children:

<http://www.newton.k12.ks.us/sch/w/start/Pilgrims/funfacts.htm>

Wampanoag Daily Life: Wampanoag Children

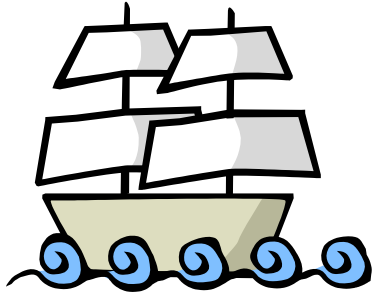
<http://people.ucls.uchicago.edu/~cjacobs2/Wampanoag/2nd%20done.html>

Plymouth Plantation:

<http://www.plimoth.org/kids/homeworkHelp/thanksgiving.php>

This unit was created by Julie Ott 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 7/24/08.

# Holidays



**Columbus Day**



**Veterans' Day**



**Thanksgiving**



**Martin Luther  
King Jr. Day**



**Presidents' Day**



**Memorial Day**



**Independence Day**

Pictures provided by Microsoft clipart.