

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.

Grade One Unit Five: Community Helpers	
Elaborated Unit Focus	In this unit, students will understand President Theodore Roosevelt’s contributions to our country’s environment through the lenses of individuals, groups, and institutions , and scarcity . Students will also consolidate a great deal of their economics learning thus far, and learn about ways that they can help their communities. Finally, students will continue to explore the idea of change over time by comparing Roosevelt’s life to their lives.
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>SS1H1 Read about and describe the life of historical figures in American history.</p> <ol style="list-style-type: none"> a. Identify the contributions made Theodore Roosevelt (National Parks and the environment). 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.) <p>SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place</p> <ol style="list-style-type: none"> c. National Parks (Theodore Roosevelt) <p>SS1E1 Identify goods that people make and services that people provide for each other.</p> <p>SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources</p> <p>SS1E3 Describe how people are both producers and consumers.</p> <p>SS1CG1 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"> 1. Use a compass rose to identify cardinal directions. 2. Use intermediate directions. 7. Use a map to explain impact of geography on historical and current events.

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	<p>Information Processing Skills:</p> <ol style="list-style-type: none">1. Compare similarities and differences2. Organize items chronologically3. Identify issues and/or problems and alternative solutions4. Distinguish between fact and opinion5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context.6. Identify and use primary and secondary sources7. Interpret timelines, charts, and tables
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Essential Questions and Related Supported/Guiding Questions	
<p>SS1H1a Identify the contributions made by Theodore Roosevelt (Individual, Groups, Institutions: what people, groups, and institutions say and do can help or harm others whether they mean to or not)</p>	<p>How did the historic figure make our lives better?</p> <ul style="list-style-type: none"> • How did the choices made by the Theodore Roosevelt help our country? • How did the choices made by the Theodore Roosevelt hurt our country? • How is my life different because of Theodore Roosevelt? • Did the choices Theodore Roosevelt made change life for me?
<p>SS1H1b: 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"> • How is Theodore Roosevelt’s life like mine? • How is Theodore Roosevelt’s life different than mine? • How do we use the inventions he made today?
<p>SS1G1 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"> • Why do you think Theodore Roosevelt made the choices that he made? • Why did the Theodore Roosevelt need change? • How are the places Theodore Roosevelt lived important to what he invented?
<p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>	<ul style="list-style-type: none"> • How would you describe Theodore Roosevelt? • What character traits did Theodore Roosevelt show? • How does Theodore Roosevelt remind you of someone else we have studied?
<p>SS1E1 Identify goods that people make and services that people provide for each other</p>	<ul style="list-style-type: none"> • What is a good? • What is a service? • How did Theodore Roosevelt’s saving land and establishing parks provide goods and services to the people who lived in that area?
<p>SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources</p>	<ul style="list-style-type: none"> • How did scarcity push Theodore Roosevelt to save the land?
<p>SS1E3 Describe how people are both producers and consumers</p>	<ul style="list-style-type: none"> • Explain how Theodore Roosevelt could be a producer and a consumer.

SS1H1 What am I going to learn?	
<p>Students will analyze a primary source picture of the historic figure and predict what they are going to learn.</p> <ol style="list-style-type: none"> 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 Theodore Roosevelt
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> <p>ELASGE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
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?



SS1CG2: Write a Poem	
<p>Students will write an action poem about the historic figure.</p> <ol style="list-style-type: none"> 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. 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. 3. As you study additional historic figures, repeat the process allowing students to write their poems independently. <p>**If you are uncomfortable writing poetry, you could follow the same process writing an information piece about each historic figure.</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"> 4. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.
<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.....(Theodore Roosevelt). He loved animals. For “L” I am going to loves animals. For “T” I am going to write Teddy Bear.
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 _____

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

SS1G1, SS1H1, SS1CG2: Historic Figure Organizer

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

1. After learning about the Theodore Roosevelt, the students can complete the graphic organizer about him. The organizer could also be a work in progress as you learn about him.
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.

<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: _____

Historic Figure Concept Map

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

Historic Figure:

SS1G1, SS1H1, SS1CG2: Comparing Historic Figures

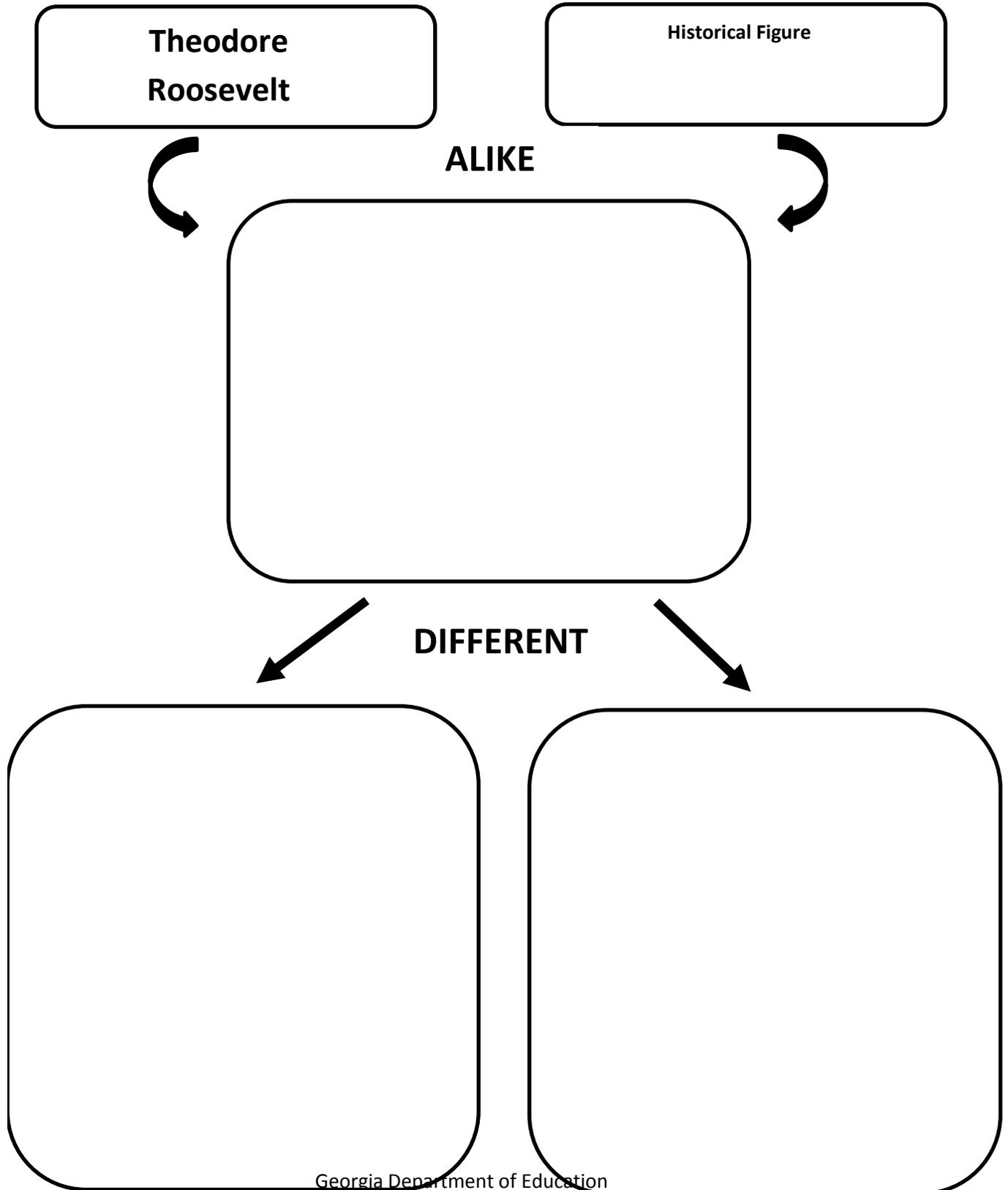
Students will show what they know about two historic figures using a graphic organizer by comparing and contrasting their contributions and character traits.

1. After learning about Theodore Roosevelt, the students can complete a graphic organizer comparing and contrasting Theodore Roosevelt to another 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.

<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: _____

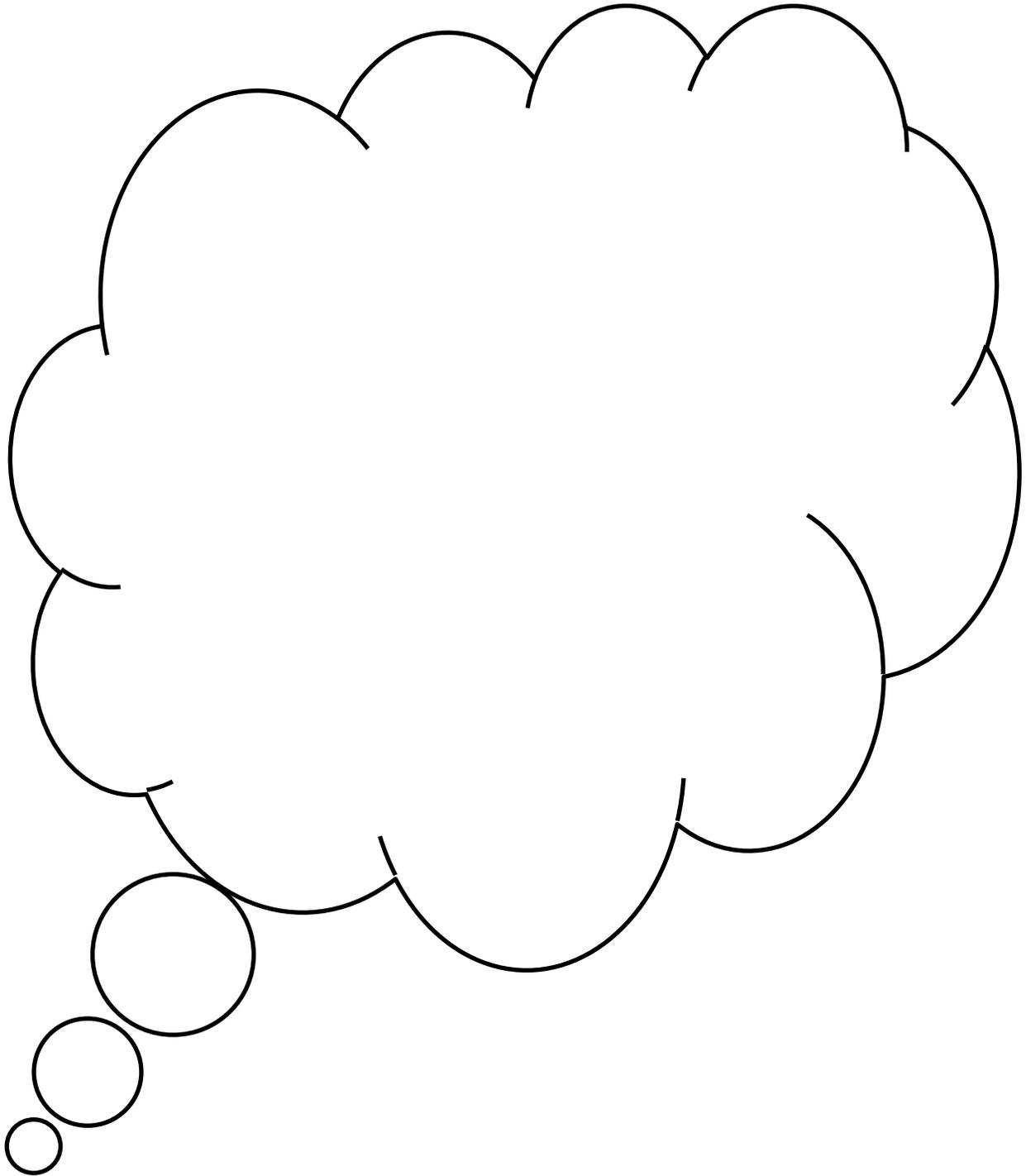
Choose two historic figures. How are they alike? How are they different?



SS1H1b: What were you thinking?	
<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"> 1. After learning about Theodore Roosevelt the students can complete a graphic organizer about him. 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). 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. 3. Call on students to share their thinking. 4. Send them back to their seats to work on their organizers or create a thought bubble in their Social Studies journals. 5. Call them back together to share what they came up with on their own. 	
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> <ol style="list-style-type: none"> 6. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context.
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: _____

What were you thinking _____??



SS1E1: Goods and Services	
<p>Students will brainstorm the goods and services contributed by the historic figures.</p> <ol style="list-style-type: none"> 1. Review goods and services. Discuss goods and services made and provided by Theodore Roosevelt 2. Have the students use the graphic organizer or their Social Studies journals to list goods and services made and provided by Theodore Roosevelt. 3. Come back together to have the students share what they wrote. 	
<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>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences.
<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: _____

Historic Figure	What goods did he make?	What services did he provide?
 Theodore Roosevelt		

Name: _____

Historic Figure	What goods did he make?	What services did he provide?
 Theodore Roosevelt		

SS1E2, SS1E3, SS1E4 : Producer and Consumer Market Place	
<p>Students will brainstorm the definitions of producers and consumers and then create a graphic organizer or journal entry. How are they alike? How are they different? How can we be producers and consumers?</p> <ol style="list-style-type: none"> 1. Review producers and consumers. How are they alike? How are they different? How can we be producers and consumers? 2. Have the students brainstorm things that they can make (snowflakes, bead necklaces and bracelets, paper airplanes, pictures, trail mix, etc.) or have a list already made of things that the students can create. Explain that they will be producers. Choose a group to be consumers (this can be another class, grade level, or students in the class). 3. Spend a few days producing the items. You can do this as a class or even as a grade level. 4. Allow students to earn money by doing classroom jobs or responsibilities. 5. Have a sale. Allow students to use the money they saved to shop with. Students will also experience scarcity as items that want are in limited supply. 	
GSE Standards and Elements	<p>SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.</p> <p>SS1E3 Describe how people are both producers and consumers.</p> <p>SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.</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> <ol style="list-style-type: none"> 1. Compare similarities and differences.
Enduring Understanding	<p>Scarcity The student will understand that because people cannot have everything they want, they have to make choices.</p>

SS1H1, SS1G2: Where are the parks?	
<p>Students will locate each park on a United States map. They will also use cardinal directions to describe the National Park in relation to where they live, as well as, in relation to where they live.</p> <ol style="list-style-type: none"> 1. After learning about Theodore Roosevelt, the students can label a United States map with the National Parks that he helped to establish. 2. Use cardinal directions to describe where the parks are in relation to each other and to where we live. 	
GSE Standards and Elements	<p>SS1H1 Identify the contributions by the historic figure</p> <p>SS1G2 Identify and locate the student’s city, county, state, nation, and continent on a simple map or globe.</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>Map and Globe Skills:</p> <ol style="list-style-type: none"> 1. Use a compass rose to identify cardinal directions. 2. Use intermediate directions. 7. Use a map to explain impact of geography on historical and current Events.
Enduring Understanding	<ul style="list-style-type: none"> • Crater Lake National Park (OR) - 1902 • Wind Cave National Park (SD) - 1903 • Sullys Hill (ND) - 1904 • Platt National Park (OK) - 1906 • Mesa Verde National Park (CO) - 1906 • Added land to Yosemite National Park (CA)

