UNIT 6 – We Are Alike, We Are Different

Elaborated Unit Focus
In this unit, students will synthesize what they have learned about historical figures during the course of the year through a comparison of the figures’ lives and their own, using the themes of individuals, groups, and institutions and time, change, and continuity. In addition, students will review the geography skills and knowledge learned throughout the year through the theme of location while demonstrating mastery of relevant standards and skills. Finally, students will discuss the theme of scarcity through examples related to the economics standards.

Standards/Elements
SS1H1 The student will read about and describe the life of historical figures in American history.
   a. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1G3 The student will locate major topographical features of the earth’s surface.
   a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
   b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian
   c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, and respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

SS1E4 The student will describe the costs and benefits of personal spending and saving choices.
Enduring Understandings/Essential Questions

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

*K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.*

- What kind of character traits did historical figures have?
- How did those character traits help those figures meet their goals?
- How can we display good character traits every day?
- How is your character like those of our historical figures?
- How do the people we have studied show good character traits?
- How do people we know in our school, class, family, or community show good character traits?

**Location:** The student will understand that location affects a society’s economy, culture, and development.

*K-5 EU: The student will understand that where people live matters.*

- How is where you live like other cities around the world?
- How are landforms around the world different?
- Where do I live? (city, county, state, nation, country, and continent)
- What are the major oceans and continents on Earth?
- How does where you live affect your life?
- How did where _______________ {fill in historical figure(s)} live affect the way people lived in his/her/their community?
- How is my community the same as _______________ ‘s community {fill in historical figure(s)}?
- Why is my community different from_______________’s community {fill in historical figure(s)}?
- How did ____________{fill in historical figure(s)}’s surroundings influence the type of home he or she lived in?

**Scarcity:** The student will understand that scarcity of all resources force parties to make choices and that these choices always incur a cost.

*K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.*

- What goods and services do people around the world have in common?
- How are goods and services around the world different?
- How does not having enough of something help us make good choices?
- What is the difference between goods and services?
- Why do people in my community have jobs?
- How did ____________{fill in historical figure(s)} make life better for others with his or her goods or services?
- Why did ____________{fill in historical figure(s)} provide goods and services to the people in his or her community?
- How are people producers and consumers?
- What are the benefits of spending and saving?
Time, Change, & Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.

**K-5 EU: The student will understand that some things will change over time, while other things will stay the same.**

- How can we compare the lives of __________ {fill in historical figure(s)} to our lives today?
- How can I compare the character traits of people who lived long ago to people that I know?
- Why is my life different from the life of __________ ? {fill in historical figure(s)}

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.*

### Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring to the timeline that was started at the beginning of the year, the students will create a “historical figure and me” book. Students will compare how they are alike, and how they are different from their chosen historical figure.</td>
<td>SS1H1a,b</td>
<td>Direct Response</td>
</tr>
<tr>
<td>Modifications-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check for understanding of assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assist with written work for book</td>
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<tr>
<td>- Dictation of written work</td>
<td></td>
<td></td>
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<tr>
<td>- Lined area for writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students will create a character book using the following character words: fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment. The students will write the definition of the character word and a synonym. Then the students will draw pictures showing how they can/do portray that trait.

**Modifications-**

- Peer paired arrangement
- Check for understanding of assignment
- Break down activity-step by step
- Assist with written work
- Dictation of written material
- Assist with illustrations
- Monitor progress

| | SS1CG1 | Constructed Response |
Using the website [www.mapquest.com](http://www.mapquest.com), the students will locate their homes on a simple local map. The students will trace the route taken to get to school. If teachers have access to Google Earth (free download), students can also view a 3D satellite rendering of the same route.

**Modifications:**
- Seat away from distractions
- Assist with home location
- One-on-one assistance

The teacher will tell the students to close their eyes and imagine they were friends or acquaintances of Thomas Jefferson, Harriet Tubman, George Washington Carver, Benjamin Franklin, or Theodore Roosevelt. Have the students write a letter telling about something they did with one of these historical figures. Be sure to remind the students about their positive character traits.

**Modifications:**
- Ensure understanding of assignment
- Assist with written work
- Dictation of written work
- Prompt student to assist with historical figure contribution

The students will play “Who Am I?” The teacher will pin the name of a historical figure on the back of a student. Each student comes to the front of the class, shows the class the name on his back and then asks questions that require a yes or no answer. The student will try to identify who he is through these questions as quickly as possible. The number of questions may be limited so everybody will get a turn. The teacher will need to model the type of questions that the student needs to ask.

For example, a question could be: Am I famous for an invention? Did I live in the south? Was I friends with Lewis and Clark? Did I show respect for the environment?

**Modifications:**
- Use of cue cards with historical figure and their contribution written
- Allow student to portray the figure with whom they are most familiar
- Assist with written material

Make a large circle on the playground with the four cardinal directions marked to play Run The Compass. Have the children number off by fours and stand in the middle of the circle. As you call out a number and direction, “Three, West,” all the children having the number Three must run to the West.
The leader tries to catch any students that are not at the point of the compass. Those students must go outside the circle. Add the intermediate directions—Southeast, Southwest, Northeast, Northwest—so that there are eight positions, and continue play.

**Modifications:**
- Review cardinal & intermediate directions prior to game

The class will review the different continents by singing the Seven Continents song. After singing the song, the teacher will ask the students to locate the continents on a desk map. The teacher will call out a continent and write the continent on the board. The students will place their finger on the continent and write the name of the continent on the desk map. Once all of the continents have been called, the teacher will ask the students to locate the major oceans on the desk map. (Arctic, Atlantic, Pacific, and Indian) The teacher will name an ocean and write the name of the ocean on the board. The students will place their finger on the ocean and then write the name of the ocean on the map.

Next the students will be given a sheet a paper with six boxes on it. The teacher will name a landform (mountains, deserts, valleys, plains, plateaus, and coasts) and the students will draw and label landform in a box.

**Modifications:**
- Review activity prior to playing
- Use of visuals - desk copy list of landform game vocabulary with words listed under each heading to refer to during game

| SS1G3 a, b, c | Direct Response |
The class will brainstorm different summer vacation locations. The teacher will list the areas on a chart. After the class lists the possible vacation locations, the class will categorize the different vacation spots according to the different landforms that are found near or around the vacation spot. The chart will include mountains, deserts, valleys, plains, plateaus, and coasts. After the class completes the chart, the class will discuss any patterns. The teacher will ask, “Where do more people want to visit for summer vacation? Why do more people want to visit the coast than the desert? Why are the mountains a popular choice for a summer vacation? What do they landforms have in common?” The students then will create a travel brochure about a favorite summer vacation spot. **Modifications:**
- Use of visual- a desk copy of the various landforms to refer
- Assist with brochure illustrations
- Assist with written work
- Dictation of written work
- Monitor progress on activity

The class will review the character traits that have been taught this year (fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment). The teacher might ask, “What does tolerance mean to you? How did Lewis and Clark show perseverance? Why is Theodore Roosevelt a good example of a person showing respect for the environment?” The students will brainstorm a list of people in their community that demonstrate the same character traits. The teacher might ask, “Who in our community shows respect for others? Why would people say that fire fighters show courage? How do judges show fairness?” The class will create a character traits class book in small groups. **Modifications:**
- Check for understanding of assignment
- Assist with illustrations
- Assist with written work
- Dictation of written work
- Monitor progress on activity

| Map Skills 1,2 | SS1G3c | ELA 1W1b,c, d, e, i, j, l |
| Teacher Observation | Constructed Response |
| SS1CG1 | Constructed Response |
The students will discuss what they have learned in first grade this year. The students will create a First Grade Memory book. The First Grade Memory book will review the concept that some things change and some things stay the same, location, goods and services, producers and consumers, and historical figures learned in first grade. (Memory book template is attached at the end of this document.)

Modifications-
- Peer paired arrangement
- Check for understanding of assignment
- Break down activity-step by step – do one section at a time, or limit the number of sections to be completed by the student
- Review vocabulary terms with student
- Assist with written work
- Dictation of written work
- Monitor progress on activity

The students will brainstorm producers and consumers in the school. The class will write the producers and consumers on a class chart. Some examples of producers in a school are cafeteria workers (lunches), teachers (lessons), students (class work), parent volunteers (help for the school), principals (rules and procedures). Some examples of consumers are students (consume the food, participate in the lessons, follow the rules and procedures), community members (use of the building), and teachers (read the library books). After the students list the producers and consumers that are found in the school, the class will discuss how each person is both a producer and a consumer.

Modifications-
- Check for understanding of assignment
- Review the difference between a consumer and producer with student
- Assist with written work
- Monitor progress on activity

SS1CG1
SS1E1
SS1E2
SS1E3
SS1G2
SS1H1b
Info
Skills
1, 5, 6
The teacher will ask, “What will happen over the summer to the producers and consumers over the summer? Do the producers stop being producers? Do the consumers stop being consumers?” The teacher will discuss his or her summer plans and how he or she will still be a producer and a consumer. For example the teacher is still a consumer if he or she is taking summer classes or he or she is still a producer if he or she is teaching summer school. The class will discuss how the other members of the school are still producing and consuming over the summer.

The students will create a summer vacation book. The students will write what about their summer plans and tell how they are going to be a producer and consumer this summer.

**Modifications:**

- Ensure understanding of activity
- Use concrete examples of production/consumption activities that do not change with seasons: people still need groceries, so they are consumers when they purchase those; the mail will continue to run, so mail carriers are producers of that service, etc.
- Have student orally explain what they will put in their booklet
- Assist with illustrations
- Assist with written work
- Line area for written work
- Monitor progress on activity
The students will review the class time line to discuss the historical figures’ (Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Harriet Tubman, Theodore Roosevelt, and George Washington Carver) contributions to America and their positive character traits. The teacher will select a quote from each of the historical figures, and the class will discuss what the quote means and how it describes the historical figure’s character and contributions to America. The students will illustrate the quotes and display the quotes in the classroom. {Possible quotes are attached at the end of this document.}

Modifications:
- Check for understanding of assignment, and of words of quote, and entire quote
- Assist with illustrations of quotes
- Assist with written work
- Monitor student progress on activity

The students will plan their end of the year party as a class. The students will brainstorm ideas for their dream end of the year party. The teacher will record the possible end of the year party ideas on a chart. The class will discuss scarcity. “Why can we not take the class to an amusement park for our end of the year party?” The class will discuss our limited resources (time and money) and the choices we will need to make as a class based on our limited resources. The class will brainstorm party ideas that do not cost any money. Some possible ideas are:
  - sing the songs America (My Country ‘Tis of Thee) and America the Beautiful
  - create a PowerPoint slide show about the year
  - create a Photo Story about their favorite first grade memories.

The students will discuss the cost of the party and ways to save money for items that the class believes are necessary for the party. The students will create a list of needed supplies for the party and decide how the class will get the materials needed for the end of the year party. Some possible solutions might be to ask for donations or use materials found in the classroom.

After the students decide a theme for their end of the year party, the students will create invitations. The invitations will include the date, time, place, and theme of the party.

The class will review their class time line and the folktale heroes and historical figures that they learned about this year. The teacher will tell the students that they will be giving themselves their end of the year awards based of the folktale heroes, historical figures, and character traits that they have been studying in first grade. The teacher will give each student a list of the student choice awards sheet with the awards listed on the top of the page and the students’ names on the bottom of the page.
The teacher will read each award aloud in class and the students will vote for one person to receive the award. The students will find out who won each award when they receive the awards at the end of the year party. {Award templates are attached at the end of this document.}

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**Unit 6 Performance Task**

**Individuals, Groups, Institutions**

**EU:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**K-5 EU:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Location**

**EU:** The student will understand that location affects a society’s economy, culture, and development.

**K-5 EU:** The student will understand that where people live matters.

**Scarcity**

**EU:** The student will understand that scarcity of all resources force parties to make choices and that these choices always incur a cost.

**K-5 EU:** The student will understand that because people cannot have everything they want, they have to make choices.

**Time, Change, & Continuity**

**EU:** The student will understand that while change occurs over time, there is continuity to the basic structure of society.

**K-5 EU:** The student will understand that some things will change over time, while other things will stay the same.

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**A Living Museum of Historic Figures**

In small groups, the students will create a living museum of Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Harriet Tubman, Theodore Roosevelt, and George Washington Carver. Each small group will research and present information about the historic person, the location where the person lived and worked, and the thing that made him or her famous. The students will use the graphic organizer that is provided with the task or a teacher generated graphic organizer to record the information.

The person in the small group that is discussing the **person** could describe the historic figures’ positive character traits, the goods and/or services he or she provided, and the everyday life of the historic figure (food, clothing).

The person in the small group that is discussing the **location** could describe the community that the historic figure lived in, major landform in his or her community, and his or her everyday life (homes, transportation, communication, recreation).

The person in the small group that is discussing the **thing** that made him or her famous could describe the reason why the historic figure is still remembered today, his or her contributions to America, and some examples of how people today are similar to the historic figure.
In addition to having an assigned research topic about the historic figure, each student in the small group will have an assigned job concerning the historic figure. The jobs could be teacher assigned or student choice. Some sample jobs could be team leader – the person that makes sure everybody is on task, the webmaster/ fact checker – the person that makes sure all of the information is correct, the editor – the person that checks the final product.

The students will create a poster describing their group’s historic figure. The poster will include pictures and information from each person assigned job in the group.

The small group will elect one person to dress up in character and pretend to be the historic figure. The other members of the group could dress up as people for the era that the historic figure lived. The costumes could be made from materials found in the classroom or they could be created at home. The students will answer questions as if they are the historic figure.

On the day of the living museum the students will be dressed up and ready to perform for their parents, fellow students, and community members. The teacher can decide if the viewers of the living museum will create a line and visit each historic figure or the viewers will be allowed to wander around the museum at their leisure.

Modifications-

- Ensure understanding of activity
- Review with student what is to be done after they select a historical figure
- Use of books or other materials to assist in activity
- Use of cue cards with facts listed to assist with presentation
- Dictation of written material
- Assist with written work
- Provide time for student to rehearse one-on-one prior to activity

<table>
<thead>
<tr>
<th>Map and Globe Skills:</th>
<th>Information Processing Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2</td>
<td>1,3,5,6</td>
</tr>
</tbody>
</table>
### Content Rubric for Performance Task

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet</th>
<th>Needs Improvement</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly and completely explains how historical figures Benjamin</td>
<td>Recalls historical figures without demonstrating their knowledge of the</td>
<td>Identifies the historical figures and explains some of their</td>
<td>Correctly and completely explains how historical figures displayed character</td>
<td>In addition to meets standards, the students will discuss why the character traits were beneficial for historic</td>
</tr>
<tr>
<td>Franklin, Thomas Jefferson, Lewis and Clark with Sacagawea, Harriet</td>
<td>character traits of fairness, respect for others, respect for the environment,</td>
<td>character traits.</td>
<td>character traits.</td>
<td>figure’s community and how the character traits are important for our community.</td>
</tr>
<tr>
<td>Tubman, Theodore Roosevelt, and George Washington Carver displayed</td>
<td>conservation, courage, equality, tolerance, perseverance, and commitment.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Character traits</td>
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<td></td>
</tr>
<tr>
<td>Correctly identifies the difference between a good (things people make</td>
<td>Incorrectly identifies the difference between a good and a service.</td>
<td>Correctly identifies either a good or a service.</td>
<td>Correctly identifies the difference between a good and a service.</td>
<td></td>
</tr>
<tr>
<td>or grow) and a service (an activity that people do to help other people)</td>
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</tr>
<tr>
<td>Correctly explains that people have to make different choices about</td>
<td>Incorrectly explains that people have to make different choices about goods</td>
<td>Correctly identifies that people have to make different choices</td>
<td>Correctly identifies that people have to make different choices about goods</td>
<td></td>
</tr>
<tr>
<td>goods and services because of scarcity.</td>
<td>and services because of scarcity.</td>
<td>but are unable to explain that people make choices based on</td>
<td>and services because of scarcity.</td>
<td></td>
</tr>
<tr>
<td>Correctly describes how people are producers/consumers of various</td>
<td>Incorrectly describes how people are producers/consumers of various products.</td>
<td>Correctly describes that people are either producers or consumers,</td>
<td>Correctly describes how people are producers and consumers of various</td>
<td></td>
</tr>
<tr>
<td>products.</td>
<td></td>
<td>but does not state that a person can be both a producer and a</td>
<td>products.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>consumer.</td>
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</tbody>
</table>

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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### Product Rubric for Performance Task

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet</th>
<th>Needs Improvement</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students produce a product that is complete and correct.</td>
<td>The product is incomplete and incorrect.</td>
<td>The product has parts that are either incomplete or incorrect.</td>
<td>The product has parts that are complete and correct.</td>
<td>The product is complete and correct and includes content that go beyond what is expected.</td>
</tr>
<tr>
<td>Students produce a product is free from spelling and grammatical errors.</td>
<td>The product has more than 4 errors are spelling or grammar.</td>
<td>The product has 4 misspellings and/or grammatical errors.</td>
<td>The product has 3 or fewer misspellings and/or grammatical errors.</td>
<td>The product has no misspellings or grammatical errors.</td>
</tr>
</tbody>
</table>

### Resources for Unit

- **Let’s Book It with Tec’Knowledg’y** – This website shows how to make various books (including the Poof Book).
- **United Streaming** – Use this website to watch videos to review the historical figures studied during the year.

This unit was created by Joyce Arnold, Julie Ott Branyan, Nikki Durr, and Michelle Reynolds and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.
Living Museum Graphic Organizer
Person

Historical Figure’s Name:

Clothing

Food

Goods and Services

Character Traits
## Living Museum Graphic Organizer

**Reason**

<table>
<thead>
<tr>
<th>Why the historical figure is remembered today:</th>
<th>What made him/her famous:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Historical Figure’s Name:**

<table>
<thead>
<tr>
<th>Contributions to America:</th>
<th>How are people today similar to the historical figure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Living Museum Graphic Organizer
Location

- Major Landforms
- Recreation
- Community he or she lived in
- Communication
- Home
- Transportation

Historical Figure’s Name

Name ___________________________ Date __________________________
## Quotes for Unit 6

<table>
<thead>
<tr>
<th>Historical Character</th>
<th>Quote</th>
</tr>
</thead>
</table>
| Harriet Tubman       | Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.  
I never ran my train off the track, and I never lost a passenger.  
I had reasoned this out in my mind, there was one of two things I had a *right* to, liberty or death; if I could not have one, I would have the other. |
| Theodore Roosevelt   | When you play, play hard; when you work, don’t play at all.  
I care not what others think of what I do, but I care very much about what I think of what I do! That is character!  
There can be no greater issue than that of conservation in this country.  
Confession of Faith Speech, Progressive National Convention, Chicago, IL, August 6, 1912  
Be practical as well as generous in your ideals. Keep your eyes on the stars, but remember to keep your feet on the ground.”  
The Groton School, Groton, MA, May 24, 1904  
Do what you can, with what you have, where you are.  
“A vote is like a rifle: its usefulness depends upon the character of the user.”  
“Patriotism means to stand by the country. It does not mean to stand by the president.”  
“Far and away the best prize that life offers is the chance to work hard at work worth doing.”  
“Whenever you are asked if you can do a job, tell’em, ‘Certainly I can!’ Then get busy and find out how to do it.”  
“Justice consists not in being neutral between right and wrong, but in finding out the right and upholding it, wherever found, against the wrong.”  
“Speak softly and carry a big stick.” |
<table>
<thead>
<tr>
<th>Benjamin Franklin</th>
<th>I didn’t fail the test, I just found 100 ways to do it wrong.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early to bed, early to rise, makes a man healthy, wealthy and wise.</td>
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<tr>
<td></td>
<td>He that can have patience can have what he will.</td>
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<tr>
<td></td>
<td>Well done is better than well said.</td>
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<td></td>
<td>You may delay, but time will not.</td>
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<tr>
<td></td>
<td>An investment in knowledge always pays the best interest.</td>
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<tr>
<td></td>
<td>Be civil to all; sociable to many; familiar with few; friend to one; enemy to none.</td>
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<tr>
<td></td>
<td>Anger is never without reason, but seldom with a good one.</td>
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<tr>
<td></td>
<td>A slip of the foot you may soon recover, but a slip of the tongue you may never get over.</td>
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<td></td>
<td>A countryman between two lawyers is like a fish between two cats.</td>
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<td></td>
<td>Energy and persistence conquer all things.</td>
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<td></td>
<td>Genius without education is like silver in the mine.</td>
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<td></td>
<td>He that is good for making excuses is seldom good for anything else.</td>
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<tr>
<td></td>
<td>Having been poor is no shame, but being ashamed of it, is.</td>
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<tr>
<td></td>
<td>He that is of the opinion money will do everything may well be suspected of doing everything for money.</td>
</tr>
<tr>
<td>Sacagawea</td>
<td>Education is the key to unlock the golden door of freedom.</td>
</tr>
<tr>
<td>George Washington Carver</td>
<td>Nothing is more beautiful than the loveliness of the woods before sunrise.</td>
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<td></td>
<td>Ninety-nine percent of all failures come from people who have the habit of making excuses.</td>
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<td></td>
<td>When you do the common things in life in an uncommon way, you will command the attention of the world.</td>
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<td></td>
<td>One of the things that has helped me as much as any other, is not how long I am going to live, but how much I can do while living.</td>
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</tbody>
</table>
| George Washington Carver | Anything will give up its secrets if you love it enough. Not only have I found that when I talk to the little flower or to the little peanut they will give up their secrets, but I have found that when I silently commune with people they give up their secrets also—if you love them enough.

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong—because someday you will have been all of these. |
|---|---|
| William Clark | Great joy in Camp we are in view of the Ocean, this great Pacific Ocean which we been so long anxious to see and the roaring or noise made by the waves braking on the rocky shores (as I suppose) may be heard distinctly.

—William Clark in his Voyage of Discovery journal |
| Thomas Jefferson | In matter of style, swim with the current; in matters of principle, stand like a rock.

I cannot live without books.

Honesty is the first chapter of the book of wisdom.

Never spend your money before you have it.

Never trouble another for what you can do for yourself.

The will of the people is the only legitimate foundation for any government, and to protect its free expression should be our first object. |
<table>
<thead>
<tr>
<th>Landform</th>
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</tbody>
</table>
End of the Year
Student Choice Award Recording Sheet
Directions: Listen to the teacher describe each award and write one student’s name on the line that you think deserves this award. You need to include your name on this list. Remember to cross off the student’s name from the bottom of the page after you have voted for him or her.

<table>
<thead>
<tr>
<th>Award</th>
<th>Student’s Name</th>
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<tbody>
<tr>
<td>Thomas Jefferson Award – girl</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson Award – boy</td>
<td></td>
</tr>
<tr>
<td>Benjamin Franklin Award – girl</td>
<td></td>
</tr>
<tr>
<td>Benjamin Franklin Award – boy</td>
<td></td>
</tr>
<tr>
<td>Lewis and Clark Award – girl</td>
<td></td>
</tr>
<tr>
<td>Lewis and Clark Award – boy</td>
<td></td>
</tr>
<tr>
<td>Sacagawea Award – girl</td>
<td></td>
</tr>
<tr>
<td>Sacagawea Award – boy</td>
<td></td>
</tr>
<tr>
<td>Harriet Tubman Award – girl</td>
<td></td>
</tr>
<tr>
<td>Harriet Tubman Award – boy</td>
<td></td>
</tr>
<tr>
<td>Theodore Roosevelt – girl</td>
<td></td>
</tr>
<tr>
<td>Theodore Roosevelt – boy</td>
<td></td>
</tr>
<tr>
<td>George Washington Carver Award – girl</td>
<td></td>
</tr>
<tr>
<td>George Washington Carver Award – boy</td>
<td></td>
</tr>
<tr>
<td>Annie Oakley Award – girl</td>
<td></td>
</tr>
<tr>
<td>Annie Oakley Award – boy</td>
<td></td>
</tr>
<tr>
<td>Paul Bunyan Award – girl</td>
<td></td>
</tr>
<tr>
<td>Paul Bunyan Award – boy</td>
<td></td>
</tr>
<tr>
<td>John Henry Award – girl</td>
<td></td>
</tr>
<tr>
<td>John Henry Award – boy</td>
<td></td>
</tr>
<tr>
<td>Johnny Appleseed Award – girl</td>
<td></td>
</tr>
<tr>
<td>Johnny Appleseed Award - boy</td>
<td></td>
</tr>
<tr>
<td>Davy Crockett Award – girl</td>
<td></td>
</tr>
<tr>
<td>Davy Crockett Award - boy</td>
<td></td>
</tr>
</tbody>
</table>

Student Names:

Name ____________________
The Thomas Jefferson Award

is presented to

__________________________

for her superb writing skills.

__________________________

The Thomas Jefferson Award

is presented to

__________________________

for his superb writing skills.

__________________________
The Benjamin Franklin Award

is presented to

for her ability to always think of new and creative ideas.

The Benjamin Franklin Award

is presented to

for his ability to always think of new and creative ideas.
The Lewis and Clark Award

is presented to

for always wanting to explore and learn new things

The Lewis and Clark Award

is presented to

for always wanting to explore and learn new things
The Sacagawea Award

is presented to

for her knowledge about our community

The Sacagawea Award

is presented to

for his knowledge about our community
The Harriet Tubman Award

is presented to

for her ability to always help a friend in need

The Harriet Tubman Award

is presented to

for his ability to always help a friend in need
The Theodore Roosevelt Award

is presented to

for her great leadership skills

Theodore Roosevelt
The 26th U.S. President
1901–1909

Theodore Roosevelt Award

is presented to

for his great leadership skills

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Social Studies • GRADE ONE • Unit Six
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The George Washington Carver Award

is presented to

for her outstanding scientific thinking

The George Washington Carver Award

is presented to

for his outstanding scientific thinking

Carver
The Annie Oakley Award

is presented to

____________________________________________________

for his ability to be on time all of the time

The Annie Oakley Award

is presented to

____________________________________________________

for her ability to be on time all of the time
The Paul Bunyan Award

is presented to

____________________

for her out of the box storytelling

The Paul Bunyan Award

is presented to

____________________

for his out of the box storytelling
The John Henry Award

is presented to

______________________________
for always being a dependable and hardworking student

______________________________

The John Henry Award

is presented to

______________________________
for always being a dependable and hardworking student

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Social Studies • GRADE ONE • Unit Six
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The John Appleseed Award

is presented to

for her knowledge about plants.

The John Appleseed Award

is presented to

for his knowledge about plants.
The John Appleseed Award

is presented to

_______________________

for her respect for the environment.

The John Appleseed Award

is presented to

_______________________

for his respect for the environment.
The Davy Crockett Award

is presented to

for his adventurous spirit.

The Davy Crockett Award

is presented to

for her adventurous spirit
Some things change and some things stay the same. Here is picture of a first grade classroom in Flint River Farms School, Georgia. It was taken in May, 1939.
Here is a drawing of my classroom.

One thing that is different between the two pictures is _____________________________.

One thing that is the same is _____________________________________________________.

I hope my classroom will always have _____________________________________________.

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Social Studies • GRADE ONE • Unit Six
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Here is a drawing of my school.

The city my school is located in is ____________________________.

The county my school is located in is ____________________________.

The state my school is located in is ____________________________.

The nation my school is located in is ____________________________.

The continent my school is located in is ____________________________.

My school provides many goods and services. Here some of favorite goods and services found in my school.
When I grow up I want to be a ______________________________._
I will provide a ____________ for my community.

( good or service )

Here is a drawing of me when I grow up.
In first grade I was a producer and a consumer.

Here is a drawing of me as a producer.

I was a producer this year because _____________________________

__________________________________________________________________.

Here is a drawing of me as a consumer.

I was a consumer this year because ______________________________

__________________________________________________________________.
This year we studied many famous historical figures. They were Benjamin Franklin, Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, Harriet Tubman, Theodore Roosevelt, and George Washington Carver.

My favorite historical figure is ____________________________
because ______________________________________________

I am like my favorite historical figure because ________________________

I am different from my favorite historical figure because __________

My favorite historical figure showed great character traits.
Here is a picture of my favorite historical figure showing his or her great character traits. This is an example of great character traits because

Fairness, Respect for Others, Respect for the Environment, Conservation, Courage, Equality, Tolerance, Perseverance, Commitment