

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 Three: A Changing Country	
Elaborated Unit Focus	In this unit, students will study several historical figures and their contributions to American history and culture, using the theme of individuals, groups, and institutions. As these figures were prominent during a time of growth and change in our country, the themes of location and time, change, and continuity will help students understand the importance of place in people’s lives, as well as patterns that occur throughout history. Finally, students will use the theme of scarcity to understand why the historical figures they are studying made the choices that they made.
Connections to Connecting Themes/Enduring Understandings	<p>The student will understand that culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p> <p>The student will understand that where people live matters.</p> <p>The student will understand that some things will change over time, while other things will stay the same.</p> <p>The student will understand that because people cannot have everything they want, they have to make choices.</p> <p>The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
GSE for Social Studies	<p>SS1H1 Read about and describe the life of historical figures in American history.</p> <ol style="list-style-type: none"> a. Identify the contributions made by Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), and Ruby Bridges (civil rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.) <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <ol style="list-style-type: none"> a. American colonies (Thomas Jefferson) b. American frontier (Lewis & Clark and Sacagawea) d. Southern U.S. (Ruby Bridges) <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>
Connection to Social Studies Matrices	<p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 1. Use a compass rose to identify cardinal directions. 2. Use intermediate directions. 7. Use a map to explain impact of geography on historical and current events.

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	<p>Information Processing Skills:</p> <ol style="list-style-type: none">1. Compare similarities and differences2. Organize items chronologically3. Identify issues and/or problems and alternative solutions4. Distinguish between fact and opinion5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context.6. Identify and use primary and secondary sources7. Interpret timelines, charts, and tables
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Essential Questions and Related Supported/Guiding Questions	
SS1H1a	<p>How did the historic figure change our country?</p> <ul style="list-style-type: none"> • How did the choices made by the historic figure help our country? • How did the choices made by the historic figure hurt our country? • How is my life different because of the historic figure? • Did the choices the historic figure made change life for me?
SS1H1b:	<ul style="list-style-type: none"> • How is the historic figure’s life like mine? • How is the historic figure’s life different from mine?
SS1G1	<ul style="list-style-type: none"> • Why do you think the historic figures made the choices they made? • Why did the historic figures need change?
SS1CG1	<ul style="list-style-type: none"> • How would you describe the historic figure? • What character traits did the historic figure show? • Does the historic figure remind you of anyone else we have studied?

SS1H1 What am I going to learn?

Students will analyze a primary source picture of the historic figure and predict what they are going to learn.

1. Show students a primary source (See primary source Power Point).
2. Give them time to notice what they observe about the picture: It looks like...their clothes are different than ours, they are looking at a map, they look like they are looking for something, etc.
3. Have students share what they noticed. Record their thinking on a chart.
4. Repeat the process asking them what they noticed makes them think. I think...this is a president, they are arguing about something, they are lost, etc.
5. Have students share what they think. Record their thinking on a chart.
6. Have the students think about what they think they will be learning about the historic figure. They can record their thinking in their journals or on a graphic organizer.
7. Follow this procedure for each historic figure.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- Consider printing the image. Have the students talk about or circle things that they notice.
- Consider asking guiding questions or giving prompts as needed. For example, if the clothing is different, ask the students to show you a place where the clothes are different. If they are studying a map in the image, you might prompt them by saying something like, “I think they are looking at something. What do you think they are looking at?” Students could answer or point to what they are looking at in the image.

GSE Standards and Elements	SS1H1a Identify the contributions made by Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, and Ruby Bridges
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>

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Social Studies Matrices	Information Processing Skills: 8. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.
Enduring Understanding	Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.

Name: _____

What do you notice?



What does
this make you
think?



What will we be learning?



SS1CG2: Write a Poem

Students will write an action poem about the historic figure.

1. After learning about the historic figure and having a good understanding of the historic figures' contributions, motivation, and character traits, students can write a poem about the historic figure.
2. For the first historic figure, write a poem together as a class. Demonstrate how to point out actions or character traits to make each line. For example: loved to read, built a library, great gardener, etc. Write the poem on chart paper to display. Print a copy for students to illustrate and keep in their Social Studies journals.
3. As you study additional historic figures, repeat the process, allowing students to write their poems independently.

**If you are uncomfortable writing poetry, you could follow the same process writing an information piece about each historic figure.

Ideas for Differentiation:

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- Consider providing a format for students to follow. Who is the historic figure? Why are they important? What did they do? Give one important fact.
- Consider asking guiding questions or giving prompts as needed.

GSE Standards and Elements	<p>SS1H1a Identify the contributions by the historic figure</p> <p>SS1H1b Describe how everyday life of these historical figures is similar to and different from everyday life in the present</p> <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>
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<p>GSE Standards and Elements for ELA</p>	<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>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills: 4. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</p> <p>Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

SS1CG2: ABC organizer

Students will show what they know about the historic figure using an A to Z organizer.

1. After learning about the historic figure the students can complete a graphic organizer about the historic figure. The organizer could also be a work in progress as you learn about each historic figure.
2. Display the organizer as a chart or on a document camera. Model completing the organizer in front of the students. Complete a letter or two modeling your thinking. What do I know about...(Thomas Jefferson). He loved to read. For "L" I am going to write loves to read. For "F" I am going to write France because he went to France to learn more.
3. Call on students to help you fill in additional letters. Model filling in the organizer in front of them.
4. Send them back to their seats to work for a small period to add more information to their organizers.
5. Call them back together to share what they came up with on their own.

****This could be done at the beginning of the study with students adding to it as they learn new information or read new books. It could also be done at the end of the learning as an informal assessment. You could use a graphic organizer to record what they know or teach them to create the organizer in their Social Studies journals. You could make a large chart to use throughout the unit, give students an empty ABC book to keep, or create an ABC book to use for the class.**

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- Consider using the content board (see below) to help students gather their ideas.
- Consider working in small groups. Prior to the lesson, cut the images to use with the students. Show each image, allow students time to predict how the image relates to Thomas Jefferson/Ruby Bridges/Lewis and Clark. If they cannot answer, name what is happening. After the students are able to name what the image represents, have the students decide which letter of the alphabet the image matches. Model the first few images, if needed for additional support.
- Consider allowing students to use the images from the content board to fill the organizer. Have students glue the image to the chart by the correct letter or have students glue them in their Social Studies Journal. You could also skip this step and repeat this activity throughout the unit as a review of what they have learned and then glue as an informal assessment at the end of the unit.
- Consider saving the organizer for students to go back and reread. You could also print and laminate the chart for students to "read" as a reminder of what they learned.

GSE Standards and Elements	<p>SS1H1a Identify the contributions by the historic figure</p> <p>SS1H1b Describe how everyday life of these historical figures is similar to and different from everyday life in the present</p> <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>
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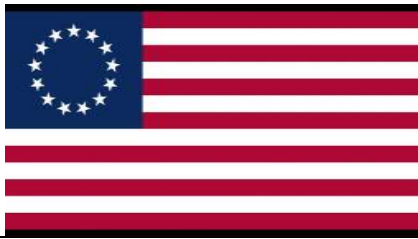




<p>GSE Standards and Elements for ELA</p>	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context. <p>Individual, Groups, Institutions:</p> <p>What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

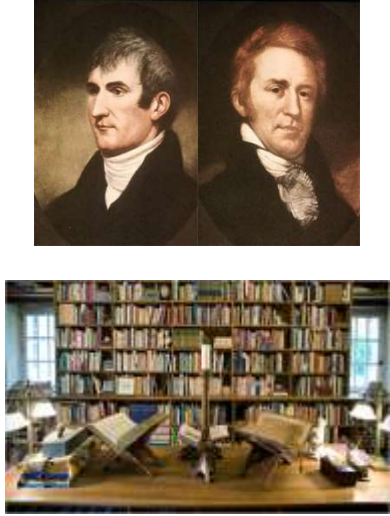



Name: _____

I know all about _____



A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Thomas Jefferson

A		B	
C		D	
E		F	
G		H	
I		J	





K		L	 Two portraits of men in 18th-century attire are shown side-by-side. Below them is a photograph of a library with bookshelves and study tables.
M	 A photograph of a large, white, domed building with a portico, likely the Marble House in Savannah. Below it is a photograph of a bowl of yellow macaroni.	N	 A close-up of a silver coin featuring the profile of a man, with the text "IN GOD WE TRUST" and "LIBERTY 1942".
O		P	 A portrait of Joe Biden, smiling, wearing a dark suit and blue tie, with an American flag in the background.

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Q		R	
S		T	
U		V	
W		X	
Y		Z	

These are just examples of images you could use. You may need to choose different images or different events based on what you have taught your students. Some students may be able to use many images, whereas others may be overwhelmed. Use your judgement as to what is appropriate.

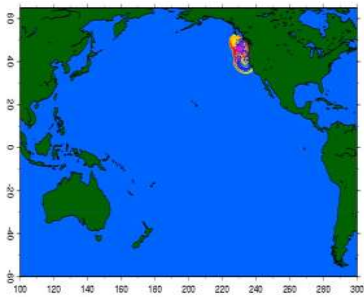



Lewis and Clark

A		B	
C		D	
E		F	
G		H	


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I		J	
K		L	
M	 	N	

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O		P	
Q		R	
S		T	
U		V	






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W		X	
Y		Z	

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Ruby Bridges

A		B	
C		D	
E		F	
G		H	

I		J	
K		L	
M		N	
O		P	

Q		R	
S	 	T	
U		V	

W		X
Y		Z

These are just examples of images you could use. You may need to choose different images or different events based on what you have taught your students. Some students may be able to use many images, whereas others may be overwhelmed. Use your judgement as to what is appropriate.

SS1CG2: Historic Figure Organizer

Students will show what they know about the historic figure using a graphic organizer.

1. After learning about the historic figure, the students can complete a graphic organizer about the historic figure. The organizer could also be a work in progress as you learn about each historic figure.
2. Display the organizer as a chart or on a document camera. Model completing the organizer in front of the students, explaining what each block means.
3. Call on students to help you fill in additional information. Model filling in the organizer in front of them.
4. Send them back to their seats to work on their organizers.
5. Call them back together to share what they came up with on their own.

****This could be done at the beginning of the study with students adding to it as they learn new information or read new books. It could also be done at the end of the learning as an informal assessment. You could use a graphic organizer to record what they know or teach them to create the organizer in their Social Studies journals.**

Ideas for Differentiation:

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- Consider using the images from the content board (see below) to prompt students with the graphic organizer to prompt their thinking. Use images to review the content.
- Consider completing a portion of the organizer to lessen the amount of work.
- Consider completing the organizer together and having students illustrate each section.
- Consider leaving the content board with the students to look back on for review, revisiting frequently. This could even go into their ELA reading materials as a document they could read independently.
- Consider having students share their thoughts with you or as a class before they get started.

GSE Standards and Elements

- SS1H1a
Identify the contributions by the historic figure
- SS1H1b
Describe how everyday life of these historical figures is similar to and different from everyday life in the present
- SS1CG1
Describe how the historical figures in SS1H1a display positive character traits

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

<p>GSE Standards and Elements for ELA</p>	<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>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context. <p>Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

Name: _____

Historic Figure Concept Map

Vocabulary Words/Important Words	Picture
Why is the figure important to our country?	Character Traits

Historic Figure:

Content Board

There are content boards for each of the historical figures in Unit 3. The documents below could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the documents to be purposeful, it is very important for students to be familiar with the images in the documents. You may need to change the images to best match the needs of your students.

NOTE: Students are not meant to recognize the historical figures by their image. The standard requires students to describe the life of historical figures in American history, how the figures were influenced by their time and place, and how they displayed positive character traits. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Use the content board to make connections. For example: What connection do Lewis and Clark have to Thomas Jefferson? What connection does Thomas Jefferson have to libraries?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions, to organize thinking, or to help complete the graphic organizers in the unit.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into piece to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect?
- Give clues and have the student(s) find the picture that matches. For example, Thomas Jefferson brought this food back to America. Thomas Jefferson helped to write this important document. When students are ready, they could give clues and have their peers find the image.
- Use the board as a review game. Have students shake a pom pom in their hands and drop it on the review board. Tell a fact that matches the image the pom pom lands on. Write the fact in your interactive notebook.

Thomas Jefferson



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These are just examples of images you could use. You may need to choose different images or different events based on what you have taught your students.

Lewis and Clark



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These are just examples of images you could use. You may need to choose different images or different events based on what you have taught your students.

Ruby Bridges





These are just examples of images you could use. You may need to choose different images or different events based on what you have taught your students.

SS1CG2: Comparing Historic Figures

Students will show what they know about two historic figures using a graphic organizer by comparing and contrasting their contributions and character traits.

1. After learning about at least two of the historic figures the students can complete a graphic organizer about two historic figures.
2. Display the organizer as a chart or on a document camera. Model completing the organizer in front of the students, explaining what each block means.
3. Call on students to help you fill in additional information. Model filling in the organizer in front of them.
4. Send them back to their seats to work on their organizers.
5. Call them back together to share what they came up with on their own.

Ideas for Differentiation:

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Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them work independently.*

- Consider having students orally tell you what they know about the historical figures before doing any writing about what they have learned,
- Consider having images, graphic organizers, and/or the content board from the unit ready to prompt their thinking if they become stuck.
- Consider having students share over their fingers an appropriate number of things they know about each historical figure. They would hold up a finger and list a fact for each finger.
- Consider having the students orally rehearse what they will write for each historical figure.
- Consider completing a portion of the organizer to lessen the amount of work.
- Consider completing the organizer together and having students illustrate each section.
- Consider leaving the content board with the students to look back on for review, revisiting frequently. This could even go into their ELA reading materials as a document they could read independently.
- Consider having students share their thoughts with you or as a class before they get started.

GSE Standards and Elements	<p>SS1H1a Identify the contributions by the historic figure</p> <p>SS1H1b Describe how everyday life of these historical figures is similar to and different from everyday life in the present</p> <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>
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1st Frameworks for the Georgia Standards of Excellence in Social Studies

<p>GSE Standards and Elements for ELA</p>	<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>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills: 6. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</p> <p>Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

Name: _____

Choose two historic figures. How are they alike? How are they different?

Historic Figure

Historic Figure

ALIKE

DIFFERENT

DIFFERENT

SS1H1b: What were you thinking?

Students will try to put themselves in the minds of a historic figure. What made them make their choices? What were they thinking during that time? Why did their everyday life push them to make changes?

1. After learning about the historic figure the students can complete a graphic organizer about the historic figure. The organizer could also be used at a thought provoking place in a read aloud or after looking at primary source documents (see primary source PowerPoint).
2. Display the organizer as a chart or on a document camera. Think aloud with the students modeling what you are expecting them to do.
3. Call on students to share their thinking.
4. Send them back to their seats to work on their organizers or create a thought bubble in their Social Studies journals.
5. Call them back together to share what they came up with on their own.

Ideas for Differentiation:

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- Consider having students orally tell you what they know about the historical figure before doing any writing. What do you think they would be thinking? Have images, graphic organizers, and/or the content board from the unit ready to prompt their thinking if they become stuck.
- Have students share over their fingers an appropriate number of things they know about the historical figure. They would hold up a finger and list a fact for each finger.
- Consider having the students orally rehearse what they will write for the historical figure.
- Consider having students share their thoughts with you or as a class before they get started.

GSE Standards and Elements

SS1H1a
Identify the contributions by the historic figure

SS1H1b
Describe how everyday life of these historical figures is similar to and different from everyday life in the present

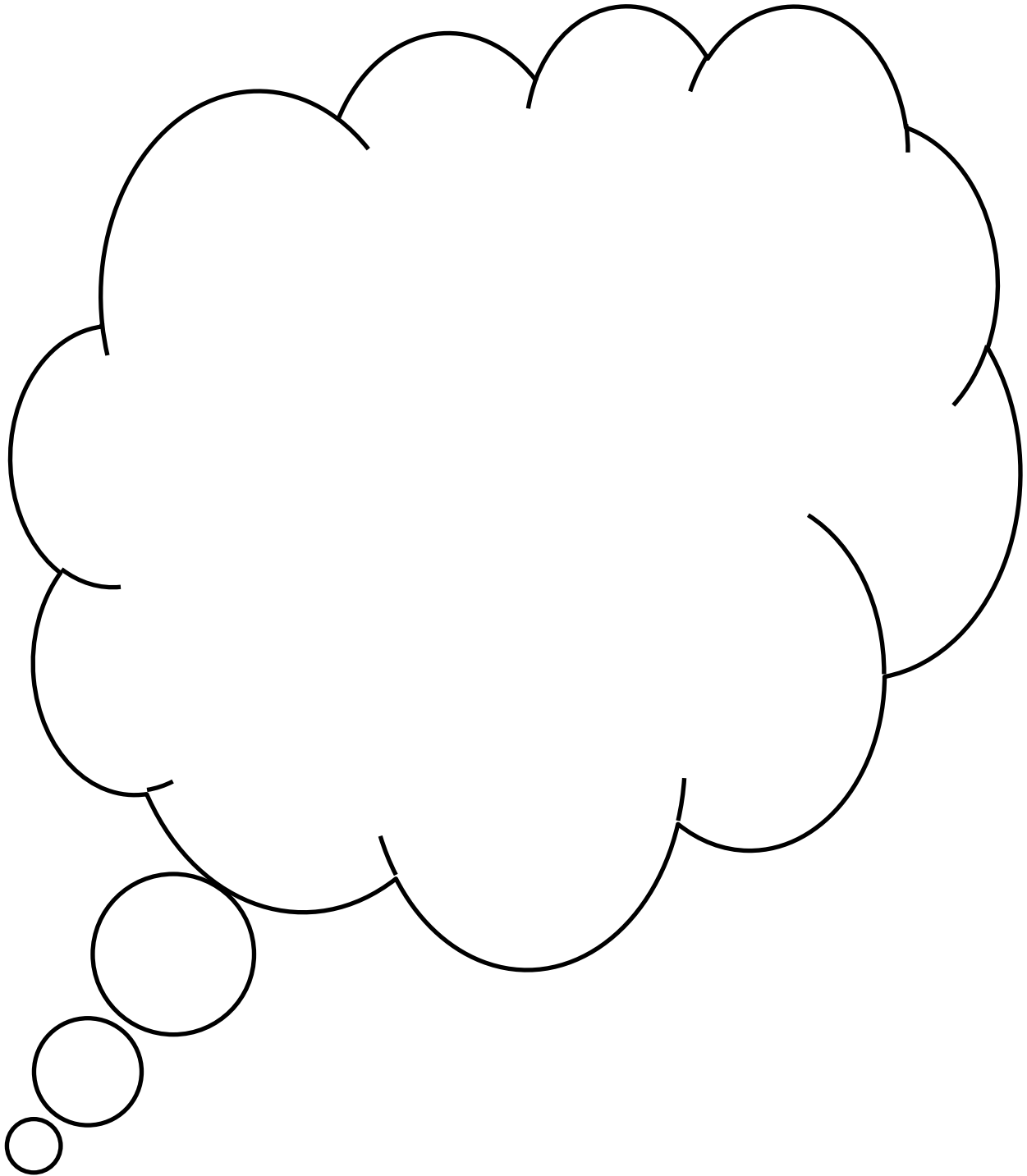
SS1CG1
Describe how the historical figures in SS1H1a display positive character traits

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

<p>GSE Standards and Elements for ELA</p>	<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>
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Name: _____

What were you thinking _____??



SS1CG2: Who and why?

Students will use what they’ve learned to decide which historic figure is their favorite and defend their thinking.

1. Review the historic figures covered in the unit. Have students think about what they remember about each figure. Have students share their thoughts with their partner or table group. Have students share with the class what they remember. You may want to repeat this process with each historical figure.
2. Give each student a piece of paper or post it note. Have them write their vote on the note.
3. Create a floor graph to represent their thinking.
4. Have the students with like votes get together and “prove” why their historic figure was the “best.” What were their contributions and why were they valuable?
5. If the groups are too large break them up into smaller groups.
6. Call them back together to share their thinking.
7. Complete the graph.

Ideas for Differentiation:

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- Consider talking quietly with students as they write their votes. Have them practice quietly sharing their choice and their reasoning.
- Consider starting the graph together and chunking the activity: Count the votes for one figure, model coloring the appropriate number of squares, send the students to color the squares on their own paper. Move on to the next figure and repeat the modeling.

<p>GSE Standards and Elements</p>	<p>SS1H1a Identify the contributions by the historic figure</p> <p>SS1H1b Describe how everyday life of these historical figures is similar to and different from everyday life in the present</p> <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>
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1st Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none">1. Compare similarities and differences4. Distinguish between fact and opinion7. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context. <p>Individual, Groups, Institutions:</p> <p>What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
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Name: _____

Complete the graph and answer the questions.

Which historic figure is your favorite?

 <p>Thomas Jefferson- _____</p>	 <p>Lewis and Clark and Sacagawea - _____</p>	 <p>Ruby Bridges- _____</p>														
 <p>Thomas Jefferson</p>																
 <p>Lewis and Clark</p>																
 <p>Ruby Bridges</p>																

1. Which figure was chosen the most? _____
2. Which figure was chosen the least? _____
3. Which figure did you choose? _____
4. Why did you choose that figure?