

## 1st Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the First Grade Social Studies Course.

<b>Grade One Unit Four: Inventors in the United States</b>	
Elaborated Unit Focus	In this unit, students will use the theme of <b>scarcity</b> to discuss basic economic ideas of goods, services, producers, and consumers, as well as how the individual contributions of George Washington Carver and Benjamin Franklin had economic impact. Students will explore the role of <b>location</b> in the lives of Carver and Franklin, as well as the idea of <b>time, change, and continuity</b> in comparing the lives of Carver and Franklin to their own.
Connections to Connecting Themes/Enduring Understandings	<p>The student will understand that where people live matters</p> <p>The student will understand that some things will change over time, while other things will stay the same.</p> <p>The student will understand that because people cannot have everything they want, they have to make choices.</p> <p>The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
GSE for Social Studies	<p><b>SS1H1</b> Read about and describe the life of historical figures in American history.</p> <ol style="list-style-type: none"> <li>a. Identify the contributions made Benjamin Franklin (inventor/author/statesman) and George Washington Carver (science)</li> <li>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</li> </ol> <p><b>SS1G1</b> Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <ol style="list-style-type: none"> <li>a. American colonies (Benjamin Franklin)</li> <li>d. Southern U.S. (George Washington Carver)</li> </ol> <p><b>SS1E1</b> Identify goods that people make and services that people provide for each other.</p> <p><b>SS1E2</b> Explain that scarcity is when unlimited wants are greater than limited resources</p> <p><b>SS1E3</b> Describe how people are both producers and consumers.</p> <p><b>SS1CG1</b> Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>
Connection to Social Studies Matrices	<p>Map and Globe Skills:</p> <ol style="list-style-type: none"> <li>1. Use a compass rose to identify cardinal directions.</li> <li>2. Use intermediate directions.</li> <li>7. Use a map to explain impact of geography on historical and current events.</li> </ol>

1st Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context.</li> <li>6. Identify and use primary and secondary sources</li> <li>7. Interpret timelines, charts, and tables</li> </ol>
--	--

Essential Questions and Related Supported/Guiding Questions	
<p><b>SS1H1a</b> Identify the contributions made by Benjamin Franklin and George Washington Carver (Individual, Groups, Institutions: what people, groups, and institutions say and do can help or harm others whether they mean to or not)</p>	<p><b>How did the historic figure make our lives better?</b></p> <ul style="list-style-type: none"> <li>• How did the choices made by the historic figure help our country?</li> <li>• How did the choices made by the historic figure hurt our country?</li> <li>• How is my life different because of the historic figure?</li> <li>• Did the choices the historic figure made change life for me?</li> </ul>
<p><b>SS1H1b:</b> Describe how everyday life of these historical figures is similar to and different from everyday life in the present (Time, Change, and Continuity: Some things will change over time, while other things will stay the same)</p>	<ul style="list-style-type: none"> <li>• How is the historic figure’s life like mine?</li> <li>• How is the historic figure’s life different than mine?</li> <li>• How do we use the inventions they made today?</li> </ul>
<p><b>SS1G1</b> Describe how each historic figure in SS1H1a was influenced by his or her time and place (Location: Where people live matters)</p>	<ul style="list-style-type: none"> <li>• Why do you think the historic figures made the choices they made?</li> <li>• Why did the historic figures need change?</li> <li>• How are the places the historic figure lived important to what they invented?</li> </ul>

1st Frameworks for the Georgia Standards of Excellence in Social Studies

<p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>	<ul style="list-style-type: none"> <li>• How would you describe the historic figure?</li> <li>• What character traits did the historic figure show?</li> <li>• How does the historic figure remind you of someone else we have studied?</li> </ul>
<p>SS1E1 Identify goods that people make and services that people provide for each other</p>	<ul style="list-style-type: none"> <li>• What is a good?</li> <li>• What is a service?</li> <li>• What goods did the historic figure make?</li> <li>• What services did the historic figure provide?</li> </ul>
<p>SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources</p>	<ul style="list-style-type: none"> <li>• How did scarcity push the historic figures to invent new things? (Why did Benjamin Franklin start a fire company? Why did Benjamin Franklin invent a lightning rod? Why did George Washington Carver begin experimenting with peanuts and sweet potatoes?)</li> </ul>
<p>SS1E3 Describe how people are both producers and consumers</p>	<ul style="list-style-type: none"> <li>• Explain how the historic figure could be a producer and a consumer.</li> </ul>

**SS1H1 What am I going to learn?**

Students will analyze a primary source picture of the historic figure and predict what they are going to learn.

1. Show students a primary source (See primary source Power Point).
2. Give them time to notice what they notice about the picture: It looks like...their clothes are different than ours, they are looking at a map, they look like they are looking for something, etc.
3. Have students share what they noticed. Record their thinking on a chart.
4. Repeat the process asking them what they noticed makes them think. I think...it's a president, they are arguing about something, they are lost, etc.
5. Have students share what they think. Record their thinking on a chart.
6. Have the students think about what they think they will be learning about the historic figure. They can record their thinking in their journals or on a graphic organizer.
7. Follow this procedure for each historic figure.

GSE Standards and Elements	SS1H1a Identify the contributions made by Benjamin Franklin and George Washington Carver
GSE Standards and Elements for ELA	ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups  ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly  ELASGE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
Social Studies Matrices	Information Processing Skills: 8. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.
Enduring Understanding	Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.

Name: \_\_\_\_\_

?

What do you notice?

?

What does this make you think?

?

**What will we be learning?**

<b>SS1CG2: Write a Poem</b>	
<p>Students will write an action poem about the historic figure.</p> <ol style="list-style-type: none"> <li>1. After learning about the historic figure and having a good understanding of the historic figures' contributions, motivation, and character traits students can write a poem about the historic figure.</li> <li>2. For the first historic figure, write a poem together as a class. Demonstrate how to point out actions or character traits to make each line. For example: loved to read, built a library, great gardener, etc. Write the poem on chart paper to display. Print a copy for students to illustrate and keep in their Social Studies journals.</li> <li>3. As you study additional historic figures, repeat the process allowing students to write their poems independently.</li> </ol> <p><b>**If you are uncomfortable writing poetry, you could follow the same process writing and information piece about each historic figure.</b></p>	
<p>GSE Standards and Elements</p>	<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>
<p>GSE Standards and Elements for ELA</p>	<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> <p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<p>Social Studies Matrices</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>4. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</li> </ol>
<p>Enduring Understanding</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>

**SS1CG2: ABC organizer**

Students will show what they know about the historic figure using an A to Z organizer.

1. After learning about the historic figure the students can complete a graphic organizer about the historic figure. The organizer could also be a work in progress as you learn about each historic figure.
2. Display the organizer as a chart or on a document camera. Model completing the organizer in front of the students. Complete a letter or two modeling your thinking. What do I know about.....(Benjamin Franklin). He invented flippers. For “F” I am going to write flippers. For “L” I am going to write lightning rod.
3. Call on students to help you fill in additional letters. Model filling in the organizer in front of them.
4. Send them back to their seats to work for a small period to add more information to their organizers.
5. Call them back together to share what they came up with on their own.

\*\*This could be done at the beginning of the study with students adding to it as they learn new information or read new books. It could also be done at the end of the learning as an informal assessment. You could use a graphic organizer to record what they know or teach them to create the organizer in their Social Studies journals.

<p>GSE Standards and Elements</p>	<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>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <p>6. 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: \_\_\_\_\_

I know all about \_\_\_\_\_

<b>A</b>		<b>N</b>	
<b>B</b>		<b>O</b>	
<b>C</b>		<b>P</b>	
<b>D</b>		<b>Q</b>	
<b>E</b>		<b>R</b>	
<b>F</b>		<b>S</b>	
<b>G</b>		<b>T</b>	
<b>H</b>		<b>U</b>	
<b>I</b>		<b>V</b>	
<b>J</b>		<b>W</b>	
<b>K</b>		<b>X</b>	
<b>L</b>		<b>Y</b>	
<b>M</b>		<b>Z</b>	

### SS1CG2: Historic Figure Organizer

Students will show what they know about the historic figure using a graphic organizer.

1. After learning about the historic figure the students can complete a graphic organizer about the historic figure. The organizer could also be a work in progress as you learn about each historic figure.
2. Display the organizer as a chart or on a document camera. Model completing the organizer in front of the students, explaining what each block means.
3. Call on students to help you fill in additional information. Model filling in the organizer in front of them.
4. Send them back to their seats to work on their organizers.
5. Call them back together to share what they came up with on their own.

\*\*This could be done at the beginning of the study with students adding to it as they learn new information or read new books. It could also be done at the end of the learning as an informal assessment. You could use a graphic organizer to record what they know or teach them to create the organizer in their Social Studies journals.

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	<p>Information Processing Skills:</p> <p>6. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</p>
Enduring Understanding	<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: \_\_\_\_\_

### Historic Figure Concept Map

<b>Vocabulary Words/Important Words</b>	<b>Picture</b>
<b>Why is the figure important to our country?</b>	<b>Character Traits</b>

**Historic Figure:**

**SS1CG2: Comparing Historic Figures**

Students will show what they know about two historic figures using a graphic organizer by comparing and contrasting their contributions and character traits.

1. After learning about Benjamin Franklin and George Washington Carver, the students can complete a graphic organizer about the two inventors.
2. Display the organizer as a chart or on a document camera. Model completing the organizer in front of the students, explaining what each block means.
3. Call on students to help you fill in additional information. Model filling in the organizer in front of them.
4. Send them back to their seats to work on their organizers.
5. Call them back together to share what they came up with on their own.

<p>GSE Standards and Elements</p>	<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>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <p>6. 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 two historic figures. How are they alike? How are they different?**

Benjamin Franklin

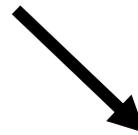
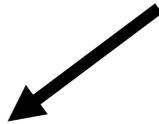
George Washington Carver

**ALIKE**



Empty rounded rectangular box for writing similarities.

**DIFFERENT**



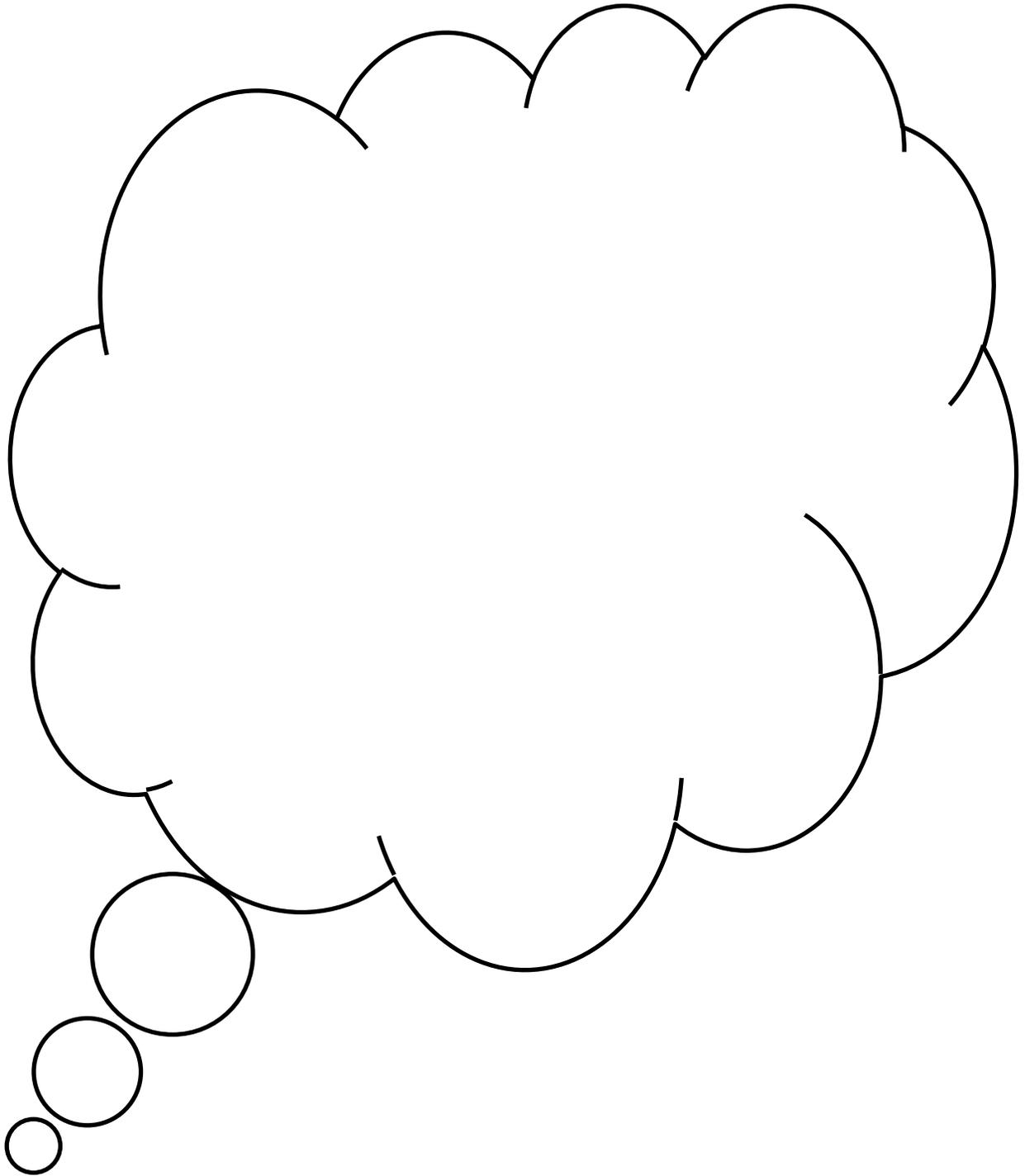
Empty rounded rectangular box for writing differences.

Empty rounded rectangular box for writing differences.

<b>SS1H1b: What were you thinking?</b>	
<p>Students will try to put themselves in the minds of a historic figure. What made them make their choices? What were they thinking during that time? Why did their everyday life push them to make changes?</p> <ol style="list-style-type: none"> <li>1. After learning about the historic figure the students can complete a graphic organizer about the historic figure. The organizer could also be used at a thought provoking place in a read aloud or after looking at primary source documents (see primary source PowerPoint).</li> <li>2. Display the organizer as a chart or on a document camera. Think aloud with the students modeling what you are expecting them to do.</li> <li>3. Call on students to share their thinking.</li> <li>4. Send them back to their seats to work on their organizers or create a thought bubble in their Social Studies journals.</li> <li>5. Call them back together to share what they came up with on their own.</li> </ol>	
<p>GSE Standards and Elements</p>	<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>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>6. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</li> </ol>
<p>Enduring Understanding</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: \_\_\_\_\_

**What were you thinking \_\_\_\_\_??**



**SS1CG2: Who and why?**

Students will use what they’ve learned to decide which historic figure was the “best” and defend their thinking.

1. Review Benjamin Franklin and George Washington Carver.
2. Give each student a piece of paper or post it note. Have them write their vote on the note.
3. Create a floor graph to represent their thinking or place a paper around the room for each historic figure. Have them put their paper on the historic figure they chose.
4. Have the students get together and “prove” why their historic figure was the “best.” What were their contributions and why were they valuable?
5. IF the groups are too large break them up into smaller groups. Have a way for them to present their proof. They could create a poster or chart, have a debate, make a Prezi or iMovie.
6. Call them back together to share their thinking.

<p>GSE Standards and Elements</p>	<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>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>4. Distinguish between fact and opinion</li> <li>7. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</li> </ol> <p>Individual, Groups, Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

<b>SS1CG2: Who and why?</b>	
<p>Students will use what they’ve learned to decide which historic figure is their favorite and defend their thinking.</p> <ol style="list-style-type: none"> <li>1. Review Benjamin Franklin and George Washington Carver.</li> <li>2. Give each student a piece of paper or post it note. Have them write their vote on the note.</li> <li>3. Create a floor graph to represent their thinking.</li> <li>4. Have the students with like votes get together and “prove” why their historic figure was the “best.” What were their contributions and why were they valuable?</li> <li>5. If the groups are too large break them up into smaller groups.</li> <li>6. Call them back together to share their thinking.</li> <li>7. Complete the graph.</li> </ol>	
<p>GSE Standards and Elements</p>	<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>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>2. Compare similarities and differences</li> <li>4. Distinguish between fact and opinion</li> <li>7. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.</li> </ol> <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: \_\_\_\_\_

Complete the graph and answer the questions.

# Who is your favorite inventor?



George Washington Carver-\_\_\_\_\_



Benjamin Franklin-\_\_\_\_\_

 George Washington Carver														
 Benjamin Franklin														

1. Which hero was chosen the most? \_\_\_\_\_
2. Which hero was chosen the least? \_\_\_\_\_
3. Which hero did you choose? \_\_\_\_\_

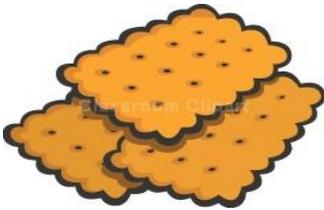
Why?

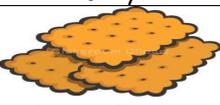
<b>SS1E3: Peanut product graph</b>	
<p>Students will brainstorm all the peanut products they can think of and create a class graph of their favorite.</p> <ol style="list-style-type: none"> <li>1. Review producers and consumers. How was George Washington Carver a producer? Hopefully one of the things they will say was that he created many uses for peanuts.</li> <li>2. Have the students brainstorm in their Social Studies journal or on a chart tablet all of things they eat containing peanuts.</li> <li>3. Call them back together to share what they came up with on their own.</li> <li>4. Give each student a post it note or piece of paper, and have them create a floor graph of their favorite peanut product.</li> <li>5. Complete the graph.</li> </ol>	
<p>GSE Standards and Elements</p>	<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>SS1E3 Describe how people are both producers and consumers.</p>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</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: \_\_\_\_\_

Complete the graph and answer the questions.

# What is your favorite Peanut Butter product?

 Peanut Butter- _____	 Peanut Butter Cookies-____	 Peanut Butter Cup- _____	 Peanut Butter and Jelly Sandwich- _____	 Peanut Butter Crackers-____
--	--	---	--	---

 Peanut Butter														
 Peanut Butter Cookies														
 Peanut Butter Cup														
 Peanut Butter and Jelly														
 Peanut Butter Crackers														

1. Which peanut product was chosen the most? \_\_\_\_\_

2. Which peanut product was chosen the least? \_\_\_\_\_

3. Which peanut product did you choose? \_\_\_\_\_

<b>SS1E1: Goods and Services</b>	
<p>Students will brainstorm the goods and services contributed by the historic figures.</p> <ol style="list-style-type: none"> <li>1. Review goods and services. Discuss goods and services made and provided by the historic figure.</li> <li>2. Have the students use the graphic organizer or their Social Studies journals to list goods and services made and provided by the historic figures.</li> <li>3. Come back together to have the students share what they wrote.</li> </ol>	
<p>GSE Standards and Elements</p>	<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>SS1E1 Identify goods that people make and services that people provide for each other.</p>
<p>GSE Standards and Elements for ELA</p>	<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>
<p>Social Studies Matrices</p> <p>Enduring Understanding</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences.</li> </ol> <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: \_\_\_\_\_

<b>Inventor</b>	<b>What goods did they make?</b>	<b>What services did they provide?</b>
 <b>Benjamin Franklin</b>		
 <b>George Washington Carver</b>		