



Park Hill School District

Building Successful Futures • Each Student • Every Day

1st Grade Social Studies Curriculum

Course Description:

In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today.

Scope and Sequence:

Quarter	Unit	Timeframe
1	Unit 1: Rules and Laws Unit 2: Symbols in the Community and Country	August October
2	Unit 3: My School and Community	December
3	Unit 4: Wants and Needs in Our School and Community Unit 5: Maps and Globes	January
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Curriculum Revisions Tracking 2018-2019

- Added lessons to Pilgrims and Native Americans Unit to help debunk/teach Myths
- Added accurate information about Christopher Columbus
- Updated links
- Added resources

Curriculum Revisions 2019-2020

- Unit 1, EE2 and EE3, Unit 3, EE 2- updated video links
- Removed historically inaccurate reference

Unit 1: Rules and Laws

Subject: Social Studies

Grade: 1

Name of Unit: Rules and Laws

Length of Unit: (August) 8-9 days

Overview of Unit:

Students will be able to explain the roles and responsibilities of people in the government and why cities have laws. Students will also learn and discuss how to create peaceful resolutions to different disputes.

Also in this unit, students will be able to describe contributions of people associated with national holidays such as: Constitution Day, Christopher Columbus

Getting Ready for the Unit:

- Establish school/classroom rules PRIOR to teaching this unit
- Create a picture document of city and state leaders for example: principal, mayor, governor, president- available on Schoology: Download the My Leaders SMART notebook from Social Studies folder-adjust the leaders to fit your school
- Make sure you have a working EPIC! book account.
- Gather the books What if everybody did that? by Ellen Javernick, Rules and Laws by Ann-Marie Kishel, Let's Vote on it! By Janice Behrens, We are Citizens by Laine Falk, I am a good Citizen by Maire Ann Hoffman.
- During this unit during your CLASS MEETINGS- focus on problems and peaceful resolutions within the classroom, school and community
- Work with your Media Specialist to arrange lessons on Constitution Day for Sept 17th.

Pre-Assessment (given prior to starting the unit):

- Create a KWL with students titled Laws/Rules/Leaders.

Priority Standards for unit:

- 1.PC.1.B Identify and explain why cities make laws.
- 1.GS.2.D Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.
- 1.RI.6.B Propose peaceful resolutions of disputes in the classroom and on the playground.
- 1.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr-MLK Day, Thomas Jefferson-Independence Day, Christopher Columbus-Columbus Day, Abraham Lincoln and George Washington- President's Day, Founding Fathers (Thomas Jefferson, George Washington, Benjamin Franklin...) Constitution Day (September 17th)

Supporting Standards for unit:

- 1.PC.1.C Discuss how individual rights are protected.
- 1.PC.1.D Give examples of being an active and informed citizen in your classroom and community.

- 1.PC.1.E Describe the character traits of role models within your community.
- 1.GS.2.C Describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).
- 1.TS.7.D Share findings about a topic.
- 1.TS.7.E Ask questions and find answers about a topic with assistance

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.PC.1. B.	why cities make laws	identify and explain	Apply	2
1. GS.2. D	roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	describe	Understand	2
1.RI.6.B	peaceful resolutions of disputes in the classroom and on the playground	propose	Create	3
1.H.3.C	the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.	Describe	Understand	2

Essential Questions:

- Why are rules and laws important to your community?
- Why are historical figures important to our community and country?

Enduring Understanding/Big Ideas:

- I can identify and explain why cities make laws
- I can describe the roles and responsibilities of people in government.
- I can propose peaceful resolutions for problems in the classroom and playground.
- I can explain the contributions of significant individuals in our history.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify	Laws
Explain	Individual rights

Describe	Citizen
Propose	Character Traits
	Authoritative Decisions
	Roles
	Responsibilities
	Resolutions
	Disputes

Topic 1: Rules and Laws

Engaging Experience 1

Teaching Point: I can identify a citizen and their role in a community.

Suggested Length of Time: 1 session

Standards Addressed

Priority:N/A

Supporting: Background, 1.PC.1.D, 1.PC.1.E, 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this: Read a book about citizenship, such as Citizenship by Lucia Raatma or Do Something for Others The Kids’ Book of Citizenship by Anders Hanson, on EPIC! Books.

Follow with a discussion about citizens and citizenship- discuss importance, are they one, who are citizens...

Make a CAN/HAVE/ARE chart with citizens at the top and fill in as a class (there is one on Schoology)

Another Way to Do this is: Read We are Citizens by Laine Falk. Follow with a discussion about who are citizens in our community - firefighter, bus driver, student, doctor... and discuss what makes them role models. Make an anchor chart to hang in the classroom labeling the citizen and their traits.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 2

Teaching Point: Why it is important to be an informed citizen?

Suggested Length of Time: 3 sessions

Standards Addressed:

Priority: 1.RI.6.B, 1.PC.1.D

Supporting: 1.PC.1.C, 1.TS.7.D, 1.TS.7.E, 1.GS.2.C

Detailed Description/Instructions:

One way to do this is: Hand students a paper that has a picture of a playground crossed out and in small print asks them if we should cancel recess tomorrow. In big letters they will select YES or NO. After you tally the votes tell the students the results. If they were upset about recess being cancelled, remind them that an informed citizen would read the fine print and ask questions of their friends and neighbors before voting.

Another Way to do this is: Reflect on previous lesson and discuss everyone's feelings about not being informed. Hopefully students were 'upset' and thought it was unfair. Guide students in how to resolve this problem peacefully. After, tell students they won't be able to buy snacks in the cafe as too many students were buying them and making messes, and bringing them back to class, so we can't have snacks anymore, because your daytime custodian is tired of cleaning up, unless we can come up with some ways to solve this problem. Make a pro/con list about snacks in the cafe as a class. Then come up with resolutions on how to fix/solve this problem.

Another way to do this is: Reflect on the previous lesson and the resolutions the class created for snacks. Explain that you can only present ONE idea to your principal so how can you decide on which one to present (hopefully students will lead you to: Take a Vote). Complete the vote on which resolution your class thinks is best. After the vote has been taken; explain to students we have a Bill of Rights which protects our rights as citizens. Relate this Bill of Rights to the class Mission Statements. Show and work through the SmartNotebook on Bill of Rights and share the 10 rights it protects. Read [The Bill of Rights by Kristen Chang](#) Chang on Epic.

Extra resource: [I am a good Citizen](#) by Maire Ann Hoffman

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Teaching Point: I can explain why cities make laws.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 1.PC.1. B

Supporting: 1.PC.1.C, 1.TS.7.D, 1.TS.7.E, 1.RI.6.B

Detailed Description/Instructions:

One way to do this is: Have students play a game of No-Rules Pass the Ball. Divide the class into two equal teams and give each team a ball. (It doesn't matter how teams are arranged or who gets a ball.) Tell the students to begin the game (they won't have any rules/laws). When the students become frustrated, ask: "What's wrong?" When they mention that they do not know the rules or what to do with the ball, tell them to suggest rules. Write the rules on the board, no matter how ridiculous. Then discuss that rules are like laws and why they are important. Recall yesterday's lesson and how when we are worried/upset/concerned about something we work to find a solution so everyone can be safe and that is why we make laws.

Another way to do this is: Have a brief discussion about what a rule is. Read the book [New Rule](#) on Reading A-Z (level G).

Another way to do this is: Have a brief discussion about what a law is. Read the book [Laws for Kids](#) on Reading A-Z (level G).

Another Way to Do this is: Brainstorm and create a chart of different laws in our community. Remind them about the game yesterday without any rules. Discuss with your class what would happen if we didn't follow these laws. Pose the question "what would happen if we took these laws away?", end the lesson/discussion by telling students "These laws keep us safe and they can't just be taken away without lots of people agreeing/voting to change them". Then read the book, [Let's Vote on it!](#) By Janice Behrens.

Another way to do this is: Watch the video [Community Rules and Laws](#). (link also on Schoology)

After the video create a venn diagram of rules and laws and complete as a class.

Extra books: [Rules and Laws](#) by Ann-Marie Kishel

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Teaching Point: I can describe the roles and responsibilities of people in government.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 1.GS.2.D

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way you can do this is: Gather the 1 page factual information about **judge, mayor, police, city council member** (found on Schoology in the Social Studies Folder it is called: government leaders research) and divide students up into 4 groups-- have them read and take notes about the leader they read about. You can rotate groups or have each group share out. After students have researched each leader, then pass out the matching sort, found on Schoology in the Social Studies Folder, have students match the leader to their definition.

Another way to do this is: create a SMART notebook of a picture of these leaders and have students do a match of the person, to title, to role. Discuss leaders in the community- who and what they are/do. Then gather photos of our leaders (principal, mayor, governor, president).

Have labels and names of these leaders. Ask students to match names, positions and pictures to each other. Once organized, discuss what you see and correct the pictures. Explain to students who these people are and who is charge of who. Make sure to emphasis these are the people who help make our laws/rules. (There is a SMART notebook sort of these leaders on Schoology in the Social Studies Folder)

Another way to do this is: Have a brief discussion about what our government is. Read the book [Community Government](#) on Reading A-Z (level G). Discuss that the government plays an role in the life of every citizen. Discuss the basic roles and responsibilities within the government and how the students themselves are connected to their community's government. (Judge—a person who oversees a courtroom where trials are held and decisions are made; Mayor—a person who is elected to serve as head of a city’s government; Police—a person who enforces the laws while protecting and serving the community; City council member—a person who participates in city meetings to discuss current issues)

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 2: Contributions of Significant Persons in the US

Engaging Experience 1:

Teaching Point: I can explain the importance of Constitution Day (September 17th)

Suggested Length of Time: 1 session

Standards Addressed

Priority: 1.H.3.C

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this: Read a book and discuss Constitution Day, such as [Constitution Day](#) by Molly Aloian on Epic!.

Another way to do this: Work with you Media Specialist to plan a library lesson to help meet this standard.

Engaging Experience 2:

Teaching Point: I can explain the importance of Christopher Columbus.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 1.H.3.C

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

(please make sure to accurately teach him. Here are a few facts about him: he DID not discover the Americas, he DID not prove the earth was round, he was JAILED for his behaviors)

One way you can do this is: Read a book about Christopher Columbus, such as [A Picture Book of Christopher Columbus](#) by David Adler on Epic!. Complete a chart about him with the headings: Christopher Columbus IS/HAS/WAS.

Another way we can do this is: Watch a video such as [Biography of Christopher Columbus for Children](#) (or on brianpopjr.com if you have an account) Have students answer the questions: How was Christopher Columbus a hero? How was he not like a hero? Create a list as a class of his contributions and why he is important to America.

Another way we can do this is: Read another text about Christopher Columbus. Then you can map his journey.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Provide students with a fictional real life problem such as:
 - During recess students are noticing that others are not using the equipment properly
 - The playground is covered in litter every morning
 - The bathrooms for students are gross
- Divide students into groups or do as a class
- Ask them to work together to create a law/rule so this problem will not happen again
- Then ask them to work together to propose a solution to fix the problem
 - (the rule/law will prevent it from happening and solution will fix the problem)
- Have students share out their findings

Unit 2: Symbols in the Community and Country

Subject: Social Studies

Grade: 1

Name of Unit: Symbols in the Community and Country

Length of Unit: (October) 7-8 days

Overview of Unit:

Students will be able to recognize and explain the significance of US symbols and describe contributions of important historical figures.

Getting Ready for the Unit:

- Gather books about the Liberty Bell, Statue of Liberty, U.S. Capitol Building, Bald Eagle
- Access Pebble Go on your school's media webpage to find info on the following:
 - Bald Eagle
 - White House
 - Liberty Bell
 - US Capitol
- Make sure to have a working EPIC! Book account: Search and favorite books on the US Symbols
- 5-10 different pictures of various activities of a Bald Eagle (flying, hunting, nesting, eating...)
- Pictures of local symbols: such as: Zona Rosa, Kauffman and Arrowhead Stadium, Shuttlecocks at Nelson Atkins, JC Nichols local fountain, Line Creek Train, The Country Club Plaza, Crown Center, Your school.
- Create a personal passport for each student to create representation of their symbols (see example on Schoology)

Pre-Assessment (given prior to starting the unit):

Ask students to draw a symbol for our community and our country.

Priority Standards for unit:

- 1.PC.1.F.a Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.

Supporting Standards for unit:

- 1.PC.1.F.b Recognize and explain the significance of symbols of your local community.

- 1.TS.7.A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.
- 1.TS.7.A.b Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 1.TS.7.D Share findings about a topic.
- 1.TS.7.E Ask questions and find answers about a topic with assistance.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.PC.1.F.a	the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	Recognize and explain	Apply	2

Essential Questions:

- Why are symbols important for our community and country?

Enduring Understanding/Big Ideas:

- I can recognize the Statue of Liberty, U.S Capitol building, and the Liberty Bell.
- I can explain why the Statue of Liberty, U.S Capitol building, and the Liberty Bell are important.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Recognize Explain Compare/Contrast Identify Analyze Community Past/Present	Statue of Liberty U.S Capitol Bald Eagle Liberty Bell

Topic 1: Symbols in My Community

Engaging Experience 1

Teaching Point: I can recognize and explain the significance of US Symbols.

Suggested Length of Time: 5-6 sessions

Standards Addressed

Priority: 1.PC.1.F.a

Supporting: 1.PC.1.F.b, 1.TS.7.A.a, 1.TS.7.D, 1.TS.7.E,

Detailed Description/Instructions:

(See the powerpoint Symbols in my Community in Schoology before beginning these lessons)

One way you can do this is: Introduce the U.S Capitol: Show images from google. What do kids notice? Explain this building is where our leaders make laws for our country. Explain the US Capitol is the meeting place for the House of Representatives and the US Senate. [Use this link to ‘tour’ the building.](#)

Students can take ‘notes’ about the building and/or what happens here. At the end of this lesson add this symbol to the student's passport.

Another way to do this is: Introduce the Statue of Liberty. Have a brief discussion about what students already know about the Statue of Liberty. Read a book about the Statue of Liberty (Epic! has several) or read [The Story of the Statue](#) on Raz-Kids.

Have a discussion about what the students learned or what they were surprised to learn. Be sure to mention it was a gift from France. Create and complete a “is, has, was” chart. At the end of this lesson add this symbol to the student's passport.

Another way to do this is: Have a discussion about what students already know about the Liberty Bell. Share that the Liberty Bell was rung to announce the first reading of the Declaration of Independence. Then read a book about the Liberty Bell, such as [Can We Ring the Liberty Bell](#) by Epic!. Show portion of this [American Symbol Video](#) on Liberty Bell At the end of this lesson add this symbol to the student's passport.

Another way to do this is: Collect different pictures of the Bald Eagle or read the book [The Bald Eagle](#) by Elaine Landau. Have students compare/contrast and discuss what they notice and their thinkings. Share the bald eagle is a symbol of freedom. Then share this “fact”- “The **bold eagle** was **chosen** June 20, 1782 as the emblem of the United States of **America**, because of its long life, great strength and majestic looks, and also because it was then believed to exist only on this continent”- have students share out what they know from the pictures and now this quote. Ask if it changes their thinking/knowledge?

Here is a [great website for facts about the bald eagle](#): At the end of this lesson add this symbol to the student's passport.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Teaching Point: I can recognize and explain the significance of symbols of my local community. (symbols you could include: Post Office, Fire Department, Sports/Mascots, City Hall, Police Station, Schools/Mascots, Public Transportation, Religious Organization, or Medical Facilities)

Suggested Length of Time: 2 sessions

Standards Addressed:

Priority: 1.PC.1.F.b

Supporting: 1.TS.7.A, 1.TS.7.D, 1.TS.7.E,

Detailed Description/Instructions:

One way to do this is: Use the last slide from the google slide presentation. Have a discussion about what students think are our local community symbols. Identify all the symbols on the slide and discuss why they are important to our community. Then students can represent one of the local symbols by drawing, creating a google slide, 3D model, etc.

Another way to do this is: Have students create a new symbol either representing themselves, school, community or nation and explain why they designed it the way they did.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Have students get out their Passport
- Ask them to pick their favorite symbol and explain why it is important to our community and country.
- Have students share out their findings

Unit 3: My School and Community

Subject: Social Studies

Grade: 1

Name of Unit: My School and Community

Length of Unit: (December) 9-12 days

Overview of Unit:

Students will be able to describe traditions in their school and community.

Also in this unit, students will be able to describe contributions of people associated with national holidays such as: Native Americans, Pilgrims

Getting Ready for the Unit:

- Research history of your school.
- Gather information about your students culture.
- Gather photographs of different clothing, homes, celebrations (examples below)
 - Chinese New Year, 4th of July, Hanukkah, St. Patrick's Day Parade Celebrations
 - Eskimos, Native Americans, Chinese dancers clothing
 - Igloo, Teepee, Apartments, Traditional American House
- Send an email or [letter](#) to families to see if they have any artifacts relating to their culture such as pottery, books, art, clothing, instruments. See Schoology for example.

Pre-Assessment (given prior to starting the unit):

Have students write about what they would tell people about their culture.

Priority Standards for unit:

- 1.RI.6.A Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- 1.EG.5.C.b Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc
- 1.EG.5.C.a Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.
- 1.TS.7.A.b Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- **1.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr-MLK Day, Thomas**

Jefferson-Independence Day, Christopher Columbus-Columbus Day, Abraham Lincoln and George Washington- President’s Day, Founding Fathers (Thomas Jefferson, George Washington, Benjamin Franklin...) Constitution Day (September 17th)

Supporting Standards for unit:

- 1.RI.6.D Describe how your community commemorates its cultural heritage.
- 1.RI.6.C Recount stories about locations, people and events in your community
- 1.TS.7.A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support
- 1.TS.7.D Share findings about a topic.
- 1.TS.7.B. Create visual tools to communicate information
- 1.TS.7.E Ask questions and find answers about a topic with assistance.
- 1.H.3.B Compare and contrast our community in the past and present (e.g., schools, land usage, communication).

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
1.RI.6.A	cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions	Describe	Understand	2
1.EG.5.C.a	Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.	Describe	Understand	2
1.EG.5.C.b	Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc	Describe	Understand	2
1.TS.7.A.b	artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments)	Identify and use	Apply	2
1.H.3.C	the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.	Describe	Understand	2

Essential Questions:

- How does my school and community influence each other?
- Why are historical figures important to our community and country?

Enduring Understanding/Big Ideas:

- I can describe cultural characteristics of my school and community.
- I can use artifacts to explain how culture is shared.
- I can explain the contributions of significant individuals in our history.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Identify Share Transportation Primary/Secondary Community	Human characteristics Cultural characteristics Culture Cultural heritage Customs Traditions Commemorates Artifacts

Topic 1: Community and Culture

Engaging Experience 1

Teaching Point: I can describe how culture is shared.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 1.RI.6.A

Supporting: 1.EG.5.C.b, 1.RI.6.D, 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Explain that culture is the way a group of people live. Then discuss two meanings of *share* that are slightly different. Share: something we have in common and to have, use or do together. Make an anchor chart of things your students/family share. Then extend the conversation to what our community shares (festivals, sports teams, parades...).

Gather photographs of different cultural celebrations (Chinese New Year, 4th of July, Hanukkah, St. Patrick’s Day Parade, etc...). Think-Pair-Share: Ask children to name all of the activities pictured. Invite them to take turns discussing different ways that culture is shared.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Engaging Experience 2

Teaching Point: I can identify different types of communities.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 1.EG.5.C.a, 1.EG.5.C.b

Supporting: 1.TS.7.D, 1.TS.7.E, 1.H.3.B

Detailed Description/Instructions:

One way to do this is: Talk about the 3 different types of communities - urban, suburban, and rural. You can use 3 different pictures representing each community or watch [Communities Alike and Different](#). Have the students discuss what types of characteristics would be in each area such as population, types of buildings, ethnic makeup, common languages, recreational activities, transportation, and common jobs. Also discuss the physical characteristics of the community such as landforms, bodies of water, climate, seasons, soils, vegetation, and animal life.

Another way to do this is: Read the book [Living Together](#) book on Raz-Kids. Discuss the different types of communities. Discuss the different characteristics in each community.

Another way to do this is: Read the book [Everyone Has a Home](#) by Nancy Kelly on EPIC!. Gather pictures of different homes (examples: igloo, teepee, apartments, house) Look at the pictures. Which picture shows a home that was built for more than one family? How do these homes look different? Why do they look different? What is your home like?

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Engaging Experience 3

Teaching Point: I can describe different cultural characteristics- **holidays/celebrations.**

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: 1.RI.6.A

Supporting: 1.EG.5.C.b, 1.RI.6.D, 1.TS.7.D, 1.TS.7.E, 1.TS.7.B

Detailed Description/Instructions:

One way to do this is: Read the book [Celebrate-Alphabet](#) book on Raz-Plus (also found on Schoology in Unit 3 folder). Think-Pair-Share: Ask children to discuss the celebrations read about (do they celebrate some of them, are some new to them...). After the discussion remind them that these celebrations are how people share their culture. *Other holiday books on Reading A-Z are [Carlos's Family Celebration](#) and [Maria's Family Celebration](#)*

Another way to do this is: Have students draw a picture of their favorite family activity. Share the pictures with their table and discuss what foods they eat, what games they play, what they are celebrating, and why they are special to them.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Engaging Experience 4

Teaching Point: I can describe different cultural characteristics-**language**.

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: 1.RI.6.A

Supporting: 1.EG.5.C.b, 1.RI.6.D, 1.TS.7.D, 1.TS.7.E, 1.TS.7.B

Detailed Description/Instructions:

One way to do this is: Demonstrate different greetings, such as shaking hands, saying hello or hi, waving, or doing a high-five with a volunteer. Explain that these are ways of greeting friends we know. If children speak other languages, invite them to share a greeting in another language. Record them on chart paper. Discuss how language is a part of every family's culture too. You could also read the book [A New Way of Speaking](#) on Reading A-Z and discuss the concerns/difficulty the boy in the story had. Here is a [fun song that practices some different ways to say hello in different languages](#).

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Engaging Experience 5

Teaching Point: I can describe different cultural characteristics-**food**

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: 1.RI.6.A

Supporting: 1.EG.5.C.b, 1.RI.6.D, 1.TS.7.D, 1.TS.7.E, 1.TS.7.B

Detailed Description/Instructions:

One way to do this is: Explain that the United States is a country that is multicultural, or a place where there are many cultures. Brainstorm different restaurants or food stands children have been to that serve foods from different cultures. Invite them to share their favorite foods. Assign students a 'type' of food they have seen and ask them to research what culture it came from. Students can then create a google slide or poster of what they found about the food (examples: tacos, french fries, naan bread, hummus, gyros, lo mein, spaghetti, pretzels)

Bloom's Levels: Understand, Apply
Webb's DOK: 2

Engaging Experience 6

Teaching Point: I can describe different cultural characteristics-**dress**.

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: 1.RI.6.A

Supporting: 1.EG.5.C.b, 1.RI.6.D, 1.TS.7.D, 1.TS.7.E, 1.TS.7.B

Detailed Description/Instructions:

One way to do this is: Read the book [Shoes Around the World](#) from Reading A-Z or gather pictures of different clothing (for example: Eskimos, Native Americans, ethnic dancers) Then ask questions: How is clothing from different cultures alike? How is it different?

Bloom's Levels: Understand, Apply
Webb's DOK: 2

Engaging Experience 7

Teaching Point: I can describe an artifact and tell why it is important.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 1.TS.7.A.b

Supporting: 1.TS.7.A.a, 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Gather photographs of different artifacts of different cultures. Ask children to identify what the pictures are. Then discuss what an artifact is and why they are important to different cultures.

Another way to do this is: Send email or letter requesting artifacts (see schoology unit 3). Have students bring in one artifact from home that represents them or tells something about them. It can represent their hobby, a sport they play, their favorite game, or something special to them. Then share the artifacts students brought from home by placing them on a museum table. Talk about what makes the items artifacts and why they are important to their family.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 8

Teaching Point: I can recount stories about my community.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 1.RI.6.D

Supporting: 1.RI.6.C., 1.TS.7.D, 1.EG.5.C.b, 1.H.3.B, 1.TS.7.A.a

Detailed Description/Instructions:

One way to do this is: Ask student if they have heard of Parkville Days, Union Station, The Plaza, Zona Rosa and The Nelson Atkins Museum. Take responses. Explain to students we have Parkville Days to commemorate downtown Parkville (see notes below about the history of Parkville, MO) . Explain and recount the stories from the past about the town.

Some other examples of other events/stories you could discuss:

Snake Saturday Parade in Northtown- happens the Saturday before St. Patrick's Day. In 2017 was the 33rd year. It started as a promotion for a local motel. It has grown every year and now is a huge event and raises money for local charities and celebrates local Irish heritage.

Christmas on the River: takes place in Parkville as a holiday celebration, 2017 was the 25th year. It brings the community together to celebrate the season. Our school district participates with choir concerts.

How Tiffany Springs came to be: We have been told there was a spring in the area and a man named Dr. Flavel bought the land to make a hotel and heath resort. It never came to be and the springs have not been located, but Tiffany Springs Park, Tiffany Springs Road, and Tiffany Ridge Elementary help keep the name alive.

Another way to do this is: Ask students to go home and ask their families to share stories about where we live. Ask students to share what they found/discovered. Discuss with children how these stories are important to our community because it helps us remember who lived here before and how it helped shaped where we live now.

Another way to do this is: Ask your principal to come share the history of your school. Share findings about how it came to be. Share stories about the people/team/land. Have students create a google slide or poster to share their findings.

- Throughout this engaging experience make sure to discuss the primary and secondary sources you use/used to research the stories from the community

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Pilgrims and Native Americans

Engaging Experience 9

Teaching Point: I can explain the contributions of the Pilgrims and Native Americans.

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority: [1.H.3.C](#), 1.TS.7.A.b

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Introduce the Pilgrims and Native Americans and the Thanksgiving Holiday by reading [Thanksgiving](#) by Lynn Peppas on Epic!. Brainstorm with children what they know about this holiday and the people involved and why we celebrate this holiday.

Another way to do this is: Read a book such as [Sara Morton's Day](#) or [Samuel Eaton](#) and compare and contrast kids then and now.

Another way to do this is: Read [My Life as a Native American](#) by Ann Matzke on Epic!. Discuss what you read and questions students had. Make a T-Chart to compare/contrast the contributions of the Pilgrims and Native Americans

Engaging Experience 10

Teaching Point: I can explain the myths of the Pilgrims and Native Americans.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: [1.H.3.C](#), 1.TS.7.A.b

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Read the [First Thanksgiving](#), specifically pg 11 and 12 on Reading A-Z under shared reading, or in the SS schoolology folder, and discuss the Myths surrounding the First Thanksgiving. You can make a T chart with what you thought you knew and what you learned.

Another way to do this is: Show the slide on Schoolology about how the Pilgrims actually dressed vs how we think they dressed (in black and white). Continue to add to the chart you created yesterday.

Another way to do this: Show the video [Wampanoag Way](#) and discuss what you notice about the Native American Tribe during this time period and continue to add to your myth chart.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

All About Me Book or Google Slide

Where I live:

The language I speak:

How I dress:

Food I eat:

Something I celebrate is:

Something special my family does:

History Of Parkville Missouri

Beauty of limestone carved bluffs, wooded vistas, and the Missouri River provide an enchanting backdrop for Parkville. The shopping and dining district is a delightful jumble of mid 1800s through 1900s architecture, traditional modest American construction, and new trendy venues. Fanciful buildings touting fresh, colorful facades compliment warm, cobblestone walkways. The old, tired structures from a by-gone era have evolved into a delightful historic downtown that flirts with the past.

Landing, village, town, city – Parkville has been all of these. English Landing Centre and the picturesque English Landing Park with Riverfront Trail were once just low water areas of the Missouri River. They were named after David English. At one time, the River was an active route for riverboats bringing supplies to town folk and taking products to market. Parkville was even promoted as the ideal gateway to the west.

Colonel George S. Park acquired English’s claim on Parkville through a 99-year lease for which he paid in 1840. The City has a colorful past, and there are numerous historical accounts of conflicts over the evils of slavery, and the free use of whiskey. By the 1850s, Park had built a hotel, which for a while was used as Park College. By 1877 there were general stores, a shoe store, grocery, hardware, blacksmith shop and two hotels. Many of those little shops and stores are home to today’s shops and restaurants. In 1880, Parkville’s population stood at 482, compared to today’s 4,059. Parkville has survived through floods, train derailments, and controversial issues. Parkville is now known regionally for the exceptional quality of life the community has to offer.

Park’s dream for a college was realized in 1875. The college was first housed in Park’s hotel known as “Old Number One.” Students helped build many of the structures on campus including the

magnificent, stone McKay Hall with its steeples and clock tower. The college is now Park University. Sports teams, theatrical performances, Art in the Park, and a diverse student population continue a wonderful partnership with the community. (from <http://www.parkvillemo.org/the-history-of-parkville-missouri/>)

Unit 4: Basic Economy in Our School and Community

Subject: Social Studies

Grade: 1

Name of Unit: Wants and Needs in Our School Community

Length of Unit: (January) 11-14 days

Overview of Unit:

Students will be able to describe producers and consumers and their relationship with goods and services in the school and community.

Also in this unit, students will be able to describe contributions of people associated with national holidays such as: George Washington, Abraham Lincoln, current President, Martin Luther King Jr.

Getting Ready for the Unit:

- Gather books about goods, services, consumers, and producers (Epic! Books)
- [Arthur's Pet Business](#) by Marc Brown or video
- [Monster Musical Chairs](#) by Stuart J. Murphy or video
- Suckers for scarcity lesson (optional)

Pre-Assessment (given prior to starting the unit):

- Create a KWL with students about goods, services, consumers, and producers.

Priority Standards for unit:

- 1.E.4.A.b Describe examples of goods and services within your school and community.
- 1.E.4.A.c Describe consumers and producers and the relationship to goods and services within your school and community.
- **1.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr-MLK Day, Thomas Jefferson-Independence Day, Christopher Columbus-Columbus Day, Abraham Lincoln and George Washington- President's Day, Founding Fathers (Thomas Jefferson, George Washington, Benjamin Franklin...) Constitution Day (September 17th)**

Supporting Standards for unit:

- 1.E.4.A.a Describe examples of scarcity within your school and community
- 1.TS.7.D Share findings about a topic.
- 1.TS.7.E Ask questions and find answers about a topic with assistance.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.E.4.A.b	examples of goods and services within your school and community.	Describe	Understand	2
1.E.4.A.c	consumers and producers and the relationship to goods and services within your school and community	Describe	Understand	2
1.H.3.C	the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.	Describe	Understand	2

Essential Questions:

- How do we get things we need or want in our school and community?
- Why are historical figures important to our community and country?

Enduring Understanding/Big Ideas:

- I can describe examples of goods in my school and community.
- I can describe examples of services in my school and community.
- I can describe consumers and producers.
- I can explain the relationship between consumers and producers to goods and services in my school and community.
- I can explain the contributions of significant individuals in our history.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
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Describe Identify	Scarcity Goods Services Consumers Producers
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Topic 1: Needs/Wants/Good/Services

Engaging Experience 1

Teaching Point: I can identify a need and a want.

Suggested Length of Time: 1 session

Standards Addressed

Priority: N/A

Supporting: Background

Detailed Description/Instructions:

One way to do this is: Read a book about needs/wants, such as [What do I need? What do I want?](#) By Rachel Egan on EPIC! Make a T chart of students needs vs. wants

Another way to do this is: Read [Needs and Wants](#) on Raz-Kids. Ask students to create a list of their needs and wants. Gather students back together and compare lists. The discussion should lead to the big 4: food, water, air, shelter

Another way to do this is: Read [Need it or Want it?](#) By Colleen Hord on EPIC! Give students newspapers/magazines and cut out and glue down needs and wants.

Bloom's Levels: N/A

Webb's DOK: N/A

Engaging Experience 2

Teaching Point: I can identify goods and services.

Suggested Length of Time: 3 sessions

Standards Addressed:

Priority: 1.E.4.A. b

Supporting: 1.E.4.A.a, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Read a book about goods and services, such as [Goods or Services](#) by Ellen Mitten on EPIC! books. Create a list of the different goods and services in our community. Examples include: food/clothing/household supplies... and medical services/government services/ hair stylists, etc.

Another way to do this is: Remind students *goods* are something you can pick up, buy and walk out with, such as a basketball. Remind them a *service* is when you pay someone to do something for you, such as a hairdresser. Pose the question: As your teacher, am I providing a good or a service? (take responses) So is school a good or a service? (take responses) Explain that “As your teacher I am providing a service and school is a service your parents pay for through their taxes. They pay us to teach you!” After your discussion, pose the question: Does a school have goods? (discuss). On an anchor chart labeled with a T-Chart: School Goods/Services. Take students responses. (examples include: Goods: school supplies/cafe supplies/learning materials, Services: transportation/food service/teachers)

Another way to do this is: Show or Read [Arthur’s Pet Business](#). Have a discussion about the goods or services Arthur provides. Discuss the different goods and services Arthur used in his business. Brainstorm other goods and services he could have used.

Another way to do this is: Print or display the following Reading A-Z books: [All Kinds of Factories](#), [All Kinds of Farms](#), [Caretakers](#), [Hooray for the Farmers Market!](#), [Amazing places to Work](#). Divide students into groups and have them read the book. Once the reading is complete, have students discuss the goods/services in their book. Then gather back as a class to share out findings.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 2: Consumers and Producers

Engaging Experience 3

Teaching Point: I can describe consumers and producers.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 1.E.4.A.c

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Read a book about consumers and producers, such as [Consumers and Producers](#) by Ellen Mitten on EPIC! Books. Discuss different consumers and producers in your community.

Another way to do this is: Reference the business they created earlier in the unit. In their group, discuss the good and services that consumers will get from the business. Also discuss what goods and services you could produce.

Another way to do this is: Have a discussion about who makes goods and who uses those goods in your community. Then discuss how an apple goes from the producer to the consumer. Have

students draw a picture about how their product from their business goes from producer to consumer.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Teaching Point: I can describe scarcity in my school and community.

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority: N/A

Supporting: 1.E.4.A.a

Detailed Description/Instructions:

One way you can do this is: Ask students who has played musical chairs. Then use the book or video [Monster Musical Chairs](#). Ask student to think about what the problem the monsters have in the book. Ask students to share what happened to in the book. Talk about how the chairs were scarce and introduce the word scarcity- not having enough of something you want. Then you can play the game musical chairs to help students experience scarcity.

One way you can do this is: Have a pile of suckers for students. Let them know there were different flavors of suckers and that they would only be able to choose only one to take home. After they choose have the kids raise their hands if they weren't able to get their first choice of a sucker. Use this example to explain the idea of **scarcity** to the kids.

Another way you can do this is: Explain to students there are different kinds of scarcity. There is **monetary scarcity** (when you don't have enough money to buy things), **Agricultural scarcity** (when there isn't enough corn/rice/wheat to grow and sell), **good scarcity** (when there isn't enough of something people want to buy), and **service scarcity** (when there isn't enough people to do a job). Pose the following scenarios and have students match the scarcity to the cause. Once all has been matched, sort it by the type of scarcity it is.

Examples:

Because there was little rain- the flowers did not grow and the florists ran out of flowers

Because of the snowstorm- the store ran out of milk and bread

Because the clothes shipment didn't make it to the store- the people had to buy something else to wear

Because there was no more chicken- the chef had to take it off the menu

Because I didn't do my chores- I didn't get my allowance

Because the scissor factory burnt down- the hairstylist couldn't cut people's hair

Bloom's Levels: Describe

Webb's DOK: 3

Topic 3: Important Contributions of People We Study Around Holidays

Engaging Experience 5

Title (Teaching Point): I can explain the importance of Martin Luther King Jr.

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority: 1.H.3.C

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way you can do this is: Read a book about Martin Luther King Jr, such as Martin Luther King, Jr. Day on Epic!. Complete a KWL chart about him. Then have students write down their dream (hopes and goals for the community).

Another way we can do this is: Watch a BrainpopJr.com about Martin Luther King Jr. Have students answer the questions: What makes Martin Luther King Jr. special?

Another way we can do this is: Read another book about Martin Luther King Jr, such as Happy Birthday, Martin Luther King Jr. or A Picture Book of Martin Luther King Jr. Then you can map his journey.

Another way to do this is: Select students in your room that have shared characteristics such as blue eyes, blond hair, but do not tell them why. Send the other students back to their desk to put their heads down. Allow the selected few to do something fun- play a game or eat candy. Do not allow the kids at their desks to participate. Allow this to go on for 3-5 minutes. Then call everyone to the carpet for a class meeting format. Ask: how did you feel? Why did some get to play and some did not? Those who got to play-what did you feel? Bring this back around to the conversation that segregation was what MLK Jr. was trying to stop. It is not _____ fault she has blue eyes and ____ brown eyes. Explain how this is what segregation was like and this is what MLK wanted to change.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Teaching Point: I can explain the important contributions of Presidents of the United States

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority: 1.H.3.C

Supporting: 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way you can do this is: Read a book about George Washington, such as [A Picture Book of George Washington](#) on Epic!. Complete a KWL chart about him. Discuss why George Washington is important to the United States.

Another way we can do this is: Read a book about Abraham Lincoln, such as [Abraham Lincoln](#) by Grace Hansen on Epic!. Discuss why Abraham Lincoln is important to the United States and slavery. Complete a Venn Diagram comparing him to Martin Luther King Jr.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Read or Refer to Arthur's Pet Business
- Turn your classroom into a town and create different business that would benefit your town.
- Students decide on a business that could help the town.
- Then decide what goods/services your business will provide.
- Students create goods/services to share.

Unit 5: Maps and Globes

Subject: Social Studies

Grade: 1

Name of Unit: Maps and Globes

Length of Unit: (January) 6-8 days

Overview of Unit: Students will be able to read, use and construct maps. Students will describe relative locations, a compass rose while being able to explain the different purposes of maps.

Getting Ready for the Unit:

- Find your globe from the science kit.
- Gather maps of different places (school, store, zoo, city, state....) In Schoology in the SS folder, unit 5, there are lots of different maps you can use.
- Make a copy of the Unit 5 Maps and Globes google slide presentation from Schoology (denoted with the chain as it is a link)
- Gather the book: Follow that Map: A First Book of Mapping Skills by Scott Ritchie
- Rosie's Walk by Pat Hutchins

Pre-Assessment (given prior to starting the unit):

Read a book such as, Rosie's Walk by Pat Hutchins. After the reading, ask students to draw/create a map of the walk/event in the story. Collect and keep for post assessment.

(Teacher is looking to see who uses keys, labels, compass rose ect...)

Priority Standards for unit:

- 1.EG.5.A.b With assistance, read, construct, and use maps which have a title and key.
- 1.EG.5.A.c Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.

Supporting Standards for unit:

- 1.EG.5.A.a Identify globes as representations of real places.
- 1.EG.5.A.d Use a compass rose to identify cardinal directions.
- 1.EG.5.B Locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to other places.
- 1.EG.5.C.a Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.
- 1.TS.7.D Share findings about a topic.

- 1.TS.7.E Ask questions and find answers about a topic with assistance.
- 1.TS.7.B. Create visual tools to communicate information.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.EG.5.A.b	maps which have a title and key.	with assistance, read, construct, and use	Apply	2
1.EG.5.A.c	how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.	describe	Understand	2

Essential Questions:

- How can you use maps and globes to help you find things?

Enduring Understanding/Big Ideas:

- I can, with assistance, read, construct and use maps with have a title and key.
- I can describe how maps are created for different purposes.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Locate Identify Analyze	Relative Location Physical Characteristics Map Global Compass Rose Cardinal Directions Map Key Map Title Legend

Topic 1: Maps and Globes

Engaging Experience 1

Teaching Point: I can tell the difference between a map and a globe.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: N/A

Supporting: 1.EG.5.A.a, 1.TS.7.E, 1.EG.5.C.a

Detailed Description/Instructions:

One way you can do this is: Project a map on the board for the students to see and find your globe. Then discuss the similarities and differences you notice. Create a T-chart together. Make sure to point out how the map and globe show: landforms/Continents/oceans/United States of America. You can also read pages 4-5 from [Follow that Map](#) to introduce a Map and pages 24-25 to talk about a globe.

Another way you can do this is: Use your science kit globe and pull up a map of your school on google maps and compare/contrast the maps and globe.

Another way to do this is: Use an [interactive globe](#) to show students all the different ways a globe can be used to show climate, landforms, population etc.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Teaching Point: I can identify the cardinal directions.

Suggested Length of Time: 1 or 2 sessions

Standards Addressed:

Priority: N/A

Supporting: 1.EG.5.A.d, 1.EG.5.B, 1.TS.7.E

Detailed Description/Instructions:

One way you can do this is: Use a neighborhood map with pictures and labels. Ask students to locate and describe the locations on the map. After a discussion introduce the cardinal directions of north, south, east and west and use them to describe the location of the places on the map

Another way you can do this is: Use labels to identify the cardinal directions in your room. Use a poem or song such as the one listed below to engage students. Review the directions by singing the song and have students point to that area in the room.

N. S. W. E. Song- When you travel all around, North and South are UP and DOWN, West and East are LEFT and RIGHT, No matter if it's day or night. North and South and East and West, Which direction do you like best? Sing to the tune of Twinkle Twinkle

Bloom's Levels: 3

Webb's DOK: Apply

Engaging Experience 3

Teaching Point: I can describe the different purposes of maps.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 1.EG.5.A.c

Supporting: 1.EG.5.C.a, 1.TS.7.E

Detailed Description/Instructions:

One way you can do this is: Use the Maps and Globes google slide-found on Schoology- (or google different types of maps: climate, physical, road map, etc.) to discuss the different types of maps and their purpose. Use the maps to discuss different physical characteristics of your community.

Another way to do this is: Print off a map of the world and discuss the representations of the real places located on the map. (eg: bodies of water are blue and landforms are typically green). Then have students color and label their map. (A world map is in Schoology you can print)

Another way to do this is: Read *Following the Map* from RAZ-Kids and discuss why Kelly's mom created the map for Kelly. Have a discussion about why we create different maps.

Another way to do this is: Have a pre-drawn map of the area surrounding your school with only your school and a few roads marked on the map. Have the students brainstorm some 'landmarks' or physical characteristics of the area. Then as a class create a map to show this elevation/water/landmarks.

Another way to do this is: Read the book Follow that Map! A First Book of Mapping Skills. During the reading discuss all the different types of maps in the book.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Teaching Point: I can create a map with a title and a key.

Suggested Length of Time: 2-3 sessions

Standards Addressed

Priority: 1.EG.5.A.b

Supporting: 1.EG.5.B, 1.TS.7.B, 1.TS.7.D, 1.TS.7.E

Detailed Description/Instructions:

One way to do this is: Ask students to recall why we have maps. Then ask them to create a map of the classroom. Watch to see who uses cardinal directions, labels, keys and titles- mid-way through their creating point out a map you have been studying to see what they still need on their map. After students have created their maps, then gather students and create a classroom map together. Make sure to include the important parts of a map.

Another way to do this is: Take students to the playground and ask them to create a map and share out. Make sure to include the important parts of a map. (There is a blank map template in Schoology that can be used)

Another way to do this is: Have students create a map of their bedroom and share out. Make sure to include the important parts of a map. (There is a blank map template in Schoology that can be used)

Another way to do this is: Brainstorm all the places you would find in a community. The come up with a name for the town. Assign students to create that place on a half sheet of paper. On butcher paper have students lay out their buildings and create a 'life size' map of their town. Make sure to include the important parts of a map.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

One way to do this is:

- Have students create a Pirate map, having them use X to mark the spot of the treasure. Students will then ADD landmarks-such as shark area, fake treasure, shipwreck.
- Remind students to use a compass rose and map key
- Students will then add the PATH to their treasure with a black crayon/marker-ending on the X.
- Then they will WRITE OUT the directions to their treasure using words like N, S, E, W...

Template can be found on schoology

Another way to do this:

- Pass back students Rosie's Walk map from the pre-assessment and have them 'edit' to make the map correct
- You could also ask them to create a NEW map of Rosie's Walk having her go different places on the farm.