

**Grade Level / Content Area: Grade 1 Social Studies  
Curriculum  
Unit 1: Rules and Laws**

**Course Description:**

In this unit, students will be presented with the following task:

*Create a way to represent of safety tip for either school / community/ home.*

*Ex. book, poster, collage, slideshow etc.*

**Big Ideas:**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why are rules and laws important?</li> <li>● Why is it important for people to participate in creating rules and laws?</li> <li>● What does “fairness” and “equality” look like in the classroom?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● People need laws to have an organized society</li> <li>● Laws are rules that bind all people living in a community. Laws protect our general safety, and ensure our rights as citizens.</li> <li>● Students must treat others they want to be treated</li> </ul>
<p><b>Areas of Focus:</b></p> <p>6.1.4.A.1- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.3- Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government</p> <p>6.1.4.A.9 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12- Explain the process of creating change at the local, state, or national level</p> <p>6.1.4.A.15- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	<p><b>Suggested Activities:</b></p> <p>5 weeks</p> <p>Lesson 1</p> <p>Glue into notebooks “Being a Member of a Community”, Must do and May do lists</p> <p>Introduce PBL task by presenting the class with video clips of non safe behaviors.</p> <p><a href="#">No gum chewing</a></p> <p><a href="#">Be polite</a></p> <p><a href="#">Being kind/accepting others</a></p> <p>Write what you notice and where it is taking place</p> <p>Lesson 2 Identifying right from wrong</p> <p>*Set up:</p> <ul style="list-style-type: none"> <li>- On each table have poster paper with one picture from “David Goes to School” and other books</li> <li>- Put some markers with each poster/picture</li> </ul>

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The students will do a “write around” to start today’s lesson. Explain to the students that you will let them walk around the room and look at the different pictures. After they look at the pictures they can use the markers to respond to the picture, this might be a picture or a word to describe what is happening/behavior. For example a picture of a child not sharing might make the students draw a sad face or they may write “not sharing.” After they are done you might want to give the students a short time to look at what other students wrote. You might take this time to discuss the similar or different responses.

After bring the students to the rug and explain that part of being a positive member of a class is knowing how to follow rules.

After discussion students work in groups to come up with rules that would change the behavior in the picture.

In their SS notebook students create possible classroom rules (list, sentences or pictures)

*\*introduce may do activity - Hidden Pictures*



- Peel away one post it note at a time.*
- After each post it note try to guess what community helper is in the picture.*
- After discovering what the picture is - write in your social studies notebook*
- What is the picture?*
- How many post it notes did you take off before you knew what the picture was?*
- What were the clues that helped you figure out the picture?*

Lesson 3

Why are rules important?

There are two main reasons for rules a) maintain order and b) safety

- Create groups within your class
- Have students bring notebooks to group - discuss within group the rules you created and why you think they are important
- Divide students into groups to decide which are their most important rules and why - on large paper draw/write about top three rules, be able to explain
- Gather class together, discuss each group's most important rules, create class rules on chart paper

**Teacher - trying to get students to vocalize on their own that rules have 2 functions a) maintain order and b) safety**

After writing rules ask students "Why is \_\_\_\_\_ rule important?"

Ex. no running in hall = safety

Use two different color markers to circle the different functions of rules

In their SS notebook - students go back to their list and use two colors to circle their rules

*\*introduce may do activity - Safety or Order  
Using the safety rules provided, students will sort the cards into two groups either Safety or Maintain order. On T-chart provided students choose one for each category and write or illustrate rule. Glue T-chart into SS notebook.*

Lesson 4

Fairness and equality

What does fairness and equality look like in our classroom?

Show video clip

[Fair and Square](#)

Talk with a partner

Identify what the problems were in the clip and how they solved them.

How does this show fairness?

What does fairness mean and look like?

In your SS notebook complete the sentence.

Fairness is ...

Illustrate your thoughts. Come back to group and create a class definition for fairness and equality

Lesson 5-6

Why is it important for everyone to help create the rules and laws in a community?

No Rule Game -

Divide class into two teams. Line them up side by side across from each other

The teacher tosses a small ball in the air and declares one team the winner for the first point as soon as a student touches the ball. The next time the teacher tosses the ball and declares one of the teams the winner when the ball lands on the floor. The teacher continues to arbitrarily announce that a team wins a point for various reasons. (Teacher does not say the reason for awarding points.) Stop the game as soon as students become frustrated.

- Discuss why the students in the game are frustrated. Ask how the game could be improved. **Have one team** suggest rules are needed for the game, list the rules on the board.
- Play the game again using the rules

- After playing discuss with the 2nd team how they felt playing a game where they had no input in creating the rules.

Were the rules fair?

How did you feel when one team made the rules?

What would be a fair way to create rules?

Watch Brain Pop Jr video:

[Local and State Government](#)

How does this relate to how we generate rules for our home, school and community rules?

In student's SS notebook write or illustrate Why is it important that everyone help make the rules?

*\*introduce may do activity - No David Students will create a page for a class book inspired by No David! Their page should represent a rule within the Summit community. Encourage students to think of original rules, not using the rules represented in the book.*

**Additional Activities:**

Invite (google hangout) community elected representatives (mayor, hs student president, board of ed, team captains etc.) discuss how they got elected, why they ran for the position, what important jobs

Elect your student council representatives

Books that can be read:

Cookies by Amy Krause Rosenthal

It's not Fair by Amy Krause Rosenthal

Spoon by Amy Krause Rosenthal

Lesson 7-8

Students given opportunity to explore and complete may do activities.

**Summative Project:**

	<p>Create a tool that will inform people of safety tip in either home, school or community. This project could be book, poster, slideshow, commercial, song, poem etc.</p> <p><b>Examples, Outcomes, Assessments</b>  <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>● Classroom rules/routines</li> <li>● Parts of local communities that help/provide a service</li> <li>● Different types of communities</li> <li>● Rules and laws</li> <li>● Parts of a community</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Exit tickets</li> <li>● Journal activities</li> <li>● Quizzes</li> <li>● Discussion answers</li> <li>● Write long/essay</li> <li>● Compare/contrast on Venn diagram</li> <li>● Answer essential questions</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>● KWL chart</li> <li>● Video research</li> <li>● Read and research</li> <li>● Partnership discussions</li> <li>● Map skills and planning</li> </ul> <p>Interdisciplinary Connections  Technology Integration  Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**Grade Level / Content Area: Grade 1 Social Studies  
Curriculum**

**Unit 2: Growth Mindset and Diversity**

**Course Description:**

In this unit, students will be presented with the following task:

*As students in 1st grade it is our job to understand how we react and respond in our world. When we understand that we all need to be accepting of others we show mindfulness. We are valued because we are people of the world. Through our similarities and differences we learn to respect and accept everyone.*

*YOU will be a leader in the world by showing acceptance, respect, and appreciation for the diverse people in our world. YOU will create a personal or group project in which you demonstrate understanding, respect, and acceptance for people’s differences (physical, emotional, or behavioral differences).*

**Big Ideas:**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why is it important to be accepting of the differences others?</li> <li>● What does mean to be different and how does being different impact the classroom?</li> <li>● How can you deal with uncomfortable or difficult situations?</li> <li>● Why is it important to learn about other cultures with curiosity and respect?</li> </ul>	<p><b>Enduring Understandings:</b></p>
<p><b>Areas of Focus:</b></p> <p>6.1.P.D.4- Learn about and respect other cultures within the classroom and community</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.A.1- Explain how rules and laws created by community, state, and national governments</p>	<p><b>Suggested Activities:</b></p> <p>6 weeks</p> <p><b>Lesson 1</b></p> <p>This unit teaches that we all have emotions, emotions change, we are all different and we accept people’s differences.</p> <ol style="list-style-type: none"> <li>1. Introduce PBL task by presenting the class with video emoji movie: <a href="#">Emoji Movie short</a></li> <li>2. After showing the video give each student a small paper circle. Have students create their own emoji a</li> </ol>

protect the rights of people, help resolve conflicts, and promote the common good.  
6.1.4.A.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.  
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture

feeling. Encourage them to think deeper (beyond hGlue into notebooks "Understanding Mindfulness through Diversity", Must do and May do lists

3. appy, sad).
4. Create a class chart of emojis.

### **Lesson 2: *Recognizing Emotions***

Set up:

- On each table have poster paper with one scenario on it (these can be found in the day 1 write around folder)
- Put some markers with each poster/picture
- **For a later in this lesson print out the Inside out emotion pictures and put in 4 corners in the room. (these can be found in the Inside Out Folder)**
- Have the emotion match center ready to introduce today (these can be found in the Emotion game folder)

1. The students will do a "write around" to start today's lesson. Explain to the students that you will let them walk around the room and look at the different pictures. After they look at the pictures they can use the markers to respond to the picture, this might be a picture or a word to describe how it makes them feel. For example a picture of a child not sharing might make the students draw a sad face or they may write "sad."
2. After they are done you might want to give the students a short time to look at what other students wrote. You might take this time to discuss the similar or different responses.
3. Bring the students to the rug and explain that part of being a mindful 1st grader is knowing how you feel when you have a problem

4. Next the students will play the Inside Out 4 corners game. You will guide this game, but this will leave room for students to have discussions about how they feel during social and educational situations. Students will notice how feelings can change throughout the day or situation. (Ex. "You come home from school and your mom tells you we got a new pet." Students move to corners to represent their feeling. Select a few students to explain why they are in that corner. "Mom says the new pet is a snake." Students move again. Explain again.)

Introduce the **Emotion Match Game** which students can choose to do on a center day.

### **Lesson 3: *The Power of Yet***

1. Start by asking students if they have ever felt like they couldn't read a word or that they couldn't do a math problem. You might even have students turn and talk and tell each other something that they can't do.
2. After they talk, ask the students: "How does it make you feel when you can't do something?" Students might say frustrated or sad or angry.
3. Remind students that being a mindful 1st grader means that you know how you feel, but also having a strategy for when you feel that way.
  - Show power of yet videos:
    - [power of yet dojo](#)
    - [Seasme Street](#)
4. After the video ask the students to think of something that they can't do... yet. If students want they can share with the class what they can't do and the rest of the class can answer back "YET!"

5. Show the video "Room to Breathe"

<https://www.youtube.com/watch?v=RVA2NGtX2cg>

6. Create a strategy poster. Have students suggest what they do when they can't do something "YET!" . Explain to students that when they feel like they can't do something they can say "YET!" For example "I can't read this word... YET!" or "I can't

do this math problem... YET!" Saying "yet" means that you keep trying even if you can't do it yet.

**Student driven Poster examples - ask a friend, try again, take a deep breath, walk away and come back etc.**

7. Have students draw a picture of themselves doing something that they can't do yet in

their SS notebook. They will also write what they can't do yet. You can have the students share if you like

8. You can then introduce the "OK" center that students can complete on the center days. (Task card is in separate document. The students should make themselves as the OK stick person similar to the book.)

#### **Lesson 4: *What is Diversity?***

1. Start with the challenge.

2. Set up:

- Divide class into groups of 3 or 4
- Give each group a piece of large chart paper and markers

3. Directions:

- Challenge each group to write or draw all they know about what diversity is
- The students can not talk to anybody else

- The students should have 10 minutes to write or draw all they know

4. After 10 minutes give the groups time to talk about what they added to the paper.

Turn the paper over so they can't add anything else and watch "Being Different is Beautiful"

<https://www.youtube.com/watch?v=KJ1ygFknjYQ>

5. After watching video have students turn over their papers and give students a chance to add to their papers.

6. Bring class together and create a chart "What is Diversity?"

7. Have them write in their SS notebook what they learned about diversity.

#### **Introduce Center: Hidden Pictures**

Students peel away one post it note at a time- with each post it note they try to guess what is happening in the picture

After discovering what the picture is - students write in their notebook

- What the picture is
- How many post it notes they had to take off before they were able to figure out what the child is doing
- What were the clues that helped them to figure out the picture
- Similarities and differences between the children in the photo and yourself

#### **Lesson 5: Children Around the World**

1. Show a video of children playing music around the world. The class should notice differences among the children. (skin color, accents, clothes, habitat etc)

<https://www.youtube.com/watch?v=8Lu41LulQoS>

2. Write Around: We will display an assortment of pictures from the photojournalism

series “30 Magical Photos of Children Playing Around the World.”

<https://www.boredpanda.com/happy-children-playing/>

3. Students will study each picture closely. They will jot their noticings and thoughts .

They will also ask questions about what they see or wonder.

4. Students will review peer’s ideas.

5. Share your noticings, as a class, in a grand conversation structure.

### **Lesson 6 Reaction vs Response to Differences**

1. Watch video all the way through.

Discuss what you noticed about the video. <https://vimeo.com/152985022>

2. Play the video, stopping at the point when the boy first opens the box and discuss how you react if you got a new puppy.

3. Stopping at point where boy kicks the dog. Discuss how the boy reacts. Discuss showing respect for living things.

4. Stop when he notices the dog continuing to play and he pauses the video (smiles)

5. Whole class - a classmate brings food for their snack. They are sitting next to you. It looks and smells different than anything you have ever seen.

Immediately the teacher wrinkles her nose and makes a disgusted face. What is a respectful, accepting way she could react?

6. After discussion students choose a “problem and reaction” from a jar, glue the paper into SS notebook, draw and write what is an acceptable response or reaction.

Introduce Cultures are Similar and Different Center

- Similar/different [pictures](#)
- Venn diagram
- Record what they notice on the venn diagram
- In SS journal - write about how cultures have similarities and differences

**Lesson 7: Cultural differences make us who we are**

**Yes or No**

1. Create a series of pictures with question - would you /have you eat this? Would you wear this? Have you ever heard this type of music?
2. Create a checklist yes/no
3. Using slideshow quickly show students picture and ask question. Have them check yes/no on the checklist
  - <https://drive.google.com/open?id=1XuNmD54LfKFIFNsH0AiQ0-xulofy7W0> (all students must be on a computer or Chromebook) Please click on link to receive access.
4. After going through all the pictures, have a class discussion why don't you/ why do You...
  - SS journal write - How does my culture make me who I am?

**\*Send homework assignment home for Lesson 8**

**Homework - students bring in something special/important that represents their culture**

**Lesson 8: Sharing our Culture**

1. Each culture contributes/brings something special & important
2. Sharing and learning about each student's culture - which makes our classroom unique

3. Students draw and write about their object finishing these sentence starters
  - This represents me because...
  - It enhances our classroom because...it helps us to better understand each other's cultures.

### **Lesson 9: Looking at Cultures in our classroom-research**

Students will research the cultures that are represented in their classroom. Some topics they should focus on are...Music, Food, Clothes, language, beliefs and traditions

<http://destiny.summit.k12.nj.us/>

- [Pebble Go](#)

### **Lesson 10: Different Types of Diversity**

1. What's up with Nick - show video, discuss

<https://www.youtube.com/watch?v=mtRYKjucDHk>

2. I Can video:

<https://www.youtube.com/watch?v=locLkk3aYIk>

3. Gather or give examples of educational tools that help students - have students explore tools that help them throughout their school day (ex. Standing desk, fidget spinner, stability ball, seat cushion, weighted vest, pencil grip, ear phone, eyeglasses etc.)

4. Discuss that everyone has unique and special needs. Write in SS notebook- what tools help them become a better and successful person in the world.

### **Introduce Exploring Different Cultures Center**

- Using Brain Pop Jr, students will explore various cultures (Cherokee, Mexico, Pueblo, China, and Ancient Egypt)
- Students could also explore various cultures using books as a resource

- As students are exploring, students will be taking notes on cultures and traditions

**Lessons 11-12 - Center Work**

Have students explore and complete May Do activities.

**Lesson 13-15- Final Project**

Working with partner or group or by yourself, create a project in which you demonstrate understanding, respect and acceptance for people's differences (physical, emotional or behavioral differences)

**Additional Activities**

Track student's feelings throughout the day using the feelings graph found in Unit 2 folder. Can be done for a week. Have students change color each day.

Share and discuss graphs between partners, whole group or with friends.

**Examples, Outcomes, Assessments**

(see [note](#) below about the content of this section)

Instructional Focus:

- Classroom rules/routines
- Parts of local communities that help/provide a service
- Different types of communities
- Rules and laws
- Parts of a community

Sample Assessments:

- Exit tickets
- Journal activities
- Quizzes
- Discussion answers
- Write long/essay
- Compare/contrast on Venn diagram
- Answer essential questions

	<p>Instructional Strategies:</p> <ul style="list-style-type: none"><li>● KWL chart</li><li>● Video research</li><li>● Read and research</li><li>● Partnership discussions</li><li>● Map skills and planning</li></ul> <p>Interdisciplinary Connections Technology Integration Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**Grade Level / Content Area: Grade 1 Social Studies  
Curriculum**

**Unit 3: Economics of Communities: Justice for All!**

**Course Description:**

In this unit, students will be presented with the following task:

*Sometimes, as children, we earn money. When we do our chores, we get an allowance. When we celebrate a special event in our lives, we might receive the gift of money.*

*We have lots of options for what to do with our money. We can save it in a bank account. We can spend it right away on small treats. We can also donate it to those who can't afford basic needs like food, water, or shelter. There are communities around the country that need your help! What can we do to help others?*

*Now that you know everything about urban, rural and suburban communities, your task is to build your own community and include all the necessary ingredients to make sure your community will grow.*

**Big Ideas:**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the three different types of communities? Describe how they are similar/ different.</li> <li>• How do communities use their resources to grow and change? How can we use economics to bring justice to the world?</li> </ul>	<p><b>Enduring Understandings:</b></p>
<p><b>Areas of Focus:</b></p> <p>6.1.4.B.1 -Compare and contrast information that can be found on different types of erent types of maps and determine how the information may be useful.</p> <p>6.1.4.B.8 - Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>	<p><b>Suggested Activities:</b></p> <p>8-10 weeks</p> <p><b>Lesson 1: What is Community?</b> Directions: Write Around</p> <ul style="list-style-type: none"> <li>- Divide class into groups of 3 or 4</li> <li>- Give each group a piece of large chart paper and markers</li> <li>- Challenge each group to write or draw all they know about what a community is</li> <li>- The students can not talk to anybody else</li> <li>- The students should have 10 minutes to write or draw all they know</li> </ul>

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

After 10 minutes give the groups time to talk about what they added to the paper. Turn the paper over so they can't add anything else and watch "Different Communities"  
<https://www.youtube.com/watch?v=n3d5ZZG63TY>

After watching video have students turn over their papers and give students a chance to add to their papers.

Bring class together and create a chart "What is a community?"

Have them write in their journal what they learned about the three different types of communities. (Rural, Urban, Suburban)

#### Lesson Two: What is a Map?

1. A map is a diagram of an area that shows physical features.
2. Map key or a legend is included to unlock the map.
3. Symbols are used in a map key/legend to represent things on the map.
4. Use the following link for a lesson plan to teach the importance of a map key.  
<https://www.nationalgeographic.org/maps/park-map/>
5. Have students create their own maps of a local park. Make sure they include a map key with symbols. They can trade maps with a partner and ask questions about each other's maps to explore them.

**Lesson Two: Recognizing How Communities are Similar and Different**  
*What distinguishes one community from another?*

1. Allow Students to Explore the Community Photos Center to

determine similarities and differences of communities.

2. Identify pictures under the heading of urban, suburban, and rural. Look across all pictures to discuss what they see. [Same & Different Pics/organizer](#)
3. Complete a graphic organizer, lists words to describe each community: Urban, suburban, and rural and add to social studies notebook.
4. Have a group conversation, "How are all these different communities connected?"

### *Lesson Three: How can economics bring justice to our communities?*

1. *Read the book a Chair For My Mother by Vera Williams*
2. Discuss with students the word economics and ask, "Why is it important for communities to come together and help each other?"
3. Use a graffiti wall of all important vocabulary, encourage students to include words they know into the class discussion
4. Explain that over the next several weeks we will explore how the economy grows and changes communities
5. Add graffiti wall into social studies notebook and have students illustrate a few words

#### Key Vocabulary

budget, economy, community, urban, suburban, rural, scarcity, goods, services, wants, needs, justice, earn, save, labor, agriculture, consumer and producers, resources

*Lesson 4: The Needs of a Community*

(Wants and Needs)

What are the choices people in a community make to meet their needs?

Part One:

- Introduce the lesson by explaining that things we want are sometimes different from things we need. You can give examples, such as we need food, but we want ice cream.
- Needs and Wants: BrainPOPJR.
- Have students draw examples of needs and wants in notebook.

Part Two:

- Ask students to generate responses to the question, What things give us a happy life? (Note: You may want to create categories to help structure responses: things for our body, things for our mind, things for our community.) Students should write or draw each item on a separate index card. Provide an example for each category (food, house, clothing) for students.
- Have students sort again, but this time into two categories: things that make them happy and things that cost money. Students may find that some things fit into both categories. Allow students to discuss their ideas.
- Draw a Venn diagram on the board. Label one circle "Things That Make Us Happy." Label the other "Things That Cost Money." (Explain how the Venn diagram works, if needed.) Have students place their words/ pictures in the proper place on the diagram, explaining as needed.
- 6. Tell students to imagine that they will have 60 seconds to take anything they want from a toy store. Now tell students they are going to watch a short video about three kids who had such a shopping spree.

Part Three:

- 7. Watch the Happiness Video completely through one time.
- Happiness Video
- 8. Then, watch the Happiness Video again, pausing when the characters are shopping. Ask students, What is Clementine doing?
- 9. After finishing the video, ask students, Why do you think Clementine won? Some students may not believe Clementine was happier than the kids who got a lot of stuff. If this debate emerges, direct students with the following questions:
  - If you were in the video, what would be in your cart? (This directs students to identify WHAT exactly they want or need, moving them toward the realization that the boys weren't happy because they didn't know or value what they had.)
  - If you got all of those things, which item do you think would make you the happiest? Why? What would you tell Clementine about why you like that item so much? How is it similar to or different from what she loved about the pencils?
- 10. Help students move toward the general idea that many things that make us happy don't always cost money, things that are expensive don't always make us happy, and more is not always better. To conclude, ask students how they would change the story so that the boys were happier. What would have to be different?
- Check for Understanding
- Ask students to identify something they already have that they cherish; this may include a sibling or a pet, again reinforcing the idea that happiness isn't dependent upon a

purchase and have them respond in social studies notebook

#### Lesson 5: Good and Services

What are the types of goods and services in different communities?

- Define goods and services, show pictures to help students visualize concept
- Identify and define the difference between goods and services
- **Goods** are items that people use and buy.
- **Services** are activities provided by other people, such as doctors, lawn care workers, dentists, barbers, waiters, or online servers
- Students will play Head Bandz with various pictures of goods and services
  - Students will give clues describing the good or service
- In their social studies journal they will write one sentence and illustrate a good and a service.
- Could also watch Brain Pop Jr. [Goods and Service](#)

#### Lesson Six: Ways People Earn Money

*How do we earn an income to meet our needs?*

1. Tell students that people need to earn money to meet their needs. What are ways people in your family earn money?
2. Watch the Video: Bear About Town by Stellastone and ask students to look closely at all the places in the community people can earn money  
[Bear About Town Video](#)
3. Think about the kind of job you would like to do.
4. Have students draw and color a picture of themselves doing that job in their interactive social studies notebook. Include any tools they

might need in their work, and dress themselves in the kind of clothes they would wear at work, either a uniform or your own clothes.

5. Explain that people do what they need to do to support and provide for their family. We've talked about different jobs that people have, and the tools and things they need to do the work. Now let's talk about the reasons for having jobs. Why do people do work? Do you everyone likes the work they do? How do people decide on the type of work they do?
6. Tell Students they we will read two stories about earning money over the next two days. Listen to each story for ways the characters earn money to support their families. Also use the texts to review important vocabulary: goods, services, wants and needs
7. Chart ideas on the Ways People Earn Money Chart
  - *A Day's Work by Eve Bunting*
  - *Mama is a Miner by Georgia Ella Lyon*
  - *Picking Peas for a Penny by Angela Shelf Medearis*
  - *The Ox-Cart Man by Donal Hall*

### **Lesson Seven: Natural Resources (Consumers and Producers)**

*What are consumers and producers? Why are they important?*

1. Use a few images as a way to review important vocabulary. What kind of goods are these? Is it something we need or want?
2. Read the book, *When Bees Fly Home* by Andrea Cheng and use it to promote a discussion on producers and consumers
  - Before reading the book use the title to state the bees

produce a natural resource called honey/beeswax and people also produce products that are made from the honey/beeswax

- Also point out how the story takes place on a farm in a rural community
- While reading have students stop and think about what products/goods are made to sell at the market

3. Read the book, *Hiromi's Hands* by Lynne Barasch

Before reading this book ask and explain:

- Have you ever heard of sushi? What is it? Have you tasted it? Explain that the people who make sushi are producers and people who eat sushi are consumer. We get sushi from the natural resource of fish.
- Locate Japan and New York City on a map. Trace the route Papa took when he immigrated to the United States.
- While reading review how New York City is an urban community and you can use discussion questions from teacher's guide: [Teacher's guide for Hiromi's Hands](#)
- After reading both books discuss the role of justice and acceptance in both these stories
- In SS notebook have students write/draw what they learned about natural resources, producers, and consumers.

What are consumers and producers? Why are they important?

Use a few images as a way to review important vocabulary. What kind of goods are these? Is it something we need or want?

**Producer: a person or business that makes these goods**

**Consumer: a person that buys the goods**

Rewatch Brain Pop Jr. [Goods and Services](#)

Provide class with a set of jobs. Students select a job and answer these questions in their SS notebook.

- Which community would find this job?
- What are the goods or services provided by this job?
- Who would be the consumers and producers?

See list provided called [Producer/Consumer](#)

### **Lesson Eight: Scarcity and Choices**

*How can scarcity cause a problem for communities?*

1. Place chairs out in the room and leave one less than the number of students..
2. Explain that the chairs in this exercise are the resources to satisfy a want. (The want of course is to have a chair to sit in when the music stops: Musical Chairs).
3. Quickly review the concept of musical chairs. Explain that scarcity means not being able to have all the things you want. You all want to sit in the chair before the music stops.
4. Then remove another chair so that there is still one chair short for the number of students participating in the activity. Some students get confused and ask why you keep removing chairs? This gives you a teaching moment to explain that some resources once depleted will not return.
5. Show some images of some scarce resources like land, oil, trees, gold, etc. Continue the game.
6. The final round takes place when there is one chair and two students playing for the same seat. The exercise is complete with one student left seated and one student standing.
7. Closure: Why does the condition of scarcity exist?
8. [There is only a limited number of

resources relative to the unlimited wants of human beings.]

9. Have a whole class conversation and sit in a circle, ask the students what they think happens to the price of things when the resources to make the item are scarce? Provide the students with the example of oil/gas. When there is not enough gas, what happens to the price of gas we need to purchase for our cars to run? How can we be good citizens when there is scarcity of an important product? Ask the students to define scarcity and resources in their own terms and give examples of each.

#### ***Another Suggestion to teach Scarcity***

1. Review with students the concept of scarcity. Scarcity is a condition that exists because human wants exceed the capacity of available resources to satisfy those wants; also a situation in which a resource has more than one valuable use.
2. Introduce the story the *Mitten* by Jan Brett. Explain that it is a story about a little boy who loses his snow-white mitten in the snow. Some small animals find the mitten and move into it, thinking that it would make a good home. Then some funny things begin to happen.
3. The story shows some ways in which things can go wrong when there isn't enough of something to go around.
4. Have students watch video once:
5. Begin a discussion by asking the students why the animals all wanted to get into the mitten. Then ask why we like to have a nice warm place to live, too.
6. Next ask what happens when several people want to live in a place where there isn't enough space for all of

them. Explain that when there isn't enough of what is wanted, that is called scarcity. [The Mitten](#)

7. Close lesson with students placing definition in social studies notebook. On the other side have students create a caption that illustrates scarcity.

(Hurricane Sandy, Big storm - grocery stores empty shelves)

### **Lesson Nine: Saving and Investing**

*Why is it important to have financial goals?*

1. Where does money come from? Where do your parents get their money? Allow responses. People get money by earning it--either selling things or by doing work that other people pay them to do. Have you ever been paid for doing work? Allow responses. Let's see how this works! Call one student forward to do your small job while everyone watches. Pay the student. Call the student "John." What could "John" buy with 25 cents? Discuss. How could "John" earn more money? Discuss. What else could "John" do with his money besides buying something? Discuss. He could save his quarter. Saving means to put money aside to use in the future. Raise your hand if you have a piggy bank or other kind of bank at home. Discuss. Point out some students may have their money in a savings account.
2. I'm going to read you a story about a family that needed to earn money to reach a goal. In this story, ***Pitching in for Eubie*** by **Jerdine Nolen**, the entire family finds paying jobs to raise money to pay an important college bill. We're going to keep track of the jobs each family member did.

3. Saving money means we make a choice not to spend all of the money we earn or receive. We decide in advance that we are going to put money away to spend on things later. Just like Lily's family was motivated to work and save their money to pay Eubie's college bill, we can earn money and save it for things that are important to each of us.
4. Think about a chore that you do (or can *ask* to do) at home for a week. How do you feel after you have helped the family?

### **Lesson Ten: Communities Helping Others**

*What can we do to help people or communities in need?*

1. Remind class that in a *Chair for my Mother* the community came together to help after a fire destroyed their home. In *Pitching in for Eubie* the family saved to help pay for college. Explain how these actions help make our communities better.
2. Explain that we are going to read a book on how a whole community comes together to help build a home for a family in need. They make a difference. The book is called, *You and Me and Home* by Georgia Ella Lyon.
3. Ask, "What are some things we can do to help our school community?" Create a list.

### **Lesson Eleven: Creating a Community that Thrives**

Students will create a community

- What would it look like?
- What would be included and why (i.e., businesses, parks, housing, schools, etc.)
- What skills and services do community members provide?
- How will you present the

	<p>information (i.e., poster, presentation, video)</p> <p><b>Examples, Outcomes, Assessments</b>  <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>● Classroom rules/routines</li> <li>● Parts of local communities that help/provide a service</li> <li>● Different types of communities</li> <li>● Rules and laws</li> <li>● Parts of a community</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Exit tickets</li> <li>● Journal activities</li> <li>● Quizzes</li> <li>● Discussion answers</li> <li>● Write long/essay</li> <li>● Compare/contrast on Venn diagram</li> <li>● Answer essential questions</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>● KWL chart</li> <li>● Video research</li> <li>● Read and research</li> <li>● Partnership discussions</li> <li>● Map skills and planning</li> <li>●</li> </ul> <p>Interdisciplinary Connections  Technology Integration  Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**Grade Level / Content Area: Grade 1 Social Studies  
Curriculum**

**Unit 4: American Symbols: Let Freedom Ring!**

**Course Description:**

In this unit, students will be presented with the following task:

*We often sing songs, not paying attention to the words' meaning. Each morning we stand tall, hand over heart, and proudly recite the Pledge of Allegiance. Let's pay attention now! What do the words in the Pledge of Allegiance symbolize? For example, freedom and equality are important words to know in order to participate as an American citizen. What unique symbol can you create that illustrates your feelings and connections to the United States of America? You will need to provide a written explanation of your symbol, how it is significant, and represents how you feel as a citizen.*

**Big Ideas:**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What does it mean to be a symbol?</li><li>• How do these symbols represent America?</li><li>• What are the stories that America's symbols tell?</li></ul>	<p><b>Enduring Understandings:</b></p>
<p><b>Areas of Focus:</b></p> <p>6.1.P.D.4- Learn about and respect other cultures within the classroom and community</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.4.D.14 Trace how the American identity evolved over time</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture</p>	<p><b>Suggested Activities:</b></p> <p><b>Lesson One: Developing Ideas of Freedom and Equality</b></p> <p>Focus Question: What is freedom? What is equality?</p> <ol style="list-style-type: none"><li>1. State today we are going to work to develop ideas around the words "freedom" and "equality." For first grade students to begin to understand these grand principles of our country, it is important to give students time to explore.</li><li>2. Set up a gallery walk / write around the room with documents, images, and pictures that teach about American symbols. Under each picture have questions such as: What are they? What does this make you think of?</li><li>3. Call students back as a group and discuss: what do these images have</li></ol>

in common? Have a chart of the unit vocabulary available to help drive the discussion.

4. Make connections between the images, using the definitions of *freedom* and *equality*.
5. Explain that over the next several weeks we will explore American symbols to help us develop our own view, feelings, and connections to the United States of America.
6. Students will glue class-generated definition of freedom and equality in their social studies notebook and they will draw a picture to represent their understanding on the other side.

**Important Vocabulary:** *freedom, equality, symbol, liberty, justice, allegiance, flag, monuments, statue, White House, Great Seal, President of the United States*  
See attached [List of American Symbols](#)

### **Lesson Two: Determining a Symbol**

Focus Question: What is a symbol? Why are symbols important?

1. Read the book, *I Read Symbols* by Tana Hoban.
2. Take a sneak peek of the front cover, back cover, and title page of a book.
3. Invite students to "read" the wordless text with you.
4. Ask them to describe the symbols: What do you notice? What do they stand for, and how do you know?
5. Discuss the meaning of the word *symbol* - something that stands for or represents something else, an object that represents an idea.
6. Help the students to understand that *symbols* (and printed words) provide information. Discuss with students why symbols are important.
7. Use Brainpop Jr. to continue more

- discussion on determining symbols
8. Have them cut and glue the definition of a symbol in interactive social studies notebook. On the other side of notebook allow students to reflect on what they have learned about the symbols and what they represent.

[Brain Pop Jr. US Symbols](#)

**For the following lessons you can choose to teach each symbol individually or students can work in groups and become an expert on a symbol. Then they can create a poster, slide show, teaching chart, screen cast etc., to teach the rest of the class. See the attached list of [American Symbol options](#) to add to your lessons.**

### **Lesson Three: American Flag**

Focus Question: Why is the American Flag an Important Symbol?

1. State yesterday we learned about symbols. What is a symbol? Share students ideas.
2. Ask, "What are some experience you have had with the American Flag?"
3. Tell students we will watch a short read aloud video on the American Flag and to listen for answers to these questions:
  - What are the colors of the American flag?
  - What do the stars on the American flag stand for?
  - What do the stripes on the American flag stand for?
4. Tell the students they will be learning even more information as you read about the history of the American flag in Red, White, and Blue: *The Story of the American Flag* by John Herman.
5. Allow them time to express their new learning in notebook.

#### **Lesson 4: The Pledge of Allegiance**

Focus Question – Why are promises important? What does it mean to be free and fair?

1. Explain to the students that to "pledge to allegiance" means to "promise to be loyal or true to our country."
2. Read the book, *The Pledge of Allegiance*, a Scholastic Commemorative Edition.
3. Have students work in small groups to explain the words included in the Pledge.
4. Teacher can move around the room to help facilitate a conversation with students.
5. Copy of Pledge will be added to notebook and allow students to write/draw an answer to the focus question in their notebook.
6. Create a classroom pledge. Invite students to brainstorm ideas for a pledge to include the types of behaviors we could expect from members of the class. When there are plenty of ideas, have students vote on which one they like best.

#### **Lesson Five: Statue of Liberty**

Focus Question – How can we explain freedom to others?

1. Begin the lesson by assessing what the students may already know about the Statue of Liberty. Have them discuss any experiences or information.
2. Tell them we are going to be joining another school to go on a field trip to visit the Statue of Liberty and as they take a tour: [Virtual Tour of Statue of Liberty](#)
3. Possibly watch twice: Once with

- sound and once without
4. Have them record ideas in interactive notebook.
  5. Introduce the book *The Story of the Statue of Liberty* by Betsy and Giulio Maestro. This accurate retelling of the history of the statue will provide a strong foundation for the students understanding. Have students retell the story.
  6. Have students sit in a circle and have a grand conversation that continues to develop ideas around, “What is freedom?” and “How do these symbols represent America?” Give students copy of important vocabulary or place on a chart as a visual reminder of important words and ideas to include in their discussion.
  7. Optional activities: Dress up as the Statue of Liberty and students can retell story on Screencastify.

### **Lesson 6: Liberty Bell**

Focus Question: Why is the Liberty Bell an important Symbol?

1. Where is the Liberty Bell located?
2. Why was the Liberty Bell rung?
3. Who made the Liberty Bell?
4. What does the Liberty Bell stand for?
5. See List of American [Symbols for website options](#)
6. Have them record ideas in interactive notebook.

### **Lesson 7: Create Your Own Symbol**

Focus Question: What story does your symbol tell?

1. Each student will now apply what they learned about American symbols and the stories they tell to create their own symbol.
2. Each student should use what they

have learned to create their own American Symbol

3. Students will write about their symbol including explanation of the symbol and how they are significant to America.
4. See Create Your Own Symbol Page

### **Lesson 8: Symbol Celebration**

Focus Question: How does my symbol tell the story of freedom and equality?

1. Students will present their symbols to an audience: parents, another class, partners, small groups.
2. Have a parade of symbols, this will illustrate how communities gather to show pride.
3. Allow students to reflect on their new learning in their interactive notebook. Pose the beginning question, "What are the stories that America's symbols tell?"

### **Examples, Outcomes, Assessments**

(see [note](#) below about the content of this section)

Instructional Focus:

- Classroom rules/routines
- Parts of local communities that help/provide a service
- Different types of communities
- Rules and laws
- Parts of a community

Sample Assessments:

- Exit tickets
- Journal activities
- Quizzes
- Discussion answers
- Write long/essay
- Compare/contrast on Venn diagram
- Answer essential questions

	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>● KWL chart</li> <li>● Video research</li> <li>● Read and research</li> <li>● Partnership discussions</li> <li>● Map skills and planning</li> </ul> <p>Interdisciplinary Connections Technology Integration Global Perspectives</p>
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