

## Kindergarten 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 Kindergarten Social Studies Course.

<b>Kindergarten - Unit Five – Becoming a Good American</b>	
<b>Elaborated Unit Focus</b>	The historical content in this unit revolves around the Martin Luther King, Jr. holiday, and his work to ensure the fair treatment of all people. Students will learn about positive character traits exhibited by good citizens, and practice using these traits themselves. They can also identify historical figures and people students know personally to better illustrate the traits and inspire students to demonstrate good citizenship through the traits. By learning about making good choices, students can begin to synthesize their knowledge of civics and economics content, using these character traits and the larger idea of good citizenship as an example.
<b>Connection to Connecting Theme/Enduring Understandings</b>	Through the connecting theme of <b>culture</b> , students will learn about Dr. Martin Luther King, Jr., and why his birthday is a national holiday. This content can also be taught through the lens of <b>individuals, groups, and institutions</b> , so that students can connect it to the rights and responsibilities held by citizens of the United States, and how they can grow up to be good citizens who make a positive impact on those around them. The economics theme of <b>scarcity</b> addresses choice-making within economic situations, but also as part of students’ everyday lives.
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated. e. Martin Luther King, Jr. Day</p> <p><b>SSKCG1</b> – Demonstrate an understanding of good citizenship. a. Explain how rules are made and why. b. Explain why rules should be followed.</p> <p><b>SSKCG2</b> – Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p> <p><b>SSKE4</b> – Explain that people must make choices because they cannot have everything they want.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.

Georgia Department of Education

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<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li><li>2. organize items chronologically</li><li>3. identify issues and/or problems and alternative solutions</li></ol>
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<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Culture</b>	<ol style="list-style-type: none"> <li>1. How do we celebrate holidays in our school/community?               <ol style="list-style-type: none"> <li>a. What makes holidays like Martin Luther King, Jr. Day different from holidays like Christmas?</li> <li>b. Why do different people celebrate different holidays in different ways?</li> <li>c. What do we do to honor Dr. King on his holiday?</li> <li>d. How do we celebrate Dr. King’s holiday in our school/community?</li> </ol> </li> </ol>
<b>Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"> <li>2. How do individuals impact the world around them?               <ol style="list-style-type: none"> <li>a. What can people do to affect their families?</li> <li>b. What can people do to affect their communities?</li> <li>c. What can people do to impact their countries?</li> </ol> </li> <li>3. Why do we have holidays to honor individual people?               <ol style="list-style-type: none"> <li>a. What do we remember on Martin Luther King, Jr. Day?</li> <li>b. Why did our country decide to honor Dr. King with a holiday?</li> <li>c. How does having this holiday help us remember Dr. King and his work?</li> </ol> </li> <li>4. What does it mean to be a good citizen?               <ol style="list-style-type: none"> <li>a. How do good citizens make choices?</li> <li>b. What character traits do good citizens try to show?</li> <li>c. How do these character traits affect others in your family/school/community?</li> </ol> </li> </ol>
<b>Scarcity</b>	<ol style="list-style-type: none"> <li>5. Why do we make choices?               <ol style="list-style-type: none"> <li>a. What are some situations where you must make a choice?</li> <li>b. What happens if you make a choice and then wish you had made a different one?</li> <li>c. How do we think through a choice before we make it?</li> </ol> </li> <li>6. How can our choices affect others?               <ol style="list-style-type: none"> <li>a. Why should we consider others when making choices?</li> <li>b. What can we do if we make a choice that hurts other people?</li> <li>c. How does it feel when you are affected by someone else’s choice?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### Back to School

1. Many classes begin the second semester with a review of the classroom rules and procedures established in the first few weeks of school. For schools with high student turnover, this may take longer than in places where most students have been in the class since the first day.
2. Begin by reviewing posted rules and/or procedures. If you made a class reference book for procedures or another visual aid earlier in the year, take time to go back through it thoroughly. Have students act out appropriate procedures inside and outside the classroom. If you have new students, this allows them to start the second half of the year feeling like full members of the community, and provides a leadership opportunity for other students.
3. Brainstorm situations that can be problematic or have caused difficulty so far during the year. Discuss the ways that making respectful choices can result in a positive classroom and smoother days. Have students share particular situations faced by themselves or by the class, and the specific choices they could have made. Model, if necessary, to demonstrate how students can acknowledge choices they should have made and work toward making better choices in the future. {Note: guide this discussion in such a way that it doesn't become an "airing of grievances," and rather lets individual students think through their past choices and set a goal to make positive and respectful choices for the rest of the year.}
4. This is a time when a little levity and humor can go a long way. Be open about the fact that the best, most respectful, and most positive choices are not always the most fun. Give relevant examples from your experience as a teacher – sometimes, you'd rather stay outside and swing longer than line up at the right time, and sometimes you'd prefer to walk out of class when you feel like it to get a drink of water (or use the restroom!) rather than waiting for the appropriate time. Done thoughtfully, this gives you a chance to acknowledge students' feelings, make a real connection with them as people, and reinforce your classroom's culture of respect.
5. Depending on your class, this can also be a chance to revisit rules or procedures that may need to be changed. While it is unlikely that you will need to make a wholesale change in your classroom rules, it is certainly possible that a procedure or two may need to be tweaked. Walk students through the current rule/procedure, discuss why you or they think it should be changed, and then brainstorm potential choices regarding the change. Are there particular choices that won't work? Why won't they? Are there several possible acceptable choices? What are they? How can the class decide? While time-consuming, this process gives students ownership of the way their classroom works, and allows them to see real decision-making in action.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKCG1</b> – Demonstrate an understanding of good citizenship.</p> <ol style="list-style-type: none"> <li>a. Explain how rules are made and why.</li> <li>b. Explain why rules should be followed.</li> </ol> <p><b>SSKCG2</b> – Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>3. identify issues and/or problems and alternative solutions</li> </ol> <p><b>EUs:</b> Culture; Individuals, Groups, Institutions</p>

### Good Neighbors

1. Before discussing this activity with your class, arrange to cooperate on these ideas with neighboring classrooms. Depending on the layout of your school building, these may be other Kindergartens, or classes from other grades/specials. In addition, try to engage one or two “other adults” – your administrators, counselor, media specialist, etc.
2. Following a review of rules/procedures used in your classroom, discuss the ways that behavior within your classroom and by your class within the school affects others who work and study there. Conversely, how does the behavior of other students and adults affect your classroom and its members? Keeping in mind that we treat others the way we would like to be treated, what does this tell students about the choices they should make inside and outside the classroom? What guidelines are there to help them make these choices?
3. Explain to students that you have spoken with neighboring classes and other adults in the building, and that these neighbors and friends want to help encourage them to make good choices. Share that these people will be taking note of times when they see your students following class and school rules, and respectfully following the class’s procedures. (This is the old “caught being good idea” – the focus is entirely on positives, not on pointing out bad behavior.)
4. Most Kindergarteners will enjoy a visual reminder of these observations. This could be as simple as a sticky note stuck on the inside of the classroom door – written by the neighbor who noticed the good choices, or by you following a verbal report – or as complicated as a die-cut symbol that the noticing person can grab and use to make a note. They could be displayed anywhere, but often kids respond well to having them put inside the classroom as a signal that they are working together to be good classroom citizens rather than bragging on their personal behavior by putting them on display outside. However, teachers can certainly adapt this for their situations and circumstances.
5. From time to time, review the notes the class has received. Are there areas where students are improving? Are there physical places in the school where students are consistently making good choices? Are there places where you might need to practice making respectful choices or following rules/procedures?
6. You may want to include children’s literature during the introduction of this system, and during your review of classroom rules/procedures. Take the time to pre-read a book with a focus on “good behavior” before using it, just to make sure that you aren’t introducing problems your class hasn’t had! Suggestions include:
  - \**Lilly’s Purple Plastic Purse*, by Kevin Henkes
  - \**Stand Tall, Molly Lou Melon*, by Patty Lovell
  - \**Officer Buckle and Gloria*, by Peggy Rathman

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<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ul style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>3. identify issues and/or problems and alternative solutions</li> </ul> <p><b>EU:</b> Culture; Individuals, Groups, Institutions</p>

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<b>Picture It!</b>	
<ol style="list-style-type: none"> <li>1. As a class, create a simple map of the classroom and places within the school where students go – specials classrooms, lunchroom, media center, playground, etc. Use bulletin board paper or taped-together chart paper so that the map can be drawn to a fairly large scale. (Note: if the layout of your school makes this difficult, use the posted fire exit map/emergency plan as a basic blueprint for the map.)</li> <li>2. Discuss the different rules and procedures that students use for different places inside and outside the building.</li> <li>3. Have students select specific locations for which they would like to illustrate the rules/procedures. Using large index cards, or construction paper cut to size, have students create those illustrations and label them as appropriate. Connect these cards to their correct places on the map using string.</li> <li>4. When the map is complete, display it, and refer to it when reviewing good choices and different procedures that students use in different parts of the building.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SSKG2</b> – Explain that a map is a drawing of a place and a globe is a model of Earth.</p> <ol style="list-style-type: none"> <li>b. Explain that maps and globes show a view from above.</li> <li>c. Explain that maps and globes show features in a smaller size.</li> </ol> <p><b>SSKCG1</b> – Demonstrate an understanding of good citizenship.</p> <ol style="list-style-type: none"> <li>a. Explain how rules are made and why.</li> <li>b. Explain why rules should be followed.</li> </ol>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>EU:</b> Individuals, Groups, and Institutions</p>

### Introducing Character Traits

1. Before beginning this introduction, think through the number of character traits you can reasonably expect students to learn in a single lesson. This will depend on your class, of course, but in general, it is better to have several short lessons than to try to teach them all at once. Then, decide which traits you would like to teach first. You may choose to focus on traits that you have seen exhibited frequently by your students, or to specifically enumerate traits that you have addressed through previous content.
2. Introduce the first trait using language appropriate for your students. Students are not expected to memorize definitions of the traits, so the focus of instruction should be on how students can show the traits, and on recognizing these traits when they see them exhibited.
3. Once you have discussed the trait’s meaning, share ways that students themselves have exhibited the trait. Then, ask students to think of people they know who show the trait and the situations in which they saw it exhibited. List these examples on chart paper so that students can refer to them during later lessons.
4. Once students have thought of “real-life” examples, see if they can list examples drawn from books they have read or previous content taught. While it’s fine to model an example or two, try to let most of the list come from students’ own thoughts. It is better to let the lists look blank and add to them slowly as students think of their own examples rather than the teacher doing all the work to create long lists during the initial discussion of the character trait.
5. As you introduce each trait, allow students time to share with a partner or as a table group to define the trait and share a time they have seen the trait shown in their lives or through the characters in a book. Have students label and illustrate an example of the trait in their journals or interactive notebooks.
6. Repeat this with the remaining character traits.
7. Keep the charts available so that students can add examples as they come across them in new content.
8. As a culminating activity, have students make signs to display teaching about the character trait or encouraging peers to use the trait. Post the signs in common areas of your building.

**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 allowing students to rehearse what they are going to draw or write before they get started.
- Consider having a whole group discussion allowing students time to share what they are going to draw or write in their journals or what they will put on their signs.

**GSE Standards and Elements**

**SSKCG2:** Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.

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<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li></ol> <p><b>EUs:</b> Individuals, Groups, Institutions</p>
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Character Trait Webs

1. Create cards showing the character traits listed in the standard. Write one trait on each card.
2. Organize students into small groups. Have each group draw one card as their assigned character trait. Keep one card as the trait that the whole class will work together to address.
3. Tell students that each group will create a web that describes the trait and gives examples of ways they can exhibit it. Use the model trait to create a sample web, with the character trait at the center. Use the spokes of the web to list words related to the trait, examples of how to exhibit it, and illustrations of how the trait can be shown in the classroom/school.
4. As a small group, students should discuss the meaning of their trait, people and characters who exhibit it, and any connections they may have to it from what they have learned so far during the year. Then, they can work together to create a web for their group’s assigned trait.
5. Later in the year, students could repeat these webs using illustrations/phrases about figures from history about whom they have learned during the year as the examples on the spokes of the web.

Ideas for Differentiation:

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- Consider carefully selecting groups to ensure all students are placed in a group that will foster independence.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKCG2:</b> Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>EU:</b> Individuals, Groups, Institutions</p>

### Dr. King's Childhood

*Note: This lesson has a flexible timeline and may stretch over multiple days.*

1. Begin by introducing a basic outline of Dr. King's life to students. One way to do this is by using children's books. Possibilities include:

*\*My Brother Martin: A Sister Remembers*, by Christine King Farris

*\*Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport

*\*Martin Luther King, Jr. and the March on Washington*, by Frances Ruffin

Discuss the general chronology of Dr. King's life, making sure to include elements that are relatable to your students (living in Georgia, having a close relationship with extended family, going to school, going to church, etc.). After reading, give students time to review and reflect on what they learned. Allow students to share with a partner or as a table group and then as a class. List facts students have learned about Dr. King on chart paper or a saved interactive whiteboard chart. Students can refer to this chart in completing the timelines in step 3. Allow students time to write or draw about what they learned in their journals or interactive notebooks. Note: If you are using multiple sources, make sure students are able to review and reflect after each source.

2. View this online tour of Dr. King's childhood home in Atlanta, with captions from an interview with Christine King Farris, his older sister: <https://www.ajc.com/news/national/martin-luther-king-childhood-home/IS59gcHWjEqBQgelyPF0ml/>. (you may need to copy and paste this link into your browser to locate the tour.) Note the kitchen, bedroom, food, toys, etc., to allow students to make connections between his early life and theirs. After the video, give students time to review and reflect on what they learned. Allow students to share with a partner or as a table group and then as a class. List new things students learned or observed about Dr. King on the chart paper or a saved interactive whiteboard chart from step 1. Students can refer to this chart in completing the timelines in step 3. Allow students time to write or draw about what they learned in their journals or interactive notebooks.
3. Have students draw/paint/sketch to create images from Dr. King's childhood and youth. Encourage students to pick different events or depictions; it may be necessary to have students share what they will draw before beginning, and then guide some students towards new ideas. Using the completed images, create a timeline showing the events of his early life. Students can create a large timeline on a clothesline, simply place them in order on the floor or board, or attach them to the wall.
4. Ask students to "walk" you through Dr. King's life. Ideally, they can physically walk alongside the timeline, explaining each part of his life as they go. If this is not possible, at least have students indicate each image as they narrate how it is part of his life. The goal is for students to connect the images they made as evidence for the statements they are making.

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- Consider allowing students to rehearse what they are going to draw or write before they get started.

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<ul style="list-style-type: none"> <li>Consider having a whole group discussion allowing students time to share what they are going to draw or write in their journals and also what they will include in the timeline. Students may need additional help planning and organizing their thoughts chronologically.</li> </ul>	
<b>GSE Standards and Elements</b>	<b>SSKH1e:</b> Identify the national holidays and describe the people and/or events celebrated: Martin Luther King, Jr. Day
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EU:</b> Culture  <b>Information Processing Skill:</b> 1. compare similarities and differences

### Changing Unfair Rules

1. This discussion allows students to learn about the rules, laws, and customs that Dr. King and others worked to change during the modern Civil Rights Movement. In addition, it encourages students to think about how they can continue this work by challenging unjust situations that they encounter in their own lives.
2. Depending on the students' maturity and the teacher's comfort, there are a variety of ways the class can discuss the difference between rules that children don't like vs. rules/laws that were/are genuinely unjust. For example, many students would prefer to run down the hallway or wander the school without permission instead of completing their assignments. The rules that forbid these things help keep students and others in the school community safe, even though students don't "like" them. In contrast, laws or customs that forbid people from participating in certain activities based on skin color are unjust.
3. Several children's books exist that can serve as a springboard for this sort of conversation. Teachers will want to pre-read these before selecting them for the classroom – make sure that your students are mature enough to understand the topics discussed and to address the feelings that the books might bring up. Help students identify the specific rules, laws, or customs that are unjust in the story.  
\**Freedom Summer*, by Deborah Wiles, tells the story of a community that chooses to fill in its swimming pool rather than comply with integration orders. (Note for teachers: This story is an amalgam of similar events throughout the South. Teachers may wish to read more about this so they can better discuss it with students. The story of the closing of Macon's Baconsfield Park can be found here: [http://faculty.mercer.edu/davis\\_da/fys102/baconsfield.html](http://faculty.mercer.edu/davis_da/fys102/baconsfield.html). Although this is far beyond the kindergarten level, it is good historical background for you as the teacher.)  
\**Goin' Someplace Special* by Patricia McKissack  
\**A Sweet Smell of Roses* by Angela Johnson  
\**The School is Not White!* by Doreen Rappaport, features a family in Mississippi that chooses to integrate their local school, and the impact it had on their family. One of the children in the family currently teaches in Georgia.
4. Share examples of the specific rules King worked to change.  
\*Segregated seating on buses, through the Montgomery Bus Boycott. **Teacher background here:** <https://kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott>. Image of Dr. King addressing a mass meeting during the boycott: [http://www.amistadresource.org/civil\\_rights\\_era/montgomery\\_bus\\_boycott.html](http://www.amistadresource.org/civil_rights_era/montgomery_bus_boycott.html). Children's books about the boycott: *Rosa*, by Nikki Giovanni and Bryan Collier; *Rosa's Bus: The Ride to Civil Rights*, by Jo S. Kittinger.  
\*Segregation of public accommodations, including restaurants and stores. Teacher background here: <https://kinginstitute.stanford.edu/encyclopedia/birmingham-campaign>. Children's book about the Children's March: *Let the Children March*, by Monica Clark-Robinson.  
\*Guaranteeing equal pay regardless of race, through the Memphis Sanitation Strike. Teacher background here: <https://kinginstitute.stanford.edu/encyclopedia/memphis-sanitation-workers-strike>.  
Telegram asking Dr. King to join the work in Memphis: <http://thekingcenter.org/archive/document/telegram-memphis-sanitation-workers-mlk>.  
Photo of Dr. King marching in Memphis: <https://apnews.com/b36b3ece962a422b9d72e3e2944fc621>. Children's book (forthcoming) about the strike: *Memphis, Martin, and the Mountaintop: The Memphis Sanitation Strike of 1968*, by Alice Faye Duncan.

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5. The amount of discussion will depend upon students’ readiness and their connection to the issues at hand, but it may be wise to introduce separate examples on different days, so students understand Dr. King’s work as taking place over the course of years, and that the march toward civil rights was slow and complicated. After giving several examples of the unjust laws, rules, and customs that Dr. King fought to change, and showing the ways he worked to make those changes, debrief with students. Why did Dr. King and others decide to disobey unfair laws in order to change them? Help them identify the importance of this work and how it affects our lives today. If appropriate, have students give examples of unfair rules or laws that they encounter, and how they can work to change them – again, distinguishing between that which is unfair and things they simply don’t like.
6. As you read books and have discussions, allow students to share with a partner or as a table group and then as a class. List the rules addressed and discuss if they are unfair or disliked. Allow students time to write or draw about what they learned in their journals or interactive notebooks.  
Note: If you are using multiple sources, make sure students are able to review and reflect after each source.

**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 clarifying what students are listening for in the books- things that were unfair or disliked.
- Consider allowing students to rehearse what they are going to draw or write before they get started.
- Consider having a whole group discussion allowing students time to share what they are going to draw or write in their journals.

<b>GSE Standards and Elements</b>	<p><b>SSKH1e</b> – Identify the national holidays and describe the people and/or events celebrated. e. Martin Luther King, Jr. Day</p> <p><b>SSKCG1</b> – Demonstrate an understanding of good citizenship. a. Explain how rules are made and why.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>EU:</b> Culture; Individuals, Groups, Institutions</p>

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MLK Day

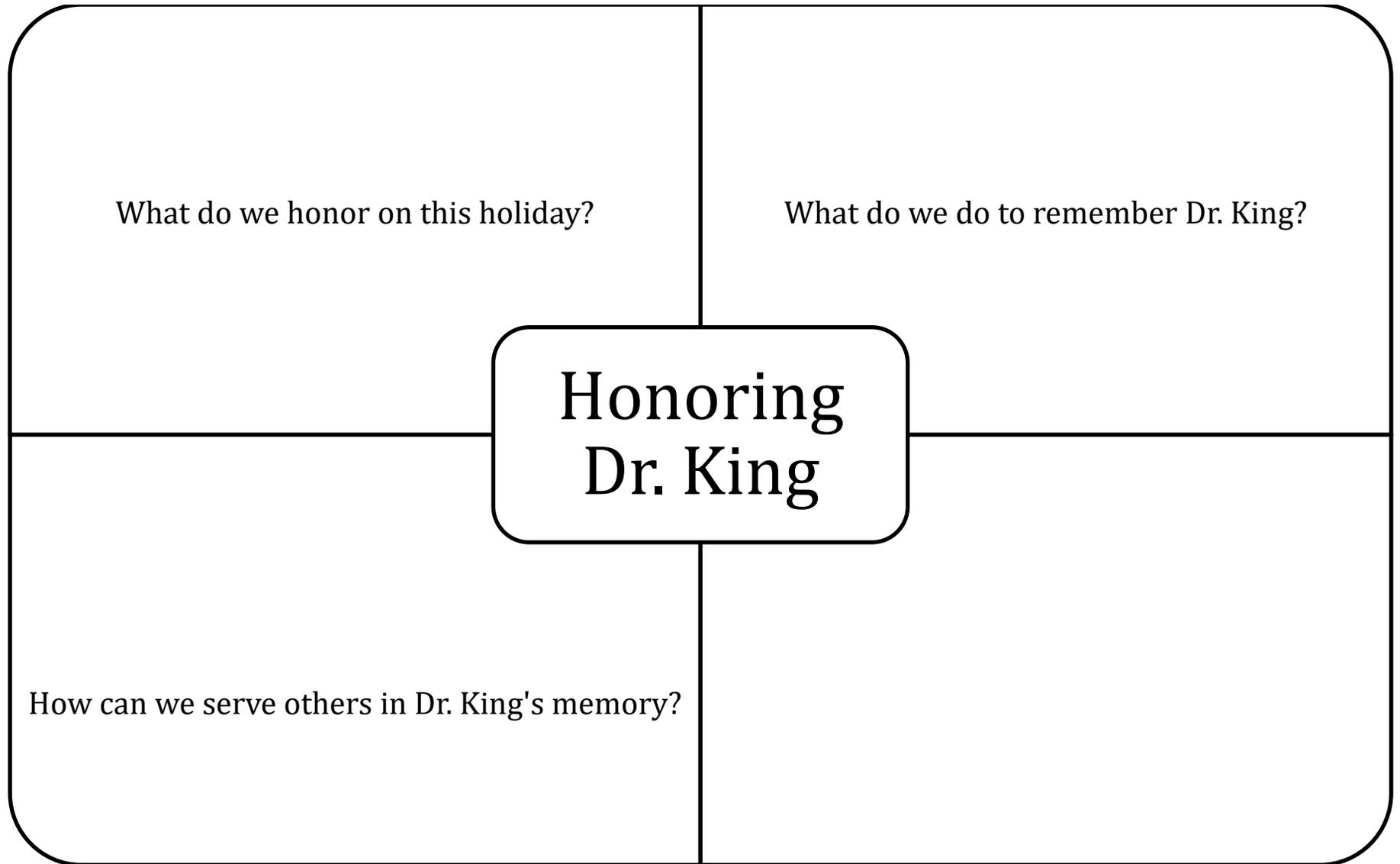
1. Help students identify the date of Martin Luther King, Jr. Day on the classroom calendar. Point out that the date on which it is celebrated changes annually, and review holidays that have movable dates (Labor Day, Thanksgiving Day) and those with fixed dates (Christmas, Independence Day). Share with students that the holiday is scheduled to coincide generally with Dr. King’s birthday on January 15<sup>th</sup>.
2. As a class, discuss the origin of the holiday. Why does it exist? Why did people want the entire country to celebrate Dr. King? Some helpful background can be found here: <http://content.time.com/time/nation/article/0,8599,1872501,00.html>. The King Center has an extensive chronology here, showing the years it took to move the holiday from separate state observances to a national holiday: <http://www.thekingcenter.org/making-king-holiday>. Note that the debate over the holiday was contentious at times, and some opposition to it was entirely racist. Kindergarteners do not necessarily need exposure to this at their age, but it is helpful for teachers to understand that there was controversy surrounding the holiday.
3. Tell students that many current MLK Day celebrations include acts of service. Have students participated in any? Does your school participate in any? If not, how could your class honor Dr. King’s life and work by serving others? What could students do to contribute to their school and larger community?
4. Use the graphic organizer below to record students’ thoughts about celebrating the holiday and why it is important today. The blank quadrant can be a place for students to share their own thoughts and reflections, or teachers can add an additional prompt as needed. To complete the organizer, students may write, label, or draw, as appropriate.

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- Consider allowing students to rehearse what they are going to draw or write before they get started.
- Consider having a whole group discussion allowing students time to share what they are going to add to their organizer.
- Consider using a gradual release model to complete each section of the organizer.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKH1e</b> – Identify the national holidays and describe the people and/or events celebrated. e. Martin Luther King, Jr. Day</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>EU:</b> Culture</p>



## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Making Choices

1. As a class, identify situations during students’ school day when they must make choices. Possibilities might include:
  - \*selecting one choice or another in the lunch line (apple or banana; between main courses; or eating school lunch vs. bringing one from home) – this will vary depending on how your school’s lunch menu functions, and whether students in your class bring lunches or not.
  - \*deciding which books to check out in the media center.
  - \*figuring out which equipment to use at recess, or whether to play with friends or alone.
2. List these situations and some of the possible choices, as generated by students. Then, identify the benefits and consequences of these choices. For some situations, the consequences are benign – a banana and an apple are largely indistinguishable except for taste. For other situations, there are potentially difficult consequences.
3. Ask students to select one situation, think through their choices, and then explain why they would make one over the other.
4. Finally, discuss how these choices need to be made, because there is a limit to what people can have. Using the examples shared by students, share how some amount of choice is required in most situations.
5. Allow students to share with a partner or as a table group and then as a class. List the choices students shared and discuss their consequences. Allow students time to write or draw about a choice and its consequence in their journals or interactive notebooks.

*Note: Read alouds also provide vivid illustrations of making choices and their consequences. This activity could be reinforced throughout the year as you come across the choices book characters make and the consequences that follow.*

**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 allowing students to rehearse what they are going to draw or write before they get started.

<b>GSE Standards and Elements</b>	<b>SSKE4</b> – Explain that people must make choices because they cannot have everything they want.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EU:</b> Scarcity

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### Having It All

1. As a follow-up to the previous activity, this discussion asks students to consider the consequences of **not** making choices. Note that many times, these consequences will not be personal – if students were to “have everything they want,” others in the community would suffer.
2. Use a quick narrative visualization – or physical image – to describe a situation in which students should make a choice. Simple examples could be a well-stocked candy store, the school library, or the school gym full of particularly fun equipment. Describe the numerous choices available to students, using humor as appropriate. Be sure to pick a situation that will resonate with most students.
3. Then, have each student draw what they would buy, borrow, or use in the situation if there were no limits on their choices. What would they buy in the candy store if they had unlimited funds? How many books, videos, etc., would they borrow from the library? Which equipment would they select to use? Ask them to make detailed drawings showing their selections.
4. Allow a few students to share their drawings. Did anyone make the same choices they would have made if there had been normal limits on spending/borrowing? What consequences did students keep in mind as they made their choices? Did some students eschew choices completely – saying that they would buy all the candy in the store, or use all the gym equipment simultaneously?
5. Guide students in a discussion of the consequences of making the choice of “having it all.” What happens to others who wanted to buy candy? What if a friend had saved his/her allowance to buy a special candy bar, and then it was gone? What would other students who wanted to read books do if entire shelves of the library were checked out? How would students participate in gym activities if all the equipment was being hoarded? Talk about why students will have the responsibility to make good choices for themselves (not having too much candy for health reasons) and to make good choices for the betterment of their community (not hoarding resources like library books that they won’t even be able to use fully when others may need them). Teachers will note that this conversation sets up an introduction to the foundational idea of rights and responsibilities that recurs throughout civics and economics instruction – while students certainly will have rights to exercise individually, they also have responsibilities, both to themselves and to the society in which they live.

<b>GSE Standards and Elements</b>	<b>SSKE4</b> – Explain that people must make choices because they cannot have everything they want.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>EU:</b> Culture; Individuals, Groups, Institutions

## Culminating Unit Performance Task

### Sharing Our School Culture

1. In the spirit of modern King Day celebrations, students have the opportunity to serve their school community by working together to help other students remember to make good choices and follow school rules/procedures.
2. As a class, discuss the basic premise of the task: students will create signs and posters to serve as visual reminders of the various school rules and procedures that they have learned thus far in the school year. They will think about the best way to remind their fellow students to make good choices and to respect the other people learning and working in the building.
3. Each student can create his or her own design for a sign or poster. Some students may need assistance in writing/spelling, depending on their literacy skills. Students can determine the best way to show the procedure they are reinforcing. Depending on available technology, students could even use cameras to photograph students following procedures and rules in the specific locations where they are needed.
4. Once students have created their posters and signs, they should present their work to the class. These short presentations should include a correct description of the rule or procedure depicted, why following the rule or procedure is a good choice, how these choices affect others, and perhaps a demonstration, if appropriate.
5. Teachers may want to assign specific locations to students, or check in with students to ensure that a variety of locations are covered by the class as a whole.
6. Once all students have created acceptable posters – teachers should reserve the right to ask students for revisions – they can be displayed in the school building in the appropriate locations. For schools with too many Kindergarten classes for this to be realistic, teachers can compile the different illustrations for specific locations into books for the teachers in those locations to refer to with new students or classes in subsequent years.
7. Students should debrief about how helping other students made them think differently or more deeply about these everyday rules and procedures.

#### 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 allowing students to rehearse what they are going to draw or write on their posters before getting started.
- Some students may need help coming up with ideas. Consider helping students brainstorm ideas to get started.
- If possible, consider an alternate activity such as sharing a quick announcement in the morning announcements.

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<p><b>GSE Standards and Elements</b></p>	<p><b>SSKCG1</b> – Demonstrate an understanding of good citizenship.  a. Explain how rules are made and why.  b. Explain why rules should be followed.</p> <p><b>SSKCG2:</b> Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p> <p><b>SSKE4</b> – Explain that people must make choices because they cannot have everything they want.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>3. identify issues and/or problems and alternative solutions</li> </ol> <p><b>EUs:</b> Culture; Individuals, Groups, Institutions</p>