



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Grade 1 Social Studies*

<b>Theme</b>	<i>Unit 5- Community Helpers and Historic Figures</i>	<b>Unit duration (Days)</b>	<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 by these figures: Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights).
- 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.**

- b. American frontier (Lewis & Clark and Sacagawea)
- c. National Parks (Theodore Roosevelt)
- d. Southern U.S. ( Ruby Bridges)

**SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:** fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

**Information Processing Skills:**

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables

**Map and Globe Skills:**

1. use a compass rose to identify cardinal directions
2. use intermediate directions
7. use a map to explain impact of geography on historical and current event

**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.

**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 scarcity?

What is a contribution?

What contributions did Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights) make?

**Inferential—**

How did the choices made by Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights) help our country?

How did the choices made by Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights) hurt our country?

How did scarcity push Theodore Roosevelt to save the land?

How do we use the inventions or contributions made by Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights) today?

**Critical Thinking-**

How is my life different because of Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights)?

How does scarcity impact decisions over time?

How did fear of scarcity lead to the expansion of the United States?

How is Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights) life like mine?

How are Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), and Ruby Bridges (civil rights) different from mine?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
scarcity contribution expansion expedition environment conservation	People- Meriwether Lewis and William Clark with Sacagawea, Theodore Roosevelt, and Ruby Bridges National Parks Civil Rights Segregation Supreme Court

**Assessments**

**Summative Assessment(s):**

Community Helpers and Historic Figures 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:**

[Community Helper Poem](#) Write an action poem about the life of a historic figure

Standards:

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- 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.).

**SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:** fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

[Now Hear This: Equity PSA](#) Taking inspiration from Ruby- students will discuss how Ruby Bridges was an inspiration for other African American or Black children during the Civil Rights Movement. They will then choose an example of something that is unfair today and work as a team to create a public service announcement encouraging others to end the unfair practice.

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

- a. Identify the contributions made by these figures: Ruby Bridges (civil rights).
- 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**

**SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:** fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

[Then and Now: Ruby Bridges is a Good Citizen](#) Students will review the characteristics of good citizens, draw a picture of Ruby showing one of the traits, and write a letter to Ruby.

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[The Winner is...](#) Students will use what they have learned to decide which historical figure is their favorite and defend their thinking.  
All Standards for the Unit

**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](#)

**Museum Box Unit.** This unit has a Museum Box for Westward Expansion. The artifacts related to Lewis and Clark may be useful in teaching, however much of the box is dedicated to grades 3-5 content. Boxes/Artifacts

*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*

**Lewis & Clark, Sacagawea, Theodore Roosevelt, and Ruby Bridges**

[15-Day Plan: Stories of Patriotism, Perseverance, and Citizenship](#) note: This KBU also includes lessons for Units 3 and 4

Objective or Content	Learning Experiences	Differentiation Considerations
<p><b>All GSE for the Unit</b></p>	<p><a href="#">ABC Organizer</a> This graphic organizer activity is designed to display student learning throughout the unit. Each lesson provides opportunities for students to add information to their organizer as a record of learning. This activity can also be used as a review for the unit after learning.</p>	<p>Work in small groups or with partners</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b>  a. Identify the contributions made by these figures: Theodore Roosevelt  <b>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</b>  <b>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:</b> fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>	<p><a href="#">What am I Going to Learn?</a> Analyze primary sources and predict what we will learn in this unit about Theodore Roosevelt.</p>	<p>Print and cut the Artwork Analysis form and use it to scaffold discussions- focus attention on the traits for vocabulary development (this may also be an extension.) A link to an additional lesson is provided on the unit planner.</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b>  a. Identify the contributions made by these figures: Meriwether Lewis and William Clark with Sacagawea (exploration)</p>	<p><a href="#">Lewis and Clark Introduction and Timeline</a> Students will analyze a historic painting of Lewis and Clark and learn about their expedition. A short video provides details about their expedition and contributions. Students will complete a timeline (three levels are provided) and write a newspaper headline.</p>	<p>Assure the level for the timeline is appropriate for individual learners. Provide additional support in small groups to complete the tasks.</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b>  a. Identify the contributions made by these figures: Meriwether Lewis and William Clark with Sacagawea (exploration).</p>	<p><a href="#">Let's Explore Like Lewis and Clark</a> Students will learn of the contributions (discoveries) of the Lewis and Clark Expedition. They will examine historical documents from their journals then go on an exploration of their own and collect two specimens to add to a specimen box (optional) and create a journal entry describing their discovery.</p>	<p>Provide sentence starters and/or examples for the Specimen Box activity.  Consider thoughtfully forming groups to ensure students are able to work independently and efficiently if needed.  Consider asking guiding questions or giving prompts as needed.</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b>  a. Identify the contributions made by these figures: Meriwether</p>	<p><a href="#">Window of Her Life</a> Students will utilize a window note-taking strategy to explore the contributions of Sacagawea to the Lewis and Clark Expedition.</p>	<p>Complete the organizer as a class- students copy onto their own paper. Copy and cut the photo analysis form into sections to use as</p>

<p>Lewis and William Clark with Sacagawea (exploration).</p>		<p>conversation starters. Allow students to create an original graphic organizer to represent their learning. Consider using the <a href="#">National Archives Artwork Analysis</a> to support understanding.</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b> a. Identify the contributions made by these figures: Meriwether Lewis and William Clark with Sacagawea (exploration).</p>	<p><a href="#">I am Sacagawea.</a> Read aloud a text about Sacagawea and discuss her contributions to American history.</p>	<p>Students may illustrate the event and write a title for their illustration. Provide discussion starters. Read the text in small groups/guided reading.</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b> a. Identify the contributions made by these figures: Theodore Roosevelt (National Parks and the environment). 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.). <b>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</b> <b>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:</b> fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>	<p><a href="#">Not an Average Teddy Bear</a> This lesson includes information about Roosevelt’s contributions including national parks, conservation, and the Teddy Bear.</p>	<p>Opening- divide students into groups based on the photo they choose (or assign the photos). Students will collaborate and discuss the photo and prompt. They may also use the photo analysis document. Work session- students may work in groups to complete the organizer. Teachers may choose to do the lesson in a guided whole group and make a larger graphic organizer to work with. Use the novice photo analysis forms as needed.</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b> a. Identify the contributions made by these figures: Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment) and Ruby Bridges (civil rights). <b>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</b></p>	<p><a href="#">Community Helpers Concept Map</a> After learning about the historic figure the students can complete a graphic organizer about the historic figure. The organizer could also be a work in progress as you learn about each historic figure.</p>	<p>Work in small groups or partners. Provide an example of a completed concept map by working through something students understand such as a “how to do” a familiar task. Consider using a partially completed graphic organizer for</p>

<p><b>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:</b> fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>		<p>those who may need additional support..</p>
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<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b>  <b>a. Identify the contributions made by these figures:</b> Theodore Roosevelt (National Parks and the environment).  <b>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.).</b></p> <p><b>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</b></p>	<p><a href="#">Where Are the Parks</a> Students will locate each park on a United States map and cardinal directions to describe the National Park in relation to where they live.</p>	<p>Work in groups, provide research pathfinder for appropriate sites. Copy and divide the analysis form into sections to guide inquiry and discussion Use the <a href="#">novice analysis form</a> for students who need scaffolding</p>
<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b>  <b>a. Identify the contributions made by these figures:</b> Ruby Bridges (civil rights).</p>	<p><a href="#">Through My Eyes: Ruby Bridges</a> Students will read <i>The Story of Ruby Bridges</i> by Robert Coles and analyze photos and quotes from <i>Through My Eyes</i> by Ruby Bridges. They will write how Ruby Bridges was a hero and identify one other character trait Ruby displayed. Finally, they will have the opportunity to compare their daily life with Ruby's.</p>	<p>Re-read the text multiple times as needed. Complete work in small groups. Consider providing a terms box of information to be placed in the Venn Diagram.</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><b>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</b></p> <p><b>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as:</b> fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>		
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<p><b>SS1H1 Read about and describe the life of historical figures in American history.</b></p> <p>a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson, George Washington Carver (science), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment) and Ruby Bridges (civil rights).</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><b>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</b></p> <p><b>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</b></p>	<p><a href="#">connecting our Historic Figures</a> EXTENDED days activity- Connect photos to historical figures studied in class, create a book about the historical figures, then make a mobile representing a chosen person. Additional games and activities are provided in this lesson</p>	<p>For students who may struggle with this task, the differentiated picture cards are organized by historical figure- sorting would be easier if you have students focus on two or three people at a time. Pre-cut cards for students who may struggle with cutting. Have students work with a learning partner while sorting the cards. Sort the cards whole group on day one, then individually on day 2</p>
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**Recommended High Quality Complex Texts**

*I am Sacagawea* (Ordinary People Change the World) by Brad Meltzer (please note this text mentions her kidnapping and subsequent marriage at a young age. Teachers may choose to skip those pages)

Seaman's Journal by Patricia Reeder Eubank

*You're On Your Way, Teddy Roosevelt* by Judith St. George

*The First Teddy Bear* by Frank Murphy

*The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks* by Barb Rosenstock

*The Story of Ruby Bridges* by Robert Coles

