

1st Grade: Comparing Historical Figures

Comparing Historic Figures

Essential Question: Which historic figure helped our country most?

Students will show what they know about the historic figures in SS1H1 by rating and ranking their importance. Students will then choose the historic figure they believe most helped our country and will work in groups to create a graphic to defend their thinking. This lesson will occur over several days.

Day One: After reviewing the historic figures, introduce the concept of rate and rank using fast food restaurants. Pose the question, which restaurant do you think is the best? Have students order the restaurants from 1 to 4 and give reasons to defend their thinking. This can be done in a variety of ways. The most important thing is for the students to have practice using rate and rank, as well as, defending their thinking in a non-threatening way.

Option 1: Break students into groups and have them rate and rank the restaurants together. Give students a set of cards to manipulate as they rank the restaurants. Students will work to come to a consensus and defend their thinking with each other and then share their ideas with the whole class. Have students record their thinking in their social studies journals. Consider giving students their own set of cards to glue in order in their journals. Caution: This did not work well with my students. They became upset when the group could not agree.

Option 2: Have students rate and rank the restaurants independently. Give each student a set of cards to manipulate as they think. After students have ranked the restaurants, have students group together according their favorite restaurant. Once students are grouped, have them share their thinking and defend their choices. Call the students back together and have each group share their thinking on why their restaurant is best. Have students glue the cards in order in their social studies journals and record their thinking.

Day Two: Give students the rate and rank sheet. Pose the question, which historic figure do you think helped our country most? Have students rate and rank the historic figures from SS1H1 according to who they think helped our country most. Consider only ranking the top three. Rating all six figures may be overwhelming. After students have ranked the figures, have the students gather back on the carpet as a whole group. Have the students quickly share their choices. You may want to have them bring their papers to the carpet with them. You could do this verbally or through a show of hands. Give students the small figures sheet to glue the cards in their social studies journals and record their thinking. Consider giving students prompts before, during, and after their writing. For example, have a few students share one reason for their choice. As the students are writing, share out ideas you see as you are walking around looking at work. Call the students back to the carpet at the end of the lesson to share some of their thoughts. This helps build their confidence, gives value to their opinions, and also helps students who are having a difficult time thinking of what to say/write.

Day Three: Before the lesson, form groups based on the students' choices. If groups do not work out to represent all of the figures, consider asking students if they would be willing to work in a group based on their second choice. You may also want to consider making sure that each group has a strong leader if possible. Each group will need a poster with a picture of their historic figure prepared before the lesson. For the lesson, call the students together. Remind them of their question, which

historic figure helped our country most? Their first task is to get with their group and share their reasons for why they think the historic figure they chose helped our country most. Give students time to share together as you listen in with each group. Try not to intervene unless you are needed. Be cautious of giving students answers. Instead try posing questions to prompt their thinking. For example, do you remember what he wrote? Do you remember how she helped people? Remind students that they can use their social studies journals to find evidence to support their opinions. Their next task is to record what they know on their group poster. Consider assigning each student in the group their own color of marker before the task. This could serve as an informal assessment. By assigning each student in the group their own color, you can quickly see what each student shared about their historic figure.

Day Four: Allow students to complete their posters from day three. Give each group time to share their poster with the class. Take time to celebrate and value their thinking and their hard work.

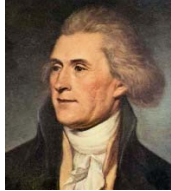
Follow up lessons: Consider continuing to use rate and rank with new questions with the character traits from SS1CG1. For example, which historical figure showed the most courage? Consider looking at the sample lessons in Unit 6 on www.georgiastandards.org There are many examples of ways to students can share what they know about the historic figures.

GSE Standards and Elements	<p>SS1H1a Identify the contributions by the historic figure.</p> <p>SS1H1b Describe how everyday life of these historical figures is similar to and different from everyday life in the present.</p> <p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits.</p>
GSE Standards and Elements for ELA	<p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Social Studies Matrices Enduring Understanding	<p>Information Processing Skills: 1. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</p> <p>Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>



Name: _____

Choose the 3 historic figures you think helped our country MOST!!



Thomas Jefferson



Benjamin Franklin



Lewis, Clark, and Sacagawea



Ruby Bridges



George Washington Carver



Theodore Roosevelt



Thomas Jefferson



Ruby Bridges



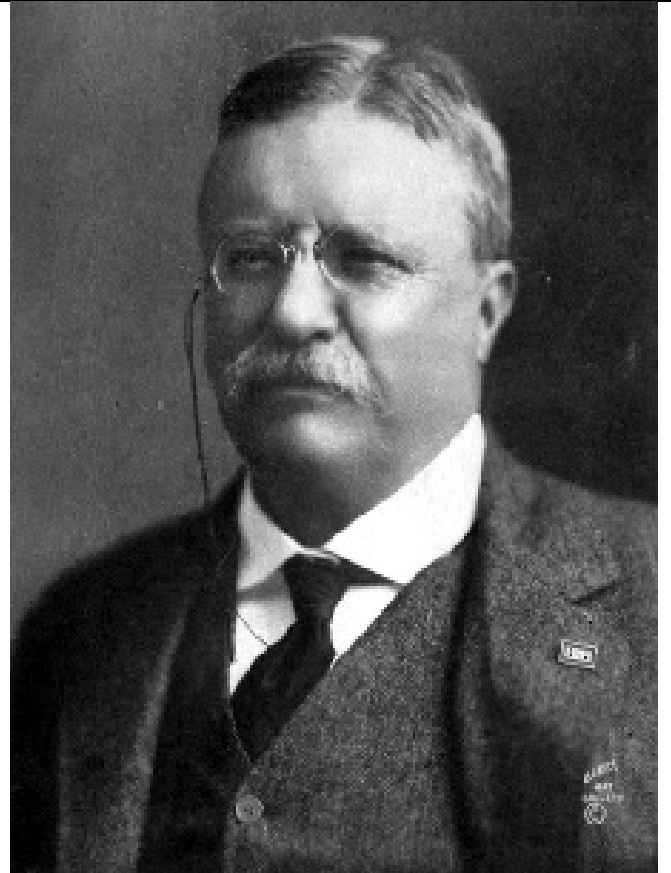
Benjamin Franklin



**George Washington
Carver**



**Lewis, Clark, and
Sacagawea**



**Theodore
Roosevelt**

 Thomas Jefferson	 Thomas Jefferson	 Thomas Jefferson	 Thomas Jefferson	 Thomas Jefferson
 Benjamin Franklin	 Benjamin Franklin	 Benjamin Franklin	 Benjamin Franklin	 Benjamin Franklin
 Lewis, Clark, and Sacagawea	 Lewis, Clark, and Sacagawea	 Lewis, Clark, and Sacagawea	 Lewis, Clark, and Sacagawea	 Lewis, Clark, and Sacagawea
 Ruby Bridges	 Ruby Bridges	 Ruby Bridges	 Ruby Bridges	 Ruby Bridges
 George Washington Carver	 George Washington Carver	 George Washington Carver	 George Washington Carver	 George Washington Carver
 Theodore Roosevelt	 Theodore Roosevelt	 Theodore Roosevelt	 Theodore Roosevelt	 Theodore Roosevelt