

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 1 ELA UNIT CONNECTED TO
SOCIAL STUDIES (INTERDEPENDENCE)**

Living and Working Together in Tennessee Notebook

Belongs to:_____

Daily Task 1:

Part 1

You are participating in the campaign for governor. First, choose whether you want to campaign for Duck or for Ms. Governor. Then, make a campaign poster. On the poster, use drawing and writing to convince people to vote for your candidate.

Part 2

Write an opinion piece explaining why people should vote for your candidate.

Your writing should:

- introduce your topic;
- state an opinion;
- supply reasons for why people should vote for your candidate;
- use details from the text to support your opinion;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Daily Task 2:

A writer for TN History for Kids has asked you to draw a picture for their website that shows the three branches of government in Tennessee. Use labels and writing to help explain your picture. When you finish drawing, explain your picture to a partner.

Be sure to:

- describe the three branches of Tennessee's government with relevant detail;
- express your ideas clearly;
- use your drawing to clarify your ideas; and
- speak in complete sentences.

Daily Task 3:

A writer for TN History for Kids has asked your class to create a chart for their website showing how both leaders and citizens have responsibilities in state government. As a class, we will make a chart with two columns that share the responsibilities of both government leaders and citizens. You will contribute your learning on two sticky notes. On one sticky note, draw and write about the responsibilities of government leaders. On the other sticky note, draw and write about the responsibilities of citizens. Put your sticky notes in the appropriate columns on the class chart.

Your writing should:

- supply some facts from the texts;
- use vocabulary from the texts; and
- include correct capitalization and punctuation.

Daily Task 4:

Now that you have experienced the voting process, write an explanatory piece about voting.

Your writing should:

- introduce your topic;
- supply some facts about what voting is and what happens during a vote;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

[illegible]

Daily Task 5:

Chris Smith has asked you to work on her campaign for mayor. She wants you to create a poster that explains why it's important for citizens to vote. She also wants you to explain the responsibilities voters have. Use drawing and writing to create your poster.

Your writing should:

- introduce your topic;
- supply some reasons for why voting is important;
- explain some of the responsibilities voter have;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Daily Task 6:

The governor of Tennessee wants everyone to be a good citizen. He wants your class to explain what being a good citizen means and why it's important. He has asked your class to make brochures that he can share with Tennesseans as he travels across the state. Use drawing and writing to create your brochure.

Your writing should:

- introduce your topic;
- supply at least three examples of things good citizens do;
- explain why it's important to be a good citizen;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Daily Task 7:

Write a letter to Officer Buckle explaining why it is important for good citizens to follow rules and laws. Use examples from the texts we've read.

Your writing should:

- introduce your topic;
- supply at least one reason for why it's important for good citizens to follow rules and laws;
- follow the format of a friendly letter;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Daily Task 8:

A trading card company is creating a new series of trading cards called “Good Citizens”. They have asked for your help creating trading cards for this collection. You can choose to make a trading card for Abraham Lincoln or Lyda Newman. On the front of the card, draw a picture that shows how the person you chose was a good citizen. On the back of the card, write about how the person you chose was a good citizen who helped protect the rights of others.

Your writing should:

- introduce your topic;
- supply reasons for why the person is a good citizen who protected the rights of others;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Daily Task 9:

The librarian at your school has asked your class to create a book that will help other students understand consumers and producers. Choose one of the vocabulary words that you learned about. Make a page for your class book about that vocabulary word.

Your book page should include:

- a heading;
- a written definition of the vocabulary word you chose;
- writing or pictures that provide an example of your word;
- information from the texts we've read; and
- include correct capitalization and punctuation.

For this daily task, students can choose from the following vocabulary list:

- consumer
- goods
- services
- producers
- resources

Daily Task 10:

The librarian at your school has asked your class to create a book that will help other students understand consumers and producers. Choose one of the vocabulary words that you learned about. Make another page for your class book about that vocabulary word.

Your book page should include:

- a heading;
- a written definition of the vocabulary word you chose;
- writing or pictures that provide an example of your word;
- information from the texts we've read; and
- include correct capitalization and punctuation.

For this daily task, students can choose from the following vocabulary list:

- buyer
- seller
- price
- market

Daily Task 11:

A local newspaper wants to interview the governor about the kinds of goods and services Tennessee produces. Pretend you are the governor. Answer the reporter's questions in writing:

- What goods and services does Tennessee produce for its economy?
- Why are these goods and services important?

Your writing should:

- introduce your topic;
- supply facts about what goods and services are produced in Tennessee;
- supply at least one reason for why the goods and services Tennessee produces are important;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Daily Task 12:

Pretend you are Rosa. Explain the cost and benefit of buying the accordion, and why you didn't choose to buy other products, like the roller skates.

Your writing should:

- introduce your topic;
- supply some reasons for why Rosa may have chosen to buy the accordion and not other products;
- use evidence and vocabulary from the texts we've read;
- provide some sense of closure; and
- include correct capitalization and punctuation.

[illegible]

Daily Task 13:

Pretend you are the main character in *Tia Isa Wants a Car*. Write a letter to your family back home explaining what you and Tia Isa are doing.

Your writing should:

- introduce your topic;
- explain why you and Tia Isa are saving money;
- explain what you are doing to save up the money;
- follow the format of a friendly letter;
- provide some sense of closure; and
- include correct capitalization and punctuation.

[illegible]

Daily Task 14:

Imagine that you are either Vera B. Williams, the author of *Something Special for Me*, or Meg Medina, the author of *Tia Isa Wants a Car*. You decide to rewrite your book. In your new book, the main character is actually able to grow a money tree. How would having a money tree change the main character's actions?

Your writing should:

- introduce your topic;
- tell how the story would be different if the main character had a money tree;
- use evidence and vocabulary from texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

[illegible]

End-of-Unit Task:

The Tennessee Department of Tourist Development wants people to know about Tennessee. It has asked for your help creating a brochure that explains information about Tennessee's government and economy. Create a brochure that includes:

- a section that explains the responsibilities of different leaders in Tennessee's government;
- a section that explains the responsibilities of citizens in Tennessee;
- a section that describes the goods and services Tennessee produces;
- a section that explains why the goods and services produced in Tennessee are important for consumers; and
- a front cover with an appropriate title.

In each section, be sure to:

- name the topic of the section;
- supply some facts about the topic based on the texts we've read;
- include evidence and vocabulary from the unit;
- provide some sense of closure; and
- include correct capitalization and punctuation.