

Louisiana Believes.

Grade 1  
Social Studies

Comprehensive Curriculum  
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

**Grade 1  
Social Studies**

**Table of Contents**

<b>Unit 1: Being a Responsible Citizen .....</b>	<b>2</b>
<b>Unit 2: Communities and Culture .....</b>	<b>12</b>
<b>Unit 3: The Importance of the Past .....</b>	<b>21</b>
<b>Unit 4: How Maps Help Us .....</b>	<b>33</b>
<b>Unit 5: Basic Economic Concepts .....</b>	<b>44</b>

## 2012 Louisiana Comprehensive Curriculum

### Course Introduction

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana’s 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

#### **Organizational Structure**

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

#### **Implementation of Activities in the Classroom**

*Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum.* Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

#### **Features**

*Content Area Literacy Strategies* are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

*Underlined standard numbers* on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



# 2012 Louisiana Comprehensive Curriculum

## Grade 1

### Social Studies

#### Unit 1: Being a Responsible Citizen

**Time Frame:** Approximately five weeks



#### Unit Description

This unit focuses on developing an understanding of the purpose and importance of rules and the role of a responsible citizen. The roles of national, state and local leaders are also addressed in this unit.

#### Student Understandings

Students will be able to explain the importance of rules in the home, school, and community. Students will understand and discuss the attributes of a responsible citizen and the role of leaders at different levels of government.

#### Guiding Questions

1. Can students explain why rules are necessary?
2. Can students explain why good citizenship is necessary for everyone in and out of school?
3. Can students identify and explain the rights and responsibilities of citizens in the community?
4. Can students recognize the benefits of good citizenship?
5. Can students identify the current mayor, governor and president?

#### Unit 1 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE#	GLE Text
<b>Government and Citizenship</b>	
1.4.1	Develop a list of rules for the classroom and describe their benefits/consequences
1.4.2	State examples of rules and laws in the home, school, and community and explain their purposes
1.4.3	Identify the current mayor, governor, and president
1.4.4	Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community
<b>Basic Economics Concepts</b>	
1.5.4	Identify jobs and industries within the school and the community
<b>Historical People, Events, and Symbols</b>	
1.2.1	Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs
<b>Maps, Globes, and Environment</b>	
1.3.10	Predict ways human actions impact the environment

## 2012 Louisiana Comprehensive Curriculum

ELA CCSS	
CCSS#	CCSS Text
<b>Reading Standards for Informational Text</b>	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
<b>Writing Standards</b>	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sort of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking and Listening</b>	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## 2012 Louisiana Comprehensive Curriculum

### Sample Activities

#### **Activity 1: Leaders and Classroom Rules (GLEs: 1.4.1, 1.4.2, 1.4.4, CCSS: RI.1.1, W.1.1, W.1.2, W.1.8, SL.1.1)**

Materials List: chart paper; markers

Put this *SQPL* ([view literacy strategy descriptions](#)) statement on the board: A leader helps a group work together. *SQPL* is a procedure that encourages purposeful learning within a lesson. Create a statement related to the topic that will cause students to wonder, challenge, and question. The statement does not have to be factually true as long as it provokes interest and curiosity. Have students turn to a partner and think of a good question they have about this statement. Write students' questions on the board. Each question that is asked more than once should be starred to signify it is an important question. Once all of the questions have been shared and written, decide if some other questions should be added. This may be necessary as some first graders may not understand what questions should be asked to assist in learning about leaders and rules. A few sample questions are What is a leader? Who is a leader? Do you know any leaders? Who is in my group?

Initiate a discussion with students on how every group needs a leader. Throughout the discussion, make sure the starred questions posted from the *SQPL* are answered. Discuss how parents are the leaders at home, and teachers are the leaders at school. Continue with the discussion helping students understand that leaders make rules to help people in the group. Help students formulate a definition of a rule. All questions should be answered during this portion of the lesson. As information is provided, pause to ensure students think the question was answered to the students' complete satisfaction.

Have students work in cooperative groups to make rules for the classroom, classroom centers, and other areas of the school. Have each group role play their rules for the class. Make a list of the rules presented by each group. Discuss the importance of rules with the class. Post the list of rules in the applicable areas. (Speak with your principal about posting your class-made rules in areas around school.)

#### **Activity 2: Consequences of Broken Rules (GLE: 1.4.1, CCSS: RI.1.1, RI.1.4, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: *Little Red Riding Hood* by Candice Ransom or *The Three Bears* by Paul Galdone.

Read aloud the book *Little Red Riding Hood* by Candice Ransom or *The Three Bears* by Paul Galdone. Have students retell the story in a *learning log* ([view literacy strategy descriptions](#)) in order to record reactions and reflections about broken rules in the text. A *learning log* is a procedure that uses a notebook, binder, or any supply to record reactions and reflections. This documentation allows a student to articulate what they noticed and wondered about the text. Following are some prompts for this activity: "How do you know rules are broken? Who do you think the broken rules will affect the most?" Generate a list of the broken rules that students

## 2012 Louisiana Comprehensive Curriculum

identified in the story. Using the list of broken rules from the story, have the students explain in their logs the consequence that occurred from the rules being broken. Allow time for students to share their log entries with a table partner and then invite students to share with the class. Others should be listening for accuracy and logic in each other's entries.

Reread the story. Have the class brainstorm the class rules that they feel are needed to help them live and work together successfully. Using the list of class rules students brainstormed, have students explain why these rules are important to the class. Using a shared writing strategy, create a class rules list. Post these rules in the classroom.

### **Activity 3: School Rules and Leaders (GLEs: 1.4.2, 1.4.4, 1.5.4, CCSS: RI.1.7, W.1.1, W.1.2, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: Activity 1 SQPL; chart paper; markers

Lead a discussion with students about who are the leaders in different school locations (e.g., the office- principal, the cafeteria-manager, the gym-teacher, the playground-teacher, the classroom-teacher, the bus-bus driver) Review the *SQPL* ([view literacy strategy descriptions](#)) discussion generated in Activity 1 on how a leader makes rules that help people. Have students role-play being different leaders (principal, cafeteria manager, teacher, bus driver).

Have students work in cooperative groups to create skits about different school locations (e.g., the office, the cafeteria, the gym, the playground, the classroom, the bus). Each skit should show how rules are being followed and good citizenship observed. Have the class discuss the rules being followed and the consequences of students not following rules shown in the skit.

### **Activity 4: Traits of a Good Classroom Citizen (GLE: 1.4.4 CCSS: RI.1.3, RI.1.4, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: green and brown construction paper, texts with characters that exhibit positive character traits

Ask students to identify traits of good classroom citizens. Write their responses on the board. Read stories to students about positive character traits, including honesty, truthfulness, kindness, self-discipline, responsibility, and resourcefulness (e.g., *Three Kind Mice* by Vivian Sathre, *My Grandma's the Mayor* by Kathleen A O'Toole, *Velveteen Rabbit* by Margery Williams, *Nice New Neighbors* by Franz Brandenburg, *Katy and the Big Snow* by Virginia Lee Burton, *Grouchy Ladybug* by Eric Carle, *Corduroy* by Don Freeman, *Bargain for Frances* by Russell Hoban, *Frog and Toad Are Friends* by Arnold Lobel, and *George and Martha* by James Marshall).

Make a large tree for a bulletin board/wall display. Title the display: "Who is showing good character?" Label branches with names of positive character traits. When students display a

## 2012 Louisiana Comprehensive Curriculum

positive character trait, place the students' names on the appropriate branches. In addition, send home notes to parents complimenting the students on their displays of positive character traits.

### **Activity 5: Good Citizens Share Responsibilities (GLEs: 1.4.4, 1.3.10, 1.5.4, CCSS: RI.1.3, RI.1.7, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: pictures of good citizens sharing responsibilities at home, school, or in the community; chart paper; markers

Show students pictures of good citizens who are sharing responsibilities at home, school, or in the community. Make a chart with the headings: *Following Rules*, *Sharing with Others*, and *Helping Others*. Have students sort the pictures according to each heading. Have students brainstorm good citizen examples. Write student examples under each heading. Encourage responses that include the home, the classroom, the school, and the community.

Call students' attention to the examples under the heading *Helping Others*. Have students brainstorm ideas using a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a KWL chart to organize their thoughts about being a good helper in the community. A *graphic organizer* is chosen based upon the concept and information students will be learning. A *graphic organizer* is useful for learning this kind of information because the information is organized in visual and logical order. A KWL chart can be blank or partially filled. Be sure to use the *graphic organizer* as a visual display to reinforce information organizing formats.

Following are prompts for the KWL: K-Discuss the idea of public service within the community by volunteering, donating, or being a member of a community organization. Have students contribute kid-friendly definitions for volunteering, donating, and community organizations. W-Where can volunteering occur? What are items to be donated? What are some community organizations? L- Have students give examples of non-paid volunteers in their community, places to donate items, and compile a list of community organizations. Once the chart is completed, let students use it to review important lesson content in preparation for other assignments or a quiz.

### **Activity 6: Elections (GLEs: 1.3.10, 1.4.3, 1.4.4, CCSS: RI.1.4, RI.1.5, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: chart paper; markers, newspapers, magazines

Tell students they will have a say in deciding what will happen in the classroom. Have students suggest rules they think should apply to everyone in the classroom. Then ask for suggestions about activities they would like to do in class. After making the lists on the board, tell students they can vote to "elect" a certain number of activities and a set of rules they will abide by. Be sure to involve students in discussing the rules and activities so everyone understands what they will be voting on. Students should also consider how rules can be used to resolve classroom issues. After the discussion, conduct an election by voice vote, count of hands, or written ballot. Produce finalized lists of the rules and activities; post these as a visual reminder for students.

## 2012 Louisiana Comprehensive Curriculum

Explain to students that this process is similar to how a mayor, a governor, and the president are elected. Briefly discuss with them the similarities and have them name the current mayor, governor, and president. (If your area does not have a local governing body, use the police jury as the focal point.)

Lead the students in a research project in order to locate a picture of the current mayor, governor, and president either in the newspaper, a magazine, or on the Internet. Use these pictures to write a newspaper article. The newspaper article may be published in class or in the school-wide newspaper.

### **Activity 7: Good Citizenship (GLEs: 1.3.10, 1.4.4, CCSS: RI.1.3, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: graphic organizer from Activity 5; chart paper; markers

Have students play charades with characteristics that demonstrate good citizenship (e.g., playing fairly, helping others, and practicing self-control).

Review the *graphic organizer* ([view literacy strategy descriptions](#)) from Activity 5. Ask students to explain the importance of sharing responsibilities at home, in class, and at school to a learning partner. Students will discuss ways to participate in public service within the school and the community with their learning partner. List possibilities of ways to participate (e.g., litter patrol, canned food drive, recycling, sending cards to nursing homes). Refer to the rules and activities lists, reminding students how to decide as a class in which activity or activities students should participate. The discussion should focus on voting. Have the class vote on the activity.

As a class, write out an action plan to complete the activity.

### **Activity 8: A Hero Is... (GLEs: 1.2.1, 1.4.3, 1.3.10, CCSS: RI.1.1, RI.1.3, RI.1.5, RI.1.7, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: chart paper, markers, names of American heroes written or typed, folded and placed in a “hat”, job labels

Lead students to a kid-friendly definition of a hero. Using the Library of Congress site address <http://www.americaslibrary.gov/index.html> watch the biographies on each of the following and choose five American heroes to study in depth: Benjamin Franklin, Rosa Parks, Thomas Jefferson, Susan B. Anthony, Alexander Graham Bell, Helen Keller, George Washington Carver, Clara Barton, Cesar Chavez, Amelia Earhart, Oprah Winfrey, Steve Jobs, and Barack Obama.

Allow students to vote and choose the top five. Divide students into cooperative learning groups and have each group draw from a hat the hero they will research and present to the class. Place

## 2012 Louisiana Comprehensive Curriculum

enough numbers of the names in the “hat”; e.g., for five groups to have three copies of each name to be drawn. Assign each member of the group a job. Give each person a label to remind them of their job.

Researcher- Finds three to five facts

Secretary- Writes or types the facts

Illustrator 1- Draws/prints/paints a picture of the hero

Illustrator 2- Draws/prints/paints a picture of a fact about the hero

Publisher- Puts the artifacts together in a booklet, poster or multimedia presentation

Jobs may be combined, added or deleted as the situation deems necessary.

Each group will present the finished product to the class.

**Activity 9: A Patriotic Song (GLEs: 1.2.1, 1.4.4, 1.5.4 CCSS: RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.10, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: *The Star Spangled Banner* (Scholastic), chart paper, markers

Using the Library of Congress site <http://lcweb2.loc.gov/diglib/ahas/html/patriotic/patriotic-home.html>, allow children to listen to the *Star Spangled Banner* song. Read the book *The Star Spangled Banner* published by Scholastic. Using a Venn Diagram *graphic organizer* ([view literacy strategy descriptions](#)), have the students compare and contrast the song to the book.

Students should draw and write about their favorite lyrics in a *learning log* ([view literacy strategy descriptions](#)). Have students share the illustration and description with a learning partner.

**Activity 10: Going on a Visit (GLEs: 1.2.1 CCSS: RI.1.1, RI.1.3, RI.1.5, RI.1.7, RI.1.10, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: colored construction paper; empty cereal boxes, detergent boxes, or shoe boxes covered in paper; girl/boy stickers; pattern pieces of different types of clothing; Blank USA map BLM (8.5x11); empty paper towel rolls and paper plates for each student, red cellophane- a large square for each student, and markers/paint: *The Story of the White House* by Kate Waters and *The Story of the Statue of Liberty* by Betsy and Giulio Maestro.

Explain to the students that visits to the White House in Washington, D.C. and to the Statue of Liberty in New York City are going to be planned. Provide students with small blank maps of the United States (BLM); have students work together with a learning partner to color in the places for the planned visit. Have students glue the map to a piece of construction paper, making a traveling guide. Put these aside. Pass out boxes to each student. Students may decorate their “suitcase” with stickers or by drawing with markers.

Visit the [www.weather.com](http://www.weather.com) website to check out the weather in both cities for the next four days. Have students design, color, and cut out paper clothing items to take on the trip. The

## 2012 Louisiana Comprehensive Curriculum

clothing goes into the suitcase. Students need to decorate the outside of their traveling guide and place it in the suitcase, too.

Show students transportation pictures-- car, bus, train and airplane. Allow students to vote on the travel method. Have enough of each one for each student. Students will also place this in the suitcase.

Read *The Story of the White House* by Kate Waters. Visit the White House at [www.whitehouse.gov/WH/kids/num/where/num](http://www.whitehouse.gov/WH/kids/num/where/num). Take students on the interactive tour. Have students sketch a picture of the White House and place it in their suitcase.

Read *The Story of the Statue of Liberty* by Betsy and Giulio Maestro. Guide students to discuss and list the features of the Statue of Liberty and what each feature represents. Students will make their own torch of freedom. Color or paint a paper towel roll; ball the cellophane up and tape it in one end of the roll! After it dries, place in the suitcase, also.

Have students get with a learning partner and discuss what each artifact represents. Make a list of the artifacts the suitcase should contain. (Students will use the suitcase and artifact list for Activity 13.)

### **Activity 11: American Landmarks (GLEs: 1.2.1 CCSS: RI.1.1, RI.1.3, RI.1.5, RI.1.7, RI.1.10, W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.4)**

Materials List: an American Flag; American Flag stickers, a copy of the Pledge of Allegiance; a picture of the Liberty Bell; construction paper, 6 ounce styrofoam cups; foil; markers; a permanent marker; *The Flag We Love* by Pam Munoz Ryan and *The Liberty Bell* by Mary Firestone; suitcase from activity 12

Have students get out the suitcase from Activity 12. Following a list of the artifacts, have the students make sure all of the artifacts are included. Before reading *The Flag We Love* by Pam Munoz Ryan, review the Pledge of Allegiance and pledge etiquette-- standing at attention, facing the flag, and right hand over the heart. After reading the text, have students place an American sticker inside the suitcase. Students will trace the hand that goes over the heart during the pledge on construction paper; cut it out and place the hand in the suitcase.

Show students a picture of the Liberty Bell to activate any prior knowledge. Before reading *The Liberty Bell* by Mary Firestone, prompt students to predict the importance of the Liberty Bell. List the reasons on chart paper/ board. After reading, have students check the predictions and decide if some thinking needs to be adjusted. Give each student a cup and a square of aluminum foil big enough to cover the cup. After the cup is covered, the student can draw the crack with a permanent marker. Place the cup in the suitcase.

Students have a complete artifact box of American landmarks and symbols appropriate for first graders to use as a study guide.

### **Activity 12: Community Rules (GLEs: 1.4.2, CCSS: RI.1.3, RI.1.4, RI.1.10, W.1.1, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

## 2012 Louisiana Comprehensive Curriculum

Materials List: chart paper, markers

Using the class rules list, have students role-play following each rule while the teacher acts out NOT following the class rules. As a group writing project, have students brainstorm rules that people outside of school must follow. Have students also give a reason the rule is followed.

Design a questionnaire for students to administer to two people in their family who exist outside of the school setting. The questionnaire should contain these questions:

What is a rule that you follow? Why do you follow this rule?

Do you like the rule?

What is a rule you do not follow?

Do you like the rule?

If you could change one rule, what rule would you change?

Give students two days to get the interviews completed. Compile the information into a graph for the students; combining similar answers will make the information easier to handle.

Have students write their favorite response and least favorite response in the *learning log* ([view literacy strategy descriptions](#)). Allow students to share the responses with the class.

### **Activity 13: Jobs in the Community (GLEs: 1.4.4, 1.5.4, CCSS: RI.1.1, W.1.2, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: chart paper, markers, index cards, speakers from various jobs in the community, student-generated questions

Invite community members into the classroom to speak about their jobs. Prior to the visit, have the students develop a list of questions to ask the community member about his/her job using a modification of *questioning the content* ([view literacy strategy descriptions](#)). *Questioning the content* is a procedure used to allow students the ability to develop a list of the types of questions that will ensure meaning is constructed from the content. By allowing students to formulate their questions before the speaker arrives, the questions become more automatic. When students make the trading card below, this procedure will prepare students to understand more about the actual job and job description. Following is a *questioning the content* prompt:

Goal	Question
Initiate Discussion	What is your specific job title?
Focus on Content	Where do you work?
Link information	What exactly do you do?
Identify problems with understanding	Does this answer make sense?
Encourage students to refer to the source to find support for interpretations and answers to questions	Did the source answer all of my questions?

Have students make trading cards about the community members by having them draw pictures of a person on an index card and write the person's job under the picture. (If a word processor is available, the students can make trading cards on the computer by copying and pasting a picture of

## 2012 Louisiana Comprehensive Curriculum

a worker and typing the person's job under the picture.) Display the trading cards on a bulletin board depicting community workers.

### Sample Assessments

#### General Guidelines

Documentation of student understanding is recommended to be in the form of a portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

#### Activity-Specific Assessments

- Activities 1-5: Have students write 3-6 sentences about a classmate who portrays the characteristics of a good citizen: honesty, truthfulness, kindness, self-discipline, responsibility, and resourcefulness. Students should use at least three of these characteristics in their writing piece.
- Activities 6-7: Have students prepare a newspaper article about the mayor, governor, or president. The article should include the mayor, the governor, or president's name; how that person is elected; and when the next election will occur. Publish all of the articles in a class newspaper.
- Activities 8-11: Have students design a bumper sticker that shows an American hero, song, symbol, or landmark.
- Activities 12-13: Have students write 3-6 sentences about the most interesting job presented by the people from the community. The written piece should include: who the person was; what was the person's job; where did he or she work; why the student likes this job the best.

### Resources

#### Websites

<http://www.americaslibrary.gov/index.html>

<http://lcweb2.loc.gov/diglib/ahas/html/patriotic/patriotic-home.html>

[www.weather.com](http://www.weather.com)

[www.whitehouse.gov/WH/kids/num/where/num](http://www.whitehouse.gov/WH/kids/num/where/num)

# 2012 Louisiana Comprehensive Curriculum

## Grade 1 Social Studies Unit 2: Communities and Culture

Time Frame: **Approximately three weeks**



### Unit Description

This unit focuses on developing an understanding of how the people and events of the past and the environment influence communities and their culture.

### Student Understandings

Students will be able to identify and explain how people, events of the past and seasons affect our environment. Students will understand and discuss people and events that contribute to the different communities and cultures around the state.

### Guiding Questions

1. Can students identify how the seasons affect the way people live?
2. Can students cite examples of ways the environment affects people's lifestyles?
3. Can students explain how human actions affect the environment?
4. Can students explain how people and events from the past contribute to our culture?
5. Can students identify ways cultures differ among communities and countries?

### Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE#	GLE Text
<b>Historical People, Events, and Symbols</b>	
1.2.1	Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs
<b>Maps, Globes, and Environment</b>	
1.3.5	Describe the impact that seasons have on daily activities and on the physical environment
1.3.6	Compare and contrast local traditions/ celebrations, customs, languages, and foods as an introduction to culture
1.3.7	Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter
1.3.8	Describe how the environment determines various types of human shelters
1.3.10	Predict ways human actions impact the environment
<b>Government and Citizenship</b>	

## 2012 Louisiana Comprehensive Curriculum

1.4.4	Describe the student’s role, rights, and responsibilities as a citizen of the class, the school, and the community
<b>Basic Economic Concepts</b>	
1.5.2	Distinguish between needs/ wants of people by responding to real life situations
<b>ELA CCSS</b>	
<b>CCSS#</b>	<b>CCSS Text</b>
<b>Reading Standards for Informational Text</b>	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
<b>Writing Standards</b>	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sort of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking and Listening</b>	
SL.1.1 a,b,c	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and large groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**2012 Louisiana Comprehensive Curriculum**

**Sample Activities**

**Activity 1: Seasonal Changes (GLEs: 1.3.5, CCSS: RI.1.1, RI.1.3, W.1.8, SL.1.1a,b,c)**

Materials List: texts about the seasons, chart paper, markers

Read texts (i.e., *Weather: Poems for All Seasons* by Lee Bennett Hopkins; *Four Stories for Four Seasons* by Tomie dePaola) about the seasons to students. Have students work in pairs or small groups to collect and record information about the four seasons. Each group can focus on one area, such as animals, clothes, trees, weather, or holidays. Lead class discussions and ask students to identify changes in trees and other things that happen with a change in season in their community (i.e., the change in the color of leaves, the types of clothing worn, whether the animals do anything differently, and special events unique to their local area). Help organize the information gathered by the groups in a chart. Have students illustrate changes in the different categories and place their pictures in the appropriate boxes.

Seasons	Weather	Animals	Trees	Clothing	Holiday
<b>Fall</b>					
<b>Winter</b>					
<b>Spring</b>					
<b>Summer</b>					

**Activity 2: Seasons and the Local Community (GLE: 1.3.5, CCSS: R.I.1.7, W.1.2, W.1.7, W.1.8, SL.1.1a,b,c)**

Materials List: bulletin board or wall poster, photographs of seasons, drawing paper, crayons

Have students brainstorm words that describe what the weather is like during each of the four seasons. Use a *word grid* ([view literacy strategy descriptions](#)) to provide students with an organized framework for learning about the seasons. A *word grid* allows students the freedom to analyze the similarities and differences of key concepts at a glance.

Create a *word grid* for the wall at the beginning of the school year. Label it as follows:

Season	cold	hot	dry	rainy	Alike	Different
fall						
winter						
spring						
summer						

Y= Yes N=No

During each season, have students bring in photographs, cutouts, or drawings of items that can be easily obtained in their community during that particular season. As students

## 2012 Louisiana Comprehensive Curriculum

bring in pictures of each season, have them fill in the *word grid* with a Y for the characteristics found during that particular time of year. When changing from one season to the next, give students a copy of the *word grid* to review. Students can orally compare the similarities and differences among the seasons and how their community and vegetation are affected by each season. Have students draw pictures of how trees, flowers, and other plants look during each season in their *learning log* ([view literacy strategy descriptions](#)). A *learning log* uses a notebook, binder, or any supply to record reactions and reflections. This documentation allows students to articulate what they noticed and wondered about.

### **Activity 3: Communities and Land Use (GLE: 1.3.7, 1.3.8, 1.5.2, CCSS: R.I.1, R.I.1.7, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: pictures of various types of communities (rural, suburban, urban), texts about different communities, real estate ads

Show students pictures of various types of communities—rural, suburban, and urban—and read books about different communities (e.g., *On the Town: A Community Adventure* by Judith Caseley, *City Green* by Anne DeSalvo-Ryan, *Homes Around The World* by Mike Jackson, *The Country Mouse and The City Mouse* by Alan Benjamin). Ask students to talk about the similarities and differences in the landscapes. Help students classify the communities that go together. Make a class list of human and physical features found in various communities (e.g., cows, skyscrapers, farms). Use a graphic organizer Venn diagram ([view literacy strategy descriptions](#)) to show the features that are the same and different from one community to another.

Ask students to draw a picture of a rural, suburban, and urban community. Have them write a few sentences describing the community in which they live and decide if it is rural, suburban, or urban.

Give each student real estate ads that have pictures of houses for sale. Let the student choose a favorite house, draw a neighborhood, and put the house in it. Have students write a story about the house and the people who live in it. Then have students tell if the neighborhood is rural, suburban, or urban.

### **Activity 4: Consumer Choices (GLEs: 1.3.7, 1.3.8, 1.5.2, CCSS: RI.1.4, W.1.1, W.1.2, SL.1.1abc, SL.1.4)**

Materials List: *There Was an Old Woman Who Lived in a Shoe*, sale papers, magazines, newspapers, water bills, electricity bills, gas bills, grocery receipts, and shopping receipts  
Shopping List BLM

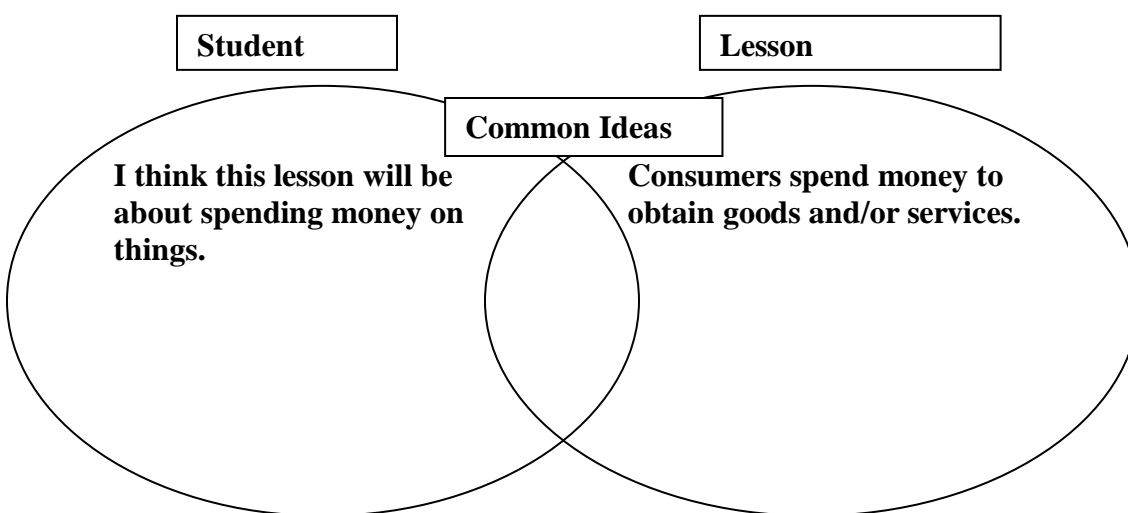
Use *lesson impressions* ([view literacy strategy descriptions](#)) with students to introduce this lesson. *Lesson impressions* create specific interest in a topic to be covered by tapping

## 2012 Louisiana Comprehensive Curriculum

into students' innate curiosity. This strategy is especially helpful to struggling and reluctant readers and learners as it elevates motivation and helps students focus on important information and content. The words you want to begin with are consumer, goods, services, choices, shopping, money, credit cards, and debit cards. Narrow this list to the following words: consumer, goods, services, and money. Have students get with a learning partner and, using these words, write out an impression text as to what they think will be covered in this lesson. Allow volunteers to read their *lesson impression* text to the class.

Using sale papers, magazines, newspapers, water bills, electricity bills, gas bills, grocery receipts, and shopping receipts compile a list of goods and services family members might purchase. Explain to students that a consumer is someone who spends money to obtain goods and/or services. Explain to students that goods are food, clothing, etc. that satisfy human wants and needs; services are the supplying of water, electricity, or gas.

Review the *lesson impressions* to see which *lesson impression* is the closest to the content. Have students put their *lesson impressions* in a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) labeled as shown:



Read the poem *There Was an Old Woman Who Lived in a Shoe*. Discuss the poem by bringing out the fact that the old woman was poor and had many children. Have the students develop a list of items that would be good choices for the old woman's family. Have the students explain why their choices are good ones.

Give students the Shopping List BLM and have them make a shopping list of three things they would like to buy and write how much they think each item would cost. The students will "shop" for their list of items on [www.walmart.com](http://www.walmart.com), [www.target.com](http://www.target.com), circular papers, or in magazines. Have students fill in the rest of the Shopping List BLM.

## 2012 Louisiana Comprehensive Curriculum

### **Activity 5: The Impact of Recycling on Consumers (GLEs: 1.3.10, 1.4.4, CCSS: RI.1.1, SL.1.1abc, SL.1.1.4)**

Materials List: chart paper, markers, texts dealing with recycling, trash

Lead a discussion on what makes a person a consumer. Have students name ways people are consumers (e.g., people buy clothing, food, etc.). Continue the discussion and have students name ways they are consumers. As the discussion progresses, explain how consumers can sometimes find ways to save money (e.g., couponing, recycling, etc.).

Discuss how recycling is one way to save both resources and money. Read a recycling text (e.g., *Let's Talk Trash: The Kids' Book About Recycling* by Kelly McQueen). Lead students in a discussion of the importance of consumers helping to save both resources and money. Lead students to understand that by reusing items, they can use their money and resources for other purposes than replacing things they throw away.

Show various items that can be recycled and have students generate a list of possible alternate uses. Have students also generate a list of items they can reuse as they do their school "job."

Have students bring trash from home that can have an alternate use (e.g., empty cans into pencil holders, plastic bottles made into bird feeders) and have them create the alternate use.

### **Activity 6: We are crayons! (GLEs: 1.3.10, 1.4.4, CCSS: RI.1.1, RI.1.3, RI.1.4, W.1.1, SL.1.4)**

Materials List: box of crayons- different colors, sizes, wrappers, and some that are worn out; *We're Just Like Crayons* by Stephen Fite written on chart paper; *We're Just Like Crayons* by Stephen Fite for children to listen to and sing along; chart paper; markers

Show students the box of crayons from the materials list. Ask students to explain what they see when they look at the crayons. They should be able to explain the differences and similarities within the crayons. Use the *graphic organizer* ([view literacy strategy descriptions](#)) in a Venn diagram to record the answers.

Have students think about which colors they do or do not like and record answers in a *learning log* ([view literacy strategy descriptions](#)). They will also have to think about how the different crayons make them feel. Next, choose one color to describe in the *learning log* (e.g., I like red. It makes me feel happy. Brown makes me think of chocolate ice cream. I hate yellow because I got sick after eating candy corn, etc.)

Explain to students that just like crayons, people come in different colors, shapes, and sizes. These differences are what make us, our class, school, and community who we

## 2012 Louisiana Comprehensive Curriculum

are-- special and unique. Read the poem/song *We're Just Like Crayons* by Stephen Fite; read it again as a choral reading. Allow students to turn and talk to a learning partner about what they think the poem means. Listen to the song.

Have students write 3-6 sentences on what makes them different, special, or unique and how at least one of these qualities helps them in their community. (e.g., I like to draw. I am very good at drawing. No one else on my street likes to draw. I help my friends with projects that need pictures.)

### **Activity 7: What is Culture? (GLEs: 1.2.1, 1.3.6, CCSS: RI.1.10, W.1.1, W.1.2)**

Materials List: chart paper, markers, world map, relevant texts about various cultures, websites about various countries, posters, wire-hangers, pictures of activities in different cultures

Show students a world map and initiate a discussion about countries the students are familiar with or countries students would like to visit; make a list of these countries. Choose two or three of the countries students discussed to compare to the United States.

Read several books and information found at [http://www.classbrain.com/art\\_cr/publish/](http://www.classbrain.com/art_cr/publish/) and [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page) about the countries chosen. Compare the lives of families in these countries to families in the United States (e.g., people have jobs, children go to school, people speak different languages in each country, people celebrate different holidays). Collect and display pictures of the countries.

Have students create collages, posters, or simple wire-hanger mobiles identifying basic cultural elements. Have them compare a different culture to that of their own.

Use the SPAWN ([view literacy strategy descriptions](#)) writing prompt *What If- I lived in...? SPAWN* is an acronym that stands for five categories of writing options. Using these categories, teachers can create numerous thought-provoking and meaningful prompts related to various topics. These prompts should require critical written responses by the students. *What If I Lived in...* will be the prompt for this writing activity. Using one of the countries the students chose and researched, have students write 3-6 sentences about what it would be like if they lived in one of these countries. Students can choose to read their writing to a partner or the entire class.

### **Activity 8: Cinderella's Culture (GLEs: 1.2.1, 1.3.6, CCSS:RI.1.1, RI.1.3, W.1.2, SL.1.1abc, SL.1.4)**

Materials List: any *Cinderella* version; *Cendrillon: A Cajun Cinderella* by Sheila Hebert Collins; chart paper; markers

## 2012 Louisiana Comprehensive Curriculum

Review the Cinderella text with students; making sure all students are familiar with all aspects of the text. Use *discussion- think-pair-square-share* ([view literacy strategy descriptions](#)) which allows students to take an issue, problem, or question and think about it alone for a short period of time before sharing with another student and ultimately with another pair of students to form a group of four. The discussion question to use is Do you think Cinderella and her family dress and eat differently than we do today? The question can be written on the board or chart paper as a reminder for students.

After students have had time go through the entire *discussion* process, allow each group of four to give an answer; a group *learning log* ([view literacy strategy descriptions](#)) may also be used as each group formulates an answer. List each group's answers on the board or chart paper.

Read *Cendrillon: A Cajun Cinderella*. Use the following questions as a *discussion* basis throughout the text:

- How is Cendrillon's clothing different from Cinderella?
- Why do they dress differently?
- How does the climate of Europe compare with the climate of the United States? (Use a globe or map to show where Egypt is in relationship to the location and the United States.)
- How are the animals different? Are any animals the same?
- How is the language different? Is any language the same?
- Does this text have a happy ending? Compare the way *Cendrillon* ends with the ending of *Cinderella*.

Using a *graphic organizer* ([view literacy strategy descriptions](#)) Venn diagram, compare and contrast *Cendrillon* to *Cinderella* using the beginning question: Do you think Cinderella and her family dress and eat differently than we do today?

Have students write a 3-6 sentence version of *Cinderella* based on their location. (e.g., If I live in the Sugartown, my coach might be a watermelon; instead of a bayou I would have a creek; the Watermelon Festival would be my "ball," etc.)

### Sample Assessments

#### General Guidelines

Documentation of student understanding is recommended to be in the form of a portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

## 2012 Louisiana Comprehensive Curriculum

### Activity-Specific Assessments

- Activities 1-2: Have students draw pictures to depict each of the four seasons. Assess the drawings for accurate information.
- Activities 3-4: Have students develop a list of groceries the lady from *Old Mother Hubbard* would need to purchase and predict how much money she would need.
- Activities 5-6: Have students design a recycling poster to display on the school campus.
- Activities 7-8: Have students construct a collage about the prompt, “If I lived... “

### Resources

#### Websites

[www.walmart.com](http://www.walmart.com)

[www.target.com](http://www.target.com)

[http://www.classbrain.com/art\\_cr/publish/](http://www.classbrain.com/art_cr/publish/)

[http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

# 2012 Louisiana Comprehensive Curriculum

## Grade 1 Social Studies

### Unit 3: The Importance of the Past

**Time Frame:** Approximately three weeks



#### Unit Description

This unit focuses on identifying the concepts of continuity and change to understand the importance of the past.

#### Student Understandings

Students understand the passage of time by describing the past, present, and future as they relate to their families and roles of family members in their community.

#### Guiding Questions

1. Can students show how primary sources are important in understanding history?
2. Can students explain how daily life has changed over time in the United States?
3. Can students articulate how some historical people influence our lives today?
4. Can students recognize the importance of national symbols, landmarks, and patriotic songs?
5. Can students describe why national holidays are celebrated?

#### Unit 3 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE#	GLE Text
<b>Historical Thinking</b>	
1.1.1	Construct personal timelines that highlight past and present events
1.1.2	Create a primary source of personal information
1.1.3	Compare and contrast lifestyles of the past to the present
<b>Historical People, Events, and Symbols</b>	
1.2.1	Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs
1.2.2	Describe reasons for celebrating events commemorated in national holidays
<b>ELA CCSS</b>	
CCSS#	CCSS Text
<b>Reading Standards for Informational Text</b>	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## 2012 Louisiana Comprehensive Curriculum

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
<b>Writing Standards</b>	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sort of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking and Listening</b>	
SL.1.1 a,b,c	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and large groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Sample Activities

#### **Activity 1: Past, Present, and Future (GLEs: 1.1.1, CCSS: RI.1.7, W.1.1, W.1.2, W.1.8, SL.1.2, SL.1.4)**

Materials List: chart paper, markers, list of past, present, and future statements about students’ home and school lives; papers in a bag labeled past, present, and future; Past, Present, Future BLM

Write the words past, present, and future on chart paper. Have students turn to a learning partner and talk about their lives in terms of events of the past, present, and future. Have

## 2012 Louisiana Comprehensive Curriculum

students list two events from each category in a *learning log* ([view literacy strategy descriptions](#)) in order to use the information to play the guessing game: Is it past, present or future?

Play the guessing game with students: Is it past, present, or future? Have students volunteer to read the events from their *learning log*. Once students decide which category the event needs to be listed under, have the class agree (thumbs-up) or disagree (thumbs-down). Have students qualify their thinking.

Provide statements to students about their home and school lives; use the following statements: I just learned to talk; I am in college; I play with my friends at school; I just learned to feed myself; I am in first grade; and I am driving a car. Have them respond as a group by saying “past, present, or future.”

Have students take turns selecting a piece of paper folded in half from a paper bag. They are to unfold the paper and read the word (past, present, or future) and say a statement that corresponds to the word on the paper. If students are reluctant to share in front of the group, ask them to turn to a learning partner and respond.

Provide students with the Past, Present, Future BLM. Ask students to fold the BLM into thirds. Using one column on the BLM, have students draw pictures that show each concept in the appropriately labeled column.

Put students in groups of three and have them write a *text chain* ([view literacy strategy descriptions](#)) about the past, present, and future. A *text chain* gives students the chance to demonstrate their new knowledge and their ability to transfer new concepts. The first student will write the opening sentence about the past. The student then passes the paper to the student sitting on the right and that student will write the next sentence about the present. The paper is then passed again to the right to the next student who writes the third statement about the future. The *text chain* can be used to review the concepts past, present, and future.

## 2012 Louisiana Comprehensive Curriculum

### Past, Present, Future Text Chain Example

Put students in groups of four. On a sheet of paper, ask the first student to write the opening sentence of the past, present, and future text chain:

In the past, most students brought a lunch to school.

The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the text chain:

In the present, most students eat in the cafeteria.

The paper is passed again to the right to the next student who writes the third sentence of the text chain:

In the future, most students will not eat regular food.

This activity allows students to use their writing, reading, and speaking skills while learning important social studies concepts.

### Activity 2: Personal Information (GLEs: 1.1.1, CCSS: RI.1.10, W.1.1, W.1.2 )

Materials List: *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jaime Lee Curtis, a timeline that depicts the past, present, and future, pictures and artifacts from the students' past and present, sample blank timeline (made of tag board) for each student

Read the book *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jaime Lee Curtis. Use this or a similar book that shows students a timeline that depicts the past, present, and possible future of someone's life. After a discussion about the sample timeline, have students collect pictures and artifacts from their past and the present in order to create their own personal timeline.

In order for each student to create his/her own timeline, give each student a timeline made of tag board that is labeled past, present, and future. Students can place their pictures and artifacts on the appropriate place on the timeline. Have students draw a picture to depict their possible future (e.g., a picture of themselves as a doctor, fireman, or a teacher).

Have students write a statement to explain the past and present point on the timeline (e.g., When I was four, I played T-ball.) Use the *SPAWN writing prompt Next* ([view literacy strategy descriptions](#)) *writing prompt Next*. *SPAWN* is an acronym that stands for five categories of writing options. Using these categories, teachers can create numerous thought-provoking and meaningful prompts related to various topics. These prompts should require critical written responses by students. Have students write at least three statements to explain the future point on the timeline in their *learning log* (e.g., I liked to

## 2012 Louisiana Comprehensive Curriculum

play with a ball in the past. I love little league in the present. Next, in the future, I want to play major league baseball.). Ask students to share their timelines with the class. Also, ask students to share their SPAWN response with a learning partner or the class.

### Activity 3: Discovering the Past (GLE: 1.1.3, CCSS: RI.1.10, W.1.1, W.1.8)

Materials List: antique or old tools, utensils, or toys

Write the word *past* on the board. Ask students about ways we can learn more about the past. Guide the discussion so that students suggest talking to older people. Have students write an invitation to an older person, such as a grandparent, a friend, or a resident in a retirement home. Tell students to ask the person to come and share what life and school were like when he or she was a child. If possible, have guests bring photographs or items from their past. In addition to this activity, have students bring an antique or old tool, utensil, or toy to show the class. Ask students:

- What do you use this item for?
- How could you use this to play?
- Why do children not play with these any more?

Have students do *RAFT writing* ([view literacy strategy descriptions](#)). *RAFT* is an acronym that stands for: R- Role of the writer; A-Audience to whom or what the *RAFT* is being written; F-Form the writing will take, as in a letter, song, etc.; T-Topic or subject focus of the writing. *RAFT writing* gives students the opportunity to rework, apply, and extend their understandings of information and concepts learned. For this *RAFT*, the students' role in the writing will be an older person from the past. Students will write letters (the form of the writing) to the kindergarten students (the audience) and tell them about life and school (the topic) of the past into their *learning log*.

#### *Student Example of RAFT*

**R** – An older person from the past

**A** – Kindergarten students

**F** – A letter

**T** – Life and a school day of the past.

Dear Kindergarten students:

It has come to my attention that you are not taking seriously your responsibilities as a role model in taking care of your bus, classroom or school. With this letter I would like to try to convince you of the importance of being a positive role model for the other little guys. Some day, you will be old just like me. I had to walk to school in the hot and freezing weather. Enjoy your bus ride with air conditioning and a heater. My classroom had a wood heater and one small fan. You should appreciate the central heating and air conditioning. My old school didn't even have indoor bathrooms or water fountains! Please take care of these because I would hate to see you walk, be hot, freeze, have to go outside to the bathroom, or even be thirsty all day.

Thank you in advance for your support.

Mr. Randy Smith

## 2012 Louisiana Comprehensive Curriculum

Allow time for students to share their writing with a kindergarten student or the entire kindergarten class. If this is not possible, have students share with a learning partner; some students may volunteer to read the letter to the entire class.

### **Activity 4: Comparing Past and Present (GLEs: 1.1.3, CCSS: RI.1.1, RI.1.1.6, RI.1.9, W.1.1, W.1.2, W.1.7, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: *When I Was Young in the Mountains* by Cynthia Rylant, photographs of the community from the past, chart paper, markers

Read the book *When I Was Young in the Mountains* by Cynthia Rylant, or a similar one. Look at photographs of the community from the past. Create a *graphic organizer* ([view literacy strategy descriptions](#)) T-chart comparing then and now. Include such things as comparisons of past and present schools, clothing, lifestyles, housing, transportation, cooking, and family size.

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to give themselves a resource to study at home. *Notetaking* is a skill students must possess in order to ensure learning is meaningful. The following is a sample:

Past and Present Michelle Wagnon October 1, 2011 SS	
Past schools	- were small
Present Schools	- are big
Past Clothing	- was scratchy
Present Clothing	- looks cool

Have students identify various transportation methods in the local community in the past and compare them to the present. Have students describe how transportation and other things might change in the future. Have them illustrate two items from the “then and now” chart. Then have students illustrate a similar item they may see in the future.

Put students in groups of four and have them write a *text chain* ([view literacy strategy descriptions](#)). The first student will write the opening sentence describing a type of transportation from the future. The second student (on the right of the first) will add a second sentence describing the futuristic vehicle. The third student (again passing right) will add another descriptive sentence. The fourth student will draw a picture about the sentences. A volunteer from each group can read the *text chain* to the group or to the class.

## 2012 Louisiana Comprehensive Curriculum

If time and space permit, the following enrichment activity can be undertaken. Brainstorm with students about creating a center area in the room that would resemble an old-time house or schoolhouse. Some suggestions include the following:

### House

- Create a hearth out of bulletin board paper.
- Make cast iron pots and pans from construction paper.
- Use an old refrigerator box for a barn or a smokehouse.
- Make a broom from a tree branch and pine needles.
- Make dolls from cornhusks.

### Schoolhouse

- Make hornbooks.
- Make slates.
- Use tempura paint in a milk carton inkwell and feathers for quill pens.

If space is limited in the classroom, have students construct dioramas of the house or schoolhouse. In a *learning log* ([view literacy strategy descriptions](#)) entry, ask students to write their impressions of the house or school.

### Activity 5: Families Long Ago (GLE: 1.1.3, CCSS: RI.1.9, W.1.7, SL.1.1abc, SL.1.4)

Materials List: text about the first Thanksgiving (e.g., *The Pilgrims' First Thanksgiving*), pictures of the first Thanksgiving, Internet access, text depicting families in the past (e.g., *Goody O'Grumpity*, *Annie and the Old One*, *My Grandmother's Patchwork Quilt*)

Read text about the first Thanksgiving to students (e.g., *The Pilgrims' First Thanksgiving* by Ann McGovern). Show students pictures that depict the first Thanksgiving. The following website on the first Thanksgiving can be used:

<http://teacher.scholastic.com/thanksgiving>. Have students create a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a Venn diagram to compare and contrast families of today and families of long ago.

Guide students in a discussion of family. Read text depicting families in the past (e.g., *Goody O'Grumpity* by Carol Ryrie Brink, *Annie and the Old One* by Miska Miles and Peter Parnall, *My Grandmother's Patchwork Quilt* by Janet Bolton). Ask students to draw pictures in a *learning log* ([view literacy strategy descriptions](#)) depicting the things family members (men, women, and children) did long ago.

Continue the discussion on how families today are different from families of long ago. Have students use the Venn diagram from the beginning of this activity to role-play a family from long ago and a family of today.

## 2012 Louisiana Comprehensive Curriculum

### Activity 6: Transportation (GLE: 1.1.3, CCSS: RI.1.9, W.1.7, SL.1.1abc, SL.1.4)

Materials List: *Cars* by Anne Rockwell or any text about historic transportation, pictures of historic forms of transportation

Read the book *Cars* by Anne Rockwell (or another text about historic transportation). Have students discuss the cars in the text. Show students pictures of historic forms of transportation such as a horse-drawn carriage, an old-time train, or an old-time airplane. After selecting one form of transportation, have students write about what it would have been like to use that form of transportation years ago. Have students share their stories with the class.

Show students a picture of some type of transportation from the past such as a car from the 1920s and have them point out improvements made in transportation over time. Record their comments on a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a T-chart.

Allow students to use the T-Chart to design their futuristic vehicle in the Activity 5-6 assessment.

### Activity 7: American Symbols and Patriotic Songs (GLE: 1.2.1, CCSS: RI.1.9, W.1.7, SL.1.1abc, SL.1.4)

Materials List: text containing information on America's national symbols and a CD of patriotic songs, a large piece of paper to make a mural, dowel rods or paper towel rolls, computer, chart paper, markers

Show students pictures of national symbols (U.S. flag, bald eagle, Liberty Bell, Statue of Liberty). Make a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a KWL chart. Use the KWL as a refresher of the things students already know about the symbols and what they want to learn about the symbols. Using informational text, read to students about our national symbols. After a class discussion, complete the KWL chart about what students learned in the lesson.

National Symbols

K What I know	W What I want to know	L What I learned

Have students use the information they learned and make a mural about America's national symbols. Let students listen to a variety of patriotic songs and choose the song they would like to use with their mural. Using dowel rods or paper towel rolls, have students roll up their mural. Put on a class show and play each student's patriotic selection as he/she unrolls his/her mural for the class.

## 2012 Louisiana Comprehensive Curriculum

As an alternative activity, have students use a computer program to draw their pictures. Use the slides to make a class show and incorporate patriotic music into the slide show.

### Activity 8: Important American Heroes from the Past (GLE: 1.2.1, CCSS: RI.1.4, RI.1.7, W.1.2, SL.1.4)

Materials List: *50 American Heroes Every Kid Should Meet* by Dennis Denenberg; Vocabulary Card BLM, markers, chart paper, a list of 7-10 heroes, a bag or “hat” containing cards (enough for each child in the class to receive one) with the focus heroes names on them

Use *vocabulary cards* ([view literacy strategy descriptions](#)) which will enable students to learn the content specific term hero. Demonstrate to students what the *vocabulary card* will look like by writing hero on chart paper or the board. Draw a large rectangle around the word making sure hero is in the middle. Give each student a Vocabulary Card BLM. Next, as a class, come to an agreement of what the word hero means (e.g., an ordinary person that does something extraordinary). Write the definition on the *vocabulary card* under the word hero.

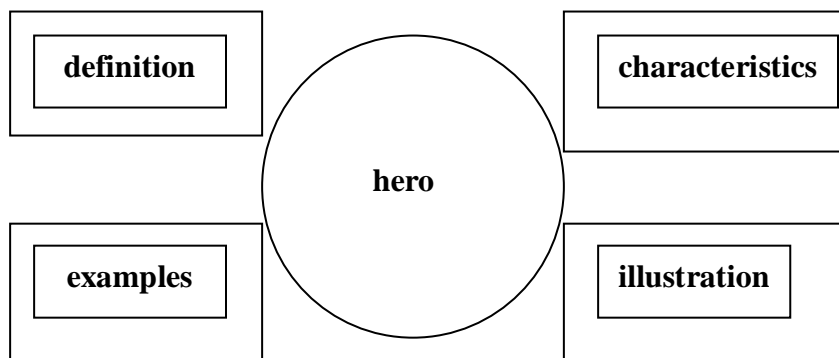
Take students through a picture walk with the text *50 American Heroes Every Kid Should Meet* by Dennis Denenberg. Have a pre-chosen list of heroes you would like to focus on or allow students to vote on several.

Ask students if each of these terms is a good characteristic for a hero: generosity, confidence, patience, friendliness, honesty, and responsibility. If students agree, have them write these characteristics on the Vocabulary Card BLM.

Have each student choose one of the pre-chosen heroes out of the bag. Allow students to visit the website <http://incredible-people.com/> and choose a quote to write under the example on the Vocabulary Card BLM.

Allow students to find and print a picture of their hero or draw a picture of their hero.

Explain to students that the *vocabulary card* can be used to study for a quiz.



## 2012 Louisiana Comprehensive Curriculum

### **Activity 9: Holidays, Holidays: Constitution Day! (GLE: 1.2.2, CCSS: RI.1.1, RI.1.3, W.1.7, W.1.2, SL.1.1a,b,c)**

Materials List: *We the Kids* by David Catrow, a copy of the United States Constitution on a poster, poster paper, markers, Preamble teacher-made “poster” (use the student-friendly definitions from the front of *We the Kids* to explain each set of words to make this poster), Star BLM

Review the classroom rules poster; also, review why the class rules were developed. Remind students class rules were developed in order for everyone to be safe, learn, and have fun. Explain to students that our country also made rules. These rules were called laws. The laws were put into place so people could be safe and free. Show an image of the U.S. Constitution. Identify the document, and explain to students the Constitution is the law, or rules, of the United States. Explain to students, the Constitution was written over two hundred years ago and signed on September 17, 1787.

Read *We the Kids* by David Catrow. (Before reading to the students, read the “Big Words, Big Ideas” at the beginning of the book. This foreward gives great background information.) As you read each part of the Preamble, use the Preamble poster to explain each set of words. Allow students to share their thoughts with a learning partner.

Using the Star BLM, have students write at least three sentences on something the student has accomplished that they think will survive for two hundred years. (e.g., I helped plant trees on the Cameron coast after a hurricane. It was hot and tiring work. I wish I could see how big those trees are in two hundred years.)

A good extension idea would be to go to the following website and download the video about the Preamble: <http://www.schoolhouserock.tv/Preamble.html> (the videos are in You Tube format, so they will need to be converted).

### **Activity 10: Holidays, Holidays: Veteran’s Day! (GLE: 1.2.2, CCSS: RI.1.2, RI.1.6, RI.1.8, W.1.1, W.1.2)**

Materials List: *Granddad Bud – A Veterans Day Story* by Sharon Ferry, paper, crayons, stamps that honor veterans, chart paper, markers

Use the *DL-TA* ([view literacy strategy descriptions](#)) approach to guide students to understand what being a veteran means (e.g., a veteran is someone that has served in the armed services). The *DL-TA* invites students to make predictions and then check their predictions during and after reading. Show the text, *Granddad Bud- A Veteran’s Day Story*. Make a list of ideas students already know about veterans. Allow students to write their prediction about this text in a *learning log* ([view literacy strategy descriptions](#)).

Read until the first predetermined stop in *Granddad Bud- A Veteran’s Day Story* by Sharon Ferry. Have students check and revise their prediction in the *learning log*. If a

## 2012 Louisiana Comprehensive Curriculum

new prediction is needed, students should be encouraged to re-write their prediction. Continue with this activity until the entire text has been read. Have students write one new thing they learned about a veteran in the *learning log*.

Go to the following site and look at pictures of famous veterans:

[http://www.military.com/NewContent/0,13190,famous\\_veterans,00.html](http://www.military.com/NewContent/0,13190,famous_veterans,00.html). Have students choose one of these veterans or choose a veteran they know personally. Then, share with students postage stamps that honor famous veterans. Have students design a postage stamp to honor a veteran.

Have students write a 3-6 sentence explanation about their postage stamp and what makes their veteran so special.

### **Activity 11: Holidays, Holidays: President’s Day! (GLE: 1.2.2, CCSS: RI.1.2, RI.1.6, RI.1.8, W.1.1, W.1.2)**

Materials List: *Young Abraham Lincoln/ Young George Washington* by Audrey Woods, chart paper, markers

Read *Young George Washington* by Audrey Woods. Then using a *graphic organizer* ([view literacy strategy descriptions](#)) T-chart labeled with George Washington and Abraham Lincoln, write facts that pertain to Washington’s childhood, family life, financial background, leadership skills, how many years he was president, and his legacy on the T-chart.

Read *Young Abraham Lincoln* by Audrey Woods. Then, write facts that pertain to Lincoln’s childhood, family life, financial background, leadership skills, how many years he was president, and his legacy on the T-chart.

Give the students a *graphic organizer* ([view literacy strategy descriptions](#)) Venn diagram that is blank. Assist students in transferring the information from the T-chart to the Venn diagram (e.g., Elmo, Interactive board, overhead, etc.) This will help make students more accountable for their learning.

As a good extension, visit the site <http://www.mountvernon.org/> to see actual George Washington relics. The following site: <http://www.siec.k12.in.us/%7Ewest/proj/lincoln/index.html> contains a treasure hunt for facts about Abraham Lincoln.

# 2012 Louisiana Comprehensive Curriculum

## Sample Assessments

### General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

### Activity-Specific Assessments

- Activities 1-2: Have students complete an acrostic poem about them and their family using their first or last name.
- Activities 3-4: Ask students to describe in 3-6 sentences how a house or school from the past would be different from houses or schools today.
- Activities 5-6: Show students a picture of a type of transportation of today and long ago. Have students design and draw a futuristic vehicle.
- Activities 7-8: Have students design a trading card depicting how they would like to be remembered.
- Activities 9-11: Allow students to choose one of the three holidays studied. Students will write 3-6 sentences on why this holiday is so important.

### Resources

#### Websites

<http://incredible-people.com/>

<http://www.schoolhouserock.tv/Preamble.html>

[http://www.military.com/NewContent/0,13190,famous\\_veterans,00.html](http://www.military.com/NewContent/0,13190,famous_veterans,00.html)

<http://www.mountvernon.org/>

<http://www.siec.k12.in.us/%7Ewest/proj/lincoln/index.html>

# 2012 Louisiana Comprehensive Curriculum

## Grade 1 Social Studies Unit 4: How Maps Help Us

**Time Frame:** Approximately three weeks



### Unit Description

This unit focuses on using basic geographic tools to organize and interpret information about people, places, and environments.

### Student Understandings

Students identify and explain information that maps and globes provide. Students explain how landforms are represented on a map, the uses of maps, the importance of map symbols, and the reasons maps change over time.

### Guiding Questions

1. Can students differentiate information found on maps and globes?
2. Can students identify how landforms are represented on a map?
3. Can students explain the uses of maps?
4. Can students articulate the importance of map symbols?
5. Can students describe why maps change over time?

### Unit 4 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE#	GLE Text
<b>Maps, Globes, and Environment</b>	
1.3.1	Identify a representation of a location/space on a map/globe
1.3.2	Identify simple map symbols, compass rose (cardinal directions), and key/legend
1.3.3	Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places
1.3.4	Identify basic landforms using a globe or map
1.3.9	Identify by name the town/city, parish, state, and country in which the student lives

ELA CCSS	
CCSS#	CCSS Text
<b>Reading Standards for Informational Text</b>	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## 2012 Louisiana Comprehensive Curriculum

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
<b>Writing Standards</b>	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sort of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking and Listening</b>	
SL.1.1 a,b,c	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and large groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>Language</b>	
L.4a, b, c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word or a phrase.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>

## 2012 Louisiana Comprehensive Curriculum

### Sample Activities

#### Activity 1: Types of Maps (GLEs: 1.3.1, 1.3.4, CCSS: R.I.1.1, R.I.1.3, SL.1.1 abc, SL.1.4)

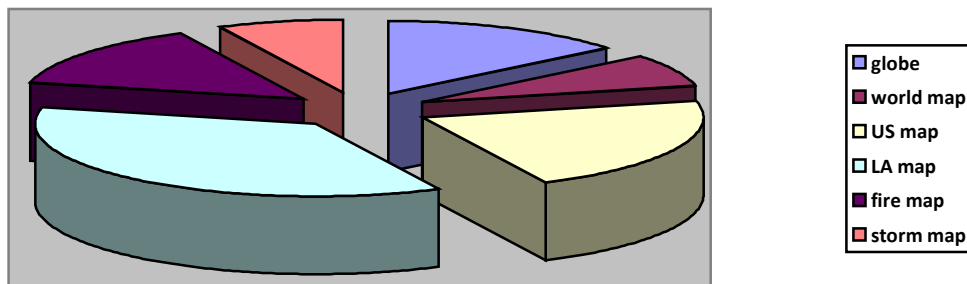
Materials List: chart or graph paper, Maps Found in My Classroom BLM, graphing software program, various types of maps/text

Use *discussion* ([view literacy strategy descriptions](#)) in the form of a *Think-Pair-Square-Share*, which allows students to take an issue, problem, or question and think about it alone for a short period of time before sharing with another student and ultimately with a group of four. One question to use is What maps might you find around the classroom? Another question to ask is What places do you think these maps represent?

List the types of maps which might be found on a walk around the classroom (this is an example of what yours might resemble). Have students write their map list on the Maps Found in My Classroom BLM. Students will discover maps about different places and things on the list posted around the classroom and in various forms of text.

Maps Found in My Classroom		
Maps	How Many	Representation
World Map	1	The world map shows the whole world laid out flat.
United States Map	3	The United States map is a flat picture of my country.
Louisiana Map	5	The Louisiana map is a picture of my boot-shaped state.
Fire Drill Map	2	The fire drill map shows me where I go in case of a fire.
Storm Exit Map	1	The storm exit map is a picture of where I go if there is bad weather.
<b>Total Number of Maps</b>	<b>12</b>	

A good extension of this activity would be to total the results and show students how to interpret the chart by graphing the results on a grid, piece of graph paper, or a graphing software program. The following pie chart was developed using Word.



## 2012 Louisiana Comprehensive Curriculum

### Activity 2: A Globe Is a Model (GLEs: 1.3.1, 1.3.4, CCSS: R.I.1.1, W.1.1, W.1.2, W.1.7)

Materials List: globe, matchbox car, paper globe model, blue and green Play-Doh/modeling clay, blue and green paint or markers, blank outline map of the world map

Explain that a model is a small representation of something that in reality is larger. Go to the parking lot and take a look at an actual car. Have a matchbox car to compare as a model to the actual object. Go back to the classroom and discuss the size relationship between a globe and Earth. Point out a world map and a globe to students so they can think about how both of these represent the place we live.

Have students work in pairs to create a globe. A paper model of a globe can be found at [www.korthalsaltes.com](http://www.korthalsaltes.com), or students can make a globe out of Play-Doh or clay. Next, have students create paper land by drawing and then coloring the land green. Ask them to paint or color their globes blue and to paste paper land onto the globes. The blue and green Play-Doh can be shaped into a model of a globe.

As an alternative to making a globe, give students a blank outline map of the world and have them color the land green and the oceans blue. (Blank outline maps can be found at [www.worldatlas.com](http://www.worldatlas.com) ).

Have students sketch a picture of the globe they created in a *learning log* ([view literacy strategy descriptions](#)). This will allow students to write down their thoughts and wonderings about how a globe is a representation of Earth. Students can also compare and contrast all of the globes, and decide which globe looks the most like the original globe model.

### Activity 3: Earth's Physical Features (GLEs: 1.3.1, 1.3.4, CCSS: R.I.1.4, R.I. 1.7, L.1.4)

Materials List: pictures of land and water, chart paper, markers, landform labels-- oceans, islands, mountains, plains, hills, rivers, lakes, topographical map of the United States, globe, Vocabulary Card BLM, *Kidspiration*® software (or a similar program)

Show students pictures of land and water (e.g., oceans, islands, mountains, plains, hills, rivers, lakes). Work with students and label the landforms and bodies of water on a map or a globe.

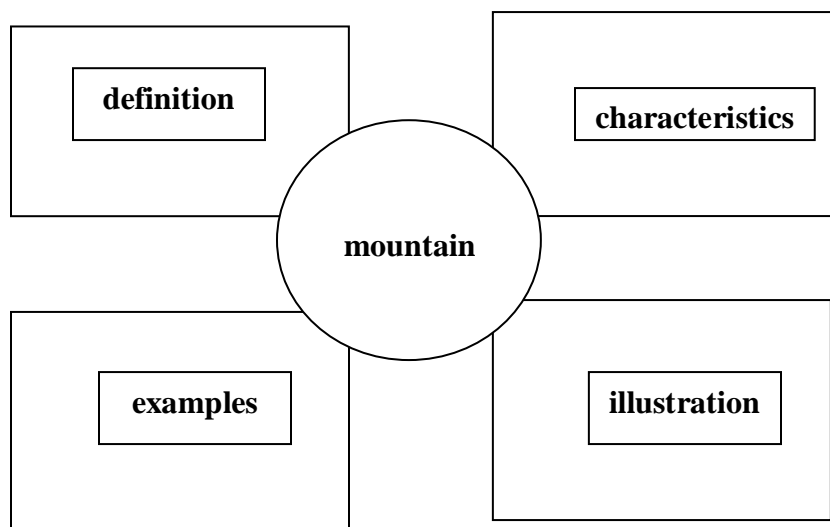
While having students compare the landforms, work with them to come up with kid-friendly working definitions for each landform (e.g., Islands are pieces of land that are surrounded by water on all sides). Record these definitions on chart paper.

Then, have students compare the bodies of water. Help students come up with working definitions for each body of water (e.g., Oceans are large salty bodies of water). Record these definitions, also.

## 2012 Louisiana Comprehensive Curriculum

Students will make *vocabulary cards* ([view literacy strategy descriptions](#)) for each landform and body of water. Give students copies of the Vocabulary Card BLM. (See BLM and sample below.) On the board, put the targeted word “mountains” in the middle of the card. Ask students to provide a definition. Write the definition in the appropriate space on the card. Next, ask students to list characteristics of mountains. Then, ask for examples of mountains. Finally, draw a simple illustration of a mountain. After completing this first card as a class, have students create their own cards for the rest of the landforms and bodies of water.

*Vocabulary cards* are used to help students see the connections between words, examples of words, and the critical attributes associated with the word.



Play a game of “Land and Water.” As you say one of the terms, have students show you the landform or the body of water vocabulary card. Have students get with a learning partner to use the information on the vocabulary cards to explain what they have just learned about landforms and bodies of water on Earth.

Use a computer program such as *Kidspiration*®, KidPix, or a similar program to download a template from <http://www.northcanton.sparcc.org/~elem/kidspiration/tamargo/landwater.html> or create a new template where students are able to identify different landforms and bodies of water.

### **Activity 4: Maps and Physical Features of Regions (GLEs: 1.3.1, 1.3.4, CCSS: R.I.1.4, R.I.1.7, L.1.4abc)**

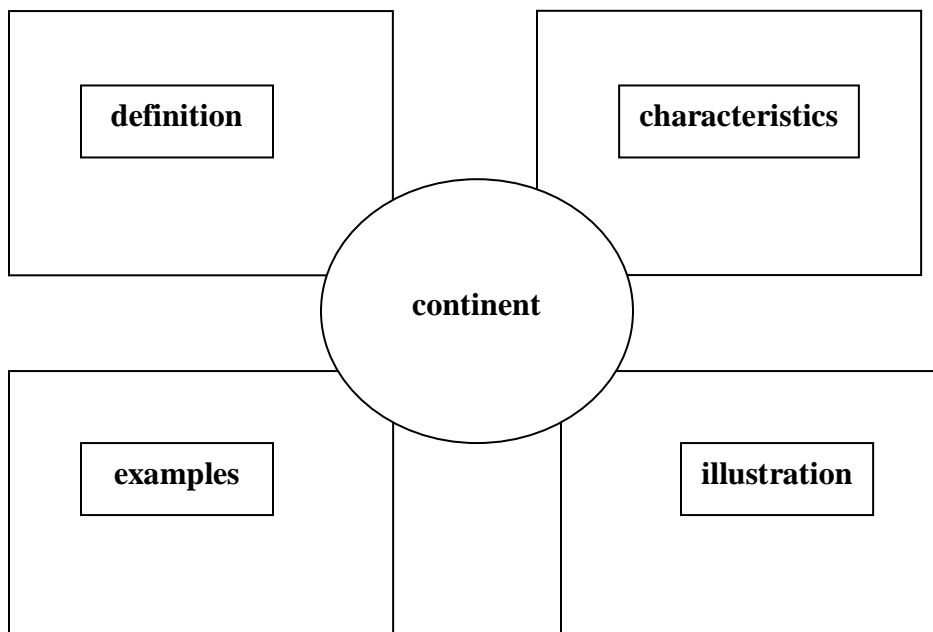
Materials List: chart paper; markers; maps showing the world, United States, and Louisiana; globe; Vocabulary Card BLM; 3 numbered and labeled stickers-- 1 Sally, 2 Sally, 3 Sally; 3 sticky notes per student all labeled with numbers 1-3 and the student’s name

Locate the continents, the United States, Louisiana, and your local community on a simple map. As this is the students’ introduction to continents, make sure to point out each continent and talk

## 2012 Louisiana Comprehensive Curriculum

about the defining points/shapes. (Maps can be found at [www.worldatlas.com](http://www.worldatlas.com)). Explain to students the meaning of colors on a map or globe and how to use a map key, or legend, to identify important information.

Create a class word bank and picture dictionary of geography terms which include the following: continents, oceans, islands, mountains, rivers, equator, direction, and location on chart paper. Have students make *vocabulary cards* ([view literacy strategy descriptions](#)) for the following geographic terms: continent, island, equator, direction and location.



Give students opportunities to work with different maps as they search for and identify continents, oceans, islands, mountains, and rivers. Have students draw one example of a landform and one example of a body of water in their *learning log* ([view literacy strategy descriptions](#)).

Play a searching game--“Stick, Stuck, Sticking.” Students should locate the United States, Louisiana, and their community on a map or a globe and place a sticker/ sticky note on each location. After students have finished placing all of their stickers/ sticky notes, quickly scan the maps, and have students agree or disagree by showing thumbs up or thumbs down to indicate the accuracy of their labels.

### Activity 5: Maps (GLEs: 1.3.2, 1.3.3, CCSS: R.I.1.1, R.I.1.3, SL.1.1 a,b,c, SL.1.4 a,b,c)

Materials List: picture of a classroom or place, aerial picture of a classroom or place, chart paper, markers, *Me on the Map* by Joan Sweeny

## 2012 Louisiana Comprehensive Curriculum

Ask students to think of ways in which they could show what the classroom looks like and where everything is located. (Students may respond by saying: take a picture, draw pictures of the classroom, or make a map.)

Begin a class discussion by listing descriptive words to describe a location: next to, above, below, right, and left. Have students get with a learning partner, look around the classroom and describe to each other where one item is located (e.g., Next to the yellow filing cabinet, I see a stuffed black and white striped animal!) As student one gives a description, student two should draw what is being described in a *learning log* ([view literacy strategy descriptions](#)). (The drawing should be of a zebra.) Next, allow student two to give clues and student one to draw.

After all partner groups are finished, use a *discussion* ([view literacy strategy descriptions](#)) *Think-Pair-Share-Square* with students. Students will begin with a learning partner and end in a cooperative group of four. Show students a picture of a classroom or a place. Ask students to pretend they are a bird flying right above the picture. Students will draw what they think they would see in their *learning log*.

Show students an aerial picture of a classroom or place and have them locate similar items in the regular and aerial pictures. Explain to students that a map is a drawing that shows what a place would look like if it could be seen from above. (Aerial pictures can be found at [www.nationalgeographic.com](http://www.nationalgeographic.com) and <http://teraserver.microsoft.com/address.aspx>.)

Read the text, *Me on the Map* by Joan Sweeny. On chart paper, work together with students and draw a map of the classroom by drawing shapes. This map will also be used in Activity 6.

Have students make a map of their bedroom by drawing shapes. Allow students to share their maps with a learning partner or allow volunteers to share with the entire class.

### **Activity 6: Map Symbols and Keys/ Legends (GLEs: 1.3.2, CCSS:R.I.1.7, W.1.1, W.1.2, W.1.8, SL.1.1abc, SL.1.4)**

Materials List: classroom map made in Activity 5, sticky notes, markers, a variety of maps, blank outline map of the school (fire drill map)

Students will view the map of the classroom made in Activity 5 and recall how the map shows the view of the classroom from above. Ask students the following question: How would someone know what the shapes on the map mean? Discuss how the shapes on the classroom map are symbols for real things in the classroom.

Have students view different maps. Students should note the symbols on the maps that stand for real things. Using the shapes on the classroom map made in Activity 5, write a sticky note label of what each shape stands for on the classroom map. Then have students use Compass Rose directions to tell a learning partner how to get from one designated point to another. (e.g., Go north and find a green chair.)

## 2012 Louisiana Comprehensive Curriculum

Draw students' attention back to the maps they were viewing earlier and point out the map key on each map. Explain the meaning of the map key. Allow students to get with a learning group of three. Have students use the map key to identify the symbols on the map and locate those places on the map. Students will then make a *text chain* ([view literacy strategy descriptions](#)) identifying a symbol from the map. A *text chain* gives students the chance to demonstrate their new knowledge and their ability to transfer new concepts. Student number one will write the opening sentence of the *text chain*. Student two, who is to the right of student one, will write the next sentence in the text chain. Still passing to the right, student three will write the last sentence of the text chain.

### Map Symbol Text Chain Example

Place students in groups of three. On a sheet of paper, ask the first student to write the opening sentence of the map symbol text chain:

A Compass Rose shows four directions on a map key.

The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the text chain:

My favorite direction is north.

The paper is passed again to the right to the next student who writes the third sentence of the text chain;

I would like to go north to help Santa build toys.

This activity allows students to use their writing, reading, and speaking skills while learning important social studies concepts.

on a walk through the school. While walking through the school, have students fill in the map by writing in the different locations (e.g., library, cafeteria, etc.). After returning to the classroom, have students make a map key for their school map. Have students share their maps and map keys with a learning partner or the class. During the sharing of the maps and map keys, have students describe the locations of various places in the school (e.g., the library is next to the kindergarten class).

### Activity 7: Human Features in Local Regions (GLE: 1.3.3, CCSS: RI.1.3, RI.1.6, RI.1.8, W.1.1, W.1.2)

Materials List: *The Little House* by Virginia Lee Burton, pictures of different types of neighborhoods, pictures of farms, cities, buildings, and roads, chart paper; markers

## 2012 Louisiana Comprehensive Curriculum

Use the *DL-TA* ([view literacy strategy descriptions](#)) and invite students to make predictions about the text *The Little House* by Virginia Lee Burton. *DL-TA* allows students to then check their predictions during and after their learning. *DL-TA* also builds awareness in students of self-monitoring as students read to learn. Reading to learn leads students to an increase in attention, comprehension, and achievement.

Mental mapping is a good way to get students to visualize a concrete idea. The following site <http://www.nationalgeographic.com/xpeditions/hall/1/x2/xpedition2.html> offers a good way to look at different types of mental mapping and to introduce the concept. Have students draw a map of their neighborhood from memory in their *learning log* ([view literacy strategy descriptions](#))

Introduce background knowledge of a neighborhood by using pictures of types of neighborhoods, or the site [http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3\\_u1/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/index.html). As each neighborhood is introduced, have the students turn and talk to a learning partner describing each type of neighborhood. Record students' responses on the chart paper. Then, have students edit their first drawing of the neighborhood, or draw another picture of the neighborhood in which each student lives.

Discuss the title of the book *The Little House* by Virginia Lee Burton. Have students draw and write a prediction about the story in their *learning log* ([view literacy strategy descriptions](#)). Think Read *The Little House*, stopping occasionally for students to check predictions and to revise their predictions when necessary.

Discuss with students the kinds of neighborhoods in which the little house lived: rural/farm, suburban, and urban/city. Talk about the different kinds of houses shown in the pictures, allowing students to give thumbs up when they recognize the type of neighborhood in which they live. Show students additional pictures of farms, cities, buildings, and roads. Make a chart with the headings Farms, Cities, Buildings, Roads. Have students post the drawing of their neighborhood under each heading.

Other extension activities can be found at [http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3\\_u1/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/index.html).

### **Activity 8: Mapping School and Community (GLEs: 1.3.3, CCSS: R.I. 1.1, R.I.1.9, W.1.7, SL.1.1a,b,c, SL.1.4 )**

Materials List: colored/construction paper, chart paper, markers

Use Google Earth to view a satellite picture of the school. Take students on a tour of the school grounds. Have students identify items that can be mapped. Return to the classroom and have students work in groups to draw a large picture map of the school grounds. Model for students how to cut shapes, such as rectangles, out of colored/construction paper to represent items on the school grounds. Students will label the drawing, also. Have groups share and explain their maps to the rest of the class, describing the relative location of items on the map.

## 2012 Louisiana Comprehensive Curriculum

### **Activity 9: Local Town/City, Parish, State, and Country (GLEs: 1.3.3, 1.3.9, CCSS: R.I.1.5, R.I.1.6, W.1.7, Sl.1.1a,b,c, SL.1.4)**

Materials List: drawing paper, markers, *Kidspiration*®, *Kid Pix*®, or a comparable computer program, map of parishes in Louisiana, United States map

Show students a map of the parishes in Louisiana. Discuss the local town/city and how it is a part of the local parish. Find the local parish on the Louisiana map. Show students a United States map and have students locate Louisiana.

Invite local people to talk to the class about the history of the community. Prior to the visit, help students develop a list of interview questions about the town/city, parish, and Louisiana. Question examples: How old is this town/city? Is this a big or little parish? Has Louisiana always had the same name?

After the interview, use drawing paper, a *learning log* ([view literacy strategy descriptions](#)), *Kidspiration*®, *Kid Pix*®, or a comparable computer program to have students make drawings that show any new information they learned about their town/city, parish, state, and country.

Play *professor know-it-all* ([view literacy strategy descriptions](#)). *Professor know-it-all* is used once coverage of content has been completed. *Professor know-it-all* is appropriate after reading a story, a presentation, a field trip, a video, or any other information source. Begin by placing students in groups of four. Tell students they will be called on to go to the front of the room to be a part of a team of *professors know-it-all* about their town/city, parish, state, and country. Have groups prepare by thinking up questions about what they learned about their town/city, parish, state, and country. Questions should center on the content presented during the class. Call on a group of students to go to the front of the class. Invite questions from the other groups. Demonstrate how the *professors* should answer each question. First, they should huddle as a team to talk about the answer, then return to their positions and give the answers in complete sentences. After about five minutes or so, ask a new group of *professors know-it-all* to go to the front of the class. This should be done until all the groups have had a chance to serve as the *professors*. Students asking the questions should hold the *professors* accountable for the correct answers.

Provide students with an outline map of the United States. Have them color Louisiana green on the map and place a square where their parish would be and then put a dot inside the square to represent their town/city. Have the students write a sentence in which they identify by name their town/city, parish, and state.

## Sample Assessments

### General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be

## 2012 Louisiana Comprehensive Curriculum

included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

### Activity-Specific Assessments

- Activities 1, 2: Have students choose either a specific type of map or the globe. Students will write 3-6 sentences explaining what information is shown on the specific map or globe that was chosen.
- Activities 3, 4: Have students choose one topographical feature and design a poster about the feature.
- Activities 5, 6, 7: Have students develop a map of the school's playground, label each of their drawings, and include a legend with map symbols.
- Activity 8, 9: Give students an outline map of the United States. Have them color Louisiana green on the map, place a square where their parish would be, and place a dot inside the square to represent their city/town. Have the students write 1-3 sentences in which they identify their city/town, parish, and state by name. (e.g., My town is Oakdale. Oakdale is located in Allen Parish. Allen Parish is located in Louisiana.)

### Resources

#### Software programs

*Kidspiration*® (graphic organizer software)

*Kid Pix*® (creative software that allows students to paint, stamp, write, and draw)

*Neighborhood Map Maker*® (This program can be used in addition to or instead of maps drawn on paper)

*Graph Club*® (graphing software)

#### Websites

[www.korthalsaltes.com](http://www.korthalsaltes.com)

[www.worldatlas.com](http://www.worldatlas.com)

<http://www.northcanton.sparcc.org/~elem/kidspiration/tamargo/landwater.html>

[www.nationalgeographic.com](http://www.nationalgeographic.com)

<http://teraserver.microsoft.com/address.aspx>

<http://www.nationalgeographic.com/xpeditions/hall/1/x2/xpedition2.html>

[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3\\_u1/index.html](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/index.html)

# 2012 Louisiana Comprehensive Curriculum

## Grade 1 Social Studies Unit 5: Basic Economic Concepts

**Time Frame:** Approximately three weeks

### Unit Description

This unit focuses on developing an understanding of some of the basic economic concepts that affect everyday life.



### Student Understandings

Students will understand how people earn, spend and save money. Students will understand that goods and services are related to wants and needs and that jobs in the community provide goods and services.

### Guiding Questions

1. Can students describe how people use money?
2. Can students explain how people earn money in the community?
3. Can students explain why people trade goods and services?
4. Can students identify the differences between needs and wants?
5. Can students identify and describe what types of jobs produce goods and provide services?

### Unit 5 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE#	GLE Text
<b>Basic Economic Concepts</b>	
1.5.1	Identify ways to save money
1.5.2	Distinguish between needs/wants of people by responding to real life situations
1.5.3	Distinguish between goods and services
1.5.4	Identify jobs and industries within the school and community
1.5.5	Identify ways people exchange/trade goods and services
<b>ELA CCSS</b>	
CCSS#	CCSS Text
<b>Reading Standards for Informational Text</b>	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## 2012 Louisiana Comprehensive Curriculum

RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
<b>Writing Standards</b>	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sort of closure.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking and Listening</b>	
SL.1.1 a,b,c	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and large groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Sample Activities

#### **Activity 1: Planning Ahead: How to Save Money (GLEs: 1.5.1, CCSS: R.I. 1.1, R.I.1.10)**

Materials List: chart paper, markers, whiteboards/whiteboard markers for each student (Optional), *Alexander Who Used to be Rich Last Sunday* by Judy Viorst

## 2012 Louisiana Comprehensive Curriculum

Create an *anticipation guide* ([view literacy strategy descriptions](#)) for students. An *anticipation guide* allows students to respond to a topic before and after reading and learning. *Anticipation guides* can also activate prior knowledge of a topic which will help students set a purpose for reading and learning. Write the *anticipation guide* on chart paper or project it on a screen or wall.

As the *anticipation guide* is used, students will be able to agree or disagree with each statement. Have students write the numbers 1, 2, and 3 on their whiteboard or on a sheet of paper. As each of the following statements is presented, students will respond in writing with a yes or no. Tell students they will be expected to defend their responses to a learning partner. Emphasize that at this point all responses are acceptable. Statements to use are:

- All families save money.
- It is not important for families to save money.
- Families cannot save money.

Have students compare and discuss their responses to each of the above statements with a partner. Allow volunteers to share their thoughts. Keep track of the yes and no responses through tally marks by each statement.

Read the text, *Alexander Who Used to be Rich Last Sunday* by Judy Viorst, aloud to students. Explain that the text will help students explore saving money. Students need to listen for examples from the text that will prove or disprove the statements that were used in the *anticipation guide*.

After reading the text, revisit the statements by re-presenting them to students. Have students re-think the responses they wrote to correspond with each statement. Once again, using the tally mark system, have students respond to the statements. Compare these numbers to the first time the statements were presented. Have students use their *learning log* ([view literacy strategy descriptions](#)) to record their thinking about the following question, What information in the text led you to rethink your answers to the statements on the *anticipation guide*? Also, have students list in the *learning log* two ways to save money.

A good extension would be to have students play either of the money games at the site, <http://www.practicalmoneyskills.com/games/>.

### **Activity 2: Consumer Choices (GLEs: 1.5.2, CCSS: R.I.1.1, R.I.1.3, S.L.1 a,b,c; S.L.1.4)**

Materials List: chart paper for each group and the teacher, markers, Wants and Needs BLM

Have students complete the Wants and Needs BLM. Using *discussion* ([view literacy strategy descriptions](#)) in the form of Round Robin, divide the class into groups of three to

## 2012 Louisiana Comprehensive Curriculum

five. Assign one person from each group to be the recorder and one to be the spokesperson. Have each student in the group take turns sharing which items they colored red on the Wants and Needs BLM. The recorder from each group should make a list of these items. As a group, have students discuss and come to an agreement that all the items on the list are needs.

Have the spokesperson from each group read the list of items that were identified as needs. Make a list of all of these items on the board. When an item is already listed, agree and move to the next item. After the master list has been written on the board, go through each item one by one and allow students to agree or disagree with all of the items on the list.

Explain to students what the term needs means. Students should understand that a need is something they have to have for survival. It is something they cannot live without. Tell students that one example of a need is food.

Explain to students what the term wants means. Tell students that a want is something that might be good to have but is not necessary for life. An example of a want is music. Some people might argue that music is a need because they think they cannot live without it, however, music is not needed for survival.

Have students make a shopping list in their *learning log* ([view literacy strategy descriptions](#)) of three things they want and three things they need. Have students read their lists with a learning partner to compare their needs and wants. Allow volunteers to share what they considered needs and wants.

### **Activity 3: Individuals as Consumers (GLE: 1.5.3, 1.5.5, CCSS: R.I.1.2, R.I.1.6, R.I.1.8, W.1.1, W.1.2)**

Materials List: *The Berenstain Bears and Mama's New Job* by Stan Berenstain, newspaper ads from different stores and business places, chart paper, markers, glue, scissors, magazines, paint

Use the *DL-TA* (*directed learning-thinking activity*) ([view literacy strategy descriptions](#)) because it allows students to make predictions and then check their predictions during and after reading. *DL-TA* provides a framework for self-monitoring, while also increasing attention, comprehension, and achievement.

Introduce background knowledge of goods by allowing students to discuss personal experiences of buying things they use or things they want. Help students develop a definition of goods. Goods are items that people need or want to buy (e.g. good-- hot dog). Then, in order to introduce services, have students discuss who helps when they are sick; and who helped them learn to read. Help students develop a definition of services. Services are things people do to help someone else (e.g. service-- doctor).

## 2012 Louisiana Comprehensive Curriculum

Discuss the title of the book *The Berenstain Bears and Mama's New Job* by Stan Berenstain. Have students make a prediction based on the title about the text and record their prediction in their *learning log* ([view literacy strategy descriptions](#)). Allow volunteers to share their predictions; record them on chart paper. Ask, (Based on the illustration cover of the text?) "Do you think Mama's job will involve a good or a service?" Have students record their answer in their *learning log*.

Read aloud the text *The Berenstain Bears and Mama's New Job* by Stan Berenstain, which introduces the concept of goods (Mama creates quilts that people want to buy). After reading a couple of pages of the text, have students check and revise both initial predictions, if necessary. Allow volunteers to share their revised prediction. Record the revised predictions in order to compare them to the earlier predictions. Compare predictions lists and ask students to explain what led to the revision of their prediction. As the book is read, pause periodically to have students check, revise, and make new predictions. Do this until the book is completed and final predictions are checked and discussed.

Lead a discussion about the text, reminding students about the definition of goods and services. Have students work in small groups to generate a list of goods they use, want to have, and therefore want to buy. When complete, have the groups compare their lists. Create a chart of the top five goods. Next, have the groups generate a list of services they or their parents use. When complete, have the groups compare their lists. Create a chart of the top five services.

Have students make a collage of at least three goods they would like to purchase, or at least three services students might be interested in purchasing one day. Offer students newspaper ads from different stores and other places of business, art supplies, and old magazines to complete the collage. Students can also use the Internet to find and print pictures for the collage. Post the collages for use in Activity 4.

### **Activity 4: Goods and Services (GLE: 1.5.3, 1.5.5, CCSS: R.I.1.1, W.1.1, W.1.2, W.1.8, SL.1.1 a, b, c; S.L.1.2)**

Materials List: *All about Things People Do* by Melanie Rice, chart paper, markers, newspapers, business ads, art supplies, and old magazines

Use *SQPL* to begin this lesson. *SQPL* is a procedure that encourages purposeful learning within a lesson. The lesson creates a statement related to the topic. The statement will cause students to wonder, challenge, and question. The statement does not have to be factually true as long as it provokes interest and curiosity. Put these *SQPL* ([view literacy strategy descriptions](#)) statements on chart paper:

*Some people have jobs making goods and other people have service jobs.  
People who perform these jobs are paid in money or by exchanging items.*

## 2012 Louisiana Comprehensive Curriculum

Have students turn to their partners and think of a good question they have about the first statement. The students' questions will be recorded. Questions that are asked more than once will be starred to signify they are important questions. Once all of the questions have been shared and written, decide if some other questions should be added. This may be necessary as some first graders may not understand what questions should be asked to assist in learning about making goods and services. A few sample questions are Who makes aluminum cans? Who makes our clothes? Where would I buy gas for my car? and Where would I get my hair done?

Write this *SQPL* ([view literacy strategy descriptions](#)) statement on chart paper:

*People who perform these jobs are paid in money or by exchanging items.*

Have students turn to a partner and think of a good question they have about the statement. The students' questions will be recorded. Questions that are asked more than once will be starred to signify they are important questions. Once all of the questions have been shared and written, decide if some other questions should be added. This may be necessary as some first graders may not understand what questions should be asked to assist in learning about making goods and services. A few sample questions are Do my parents get paid money at their job? How much money does my parents' job(s) pay? Have I ever seen my parents' paychecks? Do my parents ever exchange anything instead of money for work?

Read the book *All About Things People Do* by Melanie Rice. Involve students in a discussion about people producing goods or providing services, making sure to address the answers to the starred questions posted from the *SQPL*. Help students come up with a list of questions to ask family members about their jobs. As a take-home assignment, have students interview family members using the questions formulated in class. Some examples could be: If a person works at a Coca-Cola plant, what goods are made at this plant? Does a teacher provide a good or a service? Have you ever exchanged something besides money for doing work?

Have students share their questionnaire with a learning partner or with the entire class. Have students add to the collage from Activity 3. Students should add three places that offer the goods they want to purchase. Students can also add an example of their parents exchanging goods and services (if applicable). Offer students newspapers, business ads, art supplies, old magazines, and the Internet to complete the collage.

A good extension for Activities 3 and 4 can be found at:

<http://www.beaconlearningcenter.com/WebLessons/BusinessBuddies/eco001.htm>

## 2012 Louisiana Comprehensive Curriculum

### Activity 5: The Job Fair (GLEs: 1.5.4, CCSS: RI.1.1, RI.1.5, RI.1.10, W.1.2, W.1.7, SL.1.1a,b,c; SL.1.4 )

Materials List: various books about different professions or *The Top Job* by Elizabeth Cody Kimmel, chart paper, markers, a poster-size list of the jobs from the Jobs BLM, My Job BLM, Job Fair Rubric BLM

Ask the class to name as many jobs as they can and list the jobs on chart paper. Tell students that they will be learning about some unusual jobs. Introduce and go over the jobs poster. Distribute the Jobs BLM and have students browse through various books about different professions.

Tell students the class will be having a job fair. At the job fair, students will read aloud a paragraph about the job they picked. Encourage students to dress up in the clothing appropriate for their job and demonstrate to the class how their job is performed.

Direct students to select a job for the fair by thinking about the jobs they have just discussed, by looking through picture books, or by talking to their classmates. Students will choose a job and write the name of their job in their *learning log* ([view literacy strategy descriptions](#)). Students should include any details they already know or draw a picture of what the job brings to the student's mind.

Make sure students choose a job that sounds interesting to them. Help students find out as much as they can about the job they choose. Distribute the My Job BLM and ask students to fill in the information. This may be done either in class or at home.

Distribute the Job Fair Rubric BLM. Explain the rubric will be used to grade each students' presentation. Remind students to use this list in order to be fully prepared. Allow class time for students to write the 3-6 sentences about their job fair choice.

Allow students to practice their presentation in a small group setting. Tell students that a bank teller might cash a worker's paycheck or a check given as a birthday present. Pretend to be a bank teller by standing behind a "counter," interacting with a "customer," and counting money. A construction worker might drive a backhoe. Sit in a chair and pretend to drive the machine or to work the levers.

As students present their "job," take photographs of the presentations during the job fair to be used later. After all students have presented, engage students in a class discussion with a partner about new information learned about different jobs. Make a list of some of the information each group has learned. A *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a T-Chart should be used to organize students' thoughts.

<u>Job</u>	<u>New Information Learned</u>
Teller	A teller can cash my birthday check.
Construction Worker	A construction worker can drive a backhoe.

## 2012 Louisiana Comprehensive Curriculum

The photos taken during the job fair should be displayed and used as a visual review of the different types of jobs.

### **Activity 6: Division of Labor (GLEs: 1.5.4, CCSS: RI.1.3, RI.1.10, W.1.8, SL.1.4)**

Materials List: chart paper, markers, *Uncle Jed's Barbershop* by Margaree King Mitchell

Before reading aloud the book, *Uncle Jed's Barbershop* by Margaree King Mitchell, identify and describe the work people do in the story. List these jobs on chart paper. Have students list the jobs in their *learning logs* ([view literacy strategy descriptions](#)), also. During reading, have students jot down any related work people do in the community. After reading, have students compare lists with a partner. Have students share the jobs that were listed in their *learning logs*.

Have students get into groups of four. Explain that students will be answering the question, Why do people have different jobs? Have the following prompts printed and placed in a bag. Allow each group to choose one question to discuss. Tell students the question and answer will be presented to the class.

Prompts to use are

- What would happen if everyone in the school was the principal?
- What would happen if everyone in the community was a bus driver?
- What would happen if everyone in the class was the teacher?
- What would happen if no one wanted to fight fires?
- What would happen if no one wanted to be a police officer?
- What would happen if no one wanted to deliver mail?

## Sample Assessments

### General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

### Activity-Specific Assessments

- Activity 1: Have students choose to agree or disagree with one of the statements below. Students must write 3-6 sentences supporting their opinion.
  - Families should save money.
  - Families should not save money.
- Activity 2: Have students make a list of three needs and three wants, pick one need from the list, and explain why it is a need and not a want.

## 2012 Louisiana Comprehensive Curriculum

- Activities 3-4: Have students identify a family member who produces goods or provides services. Ask students to illustrate and write about the family member's job. Use a T-chart to sort the illustrated writings into the categories of goods and services.
- Activity 5: Have students write 3-6 sentences about which job they thought was most interesting from the job fair and why the job was interesting to the student.
- Activity 6: Have students write 3-6 sentences about the following prompt-- Why do people have different jobs?

### Resources

#### Websites

<http://www.practicalmoneyskills.com/games/>

<http://www.beaconlearningcenter.com/WebLessons/BusinessBuddies/eco001.htm>