

# NEPTUNE CITY SCHOOL DISTRICT

## Social Studies Curriculum Grade 1



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.*

April 1, 2025

Document C1#1

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## **SCHOOL DISTRICT MISSION STATEMENT**

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

# NEPTUNE CITY SCHOOL DISTRICT

## SOCIAL STUDIES CURRICULUM GRADE 1

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# **NEPTUNE CITY SCHOOL DISTRICT**

## **Social Studies Grade 1**

### **Acknowledgements**

The Social Studies Curriculum for Grade 1 was developed through the dedicated efforts of Cecelia Harrington, first grade teacher and Elizabeth Stracher, literacy coach, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to prepare students for inquiry-based learning in social studies. It prepares students to produce and critically consume information in our global society. It outlines social studies practices and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Social Studies, the 2020 Career Readiness, Life Literacies and Key Skills Standards and the 2020 Computer Science and Design Thinking Standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

## **NEPTUNE CITY SCHOOL DISTRICT**

### **DISTRICT MISSION STATEMENT**

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **NEPTUNE CITY School District**

### **Educational Outcome Goals**

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

<b>INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES</b> <i>The following social and emotional competencies are integrated in this curriculum:</i>	
<b>Self-Awareness</b>	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
<b>Self-Management</b>	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
x	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<b>Social Awareness</b>	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
x	Demonstrate an awareness of the expectations for social interactions in a variety of setting
<b>Responsible Decision Making</b>	
x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
x	Evaluate personal, ethical, safety and civic impact of decisions
<b>Relationship Skills</b>	

x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
x	Identify ways to resist inappropriate social pressure
x	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
x	Identify who, when, where, or how to seek help for oneself or others when needed



<b>Unit Plan Title</b>	My School and Community
<b>Suggested Time Frame</b>	September/October (Approximately 4-5 Weeks)

### **Overview / Rationale**

This unit will allow students to become familiar with their new classroom surroundings and expectations. Students focus on the basic concepts of rules and laws as they apply to family, school, and being a citizen of New Jersey and the United States. Students will recognize that rules have positive consequences, such as keeping them safe and negative consequences if they ignore safety rules. They will investigate the shared ideals within American society, such as, truth, fairness, justice, loyalty, and freedom. Students will examine personal character traits including trustworthiness, citizenship, respect, fairness, responsibility, and caring. They will analyze the qualities of being a leader and leadership in their home and school. They will recognize that people can make rules and leaders can enforce them both at home and at school. They will also learn the meanings behind our National Symbols, their significance and the importance of patriotism.

### **Stage 1 – Desired Results**

#### **Established Goals:**

2020 New Jersey Student Learning Standards for Social Studies

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

<ul style="list-style-type: none"> <li>● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> <li>● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li> <li>● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li> <li>● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in the community.</li> <li>● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● 6.1.2.CivicsPI.6: Explain what government is and its function.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why are rules important to our community?</li> <li>● Why are the National Symbols important?</li> <li>● What is the role of our leaders in our community, state, and country?</li> <li>● How can we positively affect our local community?</li> <li>● Why do rules and laws exist?</li> <li>● Why can't we just do whatever we want?</li> <li>● What characterizes a good citizen?</li> <li>● What is respect?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Rules are necessary to ensure the safety and good of the community.</li> <li>● National symbols represent ideas greater than themselves and are things that people of similar beliefs can congregate around.</li> <li>● Leaders are elected to make decisions in the best interest of the community.</li> <li>● Understand features of a neighborhood/community.</li> <li>● Everyone is held accountable to the same laws, and those laws protect our fundamental rights.</li> <li>● A good citizen is one who respects others and their differences, and cares about the good of the community.</li> <li>● Respect is when you show good manners, pay attention, treat others as you would like to be treated.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>● Determine what makes a good rule or law and apply this understanding to</li> </ul>

<ul style="list-style-type: none"> <li>● Rules and laws in the school or community are designed for safety purposes (e.g., bike helmet, recycling).</li> <li>● Maps and globes are used to identify: neighborhood, town, county, state, country and continent.</li> <li>● “Fairness,” “Equality,” and the “Common Good” have influenced change at the local and national levels of United States government.</li> <li>● The rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>● Treating themselves and others with consideration, high regard, courtesy and dignity are respectful gestures.</li> </ul>	<p>rules and laws in your school or community.</p> <ul style="list-style-type: none"> <li>● Determine how “fairness”, “equality” and the common “good” have influenced change at the local and national levels of United States government.</li> <li>● Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>● Exhibit polite, dignified, honorable and positive in my dealings with others.</li> <li>● Treat other people’s belongings, the environment and the world around us with due consideration.</li> <li>● Identify the contributions of community workers.</li> </ul>
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### **Interdisciplinary Connections**

New Jersey Student Learning Standards for Reading/Writing (2016)

- 1.RL.1: Ask and answer questions about key details in the text.
- 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RI.1: Ask and answer questions about key details in a text.
- 1.RI.2: Identify the main topic and retell key details of a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- 1.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.8: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- 1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about the First Day of School:**

*The Kissing Hand* by Audrey Penn  
*Froggy Goes to School* by Jonathan London  
*Wemberly Worried* by Kevin Henkes  
*Froggy Goes to School* by Jonathan London  
*First Day Jitters* by Julie Danneberg  
*David Goes to School* by David Shannon  
 Reading A-Z Book: Getting Ready for School (Level E)

#### **Books about Rules:**

*No David!* by David Shannon  
*Know and Follow the Rules* by Cheri J. Meiners  
*Please Play Safe! Penguin's Guide to Playground Safety* by Margery Cuyler

**Books about Family:**

*My Family* by Sheila Kinkade  
*This is My Family* by Bobbie Kalman  
*Who's in My Family?* By Robie H. Harris  
*My Family* by Mercer Mayer  
*It Takes a Village* by Jane Cowen-Fletcher

**Reading A-Z Books:**

*My Family* (Level aa)  
*Families*

**Books about America's National Symbols/Citizenship:**

*Have You Filled a Bucket Today? (A Guide to Daily Happiness for Kids)* by Carol McCloud  
*Stars and Stripes: The Story of the American Flag* by Sara Thomson  
*The Flag We Love* by Pam Muñoz Ryan  
*I Read Symbols* by Tana Hoban  
*A Book About Citizenship* by Sandy Donovan  
*Being a Good Citizen* by Adrian Vigliano  
*We Live Here Too! (Kids Talk about Good Citizenship)* by Nancy Loewen  
*A Picture Book of Paul Revere* by David Adler  
*What Is Citizenship?* By Leslie Harper  
*The Man Who Walked Between the Towers* by Mordicai Gerstein

**Books about Respect:**

*Respect is Correct* by Linda Grossman Sky  
*Everyone is Special and Unique* by Regina Burch  
*Following the Rules* (Learning about Respect)  
*The Way I Act* by Steven Metzger  
*How to be Respectful* by Emily James

*Rules and Laws: David Goes to School:*

<https://www.uen.org/lessonplan/view/25980>

*Story time: Video: David Goes to School:*

<https://www.youtube.com/watch?v=ggDAaANhxOs>

*David Learns the School Rules: Craft and Writing Resource:*

<https://www.teacherspayteachers.com/Product/David-Learns-the-School-Rules-Craftivity-and-Writing-259842>

*Doing Our Jobs in the Classroom:*

<https://www.uen.org/lessonplan/view/1418>

*Worksheet on Patriot's Day (September 11<sup>th</sup>), paying tribute and respect to those who lost their lives.*

<https://www.teacherspayteachers.com/Product/September-11th-Patriots-Day-Free-2058735>

*9-11 craft:* <https://i.pinimg.com/originals/c3/a6/91/c3a691180ab6b5fe9c89bf254b4a56fc.jpg>

*Our National Symbols Reading Comprehension Worksheet:*

<https://www.teacherspayteachers.com/Product/American-Symbols-Reading-Comprehension-Passages-free-Packet-3666239>

*Pledge of Allegiance to the Flag Lesson Plan:*

<https://www.education.com/lesson-plan/pledging-allegiance-to-the-flag/>

*American Flag facts for children:*

<https://www.reference.com/article/kids-american-flag-8dfac406653b58d6?aq=facts+american+flag&qo=cdpArticles>

*American Flag cut and paste activity:*

<http://www.wherethefirstgradersare.com/2013/07/i-pledge-allegiance.html>

*Pledge of Allegiance activity:*

<https://www.teacherspayteachers.com/Product/FREE-Pledge-of-Allegiance-American-President-Comparisons-1154969>

*Pledge of Allegiance cut and paste activity:*

<https://www.teacherspayteachers.com/Product/The-Pledge-of-Allegiance-Cut-and-Paste-Kindness-Nation-WeHoldTheseTruths-324222>

*Pledge of Allegiance coloring poster:*

<https://www.teacherspayteachers.com/Product/Pledge-of-Allegiance-Coloring-Page-FREE->

*Patriotic song: America the Beautiful:*

<https://www.youtube.com/watch?v=ONpP0isJMsY>

*Patriotic song: The Star Spangled Banner:*

<https://www.youtube.com/watch?v=PWMY7RpK5Bo>

*Patriotic song: You're a Grand Old Flag:*

[https://www.youtube.com/watch?v=sO12beCe\\_ac](https://www.youtube.com/watch?v=sO12beCe_ac)

*Additional Social Studies Websites:*

[www.educationworld.com](http://www.educationworld.com)

<http://bensguide.gpo.gov>

<http://socialstudiesforkids.com/>

<https://pbskids.org/>

[https://www.internet4classrooms.com/grade\\_level\\_help/governance\\_civics\\_citizenship\\_first\\_1st\\_grade\\_social\\_studies.htm](https://www.internet4classrooms.com/grade_level_help/governance_civics_citizenship_first_1st_grade_social_studies.htm)

*Additional lesson plan on Community Helpers:*

<https://www.lessonplanet.com/teachers/teaching-community-helpers>

*Community Helpers Writing Activity:*

<https://www.teacherspayteachers.com/Product/FREE-Community-Helpers-Simple-Writing-Worksheets-2634145>

*Community Helpers Read-Along:*

<http://teacher.scholastic.com/commclub/index.htm>

*Lesson Plan on Good Citizenship:*

<https://www.teacherspayteachers.com/Product/Good-Citizens-Social-Studies-FREE-Lesson-Plan-for-1st-2nd-or-3rd-Grade-2203387>

*Characteristics of Good Citizenship:*

<https://www.teacherspayteachers.com/Product/FREEBIE-Label-Good-Citizens-Kindergarten-First-Grade-Social-Studies-2082334>

*Bucket-Filling Activities:* <http://www.teachingheart.net/bucket.html>

*Citizenship writing assignment:*

<https://www.teacherspayteachers.com/Product/Citizenship-Worksheet-Check-for-understanding-582103>

*Additional Social Studies Websites:*

[www.educationworld.com](http://www.educationworld.com)

<http://bensguide.gpo.gov>

<http://socialstudiesforkids.com/>

<https://pbskids.org/>

[https://www.internet4classrooms.com/grade\\_level\\_help/governance\\_civics\\_citizenship\\_first\\_1st\\_grade\\_social\\_studies.htm](https://www.internet4classrooms.com/grade_level_help/governance_civics_citizenship_first_1st_grade_social_studies.htm)

*Lesson Plan for Respect:*

<https://talkingtreebooks.com/character-education-worksheets.html>

*Respect Worksheets:*

[https://www.worksheetplace.com/mf\\_pdf/Respect-Worksheet-3.pdf](https://www.worksheetplace.com/mf_pdf/Respect-Worksheet-3.pdf)

<https://www.teacherspayteachers.com/Product/Character-Education-Respect-Worksheet-2806377>

*Videos on Respect:*

<https://www.youtube.com/watch?v=d5GSpV4wmpA>

<https://www.youtube.com/watch?v=IUUZ13tEUj8&index=9&list=PLAP-GCgBucFnuYfJ4z-EDunmM65NkMfdG>

<https://www.youtube.com/watch?v=GOzrAK4gOSo>

<https://youtu.be/m5yCOSHeYn4>

*Additional Social Studies Websites:*

[www.educationworld.com](http://www.educationworld.com)

<http://bensguide.gpo.gov>

<http://socialstudiesforkids.com/>

<https://pbskids.org/>

[https://www.internet4classrooms.com/grade\\_level\\_help/governance\\_civics\\_citizenship\\_first\\_1st\\_grade\\_social\\_studies.htm](https://www.internet4classrooms.com/grade_level_help/governance_civics_citizenship_first_1st_grade_social_studies.htm)



## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Rules and Responsibilities-List of Student Created Rules, Compare and Contrast rules for home and school
- Community/Leaders- Discussion on the importance of authority figures/leaders
- Classroom Discussions
- Exit Slips
- Participation and Teacher Observations

### ***Summative Assessments:***

- Use of Maps and Globes
- Citizenship Chain
- Tests
- Quizzes
- Writing Assessments
- Presentations or Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- rule: a rule regulates society by providing a framework for correct conduct or action. Rules tell us what to do and what not to do
- laws: the principles and regulations established in a community by some authority and applicable to its people, whether in the form of legislation or of custom and policies recognized and enforced by judicial decision
- leader: a person who leads; a guiding or directing head, as of an army, movement, or political group
- fair: free from bias, dishonesty, or injustice
- community: a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage
- neighborhood: an area surrounding a particular place
- city: a large or important town
- state: territory considered as an organized political community under one government
- country: the land where a group of people live
- citizen: an inhabitant of a city or town, especially one entitled to its privileges or franchises
- flag: a banner used as the symbol of a nation
- respect: to show regard or consideration for

- responsibility: being accountable to or for something

### **Lesson 1: Rules and Responsibilities**

- Welcome students to school and begin to create a list of rules for the classroom and explain to the first graders that the class is a community.
- Discuss why the community/class needs rules and share with them that all citizens of the classroom community need to be honest, show respect and take responsibility for their actions. Let the students know there will be consequences when the rules are broken.
- List rules that apply to different places (home, classroom, school, recess, community).
- Role play a classroom without helpers. Teachers should spend a couple of minutes quickly doing jobs that must be done around the room. Such as turning on or off lights, picking up trash, stacking chairs, computers, etc.
- Acknowledge and pay tribute to September 11th, Patriot's Day.

#### **Additional Activities:**

- Write about a particular rule that must be followed at school and home. Compare the two. Note differences and similarities.
  - Read No David by David Shannon. Discuss David's actions and the consequences. Ask students to identify rules that David did not follow. Discuss the importance of each rule. For closure, discuss and allow a few students to share their thinking. Note responses on chart paper.
  - Read David Goes to School, by David Shannon. Discuss with the students why David got into trouble at school. After Reading the book, draw conclusions about: What did he do wrong? How could David have made better choices? For closure, discuss and allow a few students to share their thinking. Note responses on chart paper.
  - Invite children to act out a typical classroom conflict. Students identify conflict. Then turn and talk about ways to resolve it. Bring class together to share ideas and allow them to write about their suggestions.
- Note: Utilize the suggested book list for more text to meet the interdisciplinary connections.

### **Lesson 2- Symbolism of the American Flag and the Pledge of Allegiance**

- Introduce the symbolism of the American flag and the Pledge of Allegiance.
- Ask students what they think they are doing when they say the Pledge of Allegiance. Point out that the Pledge of Allegiance to the flag is a way we show honor to our country. Have them point out the American flag in the room, and notice its details (stars, stripes, colors).
- Teach students the proper hand to use when saying the Pledge of Allegiance.
- Listen to patriotic music.
- Construct a symbol poster of the flag and display.

**Additional Activities:**

- Refer to suggested books about the flag to be read aloud and discussed. Ask and answer questions about key details in the text.
- Retell the stories, including key details, and demonstrate understanding of their central message or lesson.
- Write a Personal Narrative about a specific place that you have seen a flag. Use illustrations.

**Lesson 3-Community/Leaders (2 Days)**

- Explain that in each neighborhood, community, state, and country there are authority figures or leaders.
- Brainstorm types of leaders we have at home, in school, and in the community list on the board or chart paper. (Use general names like parents, teachers, principals, police officers...)
- Discuss the importance of having authority figures/leaders. Include that they run certain areas, ensure safety, ensure fairness, and make sure rules are followed.
- Introduce the idea of influential leaders from the local, state and national community.
- Explain and List the different types of communities. (Rural, Urban, Suburban)
- Research and construct different types of communities.
- Use maps and globes to identify: (neighborhood, town, county, state, country and continent).

**Additional Activities:**

- Refer to suggested books about community and important leaders to be read aloud and discussed. Ask and answer questions about key details in the text.
- Retell the stories, including key details, and demonstrate understanding of their central message or lesson.
- Write a Personal Narrative about a specific leader in the community that you have connections with. (doctor, fire chief, mayor, policeman etc.)

**Lesson 4- Good Citizenship**

- Discuss the meaning of citizenship.
- Discuss the characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility of citizens.
- Identify historical figures who were good citizens. (Paul Revere, etc.)
- Construct a Citizen Chain: Cut strips of paper and pass out one to each student. Have students each draw or write a good citizen action on their strip of paper. Staple the links together and form a "citizen chain" to display in the classroom.
- Explain that in a community we are all connected and must work together to make it a great place to live.

#### Additional Activities:

- Research interesting facts for their citizen and share with the class.
- Create a project/poster for a citizen. Draw and write why that person is a good citizen.
- Write a letter to the president and talk about how the class could help the country (being good citizens, recycling, being tolerant of peoples' differences).
- Write a pledge of what he or she will do to make the classroom a better place.

#### **Lesson 5- Good Character Traits (Respect)-1-2 Days**

- Discuss the characteristics of being a respectful person (treating yourself and others with consideration, high regard, courtesy and dignity).
- Introduce to the students which trait you will be discussing today. Ask the following questions and call on different students for answers. Below each question are examples of the types of responses you are looking for. You may need to rephrase the student's answers or guide them along.

(Ask) What does the word respect mean?

- Showing consideration for other people and their property.
- Caring for ourselves, family, community, and school.
- Appreciating and accepting individual differences.
- Treating others the way that you would want to be treated

(Ask) How can you show respect?

- Use kind words and good manners.
- Listen to what others have to say.
- Follow the rules.
- Appreciate differences among people.
- Take care of other people's property at school, home, and in the community.
- Help others.

Note: This is a great opportunity to address differences among people. Some people do not participate in the flag salute. Jehovah's Witnesses do not salute the flag. Jehovah's Witnesses believe that bowing down to a flag or saluting it, often in conjunction with an anthem, is a religious act that ascribes salvation, not to God, but to the State or to its leaders.

#### Respect Activities:

- Reaching Out With Respect: Practice firm handshakes in class with each other. Talk about how offering your hand and looking that person in the eye is a way to show respect. Discuss other ways our hands can show respect, applause, reaching out to help someone, putting our hand over our heart during the Pledge of Allegiance, handling delicate things with care, keeping our hands to ourselves, and cleaning up. Have students trace around their right hand on a piece of paper. On each finger have them write a way to show respect for others. Encourage students to share some of the statements they have written. If possible, display the hands in the room or hallway.

- Simon Says: "Who are You?" Students play a variation of Simon Says that highlight their similarities and differences. The objective is to teach respect and tolerance for each other. Tell them to watch carefully as they play the game because at the end each student must tell one new thing they learned about a classmate

Additional Activities:

- Create a project/poster for being a respectful student. Draw and write why that person is a respectful person.
- Create Bookmarks for Respect: Read and discuss the below quote and then make a bookmark to give each student. "Respect is learned, earned, and returned." ~ Author Unknown
- Refer to suggested books about community and important leaders to be read aloud and discussed. Ask and answer questions about key details in the text.
- Complete a writing assignment on what it means to be respectful.

<b>Unit Plan Title</b>	Exploring History & Celebrating Cultures
<b>Suggested Time Frame</b>	October/November (Approximately 4 weeks)

### **Overview / Rationale**

In this unit, students will learn that the United States is historically composed of different people from different cultures from all over the world. Having an understanding that people in the United States come from different backgrounds and cultures, students can embrace the founding principle that our diverse nation is built on freedom, respect, and equality. Students will also discover family and community expressions of culture and identity, as well as explore how traditions, celebrations, and personal stories connect them to the past. Students will understand that history is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. Students will gain a clearer picture of how individuals, communities, and the world connect, both past and present.

### **Stage 1 – Desired Results**

#### **Established Goals:**

2020 New Jersey Student Learning Standards for Social Studies

- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to ideas of others, and sharing opinions.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How are families alike and different?</li> <li>• Why is the United States a country of many cultures?</li> <li>• Why do we celebrate different holidays?</li> <li>• What are traditions?</li> <li>• Why is it important to know about other cultures?</li> <li>• Who is Christopher Columbus? Why do we celebrate Columbus Day?</li> <li>• How are present events related to past events?</li> <li>• What other historical figures have played a major role in our history?</li> <li>• Is folklore important to the American identity?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Culture is expressed through and influenced by the behavior of people.</li> <li>• Beliefs, values, and traditions can express more than one culture.</li> <li>• The world is divided into many nations that have different cultures, beliefs, and traditions.</li> <li>• Holidays and celebrations are common to families around the world, however the traditions are quite diverse.</li> <li>• National Hispanic Heritage Month is the period when people recognize the contributions of Hispanic and Latino Americans to the group's heritage and culture.</li> <li>• Traditions are long-established customs or beliefs that have been passed on from generation to generation.</li> <li>• Families around the world have special traditions and customs based on their heritage and culture.</li> <li>• Christopher Columbus is the explorer who is credited for discovering America.</li> <li>• Historians establish justifiable timelines to connect significant events.</li> <li>• Folklore and fictional characters from the United States provide a common thread that enables people from different cultures to feel connected.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.</li> <li>• National Hispanic Heritage Month is the period from September 15 to October 15 in the United States, when people recognize the contributions of</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify and define traditions, culture, ancestor, heritage, diversity, and immigrants.</li> <li>• Relate time, past, present, and future, to reference the ancestry of Americans.</li> <li>• Explain that the United States is one of many nations throughout the world.</li> </ul>

<p>Hispanic and Latino Americans to the group's heritage and culture.</p> <ul style="list-style-type: none"> <li>• There are a variety of factors that promote cultural diversity in a community.</li> <li>• Understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.</li> <li>• There are major holidays celebrated in the United States.</li> <li>• Hispanic American Heritage Month is period when people recognize the contributions of Hispanic and Latino Americans to the group's heritage and culture.</li> <li>• Christopher Columbus is the explorer who is credited for discovering America.</li> <li>• The routes taken by Columbus on his four voyages and the ships he sailed.</li> <li>• Folklore and fictional characters from the United States provide a common thread that enables people from different cultures to feel connected.</li> <li>• A folktale is a story or legend forming part of an oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>• Tell about your own family heritage and the heritage of the families in the classroom community.</li> <li>• Discuss the historical significance of major holidays celebrated throughout the world and the traditions associated with them.</li> <li>• Describe a family tradition or celebration from another country.</li> <li>• Describe a local community tradition and tell why it is important.</li> <li>• Explain why Christopher Columbus is an important figure in American history.</li> <li>• Identify historical figures, their influence and contributions made to American history.</li> <li>• Apply terms related to time including past, present, and future.</li> <li>• Recognize famous fictional characters from American folklore.</li> <li>• Compare fictional characters from various stories and cultures.</li> <li>• Identify origins of American folklore.</li> <li>• Recognize famous fictional characters from American folklore.</li> </ul>
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### **Interdisciplinary Connections**

New Jersey Student Learning Standards for English Language Arts (2016)

- 1.RL.1: Ask and answer questions about key details in the text.
- 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RI.1: Ask and answer questions about key details in a text.
- 1.RI.2: Identify the main topic and retell key details of a text.
- 1.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



- 1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.3.P.B.5: Participate in and listen to music from a variety of cultures and times.

#### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about the Families:**

*Mama, Do You Love Me?* by Barbara Joose

*Family Photo* by Dana Meachen Rau

*Pumpkin Fever* by Charnan Simon

*Families* by Ann Morris

*Different Just like Me* by Lori Mitchell

*A House is a House for Me* by Mary Ann Hoberman

*Gingerbread Days* by Joyce Carol Thomas

ReadingA-Z Books: My Family (Level aa) Getting Ready for School (Level E) Families (Level I)

#### **Books about Traditions:**

*A Home Album* by Peter and Connie Roop

*Learning from our Mothers* by Leya Roberts

*A fine Dessert: Four Centuries, Four Families, One Delicious Treat* by Emily Jenkins  
*In Our Mothers' House Book* by Patricia Polacco  
*The Keeping Quilt* by Patricia Polacco

**Books about Cultures:**

*Alma and How She Got Her Name* by Juana Martinez-Neal  
*The Name Jar* by Yangsook Choi  
*Same, Same but Different* by Jenny Sue Kostecki-Shaw  
*The Color of Us* by Karen Katz  
*Pepe and the Parade: A Celebration of Hispanic Heritage* by Tracey Kyle and Mirelle Ortega  
*Abuela* by Arthur Dorros  
*Papa and Me* by Arthur Dorros  
*It's Okay to be Different* by Todd Parr  
*Grandfather's Journey* by Allen Say

**Books about Historical Figures/Historical Folklore:**

*Who was Christopher Columbus?* by Bonnie Bader  
*A picture book of Christopher Columbus* by David A. Adler  
*Christopher Columbus* by Peggy Pancella  
*Christopher Columbus* by Marion Dane Bauer  
*Harvesting Hope: The Story of Cesar Chavez* by Alma Flor Ada, Kathleen Krull, Yuyi Morales  
*First Flight: The Story of the Wright Brothers* by Caryn Jenner  
*Who were the Wright Brothers* by James Buckley  
*American Tall Tales* by Mary Pope Osborne  
*Paul Bunyan and Babe the Blue Ox* by Matt Luckhurst  
*The Bunyans* by Audrey Wood and David Shannon  
*John Henry* by Julius Lester  
*Davy Crockett: A Life on the Frontier* by Stephen Krensky

*Additional lesson plans on Culture:*

<https://www.education.com/lesson-plan/what-is-culture/>

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.discoveryed.com](http://www.discoveryed.com)

[www.internet4classrooms.com](http://www.internet4classrooms.com)

<https://www.education.com/lesson-plan/its-a-small-world-different-cultures/>

<https://www.wgu.edu/heyteach/article/Exploring-Cultures-in-Your-Classroom-Activities-to-Try1710.html>

*Family Tree Resources*

[http://www.hearttolearn.org/materials/docs/E29\\_My%20Family%20Tree%206.22.17.pdf](http://www.hearttolearn.org/materials/docs/E29_My%20Family%20Tree%206.22.17.pdf)

<https://www.teacherspayteachers.com/Product/My-Family-Tree-Counseling-Insights-2435905>

<https://www.teacherspayteachers.com/Product/Family-Tree-Project-Lesson-and-Activities-for-Primary-Grades-786069>

<https://www.familytreetemplates.net/>

*Christopher Columbus: (pocket chart poem and writing activity)*

<http://www.teacherspayteachers.com/Product/Christopher-Columbus-Pocket-chart-poem-and-writingactivity-925563>

*Charting Christopher Columbus Voyages:*

<https://www.teachervision.com/columbus-day/chart-columbuss-voyages>

*Christopher Columbus worksheets/packets:*

<https://www.woojr.com/columbus-day-worksheets-for-kids/>

<http://www.royalbaloo.com/download/RoyalBalooChristopherColumbusUnita.pdf>

<http://www.3dinosaurs.com/printables/packs/columbus.php>

*Christopher Columbus crafts:*

<https://www.dltk-kids.com/crafts/columbus/>

*Informational website:*

[www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/columbusday.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/columbusday.htm)

*Introduce Historical Figures:*

<https://sites.google.com/a/georgiasouthern.edu/first-grade-resources/home/historical-figures>

*Additional lesson plan on Families/Culture:*

<https://www.teachingchannel.org/video/first-grade-social-studies>

*Types of diversity videos:*

<https://www.youtube.com/watch?v=5ZQl6XBo64M>

<https://www.teachervision.com/subjects/social-studies-history/culture-diversity>

*Videos on culture in the classroom:*

<https://www.teachingchannel.org/video/establish-classroom-culture>

<https://www.youtube.com/watch?v=jcEY8l8Ix2E>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects- Family Portrait Celebrating Family Tradition/Holiday (Compare and Contrast family traditions), Suitcase that includes many places visited
- Family Book
- Participation and Teacher Observations- Dramatic Play (Columbus' Boat Replica), Venn Diagram Comparing Families

### ***Summative Assessments:***

- Tests- Identify the Moral or Lesson in Folklore
- Quizzes- Map Columbus' Route, Timeline of Major Historical Events in American History
- Writing Assessments
- Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- diversity: understanding that each individual is unique and recognizing our individual differences
- culture: a people's way of life
- language: words or signs people use to communicate
- traditions: the handing down of statements, beliefs, customs and information from generation to generation, especially by word of mouth
- customs: a way of behaving or a belief that has been established for a long time
- celebrations: a time to be happy about something special
- past: gone by in time and no longer existing
- present: in a particular place, existing or occurring now
- future: time that is to come
- timeline: a line that shows the time and the order in which events have happened
- history: the study of or a record of past events

- folklore: the traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth
- heritage: practices or characteristics that are passed down through the years
- holiday: an occasion recognized by the state or federal government and marked on calendars
- ancestors: a person related to you who lived a long time ago
- celebrations: a special enjoyable event that people organize because something pleasant has happened

### **Lesson 1: Culture & Diversity (2-3 Days)**

- Introduce and define the word culture. Explore all the things that make students unique and special. Have them draw a self-portrait and list those unique qualities about them. Display.  
Allow students to draw a family portrait and label each family member celebrating a family tradition/holiday celebration unique to their culture. Compare /contrast family traditions from the project.  
Have students identify a family tradition and explain what it is.  
Encourage students to name a cultural holiday that they celebrate and tell one important fact about it.
- Have children interview an adult family member about life in the past. Questions should be formulated before the interview.
- Take an imaginary plane ride around the world to various countries discussing and identifying some important traditions.
- Make a suitcase that includes the flags, maps, and small descriptions of countries visited.
- Mark a classroom map throughout the unit that shows the various places visited. Students can refer back to the visual. Identify the traditions that have influenced American culture.

#### **Additional Activities:**

- Have students make a visual dictionary compiling vocabulary words listed in the unit of study. Allow them to write a word and draw pictures or cut out from a magazine to illustrate meaning.
- Research a holiday tradition with their family and explain it in four easy steps. Use the written directions that they did with their family and create a storyboard of their four steps.
- Compare and contrast cultures of classmates. Chart results and make a poster.

Note: Utilize the suggested book list for more text to meet the interdisciplinary connections.

### **Lesson 2: Christopher Columbus & Significant Historical Figures (2 Days)**

- Introduction: Columbus Day happens the second Monday in October of each year. The holiday honors Christopher Columbus and his October 12, 1492, arrival in America.

Ask students what they already know about Christopher Columbus. Share a presentation with background information. Explain why Columbus landed on the east coast, and why settlers chose to stay along the water rather than move west inland.

Read, discuss and have students participate in a variety of activities about Columbus Day. Tracking Columbus:

A world map gives first grade students a glimpse of Columbus' trip. Start by identifying Spain, where his first voyage to the Americas originated. Mark that spot with a pin.

Because Columbus set out to find a different route to Asia, point out Asia on the map so that the first graders can see where Columbus tried to go. According to the logs Columbus kept, he made a stop in the Canary Islands for supplies and repairs. Mark the Canary Islands as the first stop on the trip. After crossing the Atlantic, Columbus' ships landed in the Bahamas. Mark the other islands in the area that Columbus visited, including Cuba and Hispaniola, the island where Haiti and the Dominican Republic are now located. Give the students their own world map outlines so that they can mark Columbus' route.

- Boat Replicas: The Niña, Pinta and Santa Maria carried Columbus and his crew on their voyage to the Americas. Use the ships as the basis for a creative classroom activity. Students will make individual replicas of the ships using cardboard milk containers turned on their side. Cut out one side of the carton to create the ship. The kids can then decorate the containers and add sails using craft sticks and paper. For a larger version, use a refrigerator box with one side cut out. Decorate the box as a class to look like one of the ships. The kids can use the box for dramatic play activities.
- Introduce Historical Figures: (Examples) Benjamin Franklin, Thomas Jefferson, Thomas Edison, Wright Brothers, Eleanor Roosevelt etc.
- Create a timeline of major historical events in American history. Their timeline should represent some of the main historical figures that have been influential in our country along with patriotic symbols that represent our country.

#### Additional Activities:

- Literacy Connections: Children's books offer a way to integrate literacy while learning about Columbus. Read a selection of books to the class, such as "Follow the Dream: The Story of Christopher Columbus" by Peter Sis, "In 1492" by Jean Marzollo and "Animals Christopher Columbus Saw" by Sandra Markle. Use the Columbus books as a guide for acting out the explorer's adventures.
- The poem "In 1492" is another literacy tool to learn about the explorer.
- Read the poem as a class and recite it together. Then, let the kids create their own poems or songs about Columbus.
- Draw the route of Christopher Columbus. Color the map green and blue where appropriate.
- Act It Out- Make props and/or costumes that represent our country's rich history. Include prominent figures in the United States. Present skit to your audience.

### **Lesson 3: All Families Are Different, Yet the Same (2 Days)**

- Students work with a partner to create a venn-diagram comparing their families. Students create a class bar graph to compare the number of people in their families. Students create a class web chart of family jobs to show how all members are dependent on one another.  
Make a graph of the number of siblings. Advance/independent students can graph brothers and sisters in the class.
- Teacher reads a story aloud. Students make their own family tree by tracing and cutting out a tree trunk, tracing hands for each family member, labeling them, and gluing to their tree. Families Are Different by Nina Pelligrini.  
Note to Teacher: Prior to lesson Send home a “Family Questionnaire” and have students return it. Read All Kinds of Families or any similar book that explores different kinds of families and talks about adoption. Gather students together. Introduce the lesson by telling the class that just like each one of you is both different and the same, each of our families are both different and similar. Discuss that adopted children are completely part of any family. Have students brainstorm facts about their families. Chart student responses. Distribute a graphic organizer, “Celebrating Differences.” Have students write or draw a fact about their family in each box on the graphic organizer.  
Have children walk around the room and have classmates sign their name to boxes that show or tell a fact that is the same about their family.  
Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups within the classroom. Chart and discuss.  
Encourage students to bring in items that represent their culture and display those items in the classroom.(e.g., cultural, linguistic, community)
- Make note that National Hispanic Heritage Month is the period from September 15 to October 15 in the United States, when people recognize the contributions of Hispanic and Latino Americans to the group's heritage and culture. Plan a celebration around this event.

#### **Additional Activities:**

- Read a story from the suggested book list on cultures. Have children think, pair and share about their family's celebrations. Introduce the word “tradition,” and ask the students if their family has any traditions as they have family celebrations. Introduce “Family Celebrations” poster (included). Have students describe their family celebrations. Chart family celebration on the poster. Remind students of Read-aloud from the previous day. Chart the family in the story as well.
- Review “Family Celebrations” poster from the previous day. Begin discussion by asking children to find similarities and differences among family celebrations. Model for the students how to create a page for a class book based on their own celebration/tradition. Each student will create a page for the class book independently. Students will illustrate

and write a caption for their drawing. Gather students together to share their pages for a class book. Teachers will model how to share their page using a teacher made page as a model. Have students describe their family celebrations. Children will share the page they created for the class book. Place the completed book in the class library.

- Allow the students to write four or more sentences about our individual culture. Review instructions to write the sentences, and review sensory details and their importance in writing. Have students share some details that they will include in their writings.
- JOURNAL PROMPT: If you were to invent a cultural tradition or ritual, what would it be? A language? A food? A dance? Describe your new tradition and why you would have people practice it.

#### **Lesson 4: Folklore, Folktales and American Legends (3 Days)**

- Explain the definition of Folklore/Folktale. This lesson is going to set the stage for the class to explore different cultures, people, and the diversity of our country. Explain that a folktale (or tall tale) is a story that has elements of truth and fiction. Give examples of true things that happened to the class, with a slight exaggeration. Have students draw a picture of themselves with one small exaggeration. (ie: very tall, very small, having a special power)
- Introduce Johnny Appleseed's background: Johnny Appleseed was given the nickname Johnny Appleseed because he brought apple trees to many parts of the northeast. He became a legend and recognized because of his kind nature and efforts in conservation. Read aloud a version of the Johnny Appleseed folktale. Students will understand that Johnny Appleseed (Chapman) brought apple trees to different parts of the country, and was a kind and gentle man.
- Introduce Paul Bunyan's background: Paul Bunyan is depicted as a larger than life lumberjack figure in North American folklore. One of the most famous and popular North American folklore heroes, he is usually described as a giant as well as a lumberjack of unusual skill, and is often accompanied in stories by his animal companion, Babe the Blue Ox. Show pictures of Paul Bunyan to students so that they will understand how he was depicted as a very strong man, and his size was often greatly exaggerated. Discuss with the students what they noticed about the figure and chart responses.
- Introduce John Henry's background: John Henry was and is an important icon for the labor movement. He is a main character from an American folktale; nicknamed the "steel-driving man" as he hammered steel to create railroads across the country. John Henry's strength was exaggerated and he was portrayed as stronger than any other man. Begin by previewing the book on John Henry with students by showing them the pictures. An important question to ask is - what do you think was exaggerated about John Henry? Discuss and chart responses.  
Identify the moral or lesson in folklore. Explain and provide examples of folklore and folktales from different cultures.



<b>Unit Plan Title</b>	Linking American History to Native American History
<b>Suggested Time Frame</b>	November/December (Approximately 3 Weeks)

<b>Overview / Rationale</b>
<p>This unit explores Native American culture, including a strong focus on the Lenni Lenape, Lakota and Wampanoag. Students will look into a Native American lifestyle in history in relation to how it has helped shape American History. Students will also understand how leaders are chosen through the democratic process of voting and electing officials during Election Day activities. They will also have the opportunity to pay tribute to veterans in celebration of Veterans Day, to honor the brave men and women, living and dead, who have fought for our country's freedoms.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</li> <li>● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</li> <li>● 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> <li>● 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li> <li>● 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li> <li>● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the significance of Veteran's Day?</li> <li>● Why do people vote?</li> <li>● What is Native American Culture?</li> <li>● How did the Native Americans help the Pilgrims?</li> </ul>	<p><b>Enduring Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Veterans Day is a celebration to honor the brave men and women, living and dead, who have fought for our country's freedoms.</li> </ul>

<ul style="list-style-type: none"> <li>● How has Native American culture impacted your life?</li> <li>● How are tribes alike and different?</li> <li>● How have Native Americans affected our culture?</li> <li>● How are customs and traditions different/similar today than in colonial times? Who were the pilgrims and why/how are they important to our history?</li> </ul>	<ul style="list-style-type: none"> <li>● Election Day is the day set by law for the general elections of federal public officials.</li> <li>● Native American culture is a rich part of our nation's history.</li> <li>● Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Veterans Day honors America's veterans and active duty service members each year on November 11th.</li> <li>● The Wampanoag were Native American tribes who lived in Massachusetts and Rhode Island.</li> <li>● Bison, or buffalo, were an integral part of the Native Americans' survival.</li> <li>● In the 1800s, white settlers tried to take away the Native Americans' land.</li> <li>● Today many Native Americans live on reservations.</li> <li>● The Leni Lenape was a tribe that lived close to where we live now.</li> <li>● They used many natural resources. They were trappers and gathers. They used plants for healing.</li> <li>● When white settlers arrived, the Lenape were forced to change their culture and adopt many new European ways. They were forced to move west.</li> <li>● Pilgrims were the first settlers of America.</li> <li>● There are still some Lenape communities in Canada, Oklahoma and Wisconsin.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Discuss the significance of Veterans Day as a U.S. federal holiday that honors American veterans of all wars and gives us the opportunity to show our gratitude for the sacrifices they made to protect our freedoms.</li> <li>● List different aspects of daily Native American life, including school, family, housing, work, food and entertainment.</li> <li>● Explain the interactions between the Native Americans and the first settlers.</li> <li>● Compare and contrast the Lakota and Leni Lenape cultures.</li> <li>● Compare and contrast the way of life between the Native Americans and our lives today.</li> <li>● Identify how Native American culture has shaped our own.</li> <li>● Identify the Pilgrims as the first settlers of America.</li> <li>● Describe how the Native Americans and Pilgrims had very different cultures.</li> <li>● Understand why Thanksgiving is recognized as a National Holiday in America.</li> </ul>

<ul style="list-style-type: none"> <li>• Thanksgiving is recognized as a National Holiday in America.</li> <li>• Students will learn how sharing ideas and a new land gave way to the first Thanksgiving.</li> </ul>	
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### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for English Language Arts (2016)**

- 1.RL.1: Ask and answer questions about key details in the text.
- 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RI.1: Ask and answer questions about key details in a text.
- 1.RI.2: Identify the main topic and retell key details of a text.
- 1.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### **2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

#### **2020 Computer Science and Design Thinking**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about the Veterans Day:**

*Veterans Day* by Connor Dayton

*Don't forget, God Bless our Troops* by Jill Biden

*Veterans: Heroes in our Neighborhood* by Valerie Pfundstein

#### **Books about Election Day:**

*Vote for Me!* by Ben Clanton

*Amelia Bedelia's First Vote* by Herman Parish

*Grace for President* by Kelly DiPucchio

*Duck for President* by Doreen Cronin America

*Votes: How Our President Is Elected* by Linda Granfield

#### **Books about Pilgrims:**

*Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters

*Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters

*The Pilgrims' First Thanksgiving* by Ann McGovern

#### **Books about Thanksgiving:**

*What Was the First Thanksgiving?* by Joan Holub

*The First Thanksgiving* by Linda Hayward

*Squanto's Journey: The Story of the First Thanksgiving* by Joseph Bruchac

*Thanksgiving is for Giving Thanks* by Margaret Sutherland

*Additional resources November writing prompts:*

<https://www.teacherspayteachers.com/Product/FREE-November-Writing-Prompts-for-Beginning-Writers-3969789>

*Election Day resources:*

<https://www.teacherspayteachers.com/Product/Free-Election-Day-Activity-Book-2864521>

<https://www.teacherspayteachers.com/Product/Freebie-Election-Day-Snacktivity-381567>

<https://www.teacherspayteachers.com/Product/Election-Pack-Freebie-2864042>

*Election Day mini booklet:*

<https://www.teacherspayteachers.com/Product/Election-Day-2187234>

*Smart-Board Election Day Activities:*

<https://www.teacherspayteachers.com/Product/Election-Day-Smartboard-Attendance-file-FREE-384011>

*Close Reading Election Day Activity:*

<https://www.teacherspayteachers.com/Product/Close-Reading-Election-Day-2864082>

*Veterans Day activities:*

<https://www.enchantedlearning.com/crafts/veterans/>

<http://thefirstgradeprade.org/celebrating-veterans-day-freebies-too/>

*Veterans Day writing activity: Thank you for your service:*

<https://www.teacherspayteachers.com/Product/Veterans-Day-Letter-Writing-Activity-FREEBIE-1546700>

*Additional lessons plans Lenape/Wampanoag:*

<https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Native-American-Groups-Lenape-and-Wampanoag-Freebie-3171337>

<https://www.teacherspayteachers.com/Product/Thanksgiving-Activities-FREE-Pilgrims-Native-Americans-Informational-Texts-1535468>

*A Story of Survival: The Wampanoag and the English:*

<https://www.okcps.org/cms/lib/OK01913268/Centricity/Domain/130/NASS%20Thanksgiving%20Lesson%20Plan%20Booklet.pdf>

*Thank You Sarah, The Women Who Saved Thanksgiving:*

<https://www.youtube.com/watch?v=ZjrhGhOHKM0>

*Informational Thanksgiving video:*

<https://www.youtube.com/watch?v=zkj2wGuRSIk>

<https://www.youtube.com/watch?v=9EZNCuQkWNU>

*Thanksgiving Mini Unit:*

<https://www.teacherspayteachers.com/Product/Thanksgiving-FREE-Mini-Unit-ELA-and-Literacy-1560860>

*History of Thanksgiving Posters:*

<https://www.teacherspayteachers.com/Product/FREE-Thanksgiving-History-of-Thanksgiving-Poster-K-6-4155143>

*Thanksgiving Writing Prompt:*

<https://www.teacherspayteachers.com/Product/Thanksgiving-Writing-Activity-Label-It-Freebie-1513731>

*Thanksgiving Games Early Settlers Played:*

<https://www.teacherspayteachers.com/Product/Thanksgiving-Games-The-Pilgrim-Children-Played-FREEBIE-381364>

*Thanksgiving Activity Pack Cross-Curricular:*

<https://www.teacherspayteachers.com/Product/Thanksgiving-Activity-Pack-FREE-31-Pages-1516846>

*Additional Resources Thanksgiving/Pilgrims Informational Text:*

<https://www.teacherspayteachers.com/Product/Thanksgiving-Activities-FREE-Pilgrims-Native-Americans-Informational-Texts-1535468>

*Colonial History:*

[www.plimoth.org/learn/just-kids](http://www.plimoth.org/learn/just-kids)

[http://www.scholastic.com/scholastic\\_thanksgiving/](http://www.scholastic.com/scholastic_thanksgiving/)

<http://www.internet4classrooms.com/thanksgiving.htm>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects- Packing the Pilgrim's Trunk
- Participation and Teacher Observations- Mock Election

### ***Summative Assessments:***

- Tests
- Quizzes
- Writing Assessments
- Research Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection**

- election: is a vote to decide who will hold a political office
- voting: a choice that is made by counting the number of people in favor of each alternative
- veteran: a former member of the armed forces
- military: is the armed forces responsible for securing and defending a country
- soldier: a person who serves in an army
- troops: soldiers or armed forces
- Thanksgiving Day: annual national holiday in the United States and Canada celebrating the harvest and other blessings of the past year
- pilgrim: someone who travels to a holy place
- Native American: a member of any of the indigenous peoples of the Americas
- Lenape: are an indigenous people of the Northeastern Woodlands, who live in Canada and the United States
- Wampanoag: a member of a Native American people formerly inhabiting eastern Rhode Island and southeast Massachusetts
- Mayflower: the ship in which the Pilgrim Fathers sailed from England to America
- turkey: a large mainly domesticated game bird native to North America
- gratitude: the quality of being thankful
- freedom: the power or right to act, speak, or think as one wants without hindrance or restraint
- colony: a group of people of one nationality or ethnic group living in a foreign city or country
- settler: a person who moves with a group of others to live in a new country or area

### **Lesson 1: Celebrating Veterans/Election Day**

- Veterans Day: Define the term and name the date we celebrate the holiday.
- On November 11 each year we honor all the men and women who served in the Armed Services.
- Visit the Veterans Day website to get background information on Veterans Day and the flag.
- Election Day: Ask students to imagine it is Election Day: "Mock Election." Students can vote in a mock election, using "ballots" and/or a "ballot box". If it is a Presidential election year, students can vote for a presidential candidate. Teachers can talk about each candidate running for office and students can vote for the candidate of their choice. Another idea to demonstrate voting is to have students nominate/vote on their "favorite candy," or "favorite fruit," and at the end of the election, the teacher can bring in the "winning" item for a snack.  
Set up a Voting Booth in the classroom.  
Create a Voter Registration Card.  
Create "I Voted" badges.

#### **Additional Activities:**

- Veterans Day: Have your students write thank you letters on Veteran's Day. These letters can be sent to deployed soldiers, your local Veteran's Hospital, or local Veteran's Council/Coalition to show your school's appreciation for their dedicated service.
- Ask students to research and list all their known relatives who served in the Armed Forces. Allow the students to draw or paint the colorful and varied uniform paper hats worn by members of the armed forces. Have students participate in a parade on this special day.
- Election Day: To kick off the election season, have students fill out a Voter Registration form. This will allow them to practice learning important information such as: (first/last name, age, date of birth, address/phone number).

### **Lesson 2: Native Americans-2 Days**

- Discuss Native American culture, collecting information from text, pictures and diagrams.
- Choose one type of Native American housing and describe it to a partner. Have the partner guess which one you are talking about.
- Present a lesson on the Lenni Lenape, including various aspects of their way of life. View the website listed. Describe what happened to them when European settlers arrived.
- Draw a picture of a Lenni Lenape Native American. Be sure his/her clothing, background and props look authentic. Describe your drawing to a partner.



#### Additional Activities:

- Use informational text and look at the photos and artifacts of Native American culture and read the captions. Discuss their uses.
- Students will examine Native American cultures and write about what they have learned, draw a picture and/or give a demonstration, which reflects upon the customs, beliefs, rules, ways of life, language, food, clothing, and tools. This report can include illustrations and/or demonstrations.
- Read aloud *When the Shadbush Blooms* by Carla Messinger. Discuss how culture and traditions have been passed down through generations.
- Pretend you are a Lenni Lenape boy or girl. Write 2-3 things that you do during the day.
- Compare and contrast two different Native American tribes.

#### **Lesson 3- Thanksgiving/Early Settlers-2 Days**

- Make a list of rules/laws that the Pilgrims may have come up with when they first started living in “The New World.”
- Create a Venn diagram comparing a Pilgrim child to a modern child.
- Identify the Pilgrims as the first settlers of America. Explain when and where they came from, what they wore, how many of them traveled, why they chose to leave Great Britain, how they traveled to the New World, where they landed, and why their first winter was so terrible.
- Packing the Pilgrim's Trunk: Personalizing History in the Elementary Classroom: This theme exploration helps students explore who the Pilgrims were, learn about their trip aboard the Mayflower, think about what it was like to move to a new world and discover how they adapted and built new lives at Plymouth Colony. But more importantly, it helps students discover connections between their own life experiences and those of the Pilgrims, making history interesting, meaningful, and relevant. Students use a KWL chart, books and Websites to learn about the Pilgrims, complete hands-on activities to role play and compare their lives to Pilgrim children's lives and plan a Thanksgiving friendship feast to celebrate their learning.

#### Additional Activities:

- Read the story *Thanks for Thanksgiving: Children* brainstorm and write why they are thankful.
- Read nonfiction books about the pilgrims Mayflower voyage. Discuss and retell key details. Write facts based upon their learning on Mayflower voyage.
- Students will gain knowledge of the voyage of the Mayflower. Students complete a writing activity identifying what they would bring with them to the New World and why.
- After viewing the video: *Thank You Sarah, The Woman Who Saved Thanksgiving*: Discuss and use Sarah's story as inspiration for students to think about things they can urge others to do to make a difference in their communities. With students, brainstorm a list of ways that you can make the community better. Have students write letters urging action, just as Sarah Hale did 140 years ago.

- Discuss reasons why students might move to a new town and why the colonists left England to move to America.
- Compare and contrast colonial times/thanksgiving to present day.
- Read the story Thanks for Thanksgiving: Children brainstorm and write why they are thankful.
- Write your own story about how to save turkey from Thanksgiving dinner. Disguise turkey and/or hide turkey.

<b>Unit Plan Title</b>	Multicultural Holidays
<b>Suggested Time Frame</b>	December/January (Approximately 3-4 Weeks)

<b>Overview / Rationale</b>
<p>In this unit students will be introduced to diverse cultural holidays that will give them a global perspective on how children in other countries celebrate. They will gain an appreciation and respect for differences and similarities within these cultures. The students will “travel” to other countries to learn about various winter holidays celebrated by different people across the globe. These lessons will give students insight into other cultures besides their own and help promote acceptance and tolerance. It will also provide more opportunities for them to learn how to read maps and globes. This unit teaches many cultural and historical facts. It can have many opportunities to write and draw as well as create cultural crafts.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b> 2020 New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> <li>● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</li> <li>● 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</li> <li>● 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> <li>● 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li> <li>● 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li> <li>● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</li> <li>● 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are customs and traditions?</li> <li>● How are customs and traditions alike and different?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Customs include traditions, popular beliefs, and commonly held values,</li> </ul>

<ul style="list-style-type: none"> <li>• Why are holidays celebrated?</li> <li>• What are maps and globes?</li> <li>• How are they useful in finding information?</li> <li>• How can maps and globes help us learn about people?</li> </ul>	<p>ideas, and assumptions that are generally accepted by a particular group of people.</p> <ul style="list-style-type: none"> <li>• People share their culture through the clothing they wear, food they eat, music, stories, and art they enjoy, and the holidays they celebrate.</li> <li>• Holidays are a way that people express their customs, cultures, and traditions.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Locations of places and information about them are available on maps and globes.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• People celebrate holidays in various ways.</li> <li>• People express their customs, cultures, and traditions during holiday celebrations.</li> <li>• Maps can show us where different places are located.</li> <li>• The purpose of a globe is to visually locate where bodies of land or water are related to each other on a small manageable scale or in a handy manner.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Describe how the people of various cultures celebrate their winter holidays.</li> <li>• Recall important facts about various holidays.</li> <li>• Compare and contrast different cultures.</li> <li>• Locate various countries on the map.</li> </ul>

### Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

- RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1-PS4-2: Make observations to construct an evidence-based account that objects can be seen only when illuminated.

#### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about the Christmas:**

*Merry Christmas, Strega Nona* by Tomie dePaola

*A Charlie Brown Christmas: Deluxe Edition* by Charles M. Schulz and Vicki Scott

*A Christmas Carol* by Jennifer Adams and Alison Oliver

*Elf on the Shelf: A Christmas Tradition* by Carol Aebersold and Chanda Bell

*The Christmas Quiet Book* by Deborah Underwood and Renata Liwska

*How the Grinch Stole Christmas!* by Dr. Seuss  
*The Night Before Christmas* by Charles Santore  
*The Polar Express* by Chris Van Allsburg

**Books about Hanukkah:**

*A Hanukkah with Mazel* by Joel Stein and Elisa Vavouri  
*Spin the Dreidel!* by Alexandra Cooper and Claudine Gevry  
*How Do Dinosaurs Say Happy Chanukah?* by Jane Yolen and Mark Teague  
*Shmelf the Hanukkah Elf* by Greg Wolfe and Howard McWilliam  
*Latkes, Latkes, Good to Eat: A Chanukah Story* by Naomi Howland  
*The Hanukkah Bear* by Eric A. Kimmel  
*Hanukkah Haiku* by Harriet Ziefert  
*All-of-a-Kind Family Hanukkah* by Emily Jenkins

**Books about Kwanzaa:**

*Seven Spools of Thread: A Kwanzaa Story* by Angela Shelf Medaris  
*My First Kwanzaa* by Karen Katz  
*The Sound of Kwanzaa* by Dimitrea Tokunbo  
*Together for Kwanzaa* by Juwande G. Ford  
*Celebra Kwanzaa con Botitasy Sus Gatitos* by F. Isabel Campoy  
*Li'l Rabbit's Kwanzaa* by Donna L. Washington  
*K is for Kwanzaa* by Juwanda G. Ford

**Books about Las Posadas:**

*The Night of Las Posadas* by Tomi dePaola  
*Las Posadas: A Christmas Story* by James Fraser and Nick de Grazia  
*Las Posadas: An Hispanic Christmas Celebration* by Diane Hoyt-Goldsmith and Lawrence Migdale  
*Carlos, Light the Farolito* by Jean Ciavonne and Donna Clair

*Christmas vocabulary:*

<https://www.teacherspayteachers.com/Product/Christmas-Activities-Vocabulary-FREE-1558482>

*Christmas reader's vocabulary:*

<https://www.teacherspayteachers.com/Product/FREE-Christmas-Readers-Theatre-Bob-the-Goofy-Reindeer-393657>

*Christmas vocabulary:*

<https://www.teacherspayteachers.com/Product/FREE-Christmas-Writing-Vocabulary-379274>

*Polar Express activity:*

<https://www.teacherspayteachers.com/Product/The-Polar-Express-eng-free-173661>

*Christmas close reading activity:*

<https://www.teacherspayteachers.com/Product/FREE-Christmas-in-the-United-States-Close-Reading-994124>

*Educational videos on Hanukkah:*

<https://www.teachervision.com/hanukkah/story-hanukkah-videos-activities>

*Hanukkah activities:*

<https://www.care.com/c/stories/3633/101-hanukkah-activities-for-kids/>

*Hanukkah resources Teachervision:*

<https://www.teachervision.com/holidays/hanukkah>

*Kwanzaa activities:*

<https://www.brighthubeducation.com/preschool-crafts-activities/56850-celebrating-kwanzaa-with-easy-activities-in-preschool/>

*Kwanzaa worksheets free printables:*

<https://www.education.com/worksheets/kwanzaa/>

<https://www.teacher.org/lesson-plan/kwanzaa-art/>

<https://www.teacherplanet.com/content/kwanzaa>

*Kwanzaa videos:*

<https://www.youtube.com/watch?v=-mzce-hBAw8>

[https://www.youtube.com/watch?v=VeFCK\\_\\_0euI](https://www.youtube.com/watch?v=VeFCK__0euI)

<https://www.youtube.com/watch?v=0kV-6qVp98Q>

*Christmas in Mexico:*

<https://www.whychristmas.com/cultures/mexico.shtml>

*Additional resource description and history with links to various sites related to Las Posadas.*

[http://www.chiff.com/home\\_life/holiday/christmas/posadas.htm](http://www.chiff.com/home_life/holiday/christmas/posadas.htm)

*Mexican holiday resource page Lots of link:*

<http://www.mexconnect.com/articles/3141-christmas-in-mexico-navidad-en-mexico-a-mexican-holiday-resource-page>

<http://www.mommymaestra.com/2011/12/las-posadas-navidenas-personal-video.html>

*Las Posadas worksheets:*

<https://www.education.com/worksheet/article/mexican-christmas-coloring/>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects
- Participation and Teacher Observations

### ***Summative Assessments:***

- Tests- Compare and contrast Hanukkah to Christmas
- Quizzes
- Writing Assessments
- Research Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- holiday: a time when someone does not go to work or school but is free to do what they want, such as travel or relax
- celebration: a special social event, such as a party, when you celebrate something.
- Christmas: is an annual festival commemorating the birth of Christ
- Hanukkah: is the Jewish Festival of Lights. It commemorates the rededication of the Second Temple in Jerusalem.
- Kwanzaa: a harvest festival celebrated from Dec. 26th until Jan. 1st in some African-American communities
- Las Posadas: religious festival celebrated in Mexico and some parts of the United States between December 16th and December 24th
- traditions: the handing down of statements, beliefs, customs and information from generation to generation, especially by word of mouth
- culture: a people's way of life
- map: a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.



- globes: a spherical representation of the earth or of the constellations with a map on the surface

### **Lesson 1- Christmas and Hanukkah-2 Days**

- Christmas: Prior to this lesson, create a one-page document where students can simply fill out a form including the name of the country visited, the most popular holiday they celebrate, and a few facts about that holiday. Make four copies and a page for the cover. Each time your class “visits” a country, students will write what they learned on one page of the passport.  
Poll students to see which holidays they celebrate with their families in December. Create a bar graph of the class data. Ask them what they already know about these holidays. Explain that they will soon learn more about these and some additional holidays.  
Christmas: Explain the story of Christmas by creating or finding a lesson. Explain that Christmas is a popular religious holiday celebrated in many nations, including the USA. Locate Bethlehem and Nazareth on a map, explaining that is where Jesus was from. Explain that Santa Claus is a separate part of Christmas.
- Hanukkah: List prior knowledge of Hanukkah. Find or create a lesson discussing the history of Hanukkah. Use a map to show students where Israel is located. Explain that Jewish people have their own language and alphabet.
- Hanukkah: Complete a page in your passport. Make a paper dreidel and read instructions for the game at <http://www.enchantedlearning.com/crafts/hanukkah/dreidel/>. Play the dreidel game with a group of friends.
- Compare and contrast Hanukkah to Christmas.

#### **Additional Activities:**

- Christmas: Complete a simple teacher-created worksheet that ask questions about the graph, such as, “Which holiday do most students in our class celebrate?” and “What do you already know about this holiday?” Complete the cover page of your passport.
- Christmas: Read aloud *The Christmas Story* by Jane Werner Watson (or a similar book). Have students listen for the main idea and some details about Christmas.
- Christmas: As a group, list what the children already know about Christmas on the chart paper or the interactive whiteboard. Read the story *The Light of Christmas* by Richard Paul Evans and *Daniel Craig* and *Christmas* by David F. Marx aloud to the class. Return to the chart paper or interactive whiteboard and list what the children learned about Christmas. Compare and contrast Hanukkah, and Christmas. Help students create Christmas lights by following these steps: Trace the Christmas light bulb pattern onto a rectangle of colored construction paper. Cut out the light bulb shape. Add glitter or hologram sticky paper to the screw end of the bulb shape. Punch a hole in the screw end of the bulb shape. Connect all of the bulbs with yarn to look like a string of Christmas lights. As a group, write a letter to parents explaining about Christmas and the Christmas lights.

#### Christmas Thinking Questions:

- Think of a Christmas symbol you learned about in this activity. In your own words, explain the meaning behind this symbol.
- What is the purpose of the advent wreath? How is it like the menorah lit for Hanukkah?
- Who was the original Santa Claus? Why was he so well known?
- If you were to explain Christmas to a friend who had never heard of it before, what story would you tell?
- Hanukkah: Read aloud story, *One Candle* by Eve Bunting. After the read-aloud, have students write about an unusual holiday custom that is unique to their family. Have students share their personal traditions, from a special family recipe to the story behind an heirloom ornament.

#### Hanukkah Questions:

- When the candles are lit on the menorah, they are a symbol. What do they symbolize? Tell the story in your own words.
- What is the tzedakah box used for? Why do you think it might have special meaning during Hanukkah?
- What do the four Hebrew letters on the sides of a dreidel stand for? What does that phrase have to do with Hanukkah?
- Why does Hanukkah start on a different day each year?
- If you were to explain Hanukkah to a friend who had never heard of it before, what story would you tell?

#### **Lesson 2- Kwanzaa: Los Pasadas- 2 Days**

- Kwanzaa: Develop an understanding of how some African Americans remember and celebrate their African heritage. Identify Africa on the globe. Show the children the globe and tell them that it is a model of the planet on which we live: Earth. Show the children the location of Africa and its location in relation to the United States. Tell the children that many Americans have ancestors from Africa. For this reason, sometimes they are called African Americans. Beginning December 26th, the day after Christmas, some African Americans celebrate a holiday that helps them remember their ancestors' homeland. Kwanzaa, established in 1966, is a holiday during which African Americans remember their heritage and remind people of the importance of sharing with family and friends. The word Kwanzaa means "first fruits" and comes from the language of Swahili. The celebration does not last one day; it lasts seven days! Each day there is a different word to help us think about our lives and our future. And each day, they light a candle on the Kinara (Kee-nah-rah) or candle-holder.

Kwanzaa: Find Africa on a map. Read aloud *My First Kwanzaa Book* by Deborah Chocolate (or a similar story). Ask students to listen for the meaning of the different colored candles. Discuss the seven principles of Kwanzaa.

- Los Posadas: Teach students that after Spain conquered and colonized Mexico, Roman Catholic priests and monks noticed that Christmas coincided with the birth of the

powerful Aztec god Huitzilopochtli. Huitzilopochtli was the god of war and the sun, and patron of Tenochtitlan (present-day Mexico City). This connection helped convert the Native peoples to Christianity. A Native American celebration became Las Posadas when the Jesus story was combined with the story of Huitzilopochtli's birth. Gather students together and show them the poinsettia plant. Pass it around so they can have a good look. Ask them what they notice about the plant, including colors, shapes, textures, etc. Explain that the bright red petals of the flower are not petals at all; they are leaves. In the middle they will see a cluster of yellowish flowers called cyathia. Point out Mexico on the world map. Talk about Mexico's location in relation to the United States. Tell students that there is a legend, or very old story, about the poinsettia plant that comes from Mexico. Read aloud the picture book you chose, or tell the following legend of the poinsettia: A poor Mexican girl had no gift to present at Christmas Eve Services. As she walked slowly to the chapel with her cousin, her heart was filled with sadness rather than joy. "I am sure that even the most humble gift, if given in love, will be acceptable," said her cousin. Not knowing what else to do, the little girl gathered a handful of weeds. Feeling saddened and embarrassed by her humble gift, she approached the church. Then she remembered her cousin's kind words. Suddenly, the bouquet of weeds bloomed bright red, and everyone knew it was a Christmas miracle.

- Discuss Three Kings Day: For many Christians in Spain and Latin America, the holiday season officially ends on January 6, which is the 12th day of Christmas known as the Feast of the Epiphany, or Three Kings' Day. The holiday celebrates the biblical tale in which the Three Kings, or Three Wise Men, visit baby Jesus after his birth. Visit <https://www.newsweek.com/when-three-kings-day-and-how-it-celebrated-epiphany-772690>

#### Additional Activities:

- Kwanzaa: Begin by showing the class the cover of the book *K is for Kwanzaa*. Ask the children if they have heard of Kwanzaa and what they know about it. Explain that it is a special holiday celebrated by many African Americans the last week of December. Read the first page, which offers a brief introduction to the holiday, to the class. Stop and ask the children to name some of the important information about Kwanzaa that they learned and list the items on your chart paper. Read the next page which explains the seven principles of Kwanzaa. Discuss each one briefly. Continue to read the story, stopping every few pages to add facts to your chart.
- Extension Activities: Make a Venn diagram comparing Kwanzaa to another winter holiday you have studied, such as Christmas or Hanukkah. Have the children participate in other Kwanzaa activities, like making a Kwanzaa flag, learning a song about Kwanzaa and preparing Kwanzaa fruit kabobs.
- Los Posadas: Show students the world map again and ask a volunteer to identify Mexico. Explain that most Mexicans celebrate Christmas. In Mexico, the people do not just celebrate for one night! The Christmas holiday of Las Posadas starts on December 16 and last nine nights. Each night families act out the journey that Mary and Joseph made to Bethlehem. They knock on doors asking for shelter (a place to keep warm and dry). At the last place, the families are welcomed in and celebrate with a piñata and fiesta (party).

Tell students that we are going to have our own Las Posadas by acting out the journey at our school. Act out Las Posadas by visiting the various classrooms and offices you arranged beforehand. At each stop, have two or three children (so they all participate) knock on the door and ask, "Do you have shelter?" After the eighth stop of the journey, return to your own classroom and knock on the door. Parents should surprise the students by answering the door and saying, "Yes, we have room. Come in! Come in!"

### **Lesson 3- Multicultural Holiday Differences and Similarities**

- Cultural Differences and Similarities:

Choose two holidays. Lead the students in a discussion about what was similar and what was different about them. Repeat with two other holidays.

Create a Venn diagram comparing and contrasting two December holidays.

Light is an important element in many holidays and festivals throughout the world. It is the symbol of the divine and bringing light into the world. It has a meaning related to religious or cultural background of different countries. Throughout the month of December, many countries use light as an important symbol. Some holidays being discussed in this unit are Hanukkah, Kwanzaa, and Los Posadas, Hanukkah: also known as the Feast of Lights is celebrated in the month of December. It is a celebration that lasts eight days. The eight day celebration is significant in that it symbolizes the Rededication of the Temple of Jerusalem over 2,000 years ago. When it was time to light the Temple lamp, there was only enough oil for the lamp to burn one day. Miraculously, the oil burned for eight days. The significance of the eight days is also celebrated by lighting one candle for each day of the celebration. Each candle represents the day the oil burned in the Temple lamp. The candles are held in a symbolic figure called the menorah. The menorah consists of nine candle holders, the middle being called the Shamash. The Shamash is the first candle to be lit and lights the other candles, one for each night of celebration. This continues until all the candles are lit.

- Kwanzaa: is an African-American celebration starting the last week of December (around December 26 through January 1). Light is used in this celebration as a symbol of seven principles. Each principal is symbolized with a candle. A kinara is the candle holder that holds the seven candles. Each night a candle is lit and families talk about one of the seven principles. This is done each night until all the candles are lit. These seven candles represent Mshumaa, meaning the seven principles. These principles are: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, faith.
- Los Posadas: This holiday is celebrated in Mexico, beginning December 16. The celebration last for nine nights. Each night children and their families reenact the story of Mary and Joseph (parents of Jesus Christ) trying to find a place to lodge for the night. They travel to each house holding lighted candles and are turned away until they reach the house where the festivities of the night are being held. At this house, they are welcomed to go in and join in the celebration for the evening.
- Ask students what some of the symbols are that are used during holidays in December. A symbol is something that represents something significant. Write student answers on the

board. Tell children that the particular symbol that we will be discussing is light. Tell them to list some of the ways that light is used in December holidays. Discuss. Introduce the holidays that will be covered. Use Google Earth to find the countries on the classroom map. For Hanukkah, explain that this holiday is celebrated around the world. Light is symbolic in different ways and in different countries and religions. Assign students a holiday: Hanukkah, Kwanzaa, or St. Lucia Day. Students will be given information regarding their holiday. Children should be reminded that although these holidays originated in different countries, they are also celebrated in the United States by many people. Complete coloring sheet.

- Because the candle is the most widely used symbol of light in holidays, the children are going to study it. Tell children that they are going to observe a lighted candle. What are some of the things you would observe? Tell children to think of their senses when pondering the following... What does it look like before burning? What does it look like while burning? What does it look like after burning? Write answers on the board.

<b>Unit Plan Title</b>	Making a Difference
<b>Suggested Time Frame</b>	January/February (Approximately 3-4 Weeks)

<b>Overview / Rationale</b>
<p>In this unit students explore events and people from the past and how important events and leaders have impacted their lives. This sets the stage for exploring basic human rights and understanding the concepts of self, community and responsibility. Students will be encouraged to develop respect for others by promoting listening and fair treatment. The following lesson plans are designed to introduce human rights topics at a basic level and promote respect for human rights among young students.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b></p> <p>2020 New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> <li>• 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</li> <li>• 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</li> <li>• 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> <li>• 6.1.2.CivicsPR.3: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</li> <li>• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>• 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to protect fundamental rights/the right to vote?</li> </ul>	<p><b>Enduring Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• People have fundamental rights, which need to be protected.</li> </ul>

<ul style="list-style-type: none"> <li>• What factors lead to social change?</li> <li>• Who was Dr. Martin L. King Jr.?</li> <li>• Who was Eleanor Roosevelt?</li> <li>• Why is there sometimes a need for laws to change in a community?</li> <li>• Why do we celebrate events commemorated by national holidays?</li> <li>• Why do we celebrate people and events from the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for social change comes from community needs and values.</li> <li>• Dr. Martin Luther King, Jr. and Eleanor Roosevelt were important figures in American history, who helped all Americans gain equal rights.</li> <li>• There are many different ways to bring about social change. (i.e. boycott, petition, contact lawmakers, etc.)</li> <li>• National holidays are often celebrated to honor people and events significant to a people's culture and/or history.</li> <li>• National holidays, traditions, places and people help to provide identity for the community and nation.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to address social concerns in a positive and appropriate way.</li> <li>• Students will know essential vocabulary terms (rights, laws, social change, boycott, etc.).</li> <li>• Examples of social change throughout American history that affected the rights of African Americans and women.</li> <li>• National holidays are important and are created for historical and cultural reasons.</li> <li>• Many different leaders represent America (Martin Luther King Jr. and Eleanor Roosevelt.).</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify significant factors that can lead to or have led to social change.</li> <li>• Explain whose responsibility it is for social change to occur.</li> <li>• Discuss the impact that Dr. Martin Luther King, Jr. had on ending segregation and gaining equal rights for all citizens.</li> <li>• Name and describe U.S. leaders such as Martin Luther King Jr. &amp; Eleanor Roosevelt. Explain their importance in our country's history.</li> </ul>

### Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

- RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about Dr. Martin L. King Jr.:**

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

*I am Martin Luther King, Jr.* by Brad Meltzer

*The Story of Martin Luther King Jr.* by Johnny Ray Moore

*My Uncle Martin's Big Heart* by Angela Farris Watkins

*My First Biography: Martin Luther King, Jr.* by Marion Dane Bauer



*National Geographic Readers: Martin Luther King, Jr.* by Kitson Jazyk  
*I Have a Dream* by Dr. Martin Luther King Jr.  
*Martin's Dream* by Jane Kurtz

**Books about Human Rights/Fairness:**

*I Have the Right to Be a Child* by Alain Serres  
*New Shoes Paperback* by Susan Lynn Meyer

**Picture Books that illustrate identities:**

*Chrysanthemum* by Kevin Henkes  
*The Other Side* by Jacqueline Woodson  
*Pink and Say* by Patricia Polacco  
*Tea with Milk* by Allen Say  
*White Socks Only* by Evelyn Coleman  
*The Colors of Us* by Karen Katz.

Note: (Use any set of picture books as long as they involve images of people rather than only animals. Race does not have to be an explicit theme in order for children to discuss racial issues as they relate to images in picture books.)

*Video on Dr. Martin L. King Jr.:*

<https://www.youtube.com/watch?v=ROracLAcRSc>

<https://www.youtube.com/watch?v=PyurjhRNOmw>

*MLK theme unit:*

<https://www.teacherspayteachers.com/Product/Freebie-to-Celebrate-Dr-Martin-Luther-King-Jr-Day-1060258>

<https://www.teacherspayteachers.com/Product/Dr-Martin-Luther-King-Jr-FREEBIE-Activity-Sheet-3585210>

*MLK reading resources:*

<https://www.teacherspayteachers.com/Product/FREE-Dr-Martin-Luther-King-Jr-Activities-2277216>

*MLK writing prompt:*

<https://www.teacherspayteachers.com/Product/FREE-Dr-Martin-Luther-King-Jr-Writing-Prompt-1060931>

<https://www.teacherspayteachers.com/Product/Dr-Martin-Luther-King-necklace-and-writing-pages-FREEBIE-kindnessnation-462953>

*MLK sight words:*

<https://www.teacherspayteachers.com/Product/Dr-Martin-Luther-King-Jr-Sight-Words-FREE-2936062>

*Understand that voting is a way of making choices and decisions:*

[https://www.internet4classrooms.com/grade\\_level\\_help/governance\\_civics\\_voting\\_first\\_1st\\_grade\\_social\\_studies.htm](https://www.internet4classrooms.com/grade_level_help/governance_civics_voting_first_1st_grade_social_studies.htm)

*Graphic Organizer:*

[https://www.tolerance.org/sites/default/files/general/different\\_colors\\_beauty\\_2.pdf](https://www.tolerance.org/sites/default/files/general/different_colors_beauty_2.pdf)

*Chrysanthemum resources:*

<https://www.teacherspayteachers.com/Product/Chrysanthemum-for-Back-to-School-1926514>

*Chrysanthemum Interactive Story Guide:*

<https://www.teacherspayteachers.com/Product/Chrysanthemum-Interactive-Story-Guide-3466277>

*Horton Hears a Who writing activity:*

<https://myattemptsatbeingcreative.wordpress.com/2014/03/08/horton-hears-a-who-writing-activity/>

*Horton Hears a Who reading activities:*

<http://www.simplysprouteducate.com/2013/02/celebrate-reading-with-horton-hears-who.html>

*Videos on Eleanor Roosevelt:*

<https://www.youtube.com/watch?v=YEKnZPv9IuI>

<https://www.youtube.com/watch?v=XevLXBX04ko>

*Coloring sheet on Eleanor Roosevelt:*

<https://www.education.com/slideshow/famous-historical-women/eleanor-roosevelt-coloring-page/>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions-Class Charter of Rights
- Exit Slips
- Presentations or Projects
- Participation and Teacher Observations

### ***Summative Assessments:***

- Tests
- Quizzes
- Writing Assessments
- Research Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- freedom: the power or right to act, speak, or think as one wants without hindrance or restraint
- fair: following the rules without cheating or trying to achieve unjust advantage
- harmony: a situation in which people are peaceful and agree with each other, or when things seem right or suitable together
- citizen: a person who is a member of a particular country and who has rights because of being born there
- equality: the state of being equal, especially in status, rights, and opportunities
- human rights: a right that is believed to belong justifiably to every person
- nonviolent: using peaceful means rather than force, especially to bring about political or social change
- tolerance: capacity to endure pain or hardship
- protection: is to shelter from harm
- prejudice: preconceived judgment or opinion
- dignity: a sense of pride in oneself; self-respect
- civil rights: the rights of citizens to political and social freedom and equality
- identity: the qualities, characteristics or beliefs that make a person who they are

### **Lesson 1- King for a Day!(2-3 Days)**

- The life of Dr. Martin L. King Jr. Build background. Show students pictures of Dr. Martin Luther King, Jr. on book covers and/or posters. Ask students to share what they know about Dr. Martin Luther King, Jr. and list information on a KWLS graphic organizer. Save the chart for later reference. Set background for a read-aloud about Dr. Martin L. King Jr. After reading the story, discuss important events that happened in Dr. King's life.

Show students pictures that capture the events in the story. If a student can name an event that is associated with the picture he/she can put the picture around his/her neck. (Pictures have strings so that the students can place the pictures around their necks.) After all the pictures have been distributed to the children, a timeline can be created using preprinted dates. Give the students clues to help create a timeline. The timeline will help the students sequence the pictures. After completing the timelines students can arrange themselves to show the correct order of events. Students match dates with the pictures. After all the dates have been matched with the pictures the students will arrange themselves in the right order.

- Dr. King used big words: Tell the students: When Dr. King was little he always wanted to use big words just like his father. Ask: Why do you think Dr. King wanted to use big words? Share with your partner. Introduce the book *Martin's Big Words, The Life of Dr. Martin Luther King, Jr.* Examine the cover and preview story. Allow students to make predictions about the book. Read the story aloud to class. Display flashcards of vocabulary words from the story in a pocket chart with terms: citizen, civil rights, freedom, peace, love. Establish a child-friendly definition for each of the terms. Reread the book *Martin's Big Words*. Direct the student to give the thumbs up each time they hear one of the words on the flashcards. After definitions have been established each student will write a word and create an illustration on a pre-cut shape to show what the term means. The students' illustrations can be put together to make an accordion shaped book.

#### Extension lessons:

- Select words that Dr. King used to promote harmony that can be placed on 4" x 11" strips of construction paper. The strips can be glued together to create a friendship chain.
- Create a flipbook to show the sequence of events in Dr. King's Life.
- Connect with a Classroom: "We may have all come on different ships, but we're in the same boat now." Learning about others and appreciating differences was a key message from Dr. King. Partnering with a classroom from another part of the country or world is a great way for students to learn firsthand about other cultures.
- Serve Others: "Life's most persistent and urgent question is, 'What are you doing for others?'"
- Dr. King taught the importance of serving others. In his honor, many communities celebrate Martin Luther King Jr. Day with a day of service. Teachers can make Martin Luther King Jr. Day particularly meaningful for their classes by creating a service project. Students of all ages can develop their own service project for their school or community. If you need ideas or lesson plans, check out the Corporation for National and Community Service.

#### Additional Activities:

- Pretend to be Dr. Martin Luther King, Jr. and try using some of the big words he used in his speech. Talk about the things you might say in a speech.
- Draw a picture of Dr. Martin Luther King, Jr. Write three facts about him. Include his birthday, place of birth, and a statement why you think he is famous.

- Imagine if you were living during the time Dr. King was living. Pretend you are his friend and write him a letter. Tell him about the things that are happening in your town. Think about all of the mistreatment that is happening in your neighborhood. Don't forget to tell him about the things you plan to do to help improve things in your neighborhood.

## **Lesson 2- Exploring Identity**

- Read the Story: Chrysanthemum Discuss how she loved everything about her name until she went to school. One day she meets Delphinium Twinkle and learns how her name is a part of her identity and decides she would never want to be called anything else. Students can formulate questions about their names and how they got them and then gather information to answer their questions. Complete activity found in resources.
- Ask the children to stand in a circle holding hands. Call out a characteristic from the list.
- List: Examples of characteristics to call out: Children with more than three brothers and sisters, children wearing glasses today, tall children, children with a pet cat, etc. All the children fitting that description should come into the middle as a group. Then they return to the original circle. Include one characteristic that describes them all. Now ask the children to suggest characteristics, and repeat the process. Lead a discussion: Did the groups in the middle always have the same people in them? Did boys and girls belong to the same groups? Can you always tell a person's characteristics just by looking at them? Were groups always the same size? Are children all equal? Was anybody ever on their own? How did that make them feel? What are the good things about belonging to a group? Ask pupils to draw a picture or self-portrait that emphasizes something that makes them unique.
- Talk with your students about their identities and what makes them who they are. List words that help describe a person's identity such as: gender, race, religion and ability. Help students define any words that are not familiar. Talk with your students about their identities and what makes them who they are.

### **Additional Activities:**

- Looking at Race and Racial Identity using Children's Books:  
Literature plays a powerful role in helping children form value systems. Children start to understand what is—and is not—valued by authors and stories. Part of learning to read is being able to look critically at the images and messages in books, to understand what we can learn from authors, but also to think about problematic stereotypes authors and illustrators might perpetuate.
- Allow children to look through the picture books in your classroom library with a partner. They should pay attention to anything they notice about the images in these picture books and keep track of observations using the graphic organizer. Children who cannot write or who struggle with writing can use quick illustrations to keep track. Encourage them to focus on how the illustrations do or do not remind them of themselves and the people in their lives, particularly with regard to physical appearance, including those we call racial—skin color, facial features, hair texture. They should share observations with a partner. Come together as a class and provide time for students to share what they

noticed. Some questions you might ask include: What did you notice about the images in the book? What skin colors do you notice? How would you describe the variations of skin colors? Have students turn and talk to a different partner about how it makes them feel to have something in common with a picture in a book. Then have them talk about how it feels or might feel to notice that most characters in books are very different from them.

### **Lesson 3- We All Have Rights (2 Days)**

- Introduce Eleanor Roosevelt: She was a leader in her own right and involved in numerous humanitarian causes throughout her life. She represented the United States at the United Nations which was created in large part by her husband President Franklin D. Roosevelt. While a member, she helped to write the Universal Declaration of Human Rights which described that people throughout the world should be treated fairly and had certain rights that no government should be able to take away.
- Rights in the classroom: Explain that everyone at school has the right to learn, be safe and be treated fairly. It is also important to behave in a way that is respectful of the human rights of others.
- Ask the students what can be done in their classroom to make sure that everyone is enjoying their right to: be safe, be treated fairly, and learn. Write up their responses on chart paper and discuss. Some examples may include: Right to be SAFE – dangerous things to be put away. The right to be TREATED FAIRLY – all get a turn. The right to LEARN – enough books and paper for everyone.
- Now hold a class discussion and draw up a class list of up to 10 items on the board or flipchart that they all agree on. This is their Class Charter of Rights. Explain that everyone in school has the right to learn and be safe and be treated fairly. If that is a right for us, then it is a right for everyone else too. It is important that we behave in a way that means everyone can enjoy their rights. As a class, discuss some of the following: Can you think of some examples of people disrespecting other people's human rights? Why do some people behave that way? Discussion task: What can they do to make up for disrespecting others' rights? How can we avoid behaving unfairly and disrespecting the rights of others? How does it feel to have your rights disrespected by others? Can the children agree on how to behave to respect everyone's rights?
- Extension: Allow the children to make lists of rights and behaviors for the playground, at home or in the community. Discuss and use as posters in the school.
- Fair play? Students will develop an understanding of the concepts of fairness and justice, introduce the topic for this lesson: fairness. As a class, talk about what it means to be treated fair or unfair. Explore the meaning of the words 'fair' and 'unfair'. Discuss why is it important to try to treat everybody fairly. Ask the class to offer suggestions. Allow time to talk about examples of how they could do this in their daily life.

#### **Additional Activities:**

- Read Aloud. Have students gather on the rug to listen to *Horton Hears a Who* by Dr. Seuss. Teachers can prompt the students to participate in the reading by having them

complete each line with the correct rhyming word. Discuss. After the story is read, lead the students in a discussion on the lesson of the story: “a person’s a person no matter how small.” As a class, discuss the following questions: What did Horton do that was so important? What would have happened to the Who’s if Horton didn’t protect them? What was the lesson of this story? What does, “a person’s a person no matter how small” mean? Are you given the care and respect you deserve?

- Reflect and Create: After the discussion, ask students to think about what they would say to Horton if they were a Who and have them write it down. (Optional) Ask students to make Horton the elephant using glue and construction paper. Finally, ask students to add the flower and their words to Horton. Note: Teachers can adapt this part of the lesson for older students by allowing them to create their own illustrations. Explain to your students that not only does everyone matter, but everyone also has human rights, including children, which helps ensure that we are all cared for and respected. Have students draw pictures that represent an idea or right from the story and post them with the students’ elephants around the room.

<b>Unit Plan Title</b>	Black History Month/Presidents Day
<b>Suggested Time Frame</b>	February(Approximately 4 Weeks)

<b>Overview / Rationale</b>
<p>February is Black History Month, a time set aside to promote public awareness of the historical achievements of African Americans. In recognition of this event, this unit covers the names and contributions of many African-Americans who have helped enhance our society throughout the years. Students will learn about their struggles, celebrate their successes, and participate in their ongoing efforts and achievements to the culture. Students will also learn about Presidents Day and celebrate the lives of George Washington and Abraham Lincoln, Barack Obama and their contributions to the United States.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b> 2020 New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> <li>● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</li> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why do we celebrate Black History Month?</li> <li>● Why Was February Chosen to Celebrate African Americans?</li> <li>● Who is George Washington?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● We celebrate Black History Month to commemorate the considerable achievements and contributions of African-Americans in the United States.</li> </ul>



<ul style="list-style-type: none"> <li>• Who is Abraham Lincoln?</li> <li>• Why do we celebrate Presidents Day?</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month began as “Negro History Week,” a label applied by historian Carter G. Woodson in 1926. The month was chosen because it covered the birthdays of Frederick Douglass (February 14) and Abraham Lincoln (February 12).</li> <li>• George Washington was an American political leader, military general, statesman, and Founding Father who also served as the first president of the United.</li> <li>• Abraham Lincoln was an American statesman, politician, and lawyer who served as the 16th president of the United States.</li> <li>• President’s Day honors George Washington and Abraham Lincoln. The day is sometimes understood as a celebration of the birthdays and lives of all U.S. presidents.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Students will know the contributions that African Americans made in the past and continue to make.</li> <li>• Carter G. Woodson is the individual who created Negro History Week in February 1926, which later became Black History Month.</li> <li>• Many important African Americans contributed to America's culture in the fields of art, science, and education.</li> <li>• Slavery existed for many years even though it was unfair.</li> <li>• George Washington’s and Abraham Lincoln’s impact on America led him to become president of the United States.</li> <li>• The 1st African American President was Barack Obama.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify significant factors that can lead to or have led to social change.</li> <li>• Explain whose responsibility it is for social change to occur.</li> <li>• Discuss the impact that Dr. Martin Luther King, Jr. had on ending segregation and gaining equal rights for all citizens.</li> <li>• Name and describe U.S. leaders such as Martin Luther King Jr. and Eleanor Roosevelt. Explain their importance in our country’s history.</li> <li>• Use informational text to help describe the importance of celebrating this national holiday: Presidents Day.</li> </ul>

## Interdisciplinary Connections

### New Jersey Student Learning Standards for English Language Arts (2016)

- RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of “all-about” books on a given topic and use them to write a sequence of instructions).
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1-PS4-2: Make observations to construct an evidence-based account that objects can be seen only when illuminated.

### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

## Teacher Resources

### **Books about Black History:**

*When Marion Sang* by Pam Munoz Ryan  
*If a Bus Could Talk* by Faith Ringgold  
*The Story of Ruby Bridges* by Robert Coles  
*Our Children Can Soar* by Michelle Cook  
*Rosa Parks* by Kitson Jazynka  
*Frederick Douglass* by Barbara Kramer  
*George Washington Carver* by Kitson Jazynka  
*Little Legends: Exceptional Men in Black History* by Vashti Harrison  
*If A Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold  
*Ruby Bridges Goes to School: My True Story* by Ruby Bridges  
*George Washington Carver* by Jo S. Kittinger  
*The Peanut Wizard* by Laura Driscoll

### **Books about Presidents:**

*What Presidents are Made Of* by Hanoch Piven  
*President's Day* by D. Marx  
*George Washington: A Life of Self-Discipline* by Anne Todd  
*Young George Washington* by Audrey Woods  
*Abraham Lincoln* by Pamela Walker  
*Abraham Lincoln (My First Biography)* by Marion Dane Bauer  
*Abe Lincoln's Hat* by Martha Brenner  
*Just like Abraham Lincoln* by Bernard Waber  
*Honest Abe* by Edith Kunhardt  
*George Washington* by Kimberly Weinberger  
*A Picture Book of George Washington* by David Adler  
*Barack Obama: 44th US President* by Jill C. Wheeler

*Black History Headbands Craft:*

<https://www.teacherspayteachers.com/Product/Black-History-Month-Headband-2354542>

*Frederick Douglass Videos:*

<https://www.youtube.com/watch?v=eBdpS2WWAdk>

<https://www.youtube.com/watch?v=S0P7PgtxleE>

<https://www.youtube.com/watch?v=YIdXgFLHphc>

<https://www.youtube.com/watch?v=hl0gm8CHOI8>

<https://www.youtube.com/watch?v=GtKY4bLUxC0>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/frederickdouglass/>

*Frederick Douglass Coloring Sheets:*

<https://www.education.com/worksheet/article/color-frederick-douglass/>

<http://coloringhome.com/coloring-page/1840105?album=frederick-douglass-coloring-page#>

<https://www.teacherspayteachers.com/Product/Black-History-Month-Frederick-Douglass-FREE-BIE-4389976>

*Frederick Douglass Poster and Lesson Plan Unit:*

<https://www.teacherspayteachers.com/Product/Frederick-Douglass-Poster-2399203>

<https://www.teacherspayteachers.com/Product/Happy-Birthday-Frederick-Douglass-Freebie-3004001>

*Frederick Douglass Reading Activities:*

<https://www.teacherspayteachers.com/Product/Bio-Sphere-Frederick-Douglass-Differentiated-Reading-Slides-Activities-3681001>

*Harriet Tubman Coloring Page:*

<https://www.coloringme.com/harriet-tubman-coloring-pages.php>

*Harriet Tubman Activities:*

<https://www.teacherspayteachers.com/Product/Harriet-Tubman-FREEBIE-Fun-Black-History-Month-Activities-2609877>

*Harriet Tubman Timeline:*

<https://www.teacherspayteachers.com/Product/Harriet-Tubman-Activities-1712897>

*Underground Railroad Activities:*

[http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/)

<https://www.brainpop.com/socialstudies/ushistory/undergroundrailroad/>

*Harriet Tubman Videos:*

<https://www.youtube.com/watch?v=b3OehwRHllo>

<https://www.youtube.com/watch?v=VYWRoB6Ucrc>

*Scholastic Interactive Magazine Ruby Bridges:*

<https://sn1.scholastic.com/issues/2018-19/020119.html>

<https://www.youtube.com/watch?v=sytZGGs5sRs&t=230s>

*Ruby Bridges Equality Writing Activity:*

[https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/equality\\_is...\\_template.pdf](https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/equality_is..._template.pdf)

*Dear Ruby Letter Template:*

<https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/dear-ruby-letter-template.pdf>

*Ruby Bridges Videos:*

<https://jr.brainpop.com/socialstudies/biographies/rubybridges/>

*The Story of Ruby Bridges Video:*

<https://www.youtube.com/watch?v=XMyydURhyBU>

*Ruby Bridges Worksheets:*

<https://www.teacherspayteachers.com/Product/Ruby-Bridges-NO-PREP-Printables-Black-History-Month-2308172>

<https://www.teacherspayteachers.com/Product/Ruby-Bridges-1st-Grade-1713101>

*Ruby Bridges Coloring Package Mini-Unit:*

<https://teachingwithchildrensbooks.com/ruby-bridges-coloring-page/>

*Ruby Bridges Flip-Up Book:*

<https://www.teacherspayteachers.com/Product/Ruby-Bridges-Flip-Up-Book-2365063>

*Presidents' Day lesson ideas:*

<http://littlegiraffes.com/teaching-ideas/488/presidents-activities-lessons-teaching-ideas>

<https://www.teacherspayteachers.com/Product/Presidents-Day-Mini-Unit-204729>

*Coloring page of George Washington:*

<http://printables.atozteacherstuff.com/download/presidents/GeorgeWashington.pdf>

*Flip Book on George Washington:*

<https://www.teacherspayteachers.com/Product/George-Washington-for-first-and-second-grade-464099>

*An Interview with George Washington:*

<https://www.teacherspayteachers.com/Product/An-Interview-with-George-Washington-509849>

*George Washington Craft:*

<https://www.teacherspayteachers.com/Product/George-Washington-Craftivity-Freebie-547863>

*Mount Vernon Video:*

<https://www.mountvernon.org/>

*Video of George Washington:*

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/georgewashington/>

*Coloring Page of Abraham Lincoln:*

<http://printables.atozteacherstuff.com/download/presidents/16AbrahamLincoln.pdf>

*Video of Abraham Lincoln:*

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/abrahamlincoln/>

*George Washington and Abraham Lincoln Worksheets:*

<https://www.teacherspayteachers.com/Product/George-Washington-and-Abraham-Lincoln-1700003>

*Venn Diagram of Washington/Lincoln:*

<http://printables.atozteacherstuff.com/download/presidents/presidentsdayvenndiagram.pdf>

*Coloring Page of Barak Obama:*

<https://www.bestcoloringpagesforkids.com/wp-content/uploads/2018/01/Free-Printable-Barack-Obama-Coloring-Pages.jpg>

*Video of Barak Obama:*

<https://www.brainpop.com/socialstudies/uspresidents/barackobama/>

<https://www.youtube.com/watch?v=9J0k9M0pCKE>

*Facts about Barack Obama:*

<https://www.youtube.com/watch?v=Pw2Pf8cX-HE>

*Arts and Crafts Activities for Presidents' Day:*

<http://littlegiraffes.com/teaching-ideas/488/presidents-activities-lessons-teaching-ideas/>

*Presidents' Day Mobile:*

<http://printables.atozteacherstuff.com/download/presidents/presidentsdaymobile.pdf>

*A Presidents' Busy Day Resource:*

<https://www.scholastic.com/content/dam/teachers/articles/migrated-files-in-body/YGYV-A-Busy-First-Day.pdf>

<http://littlegiraffes.com/teaching-ideas/488/presidents-activities-lessons-teaching-ideas>

*Graphic Organizer:*

<https://www.scholastic.com/content/dam/teachers/lesson-plans/17-18/28-days-graphic-organizer.pdf>

*Notable Black History Figures Past and Present:*

[https://www.google.com/search?q=notable+black+history+figures+past+and+present&tbm=isch&source=univ&sa=X&ved=2ahUKEwiO\\_d\\_xnaHjAhWLneAKHfS9DqcQsAR6BAgEEAE&biw=1920&bih=937](https://www.google.com/search?q=notable+black+history+figures+past+and+present&tbm=isch&source=univ&sa=X&ved=2ahUKEwiO_d_xnaHjAhWLneAKHfS9DqcQsAR6BAgEEAE&biw=1920&bih=937)

*Famous African Americans:*

<https://www.thoughtco.com/famous-african-americans-in-20th-century-1779905>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects
- Participation and Teacher Observations

### ***Summative Assessments:***

- Tests
- Quizzes- George Washinton/Abraham Lincoln T-Chart
- Writing Assessments- Written Skit for Harriet Tubman
- Research Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- segregation: is the physical separation of categories of individuals, usually on the basis of gender, race, religion, or class
- courage: a quality of spirit that enables you to face danger or pain without showing fear
- separate: marked as different
- brave: facing a fear
- equality: the quality of being the same in quantity or measure or value or status
- slavery: is the system by which people are owned by other people as slaves
- freedom: the power or right to act, speak, or think as one wants without hindrance or restraint
- prejudice: preconceived judgment or opinion
- nervous: worried about something that is happening or might happen
- racism: treating someone differently because of their race
- country: a nation with its own government, occupying a particular territory
- leader: the person who leads or commands a group, organization, or country
- president: the person who has the highest political position in a country
- government: a group of people that governs a community

### **Lesson 1: Black History is My History! (2-3 Days)**

- Introduction: Tell students that February is Black History Month, a time set aside to promote public awareness of the historical achievements of African Americans. Explain to students that many African Americans in the United States today are the descendants of slaves who were brought from Africa hundreds of years ago to America. Explain that Carter G. Woodson is the founder of Black History Month and we will learn sequential



events surrounding history. Have students complete a coloring sheet on Carter G. Woodson and the continent Africa to begin the unit of study.

- Introduce Fredrick Douglass: In his youth, Frederick Douglass had no rights. He was forbidden to learn to read, and he wasn't even allowed to know his own age! Nevertheless, he managed to educate himself and become one of 19th Century America's most celebrated speakers and writers. Have students complete one of the resources listed below for a follow-up on the lesson.
- Introduce Harriet Tubman: Ask students what they know about life in the 1800s or slavery during those times. Tell students that slavery was the practice of owning other people. These people were forced to work for their owners. Instruct students to imagine how they would act and what they would believe if they lived back then. Ask students if they have ever heard about a woman named Harriet Tubman and the Underground Railroad. Listen to student answers. Explain to students that the Underground Railroad was a connected group of people and safe houses that helped slaves escape, or get away, from slavery. Tell students that today they are going to learn about a very important historical figure who was an abolitionist, a person who was against slavery, named Harriet Tubman and her impact on the lives of many people. Tell students that while they learn about this hero, they will be focusing on a sequence of important events in her life. Invite the children to read one of more of the stories such as one about Harriet Tubman and the Underground Railroad. After reading the book, the teacher and children can write a skit, practice, and perform!

#### Additional Activities:

- Frederick Douglass: Create a class newspaper full of "articles" from student abolitionists. Students should create a writing samples stating their opinion on slavery and encouraging others to join their cause. Illustrate the articles.
- Harriet Tubman: The Underground Railroad: Students will utilize technology to gather information about the life of a slave and escaping via the Underground Railroad. Read a map to trace the journey.
- Visit the website [http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/) to view pictures and hear the story of a slave who escaped from the South and traveled along the Underground Railroad. Explore other activities on the website such as slideshows on abolitionists, maps and other related topics.

#### **Lesson 2: Acts of Courage**

- Introduce Ruby Bridges: On November 14, 1960, six-year-old, first-grade student Ruby Bridges changed history by becoming the first black child to desegregate an all-white elementary school by herself. This biographical video tells the story of how Ruby overcame many obstacles to integrate William Frantz Elementary School, showing great courage in the face of discrimination.
- Explore the website <http://www.rubybridges.com>. View and discuss the photographs.

### Additional Activities:

- Dear Ruby Letters: Have students view the Ruby Bridges and the Civil Rights Movement Slide Show (see resources below) and complete the Exclusion/Inclusion Role Play activity. Now that students have an understanding of Ruby Bridges' story, ask them to write a letter to her. Distribute the "Dear Ruby" Letter Template printable to students. Ask students to express their reactions to Ruby's experiences. Direct students to reference specific facts about Ruby's experience that they remember from the slide show.
- Complete a Ruby Bridges Flip Book: Ruby Bridges Flip-Up Book is the perfect little activity for students to be engaged as they learn more about this brave little girl! It is easy to create with the printing instructions that are included and folding examples. Just print, fold, and staple! (see teacher resources)
- Equality is...After viewing the Ruby Bridges and the Civil Rights Movement Slide Show (see teacher resources) students will write about what it means to treat people fairly and as equals.
- Ask your students to think about Ruby's experience. Students should then write two sentences: the first sentence should be about treating people equally, and the second sentence should be about what happens when people are not treated equally. Hand out the "Equality Is..." Illustration and Writing Prompt printable (see resources below) to students. Have students draw an image that shows what treating people equally means to them. Have students write their two sentences neatly on the printable. The goal of the activity is to have students practice writing skills. Provide starter sentences to students who may need additional support writing.
- Read aloud The Story of Ruby Bridges. Discuss the unfair treatment that Ruby endured and brainstorm ideas how others could have addressed those actions. Begin by asking the students: Why did the people mistreat Ruby? How did Ruby overcome her fear? What would you do if you were Ruby? How do you think Ruby felt walking through the mob every day to school? Talk to the students about how school was segregated between black and white students in the past, but is no longer segregated. Teach the students that we should not be separated, nor should we gain or lose any opportunity based upon the color of our skin. Talk to the students about Ruby's strength and resolve. Have the students draw a picture of themselves with Ruby at school, or a part of the story they liked best. Have the students dictate a sentence for the picture. Display the completed pictures on a bulletin board titled, We Go to School Together.

### **Lesson 3: Honoring Our Presidents (2-3 Days)**

- Introduction to Presidents Day: Do you know what patriotic holiday is celebrated on the third Monday of February? If you answered Presidents' Day you would not be technically correct but that is what the day is often called. Officially, the holiday is Washington's Birthday and has been celebrated for over 200 years. It became an official national holiday in 1885 and was changed to the third Monday of February in 1971 to give citizens a long weekend. (see additional resources for lessons)
- Introduce George Washington: George Washington has often been called "The Father of His Country," and was deeply loved by most Americans. Before he became the nation's

first president, he was an influential military leader and statesman. He was elected unanimously as president and served two terms (8 years). George Washington became president at a time when states were struggling to work together. He helped build a national government and a national identity.

- Read *Who was George Washington* by Roberta Edwards or (teacher's choice). During the reading, the students will participate in the following discussion questions: What is a President? Can someone tell me the responsibilities of a President? Does anyone know how long George Washington was President? Does anyone know which state George Washington was born in?
- Read *Young George Washington* by Audrey Woods: Using a graphic organizer/ T-Chart labeled with George Washington and Abraham Lincoln, write facts that pertain to Washington's childhood, family life, financial background, leadership skills, how many years he was president, and his legacy on the T-chart.
- Introduce Abraham Lincoln: Abraham Lincoln was the 16th president of the United States. He lived from 1809 until he was killed in 1865. He led the United States during the Civil War, preserving the Union and freeing the slaves in slave states with the Emancipation Proclamation. He preserved the Union and helped to free the slaves by firmly supporting the 13th amendment, which formally ended slavery. At 6'4" he was the tallest president.  
Tour of the Lincoln Library with Kid Reporter Michael Geheren:  
<https://www.scholastic.com/teachers/videos/teaching-content/virtual-tour-lincoln-library-kid-reporter-michael-geheren/>
- Watch the video about Abraham Lincoln. After the video students may get into groups and talk all about what they learned about Abraham Lincoln.
- Introduce Barack Obama: On January 20, 2009, Barack Obama was inaugurated as the 44th President of the United States and America's first African American president. After graduating from Columbia University, he worked in Chicago's poorest neighborhoods. He continued his education to receive a law degree from Harvard. Obama is the 3rd president to receive the Nobel Peace Prize while in office. He likes to play basketball. He collects Spider-man comic books.

#### Additional Activities:

- Writing Activity: "If I were President" After discussing the responsibilities of the President, students could draw a picture of themselves as the President and write a sentence or more stating something they would do if they were in that role.
- Invite students to think about what they would do if they were president of the United States. What would they change? What would they improve? Discuss different ideas with the whole class. Then have students prepare a paragraph about how they would lead the country. They may wish to illustrate their paragraphs or create dioramas or paintings. Post students' work so they can share and learn from each other.
- As an extension, have students prepare a presidential speech to deliver to the whole class about what they would change and improve.
- Read *Young George Washington* by Audrey Woods. Using a graphic organizer (view literacy strategy descriptions) T-chart labeled with George Washington and Abraham

Lincoln, write facts that pertain to Washington's childhood, family life, financial background, leadership skills, how many years he was president, and his legacy on the T-chart.

- Read *Young Abraham Lincoln* by Audrey Woods. Write facts that pertain to Lincoln's childhood, family life, financial background, leadership skills, how many years he was president, and his legacy on the T-chart. Give the students a graphic organizer -Venn diagram that is blank. Assist students in transferring the information from the T-chart to the Venn diagram (e.g., Elmo, Interactive board, overhead, etc.) This will help make students more accountable for their learning. As a good extension, visit the site <http://www.mountvernon.org/> to see actual George Washington relics

#### **Lesson 4: Commemorating the Past Embracing the Present**

- In this final lesson, students will continue to learn about a person in Black History. You can use this lesson to complete Black History Month. Listed below are examples of notable African Americans who played significant roles in Black History.  
Movers & Shakers: Rosa Parks, Thurgood Marshall, Booker T. Washington, Sojourner Truth, Nelson Mandela, Coretta Scott King, Booker T. Washington  
Figures in Science and Technology: Benjamin Banneker, Garrett Morgan, George Washington Carver, Mae C. Jemison, Ben Carson, Madam C. J. Walker  
Writers: Langston Hughes, Maya Angelou, Nikki Giovanni, Jessie Fauset, James Baldwin, Richard Wright  
Entertainers: Billie Holiday, Duke Ellington, Oprah Winfrey, Mahalia Jackson, Quincy Jones, Aretha Franklin, Sidney Poitier  
Athletes: Jackie Robinson, Althea Gibson, Jesse Owens, Muhammad Ali, Michael Jordan, Serena Williams  
Continue Black History Month with the class. Review what students already know about Black History Month. Who are some important people to know? What are some important events to be aware of? Record the class's responses on chart paper.  
Tell the class that at the end of this theme, they will continue learning about people they might not have heard about before.

#### **Additional Activities:**

- Each day, read a section (or two) of information about a person with the class. After reading and discussion, have the students complete a page of their book using the 28 Days Graphic Organizer printable or prepared lined writing paper. The page should include: a summary about the topic; the importance and impact of the person/event; and an illustration. Continue throughout the end month of February. (see teacher resources)  
Towards the end of the month, ask your students to create a cover for their books. It should include a title, the student's name, and illustrations relating to things they learned from the book.  
After completing the book, refer back to the brainstorm from the first day. Ask the class: What new people did we learn about? What new events did we learn about?  
Have the students write a reflection about learning about Black History Month. Why is it important? Why is it important to learn about many different people and their histories?

<b>Unit Plan Title</b>	Work! Work! Work!
<b>Suggested Time Frame</b>	March/April (Approximately 4 Weeks)

<b>Overview / Rationale</b>
<p>In this unit students explore basic economic principles of saving versus spending and goods/services. The unit will continue with teaching students the difference between needs and wants, and distinguish between goods and services. This will help students understand economics in our world and the relationship between and among producers and consumers. They will learn about the choices we make about how and where we choose to spend our money and when to save our money.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b> 2020 New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> <li>● 6.1.2.EconET.1: Explain the difference between needs and wants.</li> <li>● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</li> <li>● 6.1.2.EconET.3: Describe how supply and demand influence price and output products.</li> <li>● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</li> <li>● 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</li> <li>● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li> <li>● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> <li>● 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li> <li>● 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</li> <li>● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</li> <li>● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</li> <li>● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</li> </ul>	
<b>Essential Questions:</b>	<b>Enduring Understandings:</b> <i>Students will understand that...</i>

<ul style="list-style-type: none"> <li>• What is the difference between needs and wants?</li> <li>• Why are goods and services important?</li> <li>• Why do people buy and sell?</li> <li>• What kinds of jobs do people do?</li> <li>• What is money?</li> <li>• How can we make good decisions with our money?</li> </ul>	<ul style="list-style-type: none"> <li>• Families meet their needs for food, shelter, and clothing in different ways.</li> <li>• Many people earn money, selling goods and services, which we use every day.</li> <li>• People have jobs to make, transport, and help sell goods and services.</li> <li>• People use money to buy things they want. They earn money by selling goods and services.</li> <li>• Many different people work together at different jobs and use machines to make goods.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Various factors cause change in a person's needs and wants.</li> <li>• Needs and wants are different.</li> <li>• Necessary things (needs) are more important than (wants).</li> <li>• You have to plan where and how to get food, clothing, and shelter.</li> <li>• Goods are things that are grown or made.</li> <li>• Services are jobs people do to help others.</li> <li>• Families earn, spend, and save money in different ways.</li> <li>• Money is a means to get the things we need or want.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Distinguish between needs and wants.</li> <li>• Discuss examples of needs and wants.</li> <li>• Identify ways people exchange goods and services.</li> <li>• Identify a variety of jobs people perform.</li> <li>• Recognize that groups can make economic choices among alternatives.</li> <li>• Describe ways families consume goods and services.</li> <li>• Explain that a family makes choices about a need (ex: groceries) based on cost, values and personal taste.</li> </ul>

### Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

- 1.RL.1: Ask and answer questions about key details in the text.
- 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RI.1: Ask and answer questions about key details in a text.
- 1.RI.2: Identify the main topic and retell key details of a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- 1.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 1.W.8: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

#### Teacher Resources

##### **Books about Money:**

*If You Take a Mouse to School* by Laura Numeroff

*Need It or Want It?* By John Serrano

*Needs and Wants* by Susan Ring  
*The Bag I'm Taking to Grandma's* by Shirley Neitzel  
*If You Made a Million* by David Schwartz  
*Oranges (What's for Lunch)* by Claire Llewellyn  
*Spending Money* by Natalie Rosinsky  
*Little Critter Just Saving My Money* by Mercer Mayers  
*Something Good* by Robert Munsch  
*Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst  
*Bear about Town* by Stella Blackstone  
*On Market Street* by Arnold Lobel  
*The Berenstain Bears' Trouble with Money* by Stan & Jan Berenstain

**Books on Jobs People Do:**

*Jobs People Do* by Christopher Maynard  
*Jobs* by Susan Canizares  
*Career Day* by Anne Rockwell  
*What's My Job?* by Mary Packard

*Wants and Needs Poster Lesson:*

<http://www.education.com/activity/article/Needs-Wants-Poster/>

*Several lessons on money and needs and wants:*

<http://financeintheclassroom.org/passport/first/>

*Complete Needs and Wants Lesson Plan:*

<http://tcaassets.org/public/lesson-plans/grade-one-wants-and-needs.pdf>

*Needs & Wants Handout Resources:*

[https://financeintheclassroom.org/passport/downloads/wants\\_needs.pdf](https://financeintheclassroom.org/passport/downloads/wants_needs.pdf)

*Comprehensions questions to support the lesson:*

<https://financeintheclassroom.org/downloads/AlexanderDiscussionQuestions.pdf>

*Needs vs Wants Worksheets:*

<https://www.teacherspayteachers.com/Product/FREE-Need-vs-Want-162795>

<https://www.teacherspayteachers.com/Product/Needs-and-Wants-Cut-and-Paste-Worksheet-for-K-1-and-2-1703231>

<https://www.teacherspayteachers.com/Product/Wants-and-Needs-Freebie-1641427>

<https://www.teacherspayteachers.com/Product/Wants-and-Needs-1713588>

*Needs vs Wants Graphic Organizer:*



<https://www.teacherspayteachers.com/Product/Needs-vs-Wants-Graphic-Organizer-2257819>

*Video on Needs and Wants:*

<https://jr.brainpop.com/search/?keyword=Needs+and+Wants>

<https://www.youtube.com/watch?v=Okczqyr5TII>

<https://www.youtube.com/watch?v=RJJgUAhXxqw>

*Economic Unit:*

<https://www.teacherspayteachers.com/Product/Primary-Economics-Free-Sample-3963565>

<https://www.teacherspayteachers.com/Product/Economics-Freebie-Vocabulary-Cards-Sorts-and-Graphic-Organizers-3713646>

<https://financeintheclassroom.org/downloads/AlexanderDiscussionQuestions.pdf>

[https://www.education.com/lesson-plan/on-market-street-goods-and-services/?source=related\\_materials&order=1](https://www.education.com/lesson-plan/on-market-street-goods-and-services/?source=related_materials&order=1)

*On Market Street Resources:*

[https://www.education.com/lesson-plan/on-market-street-goods-and-services/?source=related\\_materials&order=1](https://www.education.com/lesson-plan/on-market-street-goods-and-services/?source=related_materials&order=1)

*Goods and Services Worksheets:*

<https://www.teacherspayteachers.com/Product/Goods-and-Services-Printable-223685>

<https://www.teacherspayteachers.com/Product/Good-and-Services-in-the-Community-worksheet-167383>

<https://www.teacherspayteachers.com/Product/Cut-Paste-and-Sort-Good-and-Services-1143792>

*Lesson plan ideas for goods and services:*

[http://financeintheclassroom.org/passport/first/social\\_studies.shtml](http://financeintheclassroom.org/passport/first/social_studies.shtml)

<http://www.tnfarmbureau.org/teacher-lesson-plans-resources>

*Complete Lesson Plan Jobs:*

<http://tcaassets.org/public/lesson-plans/grade-one-jobs.pdf>

*Lesson Plans on Jobs People Do:*

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-work.pdf>

[https://www.sesd.org/site/handlers/filedownload.ashx?moduleinstanceid=2121&dataid=1710&FileName=Community\\_Helpers\\_Social\\_Studies\\_Unit\\_Plan.pdf](https://www.sesd.org/site/handlers/filedownload.ashx?moduleinstanceid=2121&dataid=1710&FileName=Community_Helpers_Social_Studies_Unit_Plan.pdf)

*Videos on Jobs that People Do:*

<https://www.drkit.org/career-videos/>

<https://study.com/academy/lesson/community-helpers-for-kindergarten.html>

<https://www.youtube.com/watch?v=I-LLENvnySU>

*Community Helpers Resources:*

<https://buffsclass.weebly.com/lesson-19--community-helpers.html>

*Lesson Plan on Saving Money:*

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-saving-money.pdf>

*Lesson Plans on Price:*

<https://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-one-price.pdf>

*Worksheets on Money:*

<https://www.teacherspayteachers.com/Product/Learning-about-Money-1026770>

<https://www.teacherspayteachers.com/Product/Spending-and-Saving-Money-1131744>

*Videos on Spending & Saving:*

<https://www.teachertube.com/video/spending-and-saving-176815>

[https://www.youtube.com/watch?v=1e14U\\_cve40](https://www.youtube.com/watch?v=1e14U_cve40)

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects- Pack a Backpack,
- Participation and Teacher Observations- Community Helpers Card Game

### ***Summative Assessments:***

- Tests
- Quizzes
- Writing Assessments
- Research Projects-Magazine Collage

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- job: the work that people do
- wants: things that we would like to have
- needs: things we must have in order to live
- spending: pay out (money) in buying or hiring goods or services
- saving: when a person keeps their money to buy things later
- allowance: money that you are given regularly, especially to pay for a particular thing
- goods: things that people make or grow
- services: are jobs people do to help others
- producer: a person or company that makes, grows, or supplies goods for sale
- money: what is used to pay for goods and services
- volunteer: a person who freely does something
- market: a place where things are bought or sold
- factory: a building or group of buildings where goods are manufactured
- consumer: a person who uses money to buy goods and services

### **Lesson 1: Needs and Wants (2-3 Days)**

- Needs & Wants: The lesson begins by reviewing how families provide safety and love, and help meet people's needs and wants. Using a T-Chart labeled "Wants" and "Needs," the teacher guides students in identifying examples of some of their needs and wants and different ways these can be satisfied. The teacher explains that needs and wants can usually be satisfied with a good or service. Students distinguish between goods and services using various photographs and examples and classify various items as goods or services. Finally, the students listen to the book, *If You Take a Mouse to School*, by Laura

Numeroff, and create a list of all the wants the mouse had in the story. Students then connect these wants to the various goods and services that satisfy the mouse's wants.

- Needs & Wants: The relationship between needs and wants is an important lesson for your children to learn and understand. A need is something one must have in order to survive. For example, people need air, food, water, and shelter. A want is something someone would like to have. For example, bikes, video games, and televisions are all wants; people can survive without them. Encourage your children to think about their needs and wants. Have students fold a large sheet of paper in half lengthwise (hotdog style). Using scissors, instruct students to make two cuts in the top half of the paper to make a three-section, lift-the-flap flipbook. (If they cut through both sides of the paper, their flipbook will fall apart.) Have students lift up each "door" and draw a line from the fold to the bottom of their paper to separate the three sections. Title the flipbook "My Needs." Have students write "Food," "Shelter" and "Clothing" on the outside of each flap. On the inside top portion of each flap, have students write a sentence telling what types of food, shelter and clothing are found in their community. On the inside bottom portion of the flap, ask students to draw a picture that represents the food, shelter and clothing found in their community.
- Pack a Backpack: Students imagine they are going on a camping trip. Students will illustrate needs to take on the trip with them.
- Magazine Collage: Students create a collage using pictures to show needs or wants.

#### Additional Activities:

- Something Good: Read the story, *Something Good*, by Robert Munsch: Tyra's dad won't buy anything good at the store - no ice cream, no candy, no cookies. But when the saleslady puts a price sticker on Tyra's nose, Daddy is finally forced to buy something good. Discuss, as a whole group, needs, wants, and choices. Complete a flashcard activity helping students to label wants and needs. In a small group practice counting money and discuss price. Students independently complete "The Price is Wrong" worksheet demonstrating an understanding for making choices and counting money. Discuss the difference between Wants and Needs then have students color pages and circle Want or Need for each item. Discuss the difference between Wants and Needs then have students color pages and circle Want or Need for each item.  
[https://financeintheclassroom.org/passport/downloads/wants\\_needs.pdf](https://financeintheclassroom.org/passport/downloads/wants_needs.pdf)
- Making Choices: Read the story, *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst. Although Alexander and his money are quickly parted, he comes to realize all the things that can be done with a dollar.
- As a large group, read aloud *Alexander, Who Used to be Rich Last Sunday*. Discuss his spending decisions, learning about opportunity cost, goods and services, incentives, and savings as you go. Students will independently complete a Making Choices worksheet. Then participate in two small group activities to reinforce the concepts of goods and services and saving and incentives. Comprehensions questions to support the lesson:  
<https://financeintheclassroom.org/downloads/AlexanderDiscussionQuestions.pdf>
- At the Market: Create a market within the classroom for students to practice buying and selling goods and services.

## **Lesson 2: Goods and Services**

- **Goods:** Remind your children that goods are things that are made or grown. Some goods are manufactured, such as clothes, computers, and cars. Other goods are grown such as fruits, vegetables, and flowers. Your children should understand that many goods are made from natural resources. For example, wood is used to manufacture pencils, paper, books, furniture, and more. (see additional resources for extended activities)
- **Services:** Review with your children that a service is work that someone does for someone else. A dentist, bus driver, store clerk, and postal worker are all people who provide services. Some people's services are paid for by taxes, or money paid to the government. Taxes pay people like public school teachers, fire fighters, and police officers for their services. Discuss different service providers with your children. How do people rely on each other every day? (see additional resources for extended activities)
- **Goods and Services:** Explain the roles of the people in the neighborhood (e.g., police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, and tribal leader). Explain how goods and services meet people's needs. Identify examples of goods and services in the home and in the school. Explain ways that people exchange goods and services. (see teacher resources)

### **Additional Activities:**

- **Goods & Services:** Write the terms on the board, ask students to brainstorm definitions for each.

After student sharing, provide and write a definition for each on the board. Goods are things you can buy and hold. Services are things that people do for others. Show students the front cover of the book *On Market Street*, by Arnold Lobel. Tell students that in this story a little boy goes shopping, and that you want them to pay close attention to the goods he buys on Market Street. During the read aloud, find a good stopping point and ask the students what are some of the goods the little boy bought.

Creating a t-chart on goods and services, write a few of their responses underneath the "Goods" category. Continue the read aloud. After you have finished the book ask the students again, "what were some goods the little boy bought on Market Street?" Write a few of these items underneath the "Goods" category. Next, remind students that all the items listed under the Goods category are things you can buy and hold. To check for student understanding, ask students to name goods they see in the classroom. Examples may include: chairs, desks, pencils, paper, etc. Referring to the T-chart on Goods and Services, point to an item under the Goods category. Ask students to name some of the sellers of goods in the story. For example, the baker sold the donuts. Based on student responses, write the title of each type of seller under the "Goods" category. Explain to students that these are people who provided goods to the main character of the book. Next, tell students that you notice that each name listed is a job. Tell students that your job is teaching. Ask students if you provide a good or a service. Discuss student responses as a class. Provide examples of other jobs that provide services, but not necessarily one that sells goods. Examples may include: plumber, hair stylist, or police officer. List these jobs under the "Services" category. Pass out a Goods or Service? #1

worksheet to each student. Review the directions as a class, and answer the first two problems together. Based on student responses, ask students to explain their thinking.  
[https://www.education.com/lesson-plan/on-market-street-goods-and-services/?source=related\\_materials&order=1](https://www.education.com/lesson-plan/on-market-street-goods-and-services/?source=related_materials&order=1)

### **Lesson 3: Jobs People Do (2 Days)**

- **Jobs People Do:** Teach your students the names of various common occupations. You may want to stick with community helpers (firefighter, police officer etc). Begin with large pictures clearly labeled with the name of the occupation. After your students have a good handle on the basic occupations you want to cover, you will want them to be able to describe what it is that the job entails. Play a Community Helpers card game by giving students career clues and having them guess the career. Focus on what the person needs to be good at and the education requirements for that career.
- **Going Places:** To teach students where people work, have large pictures of the typical settings of different jobs. Teach the names of the settings, if necessary. For example, you would have a picture of a classroom for a teacher. You also need cut outs of the various occupations you have covered. To introduce the concept, show the workers (the cut outs) in their correct settings. Then remove them from their settings and have students come up and put them in their right places. When holding up a new worker, you can ask, “Where does a doctor work?” The student who puts the worker in the right setting should respond, “A doctor works in a hospital.” Repeat this exercise as necessary as long as it holds their interest. You can also have a matching worksheet with these pictures for them to do in pairs for reinforcement. Make sure they are verbalizing the sentences as they make the matches.

#### **Additional Activities:**

- **Jobs:** Read aloud *Bear about Town* by Stella Blackstone. Discuss the jobs, businesses, tools and uniforms from the story. Students will draw a picture of themselves doing a job, including tools, uniforms, etc. In a small group, students will learn about earnings, paychecks and spending choices, and complete the Paycheck Spending worksheet: <http://tcaassets.org/public/lesson-plans/grade-one-jobs.pdf>
- **Dream Big:** Start the activity by telling the students about your dream job. Explain why. Letting the students know a bit about you personally strengthens your relationship with them which helps them be more confident in speaking aloud and sharing their own thoughts. After you have done this, have them name some dream jobs: actor, doctor, astronaut and so on. Talk about why some people want those jobs. Next, tell the students to pick their dream job. Tell them they may draw a picture of themselves doing that job and write about it as well. Have the students share their dream jobs.

### **Lesson 4: Money: Spending & Saving (2 Days)**

- **The Role of Money:** Who can tell me what money is? Write the word “money” on the board or chart paper. Allow students to provide answers. Money is something we use to

buy things. In the old days, before money was invented, people used to trade for everything they wanted. If a farmer needed a hammer, he might trade a basket of eggs for the hammer. Can you think of a reason that trading didn't always work well? Allow open discussion. Guide students to discuss one or two of the following problems with trade. People might not agree that a basket of eggs is worth a hammer. It might be hard to carry around the things you had to trade. It might be hard to find someone that wanted what you had. After a while, people realized that they needed a better way to exchange, or trade, for the things they needed. They needed to have something that everyone wanted. It had to be worth the same amount to everyone and it had to be easy to carry. Different groups of people tried lots of different things, but finally money was invented. Nowadays, money is used all over the world to buy things. Lots of countries have their own money that looks different from ours, but we're going to look more closely at the money we use in the United States.

**Money and Value:** Show students a real \$1 bill. Ask them to describe what you are holding (a dollar, a bill, money, a piece of paper, etc.). Explain that in the United States we call this a dollar bill. Ask them if a dollar bill could be used as a bookmark or to make a paper airplane. Then ask them what else the dollar could be used for. Lead the class to the idea that the dollar bill has value and that we can use the dollar bill for something that we need or want. Pair off students and ask them to share with the students sitting closest to them their experiences observing other people (like their parents) using money to purchase things they want or need. Then ask them to share with one another their own ideas about how they would spend \$1. (complete spending money worksheet in resources below)

**Spend or Save:** Display a \$10 bill and ask the students what they would do with \$10 if it were given to them. Ask students if they ever receive gifts of money for holidays or special occasions. Discuss with students what they usually do with their own money. Tell the students that today they are going to learn about some different things people can do with their money. Tell the students that we will discuss two different things they can do with their money. They can spend it or save it. On two separate pieces of chart paper, list the following words as headings: Spend & Save. Lead a class discussion generating ideas to define these vocabulary words. List the children's responses on the appropriate charts. Add to their responses as needed to clarify the definitions.

#### Additional Activities:

- Read Story: *The Berenstain Bears' Trouble with Money* by Stan & Jan Berenstain. Students learn about saving money, banks and interest through the story. Discuss.
- Penny Harvest Saving Activity: Putting aside a penny a day might not seem significant to many kids, but it all adds up! Have students in the class each collect a penny a day. This is a great opportunity to use estimation skills and have students predict how much money the entire class will save by the end of the month. Set a goal or time frame for the harvest and then choose a way to spend the money together. You may want to buy something the whole class can share, or donate the money to a good cause. Have class write about what should be done with the collected money. (opinion writing)

<b>Unit Plan Title</b>	Our Earth, Our Resources
<b>Suggested Time Frame</b>	April/May (Approximately 4 Weeks)

<b>Overview / Rationale</b>
<p>In this unit students explore landforms and basic map skills. They gain an understanding of how to read maps, and the use of maps in their community and world. They will also learn about our Earth, especially how it provides natural resources for us. Our natural resources are limited and we will rely on our posterity to conserve and educate future generations. Students will understand the big picture and how their actions affect the Earth and will learn many ways to contribute in caring for it.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b> 2020 New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> <li>• 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).</li> <li>• 6.1.2.Goe.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> <li>• 6.1.2.Goe.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</li> <li>• 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li> <li>• 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</li> <li>• 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>• 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> <li>• 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li> <li>• 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are maps and globes?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Maps and globes are models of the earth and allow people to understand</li> </ul>



<ul style="list-style-type: none"> <li>• How are they useful in finding information?</li> <li>• What are the symbols on a map and what do they mean?</li> <li>• What is a natural resource?</li> <li>• How can we take care of our natural resources?</li> </ul>	<p>the relationship between places, environments and people.</p> <ul style="list-style-type: none"> <li>• Locations of places and information about them are available on maps and globes.</li> <li>• A natural resource is anything found in our environment that can be used by people (soil, forests, oil, gas, and water).</li> <li>• We can care for our natural resources by reducing, reusing, and recycling materials.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Maps and globes are different representations of Earth.</li> <li>• Use terms related to directions: North, South, East and West when describing locations.</li> <li>• Labels help find places on a map.</li> <li>• Landforms are the natural features and shapes of the earth's surface.</li> <li>• Natural Resources play an important part in meeting our needs.</li> <li>• Students will know the significance of Earth Day.</li> <li>• Students will know the physical characteristics of places such as landforms, bodies of water, natural resources in the community, state, and nation.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify different locations on a map.</li> <li>• Distinguish between different kinds of maps.</li> <li>• Recognize the cardinal directions north, south, east, and west.</li> <li>• Name different oceans and continents.</li> <li>• Identify the state and country in which we live.</li> <li>• Describe different places in their community.</li> <li>• Identify natural resources.</li> <li>• Discuss ways to preserve our natural resources.</li> <li>• Explain ways to reduce, reuse, and recycle</li> </ul>

<b>Interdisciplinary Connections</b>	
<p>New Jersey Student Learning Standards for English Language Arts (2016)</p> <ul style="list-style-type: none"> <li>• RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul>	

- W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about Maps & Globes:**

*Me on the Map* by Joan Sweeney

*Maps and Globes* by Ray Broekel

*Mapping the World* by Sylvia A. Johnson

*Maps & Globes* by Jack Knowlton & Harriett Barton

*The Story of Maps and Navigation* by Anita Ganeri

*Be Your Own Map Exper* by Barbara Taylor

*Let's Investigate Maps and Scale Drawings* by Marion Smoothey

*North, South, East, and West* by Allan Fowler

*How Maps Are Made* by Martyn Bramwell

*Mapping Our World* by Martyn Bramwell

*Maps and Mapping* by Barbara Taylor

*What is a Landform?* By Rebecca Rissman

*Looking at Maps and Globes* by Carmen Bredson  
*There's a Map in My Lap* by Tish Rabe

**Reading A-Z Books:**

*The School* (Level aa)  
*My Neighborhood* (Level D)  
*Gordon Finds His Way* (Level G)

**Books about Natural Resources:**

*I am Water* by Jean Marzello  
*How the Sea Began* by George Crespo  
*Water, Water, Everywhere! A Book About the Water Cycle* by Melvin and Gilda Berger  
*Clean Air* by Meredith Costain  
*The Sun, the wind and the Rain* by Lisa Westberg Peters  
*Our Earth* by Anne Rockwell  
*This is the Rain* by Lola Shaefer  
*Long Live the Earth* by Maighn Morrison  
*What Is a Landform?* By Rebecca Rissman

**Earth Day Books:**

*Thank You, Earth: A Love Letter to Our Planet* by April Pulley Sayre  
*All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff* by Meghan McCarthy  
*Michael Recycle* by Ellie Bethel  
*The Earth Book* by Todd Parr  
*The Earth and I* by Frank Ash  
*Earth Day* by Linda Lowrey  
*Earth Day* by David F. Marx  
*Earth Day Hooray!* by Stewart J. Murphy  
*Recycle Every Day!* By Nancy Wallace  
*Michael Recycle* by Ellie Bethel  
*Michael Recycle Meets Litterbug Doug* by Ellie Bethel

*Read Works The Difference Between Maps & Globes:*

<https://www.readworks.org/article/The-Difference-Between-Maps-and-Globes/6b989a28-5041-47b0-b05c-ada55e7b6aaf#!articleTab:content/>

*Read Works- How to Draw a Map:*

<https://www.readworks.org/article/How-to-Draw-a-Map/7a2bd7ae-a405-4d20-a9d9-86d567e73f2c#!articleTab:content/>

*Read Works- All Kinds of Maps:*

<https://www.readworks.org/article/All-Kinds-of-Maps/5520f5ae-0579-4376-b749-4952ed774004#!articleTab:content/>

*Free Printable Maps:*

<http://www.freeusandworldmaps.com/html/USAandCanada/USPrintable.html>

*Map Skills Lessons with Videos, Hands-on Activities and More:*

<http://nationalgeographic.org/education/map-skills-elementary-students/>

*Me On the Map Smart Board Lesson:*

<https://www.teacherspayteachers.com/Product/Our-World-Me-on-the-Map-SmartBoard-Lesson-Canadian-796545>

*Me On the Map Flip Book Activity:*

[https://www.teacherspayteachers.com/Product/ME-ON-THE-MAP-3427458?utm\\_source=pinterest&utm\\_campaign=Me%20On%20The%20Map%20Flip%20Book%20Image%20Only](https://www.teacherspayteachers.com/Product/ME-ON-THE-MAP-3427458?utm_source=pinterest&utm_campaign=Me%20On%20The%20Map%20Flip%20Book%20Image%20Only)

<https://www.teacherspayteachers.com/Product/Me-on-the-Map-Student-Book-217900>

*Me On the Map Video:*

<https://www.teacherspayteachers.com/Product/Me-on-the-Map-Teaching-Map-Skills-in-Elementary-School-2894204>

<https://www.teacherspayteachers.com/Product/Me-on-the-Map-Activity-1333362>

*My Book of Map Skills:*

<https://www.teacherspayteachers.com/Product/Map-Skills-Book-351938>

*Label the Globe:*

<https://www.teacherspayteachers.com/Product/Label-the-Globe-FREEBIE-2534553>

*Maps & Globes Worksheets:*

<https://www.teacherspayteachers.com/Product/Maps-and-Globes-A-Printable-Book-for-Introducing-or-Reviewing-Map-Skills-719138>

*Videos on Maps & Globes:*

<https://www.brainpop.com/socialstudies/geography/mapskills/>

*Using a Compass Rose:*

<https://www.youtube.com/watch?v=2dDOhSvZE-U>

[https://www.youtube.com/watch?v=f2I81\\_BFb-s&list=PLI5ElaptpAPGYSE3UueFPKcaUOOR4Ao48](https://www.youtube.com/watch?v=f2I81_BFb-s&list=PLI5ElaptpAPGYSE3UueFPKcaUOOR4Ao48)

<https://www.youtube.com/watch?v=DSnVCV4uGGQ>

*Landform Unit Resources Me and My Environment:*

<https://docs.google.com/file/d/0B0bn51-8JcKsN3BtMXpPT2xaVTA/edit>

*Worksheet on Landforms:*

[https://www.superteacherworksheets.com/landforms/landforms-1\\_WMWNF.pdf?up=1486029388](https://www.superteacherworksheets.com/landforms/landforms-1_WMWNF.pdf?up=1486029388)

*Bodies of Water Worksheets:*

<https://bogglesworldesl.com/worksheets/bodiesofwater.html>

[https://bogglesworldesl.com/worksheets/river\\_cloze.html](https://bogglesworldesl.com/worksheets/river_cloze.html)

<https://www.ddtwo.org/site/handlers/filedownload.ashx?moduleinstanceid=29868&dataid=39021&FileName=BodiesofWaterFoldable.pdf>

*Lesson Plans on Landforms & Bodies of Water:*

<https://pmm.nasa.gov/education/lesson-plans/identifying-landforms-and-bodies-water-map>

<https://geography.mrdonn.org/landforms.html>

*Landforms and Bodies of Water Videos:*

[https://www.youtube.com/watch?v=BsqKTJtK\\_vw](https://www.youtube.com/watch?v=BsqKTJtK_vw)

<https://www.flocabulary.com/unit/landforms-bodies-of-water/>

<https://www.youtube.com/watch?v=FN6QX43QB4g>

<https://www.youtube.com/watch?v=bNWuQD7QHBc>

*Earth Day Activities:*

<https://www.teacherspayteachers.com/Product/Free-Earth-Day-1766408>

<https://www.teacherspayteachers.com/Product/Earth-Day-FREE-Interactive-Activity-Hat-3759446>

<https://www.teacherspayteachers.com/Product/Earth-Day-Class-Book-FREEBIE-2474228>

*Earth Day Poetry:*

<https://www.teacherspayteachers.com/Product/Poetry-FREEBIE-Earth-Day-642263>

*Earth Day Writing Activities:*

<https://www.teacherspayteachers.com/Product/FREEBIE-Earth-Day-Writing-Prompts-4-Pages-No-Prep-1204638>

*The Earth Gives Me Worksheet:*

[https://www.education.com/worksheet/article/the-earth-gives-me/?source=related\\_materials&order=2](https://www.education.com/worksheet/article/the-earth-gives-me/?source=related_materials&order=2)

*Videos on Earth Day:*

<https://www.youtube.com/watch?v=PePymheJcbc>

<https://jr.brainpop.com/science/conservation/reducereuserecycle/>

*Natural Resources Unit of Study:*

<https://docs.google.com/file/d/0B0bn51-8JcKsek5LV3pTbnFxmJA/edit>

<https://www.teacherspayteachers.com/Product/Natural-Resources-Chart-for-Science-FREEBIE-1123616>

*Natural Resources Videos:*

[https://www.youtube.com/watch?v=dsTgyb\\_ITtk](https://www.youtube.com/watch?v=dsTgyb_ITtk)

<https://www.turtlediary.com/video/natural-resources-of-the-earth.html>

*Videos on Preserving Natural Resources:*

[https://www.youtube.com/watch?v=D\\_YoDiVjBRY](https://www.youtube.com/watch?v=D_YoDiVjBRY)

<https://www.youtube.com/watch?v=071IUxclTBw>

<https://jr.brainpop.com/science/conservation/naturalresources/>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects
- Participation and Teacher Observations-Direction Game

### ***Summative Assessments:***

- Tests- Landform Dictionary
- Quizzes
- Writing Assessments
- Research Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- map: a drawing or picture showing selected features of an area
- globes: a round model of the earth
- continents: Earth's seven main divisions of land
- oceans: huge bodies of saltwater
- mountains: landforms that rises high above its surroundings
- hills: land that is higher around the land around it
- plains: large pieces of land that is mostly flat
- valleys: low areas that lie between two mountains or hills, and they are often formed by rivers or glaciers.
- lake: a body of freshwater
- river: a large amount of flowing water
- direction: the path that someone is going
- location: the position where something is placed
- natural resources: a useful thing that comes from nature
- recycle: a way to reduce the amount of garbage that is thrown away
- conserve: protect from harm or destruction
- pollution: things that are harmful to the environment
- litter: a messy collection of things scattered about
- Earth Day: is an annual event celebrated around the world on April 22 to demonstrate support for environmental protection

## **Lesson 1: Maps & Globes (2 Days)**

- **Introduce Maps:** They help us to identify the locations of places in the community and beyond. Have the whole class participate in filling in a concept web about maps. While the students are filling in the web, show them examples of different kinds of maps. Then introduce them to cardinal directions. Have an N, S, E, and W placed appropriately on the walls of the classroom. To make sure all of the students comprehend correctly, have the students stand up and face north, south, and so on. Once they understand, then have students identify an object in the classroom by using a series of directional clues to aid the students to identify a mystery object.

**Community Maps:** Ask students what they already know about maps. Make a KWL chart as a class on the board. Explain why maps are useful. Practice reading a simple map of a neighborhood. Introduce the four cardinal directions on a map. Follow the directions using the four cardinal directions and draw a map of the route the student should take. As a class or individually, create a large map of your own classroom. Ask students for their input on how to make the windows, doors, furniture, etc. Upon completion, ask the students how they would get from one location on the map to another. Another option would be to have the students each make their own individual map.

- **Direction Game:** Label 4 walls of your classroom North, South, East and West. Play a game in “Simon Says/Mother May I” fashion, where students start in the middle of the room facing North and the teacher calls out a direction. (example: Simon says take two steps East)
- **Globes:** Introduce students to globes; to explain what blue and green represent on a map or globe **Direct Instruction:** Show students a real globe (if available). Explain that a globe is a representation of the world. Identify land and water on the globe. Explain why they are green and blue. Have students color a blank globe of the world using blue and green. **Globe Game:** Divide class into two teams. Team A spins the globe, stops it with a finger and Team B collaborates to tell whether the place is a continent or an ocean. To extend this activity, challenge students to name the ocean/continent/country/state/city.

### **Additional Activities:**

- **Read Me On the Map** by Joan Sweeney: Discuss with the students how our community is part of a town, a town is part of a state, state is part of a country, etc. Students can make a book which identifies their community, state, country, etc.(see teacher resources)
- **Types of Maps:** Materials List: chart or graph paper, Maps Found in My Classroom BLM, graphing software program, various types of maps/text. Use discussion in the form of a Think-Pair-Square-Share, which allows students to take an issue, problem, or question and think about it alone for a short period of time before sharing with another student and ultimately with a group of four. One question to use is: What maps might you find around the classroom? Another question to ask: What places do you think these maps represent? List the types of maps which might be found on a walk around the classroom (this is an example of what yours might resemble). Have students write their map list on the Maps Found in My Classroom BLM. Students will discover maps about different places and things on the list posted around the classroom and in various forms of text.



- **Places We Have Been:** Use an inflatable globe to locate places that children have been to in the World on holiday. Children note the country and area of the World. This might be an informal geography activity or a task in a project on (Places we have been). This can be extended to include (Places where we have connections). Have students complete a writing piece on places they have been.
- **Globe or Map?** Show students a picture of a map and a globe. Ask them what they are and what are some things they notice and/or know about them. (Point out other map features; cardinal directions - compass rose, symbols, map scale, title, colors, etc.) Make note of how cardinal directions are used. Have children to “think” about how maps and globes are alike and different and complete the think section of the graphic organizer. Next, have them talk with their partner about their thoughts. Ask some of the students to share their thoughts with the class. Have students write about how they’ve changed their thoughts based on the discussion with their partner. Make sure to point out that a globe helps us to visualize the shape of the Earth, see bodies of water, continents, and to identify countries. However, we can’t use a globe to find a small lake or get directions to a friend’s house. Read the following scenario aloud: Your friend, Eli, has called and asked you to come play. You tell him you will be right over, but you aren’t sure how to get there. Will Eli tell you to use a map or a globe? Why? Have children complete the writing template.

## **Lesson 2: Look at Our Land and Water (2 Days)**

- **All about Landforms:** Introduce the lesson by telling and discussing with students interesting facts about the Earth. For example: One-fourth of the Earth’s surface is covered by land. The land on the Earth is not the same everywhere. These different physical features found on the surface of the Earth are called landforms. Landforms can affect the weather, climate, and lifestyle of a community. Display pictures of landforms, and label them on the board. Remind your students that mountains are the highest landform on Earth’s surface and they may be steep and covered with snow or have gentle slopes with a rounded top. Explain that a group of mountains is called a mountain range. Show your students a picture of hills, and explain that these are areas of raised land. Tell your students that plateaus are areas of high land that often have steep sides but are typically flat or hilly on top. Display an example of plains, informing them that these are large areas of flat land. Remind your students that valleys are low areas that lie between two mountains or hills, and they are often formed by rivers or glaciers. Hand out at least 3 pieces of paper to each student to make a mini dictionary of the terms from this lesson. Instruct students to fold their papers in half to create a booklet. Have them staple them on the sides. Ask your students to title the booklet “Landform Dictionary” or something similar. Have your students create a page for each vocabulary word and write the definitions. Direct them to include a drawing with each landform.
- **All about Bodies of Water:** Bodies of water are any significant accumulation of water, generally on a planet’s surface. The term most often refers to oceans, seas, and lakes, but it includes smaller pools of water such as ponds, wetlands, or more rarely, puddles. A body of water does not have to be still or contained; rivers, streams, canals, and other

geographical features where water moves from one place to another are also considered bodies of water. (see teacher resources to support lessons on Bodies of Water)

- Land and Water: Students identify land and water on a map. They differentiate between green and blue masses on a map or globe and correctly name various types of land and water such as hill, plain, mountain, lake, river and ocean.

Ask students to remember what blue and green usually stand for on a map. Utilize a land and water website below for explanation of different types of landforms and bodies of water. Complete workbook page 40 by appropriately labeling each landform and body of water and coloring it blue or green. (see teacher resources to support lessons on Land & Water)

#### Additional Activities:

- Read the book *What Is a Landform?* By Rebecca Rissman. Prior to reading the book ask -What do you know about landforms? After reading, ask -What is a landform? And -Can anyone tell me the name of one of the landforms from the book? (The teacher will ask the students if they can remember all of the other landforms described in the book and will write these on the board.) Has anyone ever seen any of these landforms around where we live? What kind? Where? Introduce landform vocabulary. Hold up each word card and define the landform for the students. On a piece of paper folded into eight equal parts have the students write the name and draw a picture representing the landform.

#### **Lesson 3: Earth Day/Earth's Resources (2 Days)**

- Earth Day is observed around the world on April 22. The first Earth Day was celebrated on April 22, 1970, and is considered the birth of the modern environmental movement. To celebrate Earth Day, have your class pick up the trash on your playground, classrooms, hallways etc. Discuss the importance of taking an initiative to care about the environment. (see teacher resources)
- Introduce Natural Resources: To begin the lesson, ask your students to tell you the first thing they think of when they hear each of these words: plant, water, soil. Ask your class if anyone knows what a natural resource is. Encourage your students to make educated guesses. Once the class has come up with a few answers, explain that a natural resource is a substance found in the Earth naturally. Write the words plants, soil, and water on the board. Explain that these are the three main types of natural resources. Start a class discussion about the importance of plants. Great questions include: Why are plants important? Could we live without plants? How do plants help us stay alive? How do plants help animals? Explain that plants provide us with food, oxygen to help us breathe, and protection through homes and fire. Plants make and protect soil, feed animals, shelter animals, and are used to make clothes and many medicines. Ask your students about the importance of soil. Great discussion questions include: What is soil? Why is it important? What would our lives be like without soil? Could we live without it? Why or why not? Share that soil contains important nutrients that plants and humans need to stay alive. Soil also helps plants retain the moisture they need to grow and thrive. Finally, ask your students about the importance of water. Suggested questions include: Could we live

without water? What about plants and animals? How long could someone survive without water? Explain that water is the most essential natural resource that the Earth gives us, and that plants, animals, and people would die without it. (see additional resources below; allow additional days)

- Conservation: Natural resources take time to replace, so it is important that we use them wisely. Brainstorm different ways people can conserve natural resources. We can conserve water by taking shorter showers, turning off faucets when we do not need running water, and fixing leaky pipes. We can recycle glass, metal, paper, and plastic to conserve and protect our natural resources. We can reduce the amount of fossil fuels we use by turning off lights and appliances when we do not need them. We can also cut down on emissions and save fossil fuels by using public transportation and carpooling, and riding bikes instead of driving. Encourage your children to come up with more ways to conserve our natural resources. We recommend watching a Reduce, Reuse, Recycle movie to reinforce ideas and concepts.

#### Additional Activities:

- Read aloud the book *The Earth and I* by Frank Asch. As you read, pause to note the different things the earth does for the child in the story (e.g., listens). Ask students to think about what the earth does for them. Provide examples as needed, e.g., “The earth gives me sunshine to stay warm.” Record student ideas on the whiteboard or chart paper for students to reference. Explain that students will now choose one of the things the earth provides and will get to draw a picture and write a sentence about that thing. Remind students that a sentence must begin with an uppercase letter and end with punctuation such as a period or exclamation point. Encourage students to sound out words and use invented spelling in their sentences. They can also refer to the list on the board generated in the previous portion of the lesson. Pass out The Earth Gives Me worksheets to each student. Have students produce example sentences aloud with an elbow partner prior to recording their sentences on The Earth Gives Me worksheet.
- Celebrate Earth Day by brainstorming about different reasons to treasure and protect the Earth. Have students work in pairs to write something about the topics previously discussed. Finally, allow students to write poems in all shapes and forms (free verse, acrostic, diamante, etc.).
- Teach students to conserve, reuse, recycle, and preserve the treasures from the earth. Create special projects from recycled items. Make flowers from the bottoms of plastic bottles. Reuse the bottles to plant flowers or as picture frames for Mother's Day. Use (newspapers, cardboard rolls from rugs, paper towels, bathroom tissue and egg cartons) to create just about anything you can imagine!

<b>Unit Plan Title</b>	Inventions, Transportation & Communication
<b>Suggested Time Frame</b>	May/June (Approximately 2-3 Weeks)

<b>Overview / Rationale</b>
<p>The students will learn how technology has helped people make advances in the areas of communication, transportation and entertainment. They will explore how an invention begins as an idea and is transformed into a product. Students will be challenged to create their own inventions and predict what the future holds for technology. These are important topics for them to understand because technology changes at such a rapid pace and has become an integral part of our lives.</p>

<b>Stage 1 – Desired Results</b>	
<p><b>Established Goals:</b> 2020 New Jersey Student Learning Standards for Social Studies</p> <ul style="list-style-type: none"> <li>● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</li> <li>● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> <li>● 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</li> <li>● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li> <li>● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describe how and why your community has changed over time.</li> <li>● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the “big picture” of history.</li> <li>● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovation affect our current lives.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How have new products and inventions impacted our lives?</li> <li>● How have communication and transportation changed over time?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>● Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> </ul>

	<ul style="list-style-type: none"> <li>Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>Necessity is the mother of invention.</li> <li>Advances in technology have made our lives easier.</li> <li>Students will know various inventors and their inventions, for example Garrett Morgan, Alexander Graham Bell and Thomas Alva Edison etc.</li> <li>Students will know ways technology has been used in the past and present.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Describe how transportation has changed over time.</li> <li>Describe how communication has changed over time.</li> <li>Name a few important inventors and their inventions.</li> <li>List important products and inventions they encounter on a daily basis.</li> <li>Predict how their lives would be different without specific products and inventions.</li> <li>Create their own invention.</li> </ul>

### Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.2: Identify the main topic and retell key details of a text.
- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

#### 2020 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### Teacher Resources

#### **Books about Imaginative Inventions:**

*The Who, What, Where, When, and Why of Roller Skates, Potato Chips, Marbles, and Pie and More!* by Charice Mericle Harper

*Mistakes that Worked* by Charlotte Jones and John O'Brien

*Invention* by Lionel Bender

*I Am Inventing an Invention* by Penguin Group USA

*So You Want to Be an Inventor?* by Judith St. George and David Small

*Visual Timeline of Inventions* by Richard Platt

*National Geographic Readers: Thomas Edison 2014* by Barbara Kramer

*Thomas Edison (Kids Can Read)* by Elizabeth MacLeod

*Time For Kids: Thomas Edison: A Brilliant Inventor* by Editors of TIME For Kids

*First Flight: The Story of the Wright Brothers* by Caryn Jenner

*Who were the Wright Brothers* by James Buckley

*Can you Fly High, Wright Brothers* by Melvin Berger

*The Wright Brothers and the Airplane* by Xavier Niz

*First Flight: The Story of the Wright Brothers* by Caryn Jenner

*Just Fine the Way They Are: From Dirt Roads to RailRoads to Interstates* by Connie Nordhielm-Wooldridge

#### **Books about Trucks, Trains, Planes & Ships:**

*Trains* by Byron Barton

*DK Big Book of Trains* by Christine Heap

*This Boat This Plane* by Paul Collicutt

*Harbor* by Donald Crews

*The Great Boat Race* by Kitty Richards

*Sail Away, Little Boat* by Janet Buell

*I Stink!* by Kate and Jim McMullan

*Curious George at the Fire Station* by Margret and H.A. Rey

*School Bus* by Donald Crews  
*I Love Trucks!* by Phileman Sturges  
*A Day at the Airport* by Richard Scarry  
*Young Amelia Earhart: A Dream to Fly* by Sarah Alcott and James Anton  
*All Aboard Airplanes* by Frank Evans and George Guzzi  
*How Will You Get There, Maisy?* by Lucy Cousins

**Reading A-Z Books:**

Garrett Morgan and the Traffic Light (Level J)

Sending Messages (Level L)

Sign Language and Hand Talk (Level L)

History to Chew On (Level P)

*How to be an Inventor Video:*

<https://www.youtube.com/watch?v=75okexRzWMk>

*Inventions/Inventors Resources:*

[https://www.kidinfo.com/american\\_history/inventors\\_inventions.html](https://www.kidinfo.com/american_history/inventors_inventions.html)

<https://www.teacherspayteachers.com/Product/Famous-Inventors-Invention-Unit-Freebie-275112>

<https://www.teacherspayteachers.com/Product/Inventors-Inventions-Timeline-234919>

*George Washington Carver:*

<https://www.teacherspayteachers.com/Product/FREEBIE-George-Washington-Carver-Comprehension-Passage-2438527>

<https://jr.brainpop.com/socialstudies/biographies/georgewashingtoncarver/>

<https://www.teacherspayteachers.com/Product/FREEBIE-George-Washington-Carver-Graphic-Organizer-4366282>

*Thomas Edison Activities:*

<http://www.supercoloring.com/coloring-pages/thomas-edison>

[https://www.youtube.com/watch?v=KgSi\\_R1Wcyk](https://www.youtube.com/watch?v=KgSi_R1Wcyk)

<http://www.pinterest.com/pin/160159330470996782/>

*Garrett Morgan Activities:*

<https://www.youtube.com/watch?v=5BGad3CgO60>

<http://www.supercoloring.com/coloring-pages/garrett-morgan>

*Modes of Transportation Videos:*

<https://jr.brainpop.com/artsandtechnology/technology/transportation/>

<https://www.youtube.com/watch?v=d0ySC2tzlZI>

[https://www.youtube.com/watch?v=k6\\_PeO-E\\_Cs](https://www.youtube.com/watch?v=k6_PeO-E_Cs)

<https://www.youtube.com/watch?v=mpVqY6Z74Tk>

*Modes of Transportation Worksheets:*

<http://eslkidsworld.com/worksheets/transport%20worksheets/Transport%20What%20is%20he%20Driving%20Worksheet.pdf>

<http://www.eslways.com/transportation-p1.html>

<http://www.worksheetfun.com/tag/mode-of-transportation/>

<https://www.havefunteaching.com/resources/social-studies/transportation/worksheets>

*Comparing Past & Present Transportation:*

<https://www.teacherspayteachers.com/Product/Comparing-the-Past-and-Present-Transportation-935461>

*The Wright Brothers:*

<https://science.pppst.com/flight.html>

*Communication: Alexander Graham Bell Activities:*

<https://www.teacherspayteachers.com/Product/Phone-Patterns-Landline-and-iPhone-248923>

<https://www.teacherspayteachers.com/Product/Reading-Street-FREEBIE-U55-Alexander-Graham-Bell-Color-by-Word-2506130>

<http://www.supercoloring.com/coloring-pages/alexander-graham-bell>

<https://jr.brainpop.com/socialstudies/biographies/alexandergrahambell/>

<https://www.youtube.com/watch?v=JsRt5lBdBfE>



*Technologies from the Past & Present:*

<https://www.teacherspayteachers.com/Product/Science-and-Technology-from-the-Past-and-Present-Activities-1528118>

*Technology and Communications Slide Show:*

<https://www.slideshare.net/rajb/technology-and-communications-for-kids>

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*You Tube Video- The History of Communication:*

<https://www.youtube.com/watch?v=4CoyC8vkWIM>

*Ways to communicate video:*

<https://www.youtube.com/watch?v=kZ5K2Lu5MgI>

*Past/Present Worksheets:*

<https://www.teacherspayteachers.com/Product/Past-or-Present-Center-1539566>

<https://www.teacherspayteachers.com/Product/FREE-Long-Ago-and-Today-Part-1-School-117607>

<https://www.teacherspayteachers.com/Product/Past-or-Present-Photos-530447>

## Stage 2 – Assessment Evidence

### ***Formative Assessments:***

- Classroom Discussions
- Exit Slips
- Presentations or Projects- Invention (Function/Capabilities)
- Participation and Teacher Observations

### ***Summative Assessments:***

- Tests- Travel 100 Years from Now
- Quizzes
- Writing Assessments
- Research Projects

## Stage 3 – Learning Plan

### **Vocabulary Connection:**

- innovation: a new idea, thing or way to do something
- inventor: a person who creates or discovers a new method, form, device or other useful means that becomes known as an invention
- invention: a new device, process or item; something new that a person makes or thinks of

- technology: anything invented by humans to solve a problem; technology is the application of processes, methods, or knowledge to achieve a specific purpose
- scientists: a person skilled in science and especially natural science
- communication: an exchange of information
- telephone: an instrument for transmitting and receiving sounds over long distances by electricity
- telegraph: an electric device or system for sending messages by a code over wires
- transmitter: a device that sends out radio or television signals
- email: system for sending messages between computers
- video: a recording similar to a videotape but stored in digital form
- internet: a communications system that connects computers and computer networks all over the world
- connect: to talk or meet with someone to tell them something
- message: something you want to tell someone else
- transportation: to carry, move, or convey from one place to another
- vehicle: something used to transport persons or goods
- automobile: a usually four-wheeled vehicle with its own power system (as an internal combustion engine) designed for passenger transportation on streets and roadways

### **Lesson 1: Inventors & Inventions ( 2 Days)**

- Inventors and Inventions: Discuss the contributions of Alexander Graham Bell and Thomas Alva Edison (from NJ). Trace the evolution of the telephone over time. Discuss other inventors from NJ on the website [http://www.ehow.com/info\\_8285871\\_inventors-newjersey.html](http://www.ehow.com/info_8285871_inventors-newjersey.html). Display pics of inventions that have changed people's lives (telephone/cell, computer, light bulb, microwave, etc.). Discuss how these things have made life easier and why people invented these things. Introduce Thomas Edison by turning off the lights in the classroom to discuss what life was like in the past. Discuss things that help keep us safe. (helmets, pads, etc.) Show a picture of Garrett Morgan to the class and discuss how he invented something that keeps us safe. Show the picture of Garrett Morgan's traffic light and then show a picture of a modern traffic light. Discuss similarities and differences. Ask the students how they communicate with people who are far away. How has the telephone made our life easier? View telephone pictures past and present. Introduce Alexander Graham Bell. Discuss his invention. Then students will complete the telephone craft with 2 cups and string. They can practice using them when they're finished. (see additional resources below)
- Inventions Project: Discuss how personal, age-appropriate problems could be solved by creating an invention to help you. Brainstorm ideas together as a class. Examples include a robot that does your homework, a computer that reads books to you, etc. Create an invention that will help you in your daily life. Write about its function and capabilities. If time permits, bring your invention to fruition.

### Additional Activities:

- Have students brainstorm important things about Thomas Edison. After students write about Thomas Edison. Allow the students to make the light bulb craft. (see teacher resources)
- Recall information about the two inventors discussed; compare and contrast them in a Venn-Diagram. Invent a telephone project: What do you think a telephone will look like 100 years from now? Design a telephone and write about its capabilities. If time permits, construct your telephones.
- Read aloud *Imaginative Inventions: The Who, What, Where, When, and Why of Roller Skates, Potato Chips, Marbles, and Pie and More!* by Charice Mericle Harper. Discuss how popular inventions are made. Choose your favorite invention from the story. Draw a picture of the invention and write 3 facts about it, including when/where it was invented, who invented it and why it is a useful invention.

### **Lesson 2: Changes in Travel & Transportation (2 Days)**

- Introduce Transportation. Together, brainstorm different modes of transportation that travel over land, such as cars, buses, vans, motorcycles, scooters, trains, subways. You may want to ask how students get to school. Kids might take the school bus, a car or van, walk, or even ride a bike. Some kids might take the subway or a community bus to get to school. If possible, you can make a bar graph, tally chart, or pictograph to organize the data.  
Boats & Ships: Have children think of modes of transportation that travel through water, such as boats or ships. You may want to come up with a list of water vessels you can sort by size or by use. You may also want to point out vessels that have motors and those that do not. You may want to add forms of water transportation that children may not be familiar with, such as ferries or carriers, and explore how ships are vital to the transportation of goods. Cargo ships carry goods from one place to another, crossing thousands of miles of ocean, and tankers transport oil from faraway places.
- Trains & Subways: You may want to compare and contrast trains and subways. We recommend using a Venn diagram to record children's ideas. For example, both trains and subways travel along tracks, but trains travel farther distances while subways travel within a city's or community's limits. Some children may notice that subways travel mostly underground while trains travel above ground. Which would you take to go to a different state or province?
- Changes in Travel: How has transportation changed over time? Discuss with children. Explain that hundreds of years ago, people traveled or transported goods with the help of animals. They rode horses or carriages to travel. A journey across the country could take months of travel in uncertain weather conditions. After the steam engine was developed in the 1700s, people could travel faster and more easily with locomotives. Goods could be transported beyond just the local areas. The steam engine is one of the inventions that was a key player in the Industrial Revolution and helped develop economic growth. In the 1800s and 1900s, people began using gas-powered automobiles for transportation and soon cars were mass-produced for consumers, changing the way people traveled forever.

Have children think about how cars from fifty years ago compare to cars today. Some children may point out that today's cars might run on electricity, solar power, or on both gas and electricity. Some cars even run on biodiesel, which can be made from vegetable oil.

- Introduce the Wright Brothers. Explain that for hundreds of years, people were developing ways to fly. Even Leonard da Vinci had developed experiments and designs for a flying machine. Over the course of history, many people tried building flying contraptions with varying degrees of success. Finally in 1903, the Wright brothers made the first controlled, sustained, and powered flight. How does the Wright brother's plane compare to modern planes? Have children compare and contrast using images. Explain that over time, transportation has gotten faster or easier because of changes in technology. People have sent probes into space and are developing machines that will land on other planets. Maybe one day people will be able to fly into space as easily as we can fly across the country!

#### Additional Activities:

- Mode of Transportation Project: How do you think people will travel 100 years from now? Do you think we will still use cars or another invention? Draw and write about your thoughts. If time permits, construct your mode of transportation.

### **Lesson 3: Communication & Technology: Past & Present (2-3 Days)**

- Ask the students how they communicate with people who are far away. How has the telephone made our life easier? View telephone pictures past and present. Introduce Alexander Graham Bell. Discuss his invention. Then students will complete the telephone craft with 2 cups and string. They can practice using them when they're finished. (see teacher resources)
- Discuss how technology affects present daily lives. Ask students these questions: What did you do when you got up today? How did technology affect that activity? How did you come to school? What did technology have to do with that trip? Continue through the events of the day, examining routine activities. Record these ideas on chart paper or the board. Ask the students if they see any patterns or groupings that show how technology affects their daily lives. Focus predominantly on transportation and communication. Have students organize the information into a T-Chart. Be certain students understand transportation and communication. You may need to spend some time discussing these terms with the class. With students, generate a chart with additional present-day transportation examples and effects on daily lives. Do the same for communications. Keep these charts or have students list examples.
- Discuss which inventions we use today that help us communicate with others (email, telephone, cell phones, video chat, letters, walkie-talkies, etc.) Make a web to record responses. Discuss how they are useful. Explain how they have helped connect people all across the globe.

#### Additional Activities:

- Students use technology every day, but do they ever stop and wonder about the inventors who made certain technology possible? This lesson encourages students to investigate a couple of American inventors: Alexander Graham Bell, George Washington Carver, Thomas Edison, through research and readings of their biographies. Reading biographies about famous inventors can bring enthusiasm and a sense of exploration to your classroom. To begin this lesson, students are divided into research groups, and each group is assigned a different inventor. As students read, gather, and present information about their inventor, they learn how their inventions changed and shaped America's past and influenced the future of technology. Further, students examine how the inventions directly impact their own lives. (Research Project for home and school)

## **ACCOMMODATIONS AND MODIFICATIONS**

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

***\*Consider the accommodations and modifications for each unit/lesson as needed.***

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

**Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work

- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies  
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:



<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

NEPTUNE CITY SCHOOL DISTRICT

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