

1st Grade Teacher Notes for the Georgia Standards of Excellence in Social Studies

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

Children’s Literature: A list of book titles aligned to the First Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website:
<http://www.gcss.net/uploads/files/gr1socstkidsbooks.pdf>

TEACHER NOTES

First Grade Social Studies – Historic Understandings

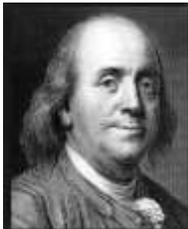
SS1H1 Read about and describe the life of historical figures in American history.

The intent of this standard is for students to understand the contributions of certain historical figures and the significance of their contributions. Note that SS1H1 should be taught interwoven with SS1H2, SS1G1, and SS1CG1.

SS1H1 Read about and describe the life of historical figures in American history.

a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).

Students are expected to identify the following historical figures and their contributions.



Benjamin Franklin—(1706 – 1790) one of the founding fathers, and U.S. Ambassador. He is known for inventing the lightning rod, bifocals and the Franklin stove. He also published Poor Richard’s Almanac and The Pennsylvania Gazette. He helped to edit the Declaration of Independence, although he is not the principal author. At [Google Arts & Culture](#), find wonderful paintings and sculptures of Franklin that you can share digitally with your students. These high resolution images can be zoomed in and out so that your first graders can examine details. *Library of Congress, original painting by J.A. Duplessis in 1783; engraving created in 1868, public domain.*

Franklin as an *inventor* – Focus on the lightning rod, bifocals, and the Franklin stove, but young learners will also relate to his invention of swim fins, the grabber (he called it a Long Arm), and the armonica. Share a youtube video of composer William Zeitler playing an armonica for your class at <https://www.youtube.com/watch?v=eEKIRUvk9zc> (you may want to download this video to avoid ads).



Franklin as an *author* – Focus on his sayings in Poor Richard’s Almanac and his creation of the first political cartoon in America. Explore another aspect of Franklin as a writer by discussing his role in editing the Declaration of Independence, although it is important to distinguish him as an editor and not the principal author. Activity idea: Ask students to tell what message they think Franklin was sending with the political cartoon to the left. Explain that he was encouraging the different groups work together in order to survive. If you think they can understand the colonies and Britain, you

can discuss that further.

Public domain image, Library of Congress

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Franklin as a *statesman* – This is probably the hardest of Franklin’s three roles from the standard for first graders to grasp. Explore the term statesman by relating it to leadership in a colony, city, state, or country. Talk about what character traits make a leader and relate those to the many ways that Franklin was a leader and statesman. Here is where teachers could emphasize his efforts in Philadelphia (starting a fire dept., library, post office, etc.) as well as his many contributions to the founding of our nation.

Vocabulary: contributions, inventor, author, statesman, founding father, ambassador, lightning rod, bifocals, Franklin stove, published, almanac, Declaration of Independence

Resources:

Images of Franklin from 1773, as well as excerpts from his writings. Especially appropriate are the proverbs and other writings, which can be projected for students to see.

<http://www.librarycompany.org/BFWriter/poor.htm>

Portraits of Benjamin Franklin may be found at the Library of Congress:

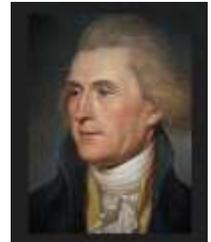
http://www.americaslibrary.gov/aa/franklinb/aa_franklinb_subj_e.html and at this site:

<http://www.benfranklin300.org/frankliniana/result.php?id=52&sec=0>

Benjamin Franklin FAQs – some are for teacher background, some are appropriate to share with your students. <https://www.fi.edu/benjamin-franklin/benjamin-franklin-faq>

Thomas Jefferson—(1743 – 1826) was one of the founding fathers and the third president of the United States. He is known for drafting the Declaration of Independence, the document that declared the colonies would cut ties with Great Britain. Other age/grade appropriate information about him includes the fact that his library helped start the Library of Congress, and he (like Franklin) was highly inventive and interested in architecture, farming, science, and nature.

https://commons.wikimedia.org/wiki/File%3AThomas_Jefferson_Portrait.jpg



Vocabulary: contributions, president, drafting, declaration, independence, document, library, inventive, architecture, farming, science, nature

Resources:

Primary Sources appropriate for 1st grade include:

Background on Jefferson’s first draft of the Declaration, including an image of his rough draft (sloppy copy) so that students can see that even he went through the writing process.

http://www.americaslibrary.gov/aa/jefferson/aa_jefferson_declar_1.html

Background on Thomas Jefferson’s interest in pasta, with a sketch of his macaroni machine, his recipe for vanilla ice cream, and his home at Monticello.

http://www.americaslibrary.gov/aa/jefferson/aa_jefferson_home_1.html

Ben’s Guide to Government: The Declaration of Independence – this site is packed with kid-friendly history about the basics of our government and those who helped write the founding documents.

<https://bensguide.gpo.gov/declaration-of-independence-1776>

The Monticello Classroom provides kid-friendly resources for teaching about Jefferson and his famous home (including text and image resources, along with activities.) The site also features teacher resources for every age of student. One intriguing feature is two interactive poster activities, one in which students can explore

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Jefferson's Cabinet (office) by clicking on items. The other poster is on The Lewis and Clark Expedition Artifacts, and so ties nicely to our next historical figures.

<https://www.monticello.org/site/families-and-teachers/jeffersons-cabinet-office-monticello>



Photos, L to R: Monticello, Jefferson's tombstone designed by him, birth/death dates, Jefferson Memorial

Vocabulary: oceans, Arctic, Atlantic, Pacific, Indian

At the Monticello site, the image library provides an extensive collection of images of documents important to understanding Jefferson's contributions. For first graders, consider selecting one or two to highlight.

<http://classroom.monticello.org/teachers/gallery/home/11/>

Meriwether Lewis and William Clark with Sacagawea—The Louisiana Purchase of 1803 doubled the size of the United States. President Jefferson sent Lewis and Clark to explore and map the new territory, which is now the western portion of the United States.

Meriwether Lewis (1774 – 1809) was an explorer, soldier, politician, and public administrator. Besides being in good physical condition, he was a keen observer and note-taker of the plants and animals encountered on the journey. Discuss how writing clearly about what we observe can help others learn more about the world by using Lewis as a model. Lewis had a Newfoundland dog, Seaman, who went on the journey with them.

William Clark (1770-1838) was an explorer, soldier, Indian agent, and territorial governor. After the expedition he was a planter and slaveholder. Clark had been Lewis's Captain during his military service, and he had proven his leadership skills. He also kept a journal of his travels, filled with writing and sketches. He had less formal education than Lewis, so his writings contain many grammar and spelling errors.

Sacagawea was a bilingual Shoshone woman who accompanied Lewis and Clark as a translator on their exploration. Her husband was Touissant Charbonneau, who spoke French and Hidatsa. Sacagawea spoke Hidatsa and Shoshone. Sacagawea would communicate with the Shoshone and then translate into Hidatsa for her husband, who would then translate from Hidatsa into French, and another expedition member would translate the French into English. First graders might be interested in this chain of translations! Sacagawea had a baby boy on the journey, and contributed greatly to the success of the team. She was prized for her trail guide skills as well as her interpreter talents. American Indian tribes who encountered the group were friendlier because they noted a woman and child among the corps.



The dates of the Lewis and Clark Expedition (also known as the Corps of Discovery) were from 1804 – 1806. *Photo from Lewis & Clark re-enactment in Iowa, shows some of the supplies expedition members carried.*

Vocabulary – explorer, exploration, translator, interpreter, expedition, purchase, map (as a verb), territory, bilingual, observer, journal, leadership

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Extensive background information, excerpts of which can be shared with first graders, may be found at <http://www.pbs.org/lewisandclark/inside/index.html> - this site has much more detailed information about the leaders and members of the Corps of Discovery, including “York”, William Clark’s lifelong slave companion. Eventually Clark granted York his freedom.



<http://www.pbs.org/lewisandclark/trailmap/> - an interactive trail map of the Lewis and Clark Expedition may be found at this site. Clicking along the trail reveals information about which American Indian tribes lived in the area along with other scientific and geographic facts.

National Geographic site – “Go West Across America With Lewis and Clark”

<http://www.nationalgeographic.com/west/> provides a simple simulated journey for a whole group teacher-guided experience

Theodore Roosevelt —(1858 – 1919) President of the United States from 1901-1909, Teddy Roosevelt established many new national parks, forests and monuments and made conservation of the environment a priority. Although the standard focuses on his contributions to the national parks system and the environment, there are other first-grade friendly characteristics of Theodore Roosevelt that appeal to first graders.

His interest in nature began as a boy when he began his own museum of animal specimens. Although his practice of skinning and mounting the animals and birds he collected may seem odd or distressing to us today, his collection was in line with other naturalists of his time. He was an avid hunter, but he soon realized that unlimited hunting, mining, and timber cutting, along with railroad expansion would eventually eliminate whole species and ecosystems. He worked particularly hard to help preserve Yellowstone and, in 1894, helped to convince President Cleveland to sign a bill protecting the park. His other specific conservation efforts were establishing over 50 wildlife refuges, passing legislation to scientifically manage timberlands, and preserving millions of acres of Western forestland from development. He was a friend to the environmentalist John Muir and although they often disagreed, a camping trip with Muir at Yosemite convinced him to add that area to the protected lands. https://commons.wikimedia.org/wiki/File%3AAmericana_1920_Theodore_Roosevelt.jpg *Public domain image, Library of Congress.*



More extensive background information on Theodore Roosevelt’s environmentalism may be found at:

<http://www.pbs.org/wgbh/americanexperience/features/general-article/tr-environment/>

The Theodore Roosevelt Association website has additional information that teachers may use to build background knowledge. Consider using some of the photographs in the subsections of his brief biography at:

http://www.theodoreroosevelt.org/site/c.eIKSIdOWIiJ8H/b.8344377/k.8A97/The_President.htm

Background on the Teddy Bear story and how that toy came to be named for Theodore Roosevelt may be found at:

http://www.theodoreroosevelt.org/site/c.eIKSIdOWIiJ8H/b.8684621/k.6632/Real_Teddy_Bear_Story.htm

Vocabulary – president, national park, forest, monument, conservation, environment



Theodore Roosevelt in the 1902 cartoon by Clifford Berryman; the story behind this cartoon eventually led to the creation of a new toy – the teddy bear.

For the full story see:

<https://www.nps.gov/thrb/learn/historyculture/storyofteddybear.htm>

At
fun
TR:



this same site, there are some facts for young learners about

<https://www.nps.gov/thrb/faqs.htm>

Photo (rt) from Smithsonian exhibit to TR

on the Teddy bear connection

George Washington Carver—(1860's - 1943) was an African American or Black botanist and inventor in the South during a time of segregation and racial inequality. Carver excelled in scientific research that led to promotion of alternative crops instead of cotton such as peanuts, soybeans, and sweet potatoes. One result of his work with plants and gardening was the idea of crop rotation, which helped farmers to raise better and healthier crops without destroying the soil. He developed and promoted more than 100 products made from peanuts such as paints, plastics, gasoline and dyes that were useful in the home and on the farm. Note that he was NOT the inventor of peanut butter, although he did develop many other uses for peanuts.

Vocabulary – botanist, inventor, segregation, scientific research, crop rotation, scientist



Carver has been featured in United States stamps several times. Explore how people are chosen to be pictured on a stamp and have your students design their own stamp highlighting Carver's contributions.

https://arago.si.edu/category_2028793.html

Explore photos and portraits of Smithsonian's National Portrait Gallery, including the one at the artworks or photographs to have your students think like ask questions like what is in the painting, how did the artist and what to leave out, and what "story" of Carver does the at: <http://npg.si.edu/portraits> and search for "George Washington



Carver at the right. Use such historians. Have them choose what to put in image tell. Find more Carver."



For further teacher background Carver, see: <https://rediscovering-history.blogs.archives.gov/2015/10/20/george-washington-carver-and-the-agricultural-experiment-station-at-the-tuskegee-institute/>

information on [black-](#)

Ruby Bridges—(1954 -) The first African-American/Black child to attend an all-white public elementary school in the South after the Supreme Court ruling in Brown v. Board of Education that ended segregation in public schools. The pivotal event was in November of 1960, when six year old Ruby was escorted through a mob of screaming segregationists to her school.

Vocabulary: segregation, public school, integration, school, schooling

Resources:

Teacher’s Activity Guide includes slide shows with primary source images helping to tell the story of Ruby Bridges, at <http://teacher.scholastic.com/activities/ruby-bridges/ruby-bridges-for-kids.htm> At this same site, see a student created video on what makes a hero, focused on Ruby’s story.

Background information for the teacher may be found at: <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/ruby-bridges-goes-to-school/> features a discussion of the grown up Ruby Bridges talking with Henry Louis Gates about her memories of that pivotal day in her life.

More teacher information may be found at the National Women’s History Museum at <https://www.nwhm.org/education-resources/biography/biographies/ruby-bridges/>

Note that there is a powerful Norman Rockwell painting of Ruby Bridges, “The Problem We All Live With” but the original painting from 1964 includes a racist slur on the wall behind her. If using with first graders, you will need to mask this disturbing slur for your young learners. <https://www.nrm.org/2010/10/norman-rockwells-the-problem-we-all-live-with-continues-to-resonate-as-important-symbol-for-civil-rights/>

SS1H1 Read about and describe the life of historical figures in American history.

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.).

Note: This element should be interwoven with both SS1H1a (historic figures), SS1G1 (influence of environment on each figure), and SS1CG1 (positive character traits.) As the historic figures are taught, emphasis should be placed on ways in which the lives of these figures is similar and different from students’ own lives. The table below provides a sample of how this might be done with each individual figure. Teaching idea: use primary source images (photos and paintings) to have students explore how life was different for these figures.



Public domain images
Creative Commons 2.0



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Sample of compare/contrast across several dimensions. Be sure to draw information from reputable sources.

	Food	Clothing	Homes	Transportation	Communication	Recreation
Franklin	Became a vegetarian at 16, made his own food, ate boiled potatoes, rice, hasty pudding, bread, raisins, and water	Fancy jacket, shirt with ruffles, shoes with buckles, knee pants, suspenders	His house was torn down in the 1800's but the outline of what had been his brick home is in Philadelphia's Franklin Court.	Franklin traveled by horse, by carriage, by wagon, by ship and boat. He crossed the Atlantic ocean 8 times in his life.	He wrote letters, newspaper articles, and books and helped set up the first postal service in the colonies.	He liked to swim and helped invent swim fins. He also liked to take what he called "air baths" in which he took off his clothes and let his skin breathe.
Me						

Vocabulary: everyday life, food, clothing, homes, transportation, communication, recreation, compare, contrast

Resources:

For more information on Ben Franklin's overseas travel, see http://www.pbs.org/benfranklin/exp_worldly_atlantic.html

First Grade Teacher Notes – Geographic Understandings

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

The intent of this standard is to explore the importance of place in people's lives by examining the settings of the individual historic figures in the standards. Teaching this standard will involve using historically accurate maps of the locations tied to these figures, and drawings or photographs of their homes, cities, and other locations important to their individual stories. This standard is best taught in conjunction with SS1H1, SS1H2, and SSCG1.

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

a. American colonies (Benjamin Franklin and Thomas Jefferson)

- This very first introduction to colonial America provides first graders with a chance to see on a map where the events tied to the historic figures took place. Maps might include this 1777 map of the British colonies. Point out where Pennsylvania is on the map when talking about Franklin. Zoom in to show the approximate location of Philadelphia, the city most identified with Franklin. Use other maps from this period to show England and France, where Franklin traveled.



Activity idea: Use a world map the class can see to explore the following locations important to Ben Franklin's life. As you move your pointer from one location to another, use the compass rose to tell in which direction you moved. Keep a record of your movements. After you have completed this whole group, students may label a map with locations

important in Franklin’s life. They may label with location names or symbols. Use an outline map of the world with continents labeled. Ask them to circle the compass rose on their map. Check maps to see if students understand the activity. Locations include:

- Boston, Massachusetts (mostly Southwest to Philadelphia) *symbol might be baby bottle for city of birth
- Philadelphia, Pennsylvania (mostly East to Paris) *symbol might be a bell
- Paris, France (mostly West back to Philadelphia) *symbol might be a French flag
- Philadelphia, Pennsylvania

You can use this same map to show Virginia, where Jefferson was born and lived. Point out Williamsburg, Charlottesville, and other cities important in Jefferson’s story. Show that Jefferson also traveled to England and France during his lifetime.

[https://commons.wikimedia.org/wiki/File%3AThe_British_colonies_in_North_America_\(NYPL_b13868_836-484202\).jpg](https://commons.wikimedia.org/wiki/File%3AThe_British_colonies_in_North_America_(NYPL_b13868_836-484202).jpg); By Scan by NYPL [Public domain], via Wikimedia Commons; 1777

In addition to maps, share with students pictures of what colonial Philadelphia and Washington D.C. might have looked like, as well as pictures of Jefferson’s Monticello (see SSH1a for links).

Parts of Philadelphia have been preserved and look generally as they would have looked back in Franklin’s day. Here is one street. Ask students to compare their street and home with the ones pictured here.



photo by denisbin; Creative Commons 2.0

Vocabulary: influenced, place, time, colonies, traveled

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

b. American frontier (Lewis & Clark and Sacagawea)

Encouraging first graders to imagine what the country and traveling were like during the early 1800’s requires that teachers provide many images and maps describing this time in our history. Lewis and Clark, along with Sacagawea and the others in their expedition, were traveling through Indian territory and much of the area they traveled was difficult terrain. They were literally breaking new ground to get through the Louisiana territory and reach the Pacific Ocean. Since they started in St. Louis, Missouri, make sure to share with them the great St. Louis arch that is partly a tribute to their journey and a “gateway to the west.”



Painting of Lewis & Clark by Charles Marion Russell, 1905, public domain

St. Louis Arch – Pixabay, CC0 Public domain



SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

c. National Parks (Theodore Roosevelt)

Theodore Roosevelt grew up in a time of rapid development of industries, cities, and ideas about being modern. As an active explorer, hunter, and natural historian he spent a great deal of time traveling abroad and in our own country, hunting and enjoying nature. Explore how both city life and his time in the outdoors helped to shape his campaign to save some areas from development and preserve them for people to “escape” from civilization. Among the parks he helped to establish were:

Crater Lake National Park (OR) - 1902

Wind Cave National Park (SD) - 1903

Sullys Hill (ND) - 1904 (now managed by USFWS)

Platt National Park (OK) - 1906 (now part of Chickasaw National Recreation Area)

Mesa Verde National Park (CO) - 1906

Added land to Yosemite National Park (CA)



He also dedicated many national monuments, including Chaco Canyon (NM), Muir Woods (CA), Lewis and Clark Caverns (MT), and the Grand Canyon (AZ; now a national park). Locate these places on the map and help your young learners research them further.

<https://www.nps.gov/thro/learn/historyculture/theodore-roosevelt-and-conservation.htm> - This excellent national parks brochure details Roosevelt's conservation work. *Image of Mesa Verde by author.*

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

d. Southern U.S. (George Washington Carver and Ruby Bridges)

George Washington Carver was born in Diamond Grove, Missouri, in 1864, and went to college in Iowa, but is most often associated with his later work at Tuskegee Institute in Tuskegee, Alabama. As students read about his life, trace his journey from Missouri to Alabama.

<https://www.nps.gov/gwca/index.htm> - George Washington Carver National Monument, Diamond, Missouri, features a brochure on Carver's importance. This monument was named by President Franklin D. Roosevelt in 1943.

The websites listed below offer a wealth of background information about Carver for teacher use help to provide his geographical context:

Biography.com <http://www.biography.com/people/george-washington-carver-9240299> A detailed biography. (this is for teacher background only; site contains ads)

National Park Service – American Visionaries: George Washington Carver

<http://www.nps.gov/museum/exhibits/tuskegee/gwcoverview.htm> this site has excellent information with many photos of artifacts and documents tracing Carver's life.

American Chemical Society <https://tinyurl.com/mnvzvzgz> An extensive and detailed biography of Carver's life and achievements.

Inventor Archive at MIT <http://lemelson.mit.edu/resources/george-washington-carver> has a brief biography of Carver along with a sketch



Ruby Bridges is important both because of her time and her place. Her time was November 14, 1960 when, as a six year old, she integrated a white elementary school in New Orleans. Although the Supreme Court in *Brown v. Board of Education* had ruled in 1954 that segregation was illegal in public education, many schools in the south refused to integrate. The fact that she was in the south during this important time helped shape the event that causes us to remember her today.

Show students New Orleans on a modern map, and then share with them that New Orleans is in Louisiana, one of the states in the old south. Ask them to find other states that are part of the south on the map. When students do the compare/contrast activity in SS1Hb, they may contrast schools today with schools in 1960. What has changed? What has not changed?

[US Marshals with Young Ruby Bridges on School Steps.jpg](#) – public domain image, William Frantz Elementary School, New Orleans, 1960.

SS1G2 Identify and locate the student’s city, county, state, nation (country), and continent on a simple map or globe.

The purpose of this standard is for students to begin developing a sense of where they live, in multiple levels. Because this is a fairly abstract concept, teachers will need to build these concepts in layers (city, county, state, nation/country, and continent) and return to them often to review and extend understanding.

Attaching an object that has layers on it is often a good memory aide for students to “see” and remember the layers of place as they expand. Consider using: a ladder that starts small and gets bigger with each step, nesting dolls or blocks or other object that rests inside of another in layers (called graduated stacking toys) or measuring cups or spoons that get bigger gradually. Label them with the concepts from smaller to larger and have students stack them as they call out their continent, country, state, county, and city and vice versa. Another instructional idea is to develop a layered flip book, one page a day, focused on one level of their place at a time.

SS1G3 Locate major topographical features of the earth’s surface.

The intent of this standard is for students to be able to identify and locate major features such as continents, oceans, mountains, valleys, and coasts, on a map of the earth’s surface or a globe.

SS1G3 Locate major topographical features of the earth’s surface.

a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.



Use both world maps and globes for students to locate each of the seven continents. Making a giant map of the world with each continent and adding images to each continent to help students distinguish them can help them think more deeply about these giant landforms. Many first grade teachers use songs to help their students remember the continent names. You can find many on YouTube.

Students may practice locating the continents using jigsaw puzzles or, if you have a world map on the school paved area, you can practice directional games and have students “move” from continent to continent.

<https://www.worldatlas.com/continents>



Use an unlabeled world map image to have students locate each continent. You might use this one from Pixabay CC0 public domain.

Vocabulary: continents, North America, South America, Africa, Europe, Asia, Antarctica, and Australia

SS1G3 Locate major topographical features of the earth's surface.

b. Locate the major oceans: Arctic, Atlantic, Pacific, Indian, and Southern Ocean.



Use both world maps and globes for students to locate each of the five oceans. Use the giant map made above for the continents and add the five ocean names. Note that some maps and resources list *four* oceans, deleting the Southern Ocean, but the GSE now notes five. If your students ask about this discrepancy, the question provides a good opportunity to explain that knowledge is always growing and changing, and experts do not always agree on things like

the number of oceans. Many first grade teachers use songs to help their students remember the ocean names. You can find many on YouTube.

Students may practice locating the oceans using jigsaw puzzle maps or, if you have a world map on the school paved area, you can practice directional games and have students “move” from ocean to ocean.

<http://kids.britannica.com/comptons/art-166560/Earths-seven-continents-are-Asia-Africa-North-America-South-America>

You may consider providing students with two maps, one with four oceans labeled and one with five oceans labeled. Have the students discover the discrepancy on their own and lead a class discussion about their discovery.



Vocabulary: oceans, Arctic, Atlantic, Pacific, Indian, Southern

<https://kids.britannica.com/students/article/Southern-Ocean/316380>

SS1G3 Locate major topographical features of the earth’s surface.

c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

Students should be able to identify and describe the following landforms (*images from Pixabay, CC0 public domain*):



Mountain – a landform that rises above the area and that is higher than a hill.



surrounding
and dry; deserts
little plant life

Desert – a barren region that is usually hot usually have sandy or rocky soil, and very

or rain.



Valley – a low area between hills or formed by a river or stream



mountains that is often
sea, ocean, or lake

Coast – the part of the land near the

Activity idea: collect photos, drawings and paintings of each type of landform. After teaching each of the four landforms, give each group of students a bag of images and have them sort them into mountain, desert, valley, and coast images.

Activity idea: ask students to create a landscape featuring at least one of each of the landforms using modeling clay OR ask them to draw a scene featuring one or more of the landforms and have classmates guess their landform.

Formative assessment idea: After teaching the landforms and having opportunities to practice remembering them, squirt shaving cream on each students desk and hold up a card with the name of each landform and then students are to “make” the landform of foam. You can check quickly to see if they have created the right landform (ask them to explain if it’s not clear), and after a quick overall check, they can “erase” the landform and they are ready for the next one. *Thanks for Lyssa Sahadevan, 1st grade teacher in Cobb County for this great idea!*

Vocabulary: landform, identify, explain, mountain, desert, valley, coast

First Grade Teacher Notes – Government/Civics Understandings

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.

This standard is intended to link specific character traits to the historical figures that are taught in 1st grade, and thus, it must be taught in tandem with learning about each of the separate historical figures in SS1H1.

Consider introducing each of these character traits at the start of the year, and creating an anchor chart or character trait section of the room that can be developed all year long.

Character Traits Through the Year							
Fairness	Respect for others	Respect for the environment	Courage	Equality	Tolerance	Perseverance	Commitment
Kid-friendly definitions or classroom examples of each go in this row. Ex.: Jack picked up trash on the playground today. He showed <u>respect</u> for <u>the environment</u> .							
In this row, include examples of one or more traits shown by historic figures as you learn about each. Ex. Ruby Bridges stands for <u>fairness</u> and <u>equality</u> - all children deserve a fair and equal education.							

Rather than attaching certain of these traits to specific historic figures, have your students decide which traits each shows and give evidence from their learning.

Another way to extend students' grasp of these character traits is to look for ways that fictional and real characters in literature, movies, and songs show these traits. Be character trait detectives with your young learners!

Vocabulary: positive, character traits, fairness, respect, environment, courage, equality, tolerance, perseverance, commitment

SS1CG2 Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).

The intent of this standard is for first graders to begin to think about what patriotism is, particularly the thoughts and ideas about being American expressed in the two songs, "America" and "America the Beautiful."



Samuel Francis Smith, 1832, Library of Congress, public domain. The lyrics were written by Smith, and are sung to the tune of “God Save the King.”

Focus on the lyrics to the first verse, and analyze them line by line with your students:

My country! 'tis of thee,
Sweet land of liberty
Of Thee I sing:
Land, where my fathers died;
Land of the pilgrims' pride;
From every mountain side,
Let freedom ring.

America the Beautiful, Lyrics by Katherine Lee Bates (1895) and music composed by Samuel A. Ward.

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

Katherine Lee Bates poem, signed by the poet, and located at the Gilder Lehrman site. She talks in the essay located here about her inspiration for writing the poem. <https://www.gilderlehrman.org/history-by-era/art-music-and-film/resources/“america-beautiful”-1893>



Use these two songs and discussions of the lyrics to explore the meaning of patriotism and talk about what other things besides songs are considered symbols of patriotism.

Vocabulary: patriotism, brotherhood, liberty, freedom, pride

First Grade Teacher Notes – Economic Understandings

SS1E1 Identify goods that people make and services that people provide for each other.

The intent of this standard is for students to recognize the types of things that people provide to each other in a society. First graders might identify common goods that people make such as food, toys, clothes, and games. They can identify common services that people can provide like firefighting, medical care, mowing lawns, or teaching. Later, students will build on this understanding as they explore the concept of specialization.

Lesson ideas related to this standard may be found at www.econedlink.org (a free site for educators but you must register with a login and password) – search by grade level, concept, etc. for lessons such as “Bunny Money,” “The Difference Between Goods and Services,” “Mystery Workers,” “Community Helpers are at Your Service”

Vocabulary: goods, services, provide

SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.

For this standard, students should be able to describe that people always want more than what is available to them, and that people are limited by their income/resources. This concept is known as **scarcity**. For now, they can just know that they cannot have everything they want. That means they have to make choices. This standard ties with SS1E4 and the two should be taught closely linked.

Lesson ideas related to this standard may be found at www.econedlink.org (a free site for educators but you must register with a login and password) – search by grade level, concept, etc. for lessons such as “Scarcity and Resources,” “That’s Not Fair! How Do We Share?”

Another lesson idea for teaching these concepts (along with SS1E4), and nicely integrated with Language Arts, may be found at http://financeintheclassroom.org/passport/first/lang_art.shtml

Vocabulary: scarcity, wants, limited, resources

SS1E3 Describe how people are both producers and consumers.

Students should be able to describe how people are consumers when they make a purchase, and producers when they sell their labor by working to produce goods or services. Use first grade examples like a baker who produces cookies and sells them, and then uses that money to consume (or purchase) other things she or he wants.

Lesson ideas related to this standard may be found at www.econedlink.org (a free site for educators but you must register with a login and password) – search by grade level, concept, etc. for lessons such as “We Are Consumers and Producers”

Another first grade lesson idea for this standard may be found at <https://rstadt.edublogs.org/tag/scarcity-and-choice/>

Vocabulary: producers, consumers

SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.

Students should be able to explain how others earn money by working, and that they then make choices about saving and spending. Later they will learn that every choice to save or spend any resource they have (not just money) has costs and benefits. So an example for first graders might be whether to save or spend money they have earned or been given as a gift. If they spend it, they might be able to get that new toy they want or an ice cream cone, which might make them happy at the moment but will leave them broke. But if they save their money, they might be able to save up for something bigger to have later, but they will give up happiness at the moment.

One very effective way to demonstrate saving and spending decisions is to have some kind of simulation in which students can earn “money”, points, or tokens and then can decide to spend or save their earnings. When doing such simulations, do not skip the time to debrief after the simulation is over. This debrief provides the opportunity to reinforce the learning that ensures the standard is mastered.

Lesson ideas related to this standard may be found at www.econedlink.org (a free site for educators but you must register with a login and password) – search by grade level, concept, etc. for lessons such as “What Pet Should I Get: Dr. Seuss and Decision Making,” “Every Penny Counts,” “We Can Earn Money (or) Working Hard for a Living,”

Vocabulary: earn, income, working, choices, save, spend