



Marietta City Schools

District Unit Planner

Grade 1 Social Studies

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| Theme | <i>Unit 4 Inventors and Thinkers</i> | Unit duration (Days) | <i>20 - 40 Days</i> |
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GA DoE Standards

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

- a. Identify the contributions made Benjamin Franklin (inventor/author/statesman) and George Washington Carver (science) and Thomas Jefferson (Declaration of Independence)
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

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

- a. American colonies (Benjamin Franklin and Thomas Jefferson)
- d. Southern U.S. (George Washington Carver)

S1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

Information Processing Skills:

Information Processing Skills:

1. Compare similarities and differences
2. Chronology
4. Distinguish between fact and opinion
5. Identify the main idea, detail, sequence of events, and cause and effect in a social studies context.
6. Identify and use primary and secondary sources
7. Interprets timelines, charts, and tables

Themes and Enduring Understandings:

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: The student will understand that where people live matters

Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.

Time, Change, Continuity: The student will understand that some things will change over time, while others stay the same

Essential Questions

Factual—

What is an inventor?

What contributions did Thomas Jefferson, Benjamin Franklin, and George Washington Carver make?

What character traits did the historic figure show?

Inferential—

How did the choices made by the historic figure help our country?

Why do you think the historic figures made the choices they made?

How does the historic figure remind you of someone else we have studied?

Critical Thinking-

How is my life different because of the historic figure?

How is the life of historical figures like and unlike mine?

How do we use the inventions they made today?

Why do some things change over time, while other things will stay the same?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

invention

inventor

change

choice

People- Benjamin Franklin, Thomas Jefferson, George Washington Carver

Declaration of Independence

Colony

Great Britain

Assessments

Summative Assessment(s):

Inventors and Thinkers Anticipation Guide and Assessment

Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.

*Teachers can access the anticipation guides via the grade level Schoology Course.

Theme Based Writing Task and Rubric:

[Write a Poem](#) Write an action poem about a historical figure (Benjamin Franklin, but can be applied to all historical figures in the unit.)

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[What Were You Thinking?](#) Students will create a thought bubble showing what a historical figure was thinking at the time of his or her contributions (This lesson may be done for all historical figures in the unit.)

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[Who and Why](#) Students will use what they have learned to decide which inventor was the “best” and defend their choice. MATH CONNECTION: graph class responses

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Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)-Edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only) Click [here](#) for Additional Content Video

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards

Thomas Jefferson, Benjamin Franklin, and George Washington Carver

[15-Day Plan: Stories of Patriotism, Perseverance, and Citizenship](#) Teacher Note: This KBU also includes lessons for Units 3 and 5

| Objective or Content | Learning Experiences | Differentiation Considerations |
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| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <ul style="list-style-type: none"> a. Identify the contributions made by George Washington Carver b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.) <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <ul style="list-style-type: none"> a. American colonies (Benjamin Franklin and Thomas Jefferson) | <p>What am I going to Learn about Benjamin Franklin? Analyze primary source documents to understand the contributions of historical thinkers and inventors (Franklin). Teach as an introduction to the historical thinker.</p> | <p>Consider working in small groups for document analysis. Provide sentence and discussion starters or a word bank. Use the Novice Art Work Analysis Worksheet.</p> |

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| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by George Washington Carver</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <p>a. American colonies (Benjamin Franklin and Thomas Jefferson)</p> | <p>Ben Franklin: Producer and Consumer of Goods and Services Students will learn/review about goods and services, producers, consumers, and Benjamin Franklin’s role in the economy during his life.</p> | <p>Consider printing the image. Have the students talk about or circle things that they notice. Consider asking guiding questions or giving prompts as needed. Use items from the K-2 Economics Museum Box to allow students to sort goods and services instead or in addition to the worksheet.</p> |
| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by George Washington Carver</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> | <p>Franklin through the Years The class will make an interactive timeline of Benjamin Franklin’s life and then make a comparison to their own.</p> | <p>Prepare the event descriptions in advance to speed up posting. Provide a sentence starter: Benjamin Franklin and I both _____.</p> |
| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by George Washington Carver</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> <p>S1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> | <p>What am I going to Learn about Thomas Jefferson? Analyze primary source documents to understand the contributions of historical thinkers and inventors (Jefferson). Teach as an introduction to the historical thinker.</p> | <p>Consider working in small groups for document analysis. Provide sentence and discussion starters or a word bank. Use the Novice Art Work Analysis Worksheet.</p> |
| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made Thomas Jefferson (Declaration of Independence)</p> | <p>Timeline: Thomas Jefferson and the Declaration of Independence Students will work in groups to make an illustrated timeline for the events of 1776. (This lesson can be combined with <i>What am I going to Learn about Thomas Jefferson</i> as a closing activity if time permits.)</p> | <p>Assign the leveled timelines to students based on reading ability.</p> |

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| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by George Washington Carver</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> | <p>Thomas Jefferson: Inventor, Thinker and Statesman Thomas Jefferson- read aloud and additional information about the Declaration of Independence And his role in American History. Students will create a graphic organizer with examples of how Jefferson was an inventor, thinker and statesman.</p> | <p>Generate a list of examples for the chart as a group (see the last slide of the presentation for some ideas. Allow students to cut and glue the examples onto their paper.</p> |
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| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by George Washington Carver</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <p>d. Southern U.S. (George Washington Carver)</p> | <p>What were you thinking... George Washington Carver?</p> | <p>Allow students to work in groups. Preview vocabulary. Share additional examples for a familiar character.</p> |
| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made Benjamin Franklin (inventor/author/statesman) and George Washington Carver</p> | <p>Economics and Peanut Butter Students will understand how George Washington Carver was a producer and we are consumers. Graphing practice with peanut butter products is integrated into this lesson.</p> | <p>Consider completing a portion of the organizer to lessen the amount of work. Consider completing the organizer</p> |

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| <p>science) and Thomas Jefferson (Declaration of Independence)</p> <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <p>d. Southern U.S. (George Washington Carver)</p> | | <p>together and having students illustrate each section.</p> <p>Consider having students share their thoughts with you or as a class before they get started</p> |
| <p>The Following Activities may be used to compare historical figures or demonstrate understanding about one.</p> | | |
| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made Benjamin Franklin (inventor/author/statesman) and George Washington Carver (science) and Thomas Jefferson (Declaration of Independence)</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <p>a. American colonies (Benjamin Franklin and Thomas Jefferson)</p> <p>d. Southern U.S. (George Washington Carver)</p> <p>S1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> | <p>All I Know About Students will show what they know about the historical figure using an A to Z organizer. May be used as a review for all figures if students identify each box as BF, TJ, or JWC (Tip- this organizer can be given to students at the beginning of the unit and completed throughout the learning experiences.)</p> | <p>Students may work in small groups to complete the task. Integrate pictures into the organizer to support understanding.</p> |
| <p>SS1H1 Read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made Benjamin Franklin (inventor/author/statesman) and George Washington Carver (science) and Thomas Jefferson (Declaration of Independence)</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present for example: food, clothing, homes, transportation, communication, recreation, etc.)</p> <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <p>a. American colonies (Benjamin Franklin and Thomas</p> | <p>Concept Mapping Students will show what they know about the historical figure using a graphic organizer.</p> | <p>Consider completing a portion of the organizer to lessen the amount of work.</p> <p>Consider completing the organizer together and having students illustrate each section.</p> <p>Consider having students share their thoughts with you or as a class before they get started</p> |

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| <p>Jefferson) d. Southern U.S. (George Washington Carver) d. Southern U.S. (George Washington Carver) S1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> | | |
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| <p>All for the Unit</p> | <p>Review Historic Figures. Students will match information about Benjamin Franklin, George Washington Carver, and Thomas Jefferson to the correct person. The lesson includes links to a digital option (explained in the recording) that teachers will attach as a google document to a Schoology Assignment and two versions of a cut, match, and past option.</p> | <p>Make this a true match game with students playing together.</p> |

Recommended High Quality Complex Texts

- Now and Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta
 - First Peas to the Table: How Thomas Jefferson Inspired a School Garden* by Susan Grigsby
 - Thomas Jefferson's Feast* by Frank Murphy
 - A Weed is a Flower* by Alik
 - George Washington Carver: The Peanut Wizard* by Laura Driscoll
- DE Videos

[History Kids: Benjamin Franklin](#) (has teachers guide)

[U.S. That's Us!: George Washington Carver](#)

