

# First Grade Social Studies Curriculum

## Unit 1: The Rights and Responsibilities of Citizenship

Time: September- October

### Essential Questions

- Why do schools have rules?
- How do we get along in school?
- Who was Johnny Appleseed?
- Why is it important to learn from each other?

### Enduring Understandings

- Rules tell us how to act so we can get along. Rules help us be safe and treat others fairly. When we follow rules, we are ready to learn and do our best work.
- We can get along in many ways. We can share, take turns, play fairly, be good sports, listen to others, and talk about our feelings.
- Johnny Appleseed was a fictional character that teaches about giving back.
- We are each good at different things. We can teach each other the things we know.

### Standards:

- 6.1.4.A.1. 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.
- 6.1.4.A.5. Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.7. Explain how the United States functions as a representative of democracy, and describe the roles of elected representatives and how they interact with citizens at local, state and national levels.
- 6.1.4.A.8. Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.11. 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.
- 6.1.4.A.12. Explain the process of creating change at the local, state or national level.
- 6.1.4.D.12. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and the other regions of the United States contributed to the American national heritage.
- 6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### Benchmark Assessment(s)

- **SWBAT understand the importance of rules, laws and voting.** Students will read about rules, laws, and voting. Students will illustrate one classroom rule and show the consequences of breaking it. **(6.1.4.A.1., 6.1.4.A.5, 6.1.4.A.7, 6.1.4.A.8, 6.1.4.A.12)**
- **SWBAT discover the value of cooperating and being fair.** Students will illustrate one way that they can get along in school. **(6.1.4.A.11)**
- **SWBAT learn about a historical fictional figure, Johnny Appleseed.** Read about Johnny Appleseed Barton. Students will work with a partner to write at least two facts about Johnny Appleseed, explain how this story shaped our culture, and illustrate one way in which he helped people. **(6.1.4.D.12)**
- **SWBAT understand how everyone is special and has unique talents.** Students will read about differences and talents, and discuss their own interests compared to their peers. Students will be able to illustrate their classmates' unique personalities. **(6.1.4.D.19, 6.1.4.D.20)**

### Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

### Materials

- Smartboard
- Johnny Appleseed Books

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## SUGGESTED ACTIVITIES

- **Why do schools have rules?**  
**Preview** – Talk about familiar rules at home and at school.  
**Activity** – Play a game without school rules to discover why rules are needed. Read about four reasons for school rules.  
**Reading Further** – Practice two ways of voting for rules and laws.  
**Processing** – Illustrate one classroom rule and show the consequences of breaking it.
- **How do we get along in school?**  
**Preview** – Consider how cooperation would have helped two stubborn goats.  
**Activity (Phase 1 & Reading)** – Work together to draw a picture and discover the value of cooperating to complete a task.  
**Processing** – Illustrate one way they can get along in school, especially when conflicts arise.
- **How are we good helpers at school?**  
**Reading Further** – Learn about a historic figure, Clara Barton, who spent her life helping others.  
**Clara Barton** – Read about Clara Barton on [www.pebblego.com](http://www.pebblego.com).  
**Processing** – Students will work with a partner to write at least two facts about Clara Barton, explain why she is important, and illustrate one way in which she helped people.
- **Who works at your school?**  
**Reading and Reading Further** – Read about different jobs people have at school. Read about a Congresswoman, whose job it is to help the community. Learn about the roles of the mayor, governor and president.
- **Why is it important to learn from each other?**  
**Preview** – Use a Checklist to explore similarities and differences.  
**Activity** – Complete questionnaires that reveal your own interests and special talents. Practice appropriate ways to talk and listen.  
**Reading Further** – Read an Aesop’s fable about a grasshopper and an ant and analyze the economic concepts in the fable.  
**Processing** – Color gift boxes to express in code their classmates’ unique personalities.
- **Journal Writing**

## REINFORCEMENT

- Use role-playing to enhance comprehension of the four new ideas: *get along, be safe, be fair, and learn*. For each idea, choose volunteers to act out two simple scenes, representing the term and its opposite.
- Use role-playing to enhance comprehension of the new ideas: *listening, be a good sport, play fair, share, listen and take turns*. For each idea, choose volunteers to act out two simple scenes, representing the term and its opposite.
- Use role-playing to enhance comprehension of the ways that Clara Barton helped people throughout her life. Have volunteers act out simple scenes.
- Read the book, *The Monkey and the Crocodile* by Paul Galdone. Make connections between the reading and *The Ant’s Lesson*.

## ENRICHMENT

- After learning about how rules help keep people safe, visit <http://www.safeny.ny.gov/kids/kid-schl.htm>. On the website, School Bus and School Zone Safety Kids Page, learn about important school bus and traffic rules.
- On the website, *Out of a Limb: A Guide to Getting Along*; watch the interactive cartoon to get tips on getting along with others.
- On the website, <http://www.nps.gov/clba/forkids/index.htm>, there are some exciting activities that explain even more about Clara Barton. Take a tour of her house and see how she lived, learn how she dressed and find out how to dress like she did. There are also many photos of Clara Barton.
- Act out the fable of *The Ant’s Lesson* as a short play or Reader’s Theater. Assign different speaking roles and have students create simple props and costumes. Add a narrator whose role is to comment on aspects of the play that relate directly to concepts discussed in this lesson.

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## Suggested Websites

- [www.pebblego.com](http://www.pebblego.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

## Suggested Materials

- Smartboard
- Document camera
- Weekly Reader
- No, David Books
- Guest Speakers
- Star Student
- Video- Kids Academy-Rights/Responsibility
- Mine and Yours-We Live Here Too Book
- Scholastic News

## Cross-Curricular Connections

*21<sup>st</sup> Century Skills* – CRP1: Act as a responsible and contributing citizen and employee.

*Technology* – 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

*SEL* – Recognize and identify the thoughts, feelings and perspectives of others.

*Language Arts or Math* – RI.1.1: Ask and answer questions about key details in a text.

# First Grade Social Studies Curriculum

Unit : Cultural Literacy: One Nation, Many People

Time: November- December

Standards:

## Essential Questions

- Lesson 8: What traditions do different cultural groups have?
- Lesson 9: How are families special?

## Enduring Understandings

- Not all cultures have the same traditions and beliefs. It can be difficult to maintain traditional beliefs in a more modern world.
- Families are special in different ways. There are big families and small families. Families live in different kinds of homes and like to do different things.

6.1.4.B.6. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

6.1.4.B.10. Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools can be used to understand cultural differences.

6.1.4.D.15. Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

## Benchmark Assessment(s)

- **SWBAT understand the different traditions and beliefs of various cultural groups.** Students will read about different cultures' beliefs and traditions [www.pebblego.com](http://www.pebblego.com). Students will then work with a partner to choose one of the cultures discussed and draw a picture of that culture's traditions, beliefs or holidays and explain how they are celebrated. They can present their cultures to the class when completed. (6.1.4.D.15) **(Holocaust & Amistad Commission Lessons)**
- **SWBAT understand that families are different in many ways and have many different homes as well.** Students will read about different family members, types of homes and family activities. After reading, students will write about how their family is special and describe their home and activities. (6.1.4.B.6, 6.1.4.B.10, 6.1.4.D.18)

## Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

## Materials

- Posters
- Foods
- Journals
- Video- Cultures Around the World, The World is My Family

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## SUGGESTED ACTIVITIES

- **What groups do we belong to?**  
**Reading Further** – Consider the many groups an people belong to and the special things each person learns from each group.  
**Traditions and Beliefs** – Read about different cultures’ traditions and beliefs in the Culture and Awareness section on [www.pebblego.com](http://www.pebblego.com).  
**Processing** – Students will work with a partner to choose one of the cultures discussed and draw a picture of that culture’s traditions, beliefs or holidays and explain how they are celebrated. Discuss as a class how some people treat people from different cultures differently but we should treat everyone the same.
- **How are families special?**  
**Preview** – Consider what your family means to you.  
**Activity** – Read about different family members, types of homes and family activities.  
**Reading Further** – Learn that communities across the country are also special in different ways.  
**Processing** – Identify different family members and conclude that all families are special. Explain how their own family is special and describe their home and family activities.
- **Have family members share careers.**

## REINFORCEMENT

- Read *The Legend of the Indian Paintbrush* retold by Tomie dePaola. Read *Legends of the Seminoles* by Betty Mae Jumper, Strega Nona
- Read *Night in the Country* by Cynthia Rylant and *Listen to the City* by Rachel Isadora. Compare and contrast the two settings.

## ENRICHMENT

- Use the website PBS Kids: Zoom Into Action, to find ideas about helping groups of people in your community and around the world. (<http://pbskids.org/zoom/activities/action/way09.html>)
- Use the website, Family Tree Magazine to build your own family tree. (<http://kids.familytreemagazine.com/kids/default.asp>)

## Suggested Websites

- [www.pebblego.com](http://www.pebblego.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

## Suggested Materials

- Smartboard
- Document camera
- Weekly Reader
- What Do You Celebrate? By Whitney Stewart

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills** – CRP4: Communicate clearly and effectively and with reason.

**SEL** – Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds.

**Technology** - 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**Language Arts or Math** - RI.1.1: Ask and answer questions about key details in a text.

# First Grade Social Studies Curriculum

## Unit: Life Today and Long Ago, and Geography of the Community

Time: January- February

## Standards:

### Essential Questions

- What is a map?
- What are different landforms and bodies of water?
- What was Hurricane Sandy and how did it occur?
- What was school like long ago?
- How has communication, transportation, agriculture and other innovations/inventions changed over time?

### Enduring Understandings

- A map is a drawing that shows where things are. A map has symbols, a map key and a compass rose. Different kinds of maps show you different things.
- Different landforms include mountains, hills, valleys and plains. Bodies of water include oceans, lakes, and rivers.
- Hurricane Sandy is an event occurring in the 2000s where an area of the United States suffered from devastation of a hurricane. This event occurred in this area because of a natural disaster. Schools were different in the past. Most were just one room and children played different games and used different tools.
- Transportation, communication, agriculture and innovations/inventions have changed throughout the course of history. Technology has played a part in improving transportation and agriculture.

- 6.1.4.B.1. Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2. Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.4. Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.6. Compare and contrast characteristics of regions in the United States based on the culture, economics, and physical environment to understand the more suited for settlement than others.
- 6.1.4.B.7. Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.C.9. Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.D.14. Trace how the American identity evolved over time.
- 6.1.4.C.15. Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16. Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17. Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18. Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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## Benchmark Assessment(s)

- **SWBAT know about different types of maps, the characteristics of each and create their own.** They will read a map and discuss different types of maps and their uses as well as characteristics of each. Work with a partner to create a simple map of their own. (6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.6)
- **SWBAT identify different landforms and bodies of water and relate that to the region they live in.** Students will watch videos that describe different landforms and bodies of water. They will also read about different landforms and bodies of water on [www.pebblego.com](http://www.pebblego.com). Students will describe one landform and one body of water that can be found where they live. (6.1.4.B.4)
- **SWBAT understand what was Hurricane Sandy and why it occurred.** Students will use words and pictures to describe the event, when it happened, what happened and why. (6.1.4.B.7, 6.1.4.C.9)
- **SWBAT compare and contrast what schools were like in the past and present.** Students will read about schools in the past and the tools that were used. They will illustrate one of the tools or resources learned about and then illustrate a picture of what is used today in lieu of or to replace the old object. (6.1.4.D.14)
- **SWBAT compare and contrast how communication, transportation and other scientific inventions have changed over time.** Students will read about communication, transportation, agriculture, and scientific inventions on [www.pebblego.com](http://www.pebblego.com). Students will work together to choose a new improvement in communication, transportation, agriculture or science. They will compare it to what was used in the past and create an illustration of both. Compare and contrasts with 50s Day. (6.1.4.C.15, 6.1.4.C.16, 6.1.4.C.17, 6.1.4.C.18)

## Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

## Materials

- Maps
- Video- How to Make a Map for Kids
- Brainpop Jr.
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## SUGGESTED ACTIVITIES

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- **What is a Map?**

**Preview** – Listen to a story about an escaped mouse and help create a 3-D map of the classroom in which the story is set.

**Activity** – Practice reading a map of the same classroom described in the story of the escaped mouse.

**Reading Further** – Discuss what different types of maps show.

**Processing** – Use what you have learned to create a simple map of your own.

Use [www.pebblego.com](http://www.pebblego.com) as a supplemental reading resource.

- **Where do Families Live?**

**Activity** – Compare and contrast where you live to the places in four videos. The videos will also describe different landforms and bodies of water. Also, read about different landforms and bodies of water on [www.pebblego.com](http://www.pebblego.com). Students will describe one landform and one body of water that can be found where they live.

**Reading Further** – Read about the Dust Bowl and the conditions which caused it. Have a class discussion about the event. Students will use words and pictures to describe the event, when it happened, what happened and why.

- **What was School like Long Ago?**

**Preview** – Consider what “the past” means to them. A time capsule offers a glimpse into the past.

**Activity** – View and read about school-related objects from the past, discussing each object’s use. Discuss how everyone wasn’t allowed in school at different times of history (e.g., African Americans and women). (Amistad Commission)

**Reading Further** – An elderly man’s reminiscence serves as a model for students to construct a timeline of their own lives.

**Processing** – Turn your attention from the past to the future as you predict and draw something that a school of the future might have.

- **Inventions and Innovations throughout History**

**Transportation changes** – Read about how transportation has changed over time on [www.pebblego.com](http://www.pebblego.com). There are many different forms of transportation that can be discussed. A focus can be on trains, planes, boats, cars and bicycles.

**Scientific Inventions** – Use [www.discoveryeducation.com](http://www.discoveryeducation.com) to learn more about scientific inventions by reading about Important Inventions as well as the inventions of The Wright Brothers, George Washington Carver and Thomas Edison.

**Agriculture changes** - Read about Agricultural changes throughout the years on [www.pebblego.com](http://www.pebblego.com).

**Communications changes** – Read about Alexander Graham Bell on [www.pebblego.com](http://www.pebblego.com). This will discuss communication changes throughout the years. Additionally, read about Telephones and Telegraphs on the same website.

## REINFORCEMENT

- Read *Me on the Map* by Joan Sweeney. Read *Maps and Globes* by John Knowlton.
- Read *Introducing Landforms* by Bobbie Kalman. Read *Children of the Dust Bowl* by Jerry Stanley.
- Read *Schools Then and Now* by Robin Nelson.
- Transportation, Communication, Agriculture, and Scientific Inventions: Read *This is the Way We Go to School* by Edith Baer. Read *Then and Now* by Peter Firmin.

## ENRICHMENT

- Follow along on a balloon ride on the site, USGS: Map Adventures, to learn about the difference between seeing objects on the ground and seeing them from above. Learn more about map symbols.
- Landforms – Students can research other landforms as partners or groups and create a model of the new landform.
- Dust Bowl – Students will visit PBS.org and participate in an interactive simulation of the Dust Bowl. They will make decisions based on the situation that is occurring. ([www.pbs.org/kenburns/dustbowl/interactive/#homestead](http://www.pbs.org/kenburns/dustbowl/interactive/#homestead))
- Visit an interactive site to learn about life in the 1700s in Colonial Williamsburg. You can tour the town and explore the lives of colonial Americans: slave and free, men and women, rich and poor. (<http://www.history.org/kids/visitUs/>)
- Transportation, Agriculture, Inventions: After reading about different ways to travel, visit the website “America on the Move”, you can see early boats, trains and cars. There are also pictures of unusual ways of travel. (<http://amhistory.si.edu/onthemove/index.html>)

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**Processing** - Students will work together to choose a new improvement in communication, transportation, agriculture or science. They will compare it to what was used in the past and create an illustration of both.

- **Make a book-Me on a Map**
- **Create a map of bedroom, classroom, etc.**

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- [www.pebblego.com](http://www.pebblego.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

## Suggested Materials

- **Smartboard**
- **Document camera**
- **Weekly Reader**
- **Book-Things That Go- National Geographic**
- **Video- Modes of Transportation for Kids**

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills** – CRP4: Communicate clearly and effectively and with reason.

**SEL**- Utilize positive communication and social skills to interact effectively with others.

**Technology** - 8.2.2.A.1: Define products produced as a result of technology or of nature.

**Language Arts or Math** - RI.1.1: Ask and answer questions about key details in a text.

# First Grade Social Studies Curriculum

Unit: Economics: Goods and Services	Time: March- April	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• Lesson 10: What do families need and want?</li><li>• Lesson 11: How can we care for the Earth and its natural resources?</li></ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• Families need and want many things. Families use money to buy goods and services that they need or want. They make choices each time they spend money.</li><li>• We can take care of the Earth in many different ways. Natural resources occur in nature and cannot be made by man. They need to be protected so they do not run out.</li></ul>	<p>6.1.4.B.8. Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.</p> <p>6.1.4.C.7. Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.10. Explain the role of money, savings, debt and investment in individuals' lives.</p>
<p><b>Benchmark Assessment(s)</b></p> <ul style="list-style-type: none"><li>➤ <b>SWBAT understand that families need and want many things and must use money to buy these goods and services but they must make choices about what to buy.</b> Read about needs and wants on <a href="http://www.pebblego.com">www.pebblego.com</a>. Discuss goods and services as well as opportunity cost in the Reading Further section on TCI. Students will be able to complete a sort about what is a need or a want. (6.1.4.C.2., 6.1.4.C.7., 6.1.4.C.10.)</li><li>➤ <b>SWBAT understand what a natural resource is and explain how we as humans can preserve those resources.</b> Students will learn about natural resources on <a href="http://www.pebblego.com">www.pebblego.com</a> and also learn how children like them can take care of the Earth and its resources. Students will choose a natural resource that was discussed in class. They will explain what the natural resource is, why it is important and describe one way to care for it. They can also illustrate a picture to go with their explanation. (6.1.4.B.8)</li></ul>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"><li>✓ Teacher observation</li><li>✓ Class discussions and group work</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Online printable materials</li><li>• Smartboard</li><li>• Journals</li></ul>

# First Grade Social Studies Curriculum

## SUGGESTED ACTIVITIES

- **What do Families Need and Want?**

**Preview** – Think of typical family purchases and identify which are needs and wants.

**Activity** – Go to [www.pebblego.com](http://www.pebblego.com) and read about Needs and Wants.

**Reading Further** – Learn about jobs that people do to earn money to meet their needs and wants.

**Processing** – Review typical needs and wants. Sort pictures according to needs or wants.

- **Natural Resources** – Go to [www.pebblego.com](http://www.pebblego.com) and read **What Are Natural Resources as well as Humans and Earth.**

**Reading Further** – Learn ways that children in schools can take care of the Earth.

**Processing** – Students will choose a natural resource that was discussed in class. They will explain what the natural resource is, why it is important and describe one way to care for it. They can also illustrate a picture to go with their explanation.

- **Earth Day Writing/Art activity**

## REINFORCEMENT

- Read *Tight Times* by Barbara Shook.
- Read *Recycle Every Day!* by Nancy Elizabeth Wallace.
- *Need it or Want it?* By Colleen Hord

## ENRICHMENT

Set up a simulated grocery store. Volunteers can perform service jobs in the store such as stock clerks, manager, cashiers, and baggers. Other students will pair up to be the shoppers. They will have a fixed amount of play money to buy groceries. Students can take turns working in the store and shopping.

- Use the website, NRDC: The Green Squad, to find more ideas on how to make your school greener and healthier.  
(<http://www.nrdc.org/greensquad/>)

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- [www.pebblego.com](http://www.pebblego.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

## Suggested Materials

- Smartboard
- Document camera
- Weekly Reader
- Video-Lily Learns about Wants and Needs

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills** - CRP4: Communicate clearly and effectively and with reason.

**SEL** - Utilize positive communication and social skills to interact effectively with others.

**Technology** - 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**Language Arts or Math** - RI.1.1: Ask and answer questions about key details in a text.

# First Grade Social Studies Curriculum

**Unit: Symbols, Icons, and Traditions of the United States**

**Time: May- June**

**Standards:**

**Essential Questions**

- What are national symbols and holidays?

**Enduring Understandings**

- National symbols are different places, icons or objects that represent our country and its history. American holidays are important events throughout the year and are celebrated in many different ways.

- 6.1.4.D.5. Relate key historical documents to present day government and citizenship.
- 6.1.4.D.6. Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.17. Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**Benchmark Assessment(s)**

- **SWBAT describe national symbols and holidays.** Students will research national symbols using [www.pebblego.com](http://www.pebblego.com). Once they have an understanding of the national symbols, they will make an argument about the most important symbol and explain why. They will also choose a national holiday to research and describe. (6.1.4.D.5., 6.1.4.D.6., 6.1.4.D.17)

**Other Assessments**

- ✓ Teacher observation
- ✓ Class discussions and group work

**Materials**

- Online printable materials
- Smartboard

# First Grade Social Studies Curriculum

## SUGGESTED ACTIVITIES

- **What are Family Traditions?**  
**Preview** – Consider what you know about how we celebrate three holidays.  
**Activity** – Go to [www.pebblego.com](http://www.pebblego.com) and read about different holidays in our culture and in others. Read about national symbols.  
**Reading Further**- Learn about national symbols and holidays.  
**Processing** - Make an argument about the most important national symbol and research an American holiday.
- **Various symbols of America**
- **Create a family flag**
- **Journal Writing**
- **Holiday Crafts/cards**

## REINFORCEMENT

- Read *O, Say Can You See?* by Sheila Keeman. Read *American Symbols* by Melissa Ferguson.

## ENRICHMENT

- Families in different countries often celebrate holidays differently. ON the website, Christmas Around the world, click on a country's flag to find out how that country celebrates Christmas.  
(<http://hoover.archives.gov/exhibits/christmasworld/intro.html>)

## Suggested Websites

- [www.teachtci.com](http://www.teachtci.com)
- [www.pebblego.com](http://www.pebblego.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

## Suggested Materials

- Smartboard
- Document camera
- Weekly Reader

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills** – CRP4: Communicate clearly and effectively and with reason.

**SEL**- Utilize positive communication and social skills to interact effectively with others.

**Technology** - 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**Language Arts or Math** - RI.1.1: Ask and answer questions about key details in a text.