

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 5 – “Being a Good American”

Elaborated Unit Focus

During the course of this unit, students will use the theme of *individuals, groups, and institutions* to study famous historical figures, the holidays recognizing those figures, and the monuments built in honor of those figures. Students will also discuss the basis for rules and laws in society, as well as positive character traits needed within society using the idea of *individuals, groups, and institutions*. The theme of *scarcity* will help students put their knowledge of community helpers together with the good choice-making necessary for our country to be a positive and productive place.

Standards/Elements

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

- e. Martin Luther King, Jr. Day
- f. Presidents Day (George Washington, Abraham Lincoln, and the current President)

SSKH2 The student will identify important American symbols and explain their meaning.

- d. Lincoln Memorial
- e. Washington Monument
- f. White House

SSKCG1 The student will demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.
- b. Explain why rules should be followed.

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

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: None Info Skills: 1, 2, 3

Enduring Understandings/Essential Questions

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

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

- Why do we have rules?
- How are rules made?
- Who makes the rules?
- Why do different people make different rules?
- Who is our president?
- Who was George Washington?
- Who was Abraham Lincoln?
- Why do we celebrate Washington and Lincoln's birthdays as Presidents' Day?
- Why does our country have a president?
- Who was Martin Luther King, Jr.?
- Why do we celebrate Dr. King's birthday?
- Why did people like Dr. King work to change rules and laws in our country?
- What are positive character traits?
- What does it mean to be a good citizen?

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 are choices that we make at school different from the choices we make at home?
- What are some of the choices that Washington, Lincoln, and King made?
- How do these choices demonstrate positive character traits?
- What are choices that our leaders (president, teacher, principal, parents) make?

*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>Revisit classroom rules with the students. Have each child participate in the discussion. Discuss each rule. Draw a picture of your classroom. Write/tell about three classroom rules that we must follow. Make your picture of your classroom match the rules that you choose – for example, if you list a rule about the class pet, make sure the pet is shown in your picture.</p> <ul style="list-style-type: none"> • Why should you include these rules? • Why is it important? • Are these rules the same or different in other places that they go (cafeteria, playground, home, etc.)? 	<p>SSKCG1 a b ELAKLSV1 a h ELAKW1 a b</p>	<p>Observation Dialog/Discussion</p>

<u>Modifications-</u> <ul style="list-style-type: none"> • Assist with illustration • Check for understanding of the assignment • Make sure student understands what a rule is 		
<p>Journal – Write three rules that would help you and your friends get along with each other at school. Explain why these rules are important.</p> <u>Modifications-</u> <ul style="list-style-type: none"> • Assist with writing • Dictation of written work • Check for understanding of assignment • Check work frequently to ensure understanding • Prompt students to make sure they explain the importance of the rules 	SSKCG1 a b ELAKW1 a b	Dialog/Discussion
<p>Visit www.whitehouse.gov/kids. Go to My American Journal and download the selected pages you would like to use for your students. Give each student a journal and have them complete their own American Journal about what it means to be a positive American.</p> <u>Modifications-</u> <ul style="list-style-type: none"> • Peer paired working arrangement • Highlight key facts in journal • Read journal page to student • Assist with written work • Dictation of written work 	SSKCG1 a b SSKH1 f SSKCG2 ELAKW1 a b	Observation
<p>Make a class list of qualities that are important for a classroom/school leader. Discuss why these qualities are important for our classroom/school.</p> <ul style="list-style-type: none"> • What does it mean to be a good leader? • What are positive character traits of a good leader? <p>Journal: Draw a picture of two positive character traits and tell why they are important.</p> <u>Modifications-</u> <ul style="list-style-type: none"> • Assist with illustrations • Check for understanding of assignment • Dictation of written work • Assist with written work 	SSKCG2 ELAKW1 a b	Observation Dialog/Discussion
<p>As a school/classroom, complete a community service project: (Could be used in connection with the 100th day of school). Ideas include:</p> <ul style="list-style-type: none"> • Collect 100 cans of dog food/cat food to be given to the humane society. • Collect 100 cans of food to be given to a local food bank (important to do this at times beyond the holidays – discuss scarcity) • Collect 100 books to be donated to a local daycare. • Random Acts of Kindness: http://www.goodcharacter.com/TeacherResources.html 	SSKH1 e SSKCG2 SSKE4 (optional)	Dialog/Discussion

<p>United Streaming: Access these videos by going to www.unitedstreaming.com, entering your username and password, and typing the titles of these videos in the search box. It is possible that they will not come up first on the results list; you may need to scroll through the results to find them.</p> <ul style="list-style-type: none"> • Citizenship in the Community • What's Respect • Responsible Me • Martin's Big Words: The Life of Dr. Martin L. King, Jr. <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Seating away from distractions • Monitor student to ensure focus on video 	SSKCG1 a b	Dialog/Discussion
<p>Tour the White House: Virtual Tour http://www.whitehouse.gov/history/life/video/kidsvideo.html Tour the White House room by room and listen to how each room was named and decorated.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Seating away from distractions • Monitor student to ensure focus on video 	SSKH1 f SSKH2 f	Dialog/Discussion
<p>MLK photographs: Dr. Martin Luther King, Jr. tells stories in his own words. (Quotes may not be appropriate for kindergarten students). Read age appropriate trade book to tell about the life and work of Dr. King. http://www.time.com/time/photoessays/mlk/</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Check for understanding of what is being viewed • Seat away from distractions 	SSKH1 e	Dialog/Discussion
<p>Read trade books (visit websites) about George Washington and Abraham Lincoln. Discuss the differences/similarities. Compare and contrast the lives of Washington and Lincoln. Discuss myths and facts surrounding each president.</p> <p>The Real Abe Lincoln: http://www.pointsouth.com/lincoln/ George Washington's Mount Vernon Estate and Gardens: http://www.mountvernon.org/visit/plan/index.cfm/pid/382/ United Streaming: President's Day: Washington and Lincoln http://player.discoveryeducation.com/index.cfm?guidAssetId=BE85C4E0-575E-423F-B0A1-86714C1A45AD</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Taped material • Review meaning of similar, difference, myth, and fact • Seat away from distractions to view video 	SSKH1 f ELAKR6	Dialog/Discussion
<p>Google Earth: Resource to show photographs of the Washington Monument and Lincoln Memorial http://earth.google.com Have students draw picture of the monuments and tell why they are important landmarks.</p>	SSKH2 d e ELAKW1 b	Dialog/Discussion Observation

<u>Modifications-</u> <ul style="list-style-type: none"> • Assist with illustrations • Use of visuals to assist with illustrations • Dictation of written work • Assist with written work 		
Use attached powerpoint file to help students learn about the life of Dr. Martin Luther King, Jr. <u>Modifications-</u> <ul style="list-style-type: none"> • Seating away from distractions • Monitor student to ensure focus on video 	SSKH1e	Dialog/Discussion
Meet the Presidents: This website give a short bio of each president. <u>Modifications-</u> <ul style="list-style-type: none"> • Seating away from distractions • Monitor student to ensure focus on video 	SSKH1 f	Dialog/Discussion
Interactive portraits: Students will visit the website of a portrait of George Washington. Students will click on various items in the portrait. Each item will give a brief description of its significance to Washington during this time period. While the Lincoln portrait link is not as interactive, students can use it to complete the same type of activity. http://www.georgewashington.si.edu/portrait/index.html Lincoln Portrait http://gardenofpraise.com/ibdlinco.htm <u>Modifications-</u> <ul style="list-style-type: none"> • Teacher assistance with activity • Peer paired working arrangement 	SSKH1 f	Dialog/Discussion

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 help or harm others whether they mean to or not.*

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

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

Standards: SSKH1 f, ELAKLSV1 a f, ELAKW b

Description:

Earlier in this unit we discussed George Washington and Abraham Lincoln. Print the portraits of Washington and Lincoln. Discuss each president and discuss important facts about each one.

- How do these choices they had to make demonstrate positive character traits?
- What are choices/decisions that our presidents make for our country?
- What other types of jobs did these presidents have?
- What are some things they accomplished and influences they have on today's society.

Each student will cut and paste pictures onto a T chart. Students will decide which pictures represent each president and paste them in the correct column under the correct president.

All pictures and T chart are attached at the end of this document.

Step 1:

Student will cut apart 12 pictures. Students will decide which pictures represent the presidents.

Step 2:

Students will glue the pictures onto the T chart under the appropriate president.

Step 3:

Students will write one sentence (or draw) to tell about each president and why they are important to our country. Students may use the T-chart as a reference for telling about the presidents and what the presidents did for our country.

Step 4:

Students will discuss their T chart with a partner. The students will tell why they included the pictures with the presidents. Student will read their sentence to their partner. Discuss the sentences and talk about how their lives are different from the presidents. How was this time period different from their own?

Modifications-

- Assist with cutting
- Check for understanding of assignment
- Assist with written work
- Dictation of written work
- Use of visuals for each president

Step 5:

Essential Questions related to Enduring Understandings:

- How do the choices they had to make demonstrate positive character traits?
- What are choices/decisions that our presidents make for our country?
- What other types of jobs did these presidents have?
- What are some things they accomplished and influences they have on today's society?

Map and Globe Skills:

Information Processing Skills:

1, 2, 3

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>
Sorts and glues pictures with correct president	Sorts and glues 1-3 pictures correctly	Sorts and glues 4-11 pictures correctly	Sorts and glues 12 pictures correctly	Sorts and glues 12 pictures correctly and draws additional pictures relating to each president.
Writes two sentences to tell about each president	Labels pictures but does not write sentences	Writes one sentence.	Writes two sentences to tell about the presidents.	Writes more than two sentences to describe each president.
Tells partner about T chart and reads sentences	Tells partner about one president on the T chart	Tells partner about both presidents, but does not read sentence	Tells partner about both presidents and reads the sentence s/he wrote about each one.	Tells partner about each president, reads the sentences about each one, and explains why each president is important for us to remember.
Describes presidents based on questions related to the EUs in step 5.	Answers are not related to the task	Describes positive character traits but does not describe choices a president must make	Describes the choices presidents make, the types of jobs they do, and things they accomplished during presidency	In addition to meets, describes the choices the specific presidents made and the consequences of those choices.

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Did student cut out pictures neatly?	Student cut out 1-3 pictures neatly	Student cut out 4-11 pictures neatly	Student cut out 12 pictures neatly	Student cut 12 pictures neatly, glues, and labels each picture.
Did the student use an appropriate amount of glue to paste pictures neatly?	Student uses an appropriate amount of glue to paste 1-3 pictures	Student uses an appropriate amount of glue to paste 4-11 pictures	Student uses an appropriate amount of glue to paste 12 pictures	Student uses an appropriate amount of glue to paste 12 pictures and neatly draws additional pictures for each president.
Did the student write 2 sentences?	Student labels pictures using beginning and ending sounds.	Student writes 1 sentence using phonetic spelling	Student writes 2 sentences using phonetic spelling	Student writes more than 2 sentences to tell about each picture.

Resources for Unit

My American Journal
www.whitehouse.gov/kids

Random Acts of Kindness
<http://www.goodcharacter.com/TeacherResources.html>

Character Resources for Teachers
<http://www.goodcharacter.com/TeacherResources.html>

Citizenship in the Community

<http://player.discoveryeducation.com/index.cfm?guidAssetId=9A0C4E3C-0E99-477A-824B-A2CAA4E225FC>

What's Respect

<http://player.discoveryeducation.com/index.cfm?guidAssetId=AACB7AF6-65F6-4292-B04F-BC5067D1BAAF>

Responsible Me

<http://player.discoveryeducation.com/index.cfm?guidAssetId=451B527E-D298-4272-9498-70B78F1F3189>

Martin's Big Words: The Life of Dr. Martin L. King, Jr.

<http://player.discoveryeducation.com/index.cfm?guidAssetId=A84CEB96-9CA3-4901-8AD5-5B3447C9979C>

MLK Photos

<http://www.time.com/time/photoessays/mlk/>

White House: Virtual Tour

<http://www.whitehouse.gov/history/life/video/kidsvideo.html>

The Real Abe Lincoln:

<http://www.pointsouth.com/lincoln/>

George Washington's Mount Vernon Estate and Gardens:

<http://www.mountvernon.org/visit/plan/index.cfm/pid/382/>

Video: President's Day

United Streaming: President's Day: Washington and Lincoln

<http://player.discoveryeducation.com/index.cfm?guidAssetId=BE85C4E0-575E-423F-B0A1-86714C1A45AD>

Google Earth (Free Download)

<http://earth.google.com>

Interactive portrait of George Washington

<http://www.georgewashington.si.edu/portrait/index.html>

Meet the Presidents

<http://sf.factmonster.com/ipka/A0855114.html>

Washington Portrait

<http://www.georgewashington.si.edu/portrait/index.html>

Lincoln Portrait

<http://gardenofpraise.com/ibdlinco.htm>

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 8/21/08.

Name _____

Date _____

Directions: Cut pictures and glue them under the correct President.

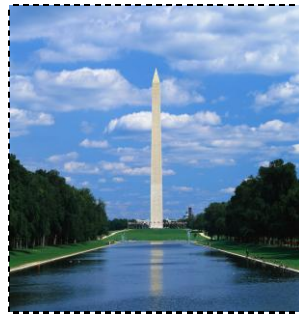
Abraham Lincoln

George Washington

Pictures: use with President T-Chart

16th

1st



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 4/27/08.