

1st Frameworks for the Georgia Standards of Excellence in Social Studies

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

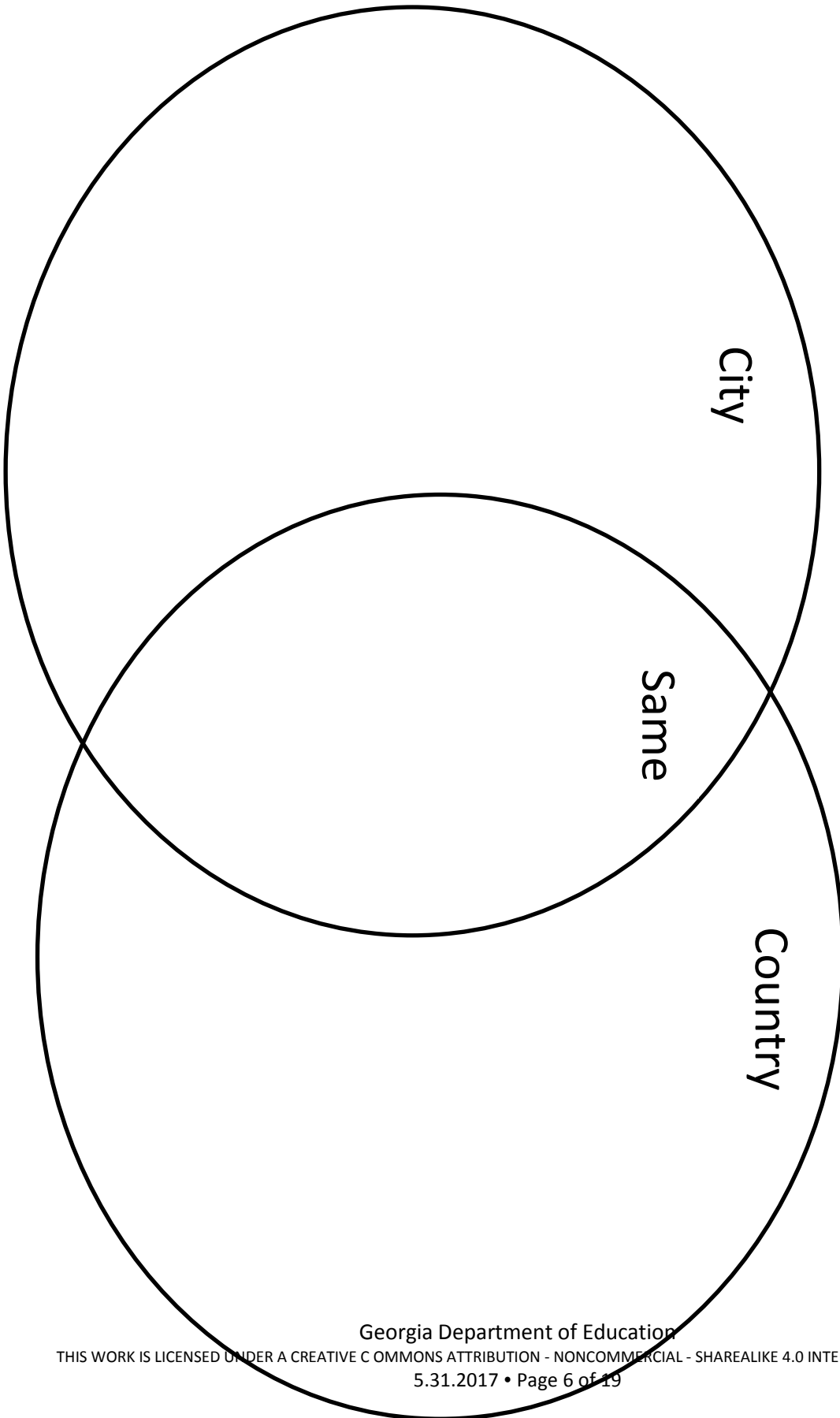
Grade One Unit One: Connecting Themes in First Grade Social Studies	
Elaborated Unit Focus	This unit is designed to introduce students to the five themes that will feature prominently in first grade social studies. Activities will focus on culture; individuals, groups, and institutions; location; scarcity; and time, change, and continuity. After this unit, students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge.
Connections to Connecting Themes/Enduring Understandings	<p>Students will understand that culture means how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p> <p>Students will understand that what people (individuals), groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p>Students will understand that where people live (Location) matters.</p> <p>Will understand that because people cannot have everything they want, they must make choices (scarcity).</p> <p>Will understand that some things will change over time, while other things will stay the same (Time, change, and Continuity).</p>
GSE for Social Studies	NA
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 7. Use a map to explain impact of geography on historical and current events. <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 2. Organize items chronologically 3. Identify issues and/or problems and alternative solutions 6. Identify and use primary and secondary sources

Essential Questions and Related Supported/Guiding Questions	
Culture	<p>How can we be the same and different?</p> <ul style="list-style-type: none"> • How are our families the same and different? • How do we celebrate with our families? • How are people where we live like you? • How are people where we live different than you?
Individuals, Groups, Institutions	<p>How can the choices that we make affect other people?</p> <ul style="list-style-type: none"> • How can my choices help people? • How can my choices hurt people? • What would happen if we didn't have rules? • How can we help the people around us?
Location	<p>How would our lives be different if we lived somewhere else?</p> <ul style="list-style-type: none"> • How does where we live affect what we do every day?
Scarcity	<p>What choices do we make with our money?</p> <ul style="list-style-type: none"> • How do people earn money? • Why do people save money? • What do people spend money on?
Time, Change, Continuity	<p>How have things changed over time?</p> <ul style="list-style-type: none"> • How has school stayed the same over time? • How has school changed over time? • How has technology changed over time? • How has transportation changed over time?

Culture: Family Picture	
<p>Students will study a picture of a family and have a class discussion about what they notice. They will notice how the family is similar to and different from their family. The students will draw a picture of their family in their journals or on a piece of paper. They will label their family and add why their family is special.</p> <ol style="list-style-type: none"> 1. Display a picture of a family (see Primary Source PowerPoint). 2. Have a class discussion. How is the family in the picture like their family? How is their family different than the family in the picture? How many people live in their house or apartment? 3. Read a book about families such as “The Relatives Came” by Cynthia Rylant. 4. Have the students illustrate a picture of their families and label the members of their family. 5. Have the students write sentences to describe what makes their family special. <p><i>Note: Be sensitive to different configurations of family and homes within your class and frame the task in such a way as to be inclusive.</i></p>	
GSE Standards and Elements	NA
GSE Standards and Elements for ELA	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>ELASGE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>ELASGE1SL6 Produce complete sentences when appropriate to task and situation</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences
Enduring Understanding	<p>Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>

Location: City life/Country life	
<p>Students will study a picture of city area and a rural area and have a class discussion about what they notice. They will notice how the areas are similar to and different from each other and also from where students may live. The students could draw a picture of where they live or of the city and rural area in their journals or on a piece of paper. They could also do a Venn diagram to compare and contrast the city and the country.</p> <ol style="list-style-type: none"> 1. Display a picture of a city and a rural town (see Primary Source Powerpoint). 2. Have a class discussion. How are the two places alike? How are they different? How would your life be different in each place? You could point out how travel would be different in each place or how they got to school would be different. 3. Read a book about cities and countries such as “City Mouse, Country Mouse ” by Jan Brett. 4. Have the students compare and contrast life in the city to life in the country. 	
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GSE Standards and Elements for ELA	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>ELASGE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>ELASGE1SL6 Produce complete sentences when appropriate to task and situation</p> <p>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories</p> <p>ELAGSE1RL1: Ask and answer questions about key details in a text</p>
Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences
Enduring Understanding	<p>Location: The student will understand that location affects a society’s economy culture, and development.</p>

Name: _____



Individuals, Groups, Institutions: Write your own rules	
<p>Students will study a picture of rules and have a class discussion about what they notice. They will discuss what the rules mean and how following them or not following them could affect others. The students could then create their own rules. You could follow the format of a book like <i>David Goes to School</i>. You could also have them create rules for a place such as their bedroom, classroom, playground, lunchroom, hallway, etc.</p> <ol style="list-style-type: none"> 1. Display a picture of rules (see Primary Source PowerPoint). 2. Have a class discussion. Why are rules important? What are our rules at school? What happens if you don't follow the rules? 3. Read a book about with rules such as <i>David Goes to School</i> by David Shannon. 4. Have the students create their own book modeling <i>David Goes to School</i> or have them journal rules they think are important for a specific place such as; school, home, the playground, lunchroom, etc. 	
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GSE Standards and Elements for ELA	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>ELASGE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>ELASGE1SL6 Produce complete sentences when appropriate to task and situation</p> <p>ELAGSE1RL1: Ask and answer questions about key details in a text</p>
Social Studies Matrices	Information Processing Skills: 3. Identify issues and/or problems and alternative solutions
Enduring Understanding	Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Individuals, Groups, Institutions: Write a safety tip	
<p>Read a book such as <i>Officer Buckle and Gloria</i> by Peggy Rathman. Have a class discussion. What were some of the safety tips shared in the book? What happened when people did not follow the safety tips? The students will then illustrate their own safety tip.</p> <ol style="list-style-type: none"> 1. Read <i>Officer Buckle and Gloria</i> by Peggy Rathman. 2. Have the students write and illustrate their own safety tip modeling “Officer Buckle and Gloria”. 3. Bring the class back together to share their tips. Compile the tips to create a class safety book. 	
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GSE Standards and Elements for ELA	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>ELASGE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>ELASGE1SL6 Produce complete sentences when appropriate to task and situation</p> <p>ELAGSE1RL1: Ask and answer questions about key details in a text</p>
Social Studies Matrices	Information Processing Skills: 3. Identify issues and/or problems and alternative solutions
Enduring Understanding	Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Individuals, Groups, Institutions: Scenario Cards	
<p>After the students have had classroom discussion about how their actions affect others, students will use scenario cards to role play the best way to handle difficult situations. Students could work in small groups or as a whole class.</p> <ol style="list-style-type: none"> 1. Pass the scenario cards out. 2. Help students read the scenario cards. 3. Have the students act out or tell how they should solve the problem. You could also vary the activity by having them provide a solution that may affect others in a negative way. Their classmates could give them a thumbs up for a good impact on others or a thumbs down for a negative impact on others. 	
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<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills: 3. Identify issues and/or problems and alternative solutions</p> <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>

You want to swing, but all
of the swings are taken.

Your friend passed you in
line.

You think your friend has
your pencil.

A friend on the bus is
calling you names.

One of your friends won't
play with you on the
playground.

A friend pushed you out of
the way to get in line.

A friend asks for your
snack everyday.

A friend is saying bad
words on the bus.

A friend is bothering you
everyday on the car rider
ramp.

Your friend always tries to
come into the bathroom stall
with you.

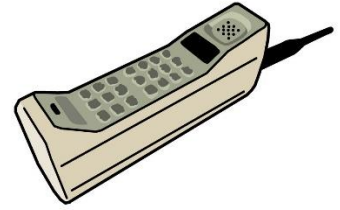
A friend took something
that belonged to you.

A friend at your table is
making weird noises and it is
really bothering you.

Time, Change, and Continuity: Then and Now Museum	
<p>Students will study a picture of classrooms and transportation from the past. Have a class discussion about what they notice. What is the same as life in present day? What is different as life in present day? Ask families to send in items from the past to create a class museum. Journal what they notice.</p> <ol style="list-style-type: none"> 1. Display pictures of things from the past (see Primary Source PowerPoint). 2. Have a class discussion. What do you notice? What do you think? How are they the same as life in present day? How are they different than life in present day? 3. Send a note home asking for parents to send in items from the past. 4. Use the items to set up a class museum. 5. Have the students divide their page in half. Label one side as then and one side as now. 6. The students will go through the museum and journal what they notice. 	
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Social Studies Matrices	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences
Enduring Understanding	<p>Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.</p>



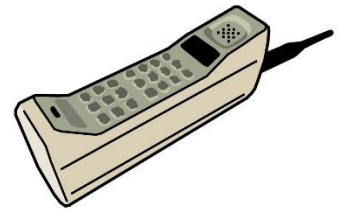
**We need your
OLD stuff????**



We need "stuff". We are studying "then and now." We will be creating a museum in our classroom to study how things we use every day have changed. If you have anything to send in from "back in the day" the kids will love it!!! I have pictures but real things are the best!!! Old toys, cameras, cell phones, game controllers, etc. Thank you for your help!!!!



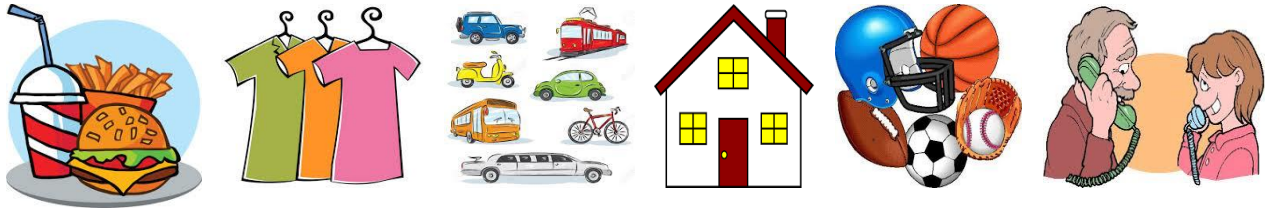
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Time, Change, and Continuity: Then and Now Comparison	
<p>Students will study a picture of classrooms and transportation from the past. Have a class discussion about what they notice. What is the same as life in present day? What is different as life in present day? Complete a graphic organizer to show how things have changed.</p> <ol style="list-style-type: none"> 1. Display pictures of things from the past (see Primary Source PowerPoint). 2. Have a class discussion. What do you notice? What do you think? How are they the same as life in present day? How are they different than life in present day? 3. Have the students use the graphic organizer to show how things have changed over time. 	
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Name: _____ Date: _____



Use each side of your paper to draw and write about everyday life in the past and in the present. You can draw and write about food, clothing, homes, transportation, communication, and recreation.

 Then/Past	Now/Present 

Time, Change, and Continuity: History Interviews	
<p>Students will study a picture of classrooms and transportation from the past. Have a class discussion about what they notice. What is the same as life in present day? What is different as life in present day? The students will interview their families about their past. They will share what they learned with the class. It also works beautifully to interview people in person such as: grandparents, custodians, administrators.</p> <ol style="list-style-type: none"> 1. Display pictures of things from the past (see Primary Source PowerPoint). 2. Have a class discussion. What do you notice? What do you think? How are they the same as life in present day? How are they different than life in present day? 3. Send home the family questionnaire. Have a grown up complete it. 4. Have the students share their interview with the class. 5. Discuss what you learned. How does it compare with other interview results. How is it different than other interview results? 	
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Times Then and Now...



Name: _____

Talk to someone whom you know who is at least 20 years older than you. You can talk to your mom or dad, a grandparent, an aunt or an uncle. Have a grown up write down their answers so we can talk about them in class. Please do NOT write in cursive.

1. Where did you live (city/state)?
2. How did you get to school?
3. How did you communicate with someone who lived far away?
4. How much was a Coke in a vending machine?
5. Did your school have any special rules about what kind of clothes you could wear?
6. What kind of electronic devices or equipment did you have?
7. What did you and your friends do in your spare time?
8. What happened at school if you got in trouble?