

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 Six: 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 historic 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.
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> <p style="padding-left: 20px;">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> <p>SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or globe.</p> <p>SS1G3 Locate major topographical features of the earth's surface.</p> <p style="padding-left: 20px;">a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.</p> <p style="padding-left: 20px;">b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.</p> <p style="padding-left: 20px;">c. Identify and describe landforms (mountains, deserts, valleys, and coasts).</p> <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>SS1E4 The student will describe the costs and benefits of personal spending and saving choices.</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>

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<p>Connection to Social Studies Matrices</p>	<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. <p>Information Processing Skills:</p> <ol style="list-style-type: none">1. Compare similarities and differences.3. Identify issues and/or problems and alternative solutions.5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context.6. Identify and use primary and secondary sources.7. Interpret timelines, charts, and tables.
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Essential Questions and Related Supported/Guiding Questions	
<p>SS1H1a Identify the contributions made by Benjamin Franklin, Thomas Jefferson, Lewis and Clark with Sacagawea, George Washington Carver, and Ruby Bridges (Individual, Groups, Institutions: what people, groups, and institutions say and do can help or harm others whether they mean to or not)</p>	<p>Why do you think it was so important for us to study about historic figures?</p> <ul style="list-style-type: none"> • How did the contributions the historic figures made affect my life today?
<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 the life of the historic figure the same as mine? • How is the life of the historic figure different than mine?
<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"> • How is where I live the same as _____? • How is where I live different than _____?
<p>SS1CG1 Describe how the historical figures in SS1H1a display positive character traits</p>	<ul style="list-style-type: none"> • What character traits did the historic figures show? • How did their character traits help them change our country? • Who do you know who shows those same character traits?
<p>SS1E1 Identify goods that people make and services that people provide for each other</p>	<ul style="list-style-type: none"> • What is the difference between goods and services? • How did _____ make life better for others with his goods or services? • Why did _____ provide goods and services for the people in their community?
<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 the historic figure to make the choices that they made?
<p>SS1E3 Describe how people are both producers and consumers</p>	<ul style="list-style-type: none"> • Explain how a person can be a producer and a consumer.

SS1G1, SS1H1, SS1CG2: Historic Figure Organizer	
<p>Students will show what they know about the historic figures using a graphic organizer.</p> <ol style="list-style-type: none"> 1. Review what students remember about each historical figure. 2. Have the students a historic figure to write about. An alternative would be for the students to be broken into groups and each group could review a historic figure or each student could do each figure and they could be compiled to make a historical figure book. 3. Call the students back together to 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>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"> 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>

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	
<p>Students will show what they know about two historic figures using a graphic organize by comparing and contrasting their contributions and character traits.</p> <ol style="list-style-type: none"> 1. After reviewing the historic figures, have each student choose two figures to compare and contrast. 2. 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> <ol style="list-style-type: none"> 3. Identify main idea, detail, sequence of events, and cause and effect in a Social Studies context. <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?

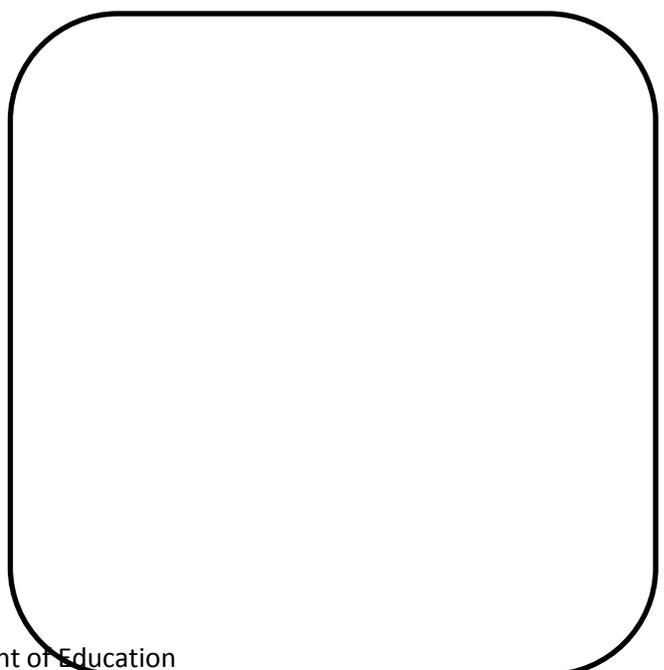
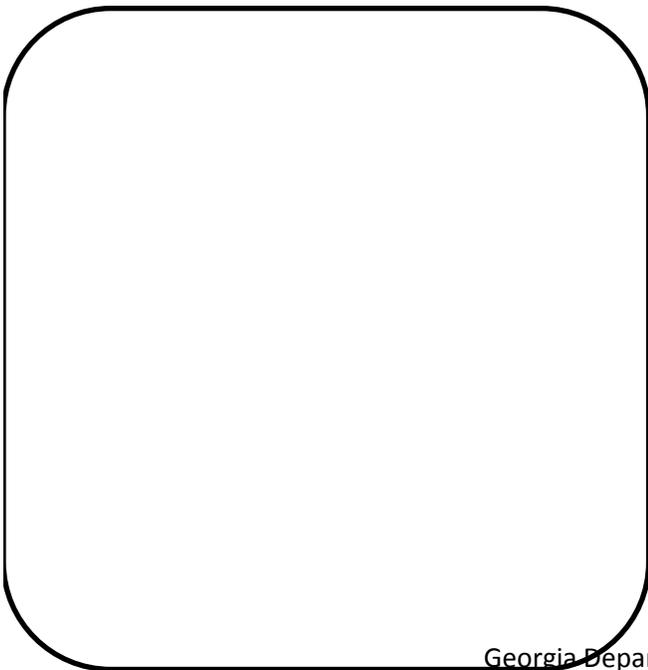
Historical Figure

Historical Figure

ALIKE



DIFFERENT



SS1G1: Comparing Historic Figures to Me	
<p>Students will show how the life of historic figures is the same for different than their everyday life.</p> <ol style="list-style-type: none"> 1. After reviewing the historic figures, the students can complete a graphic organizer comparing and contrasting the life of a historic figure to their present day life. 2. Call them back together to share what they came up with on their own. 	
<p>GSE Standards and Elements</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: 3. 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> <p>Time, Change, and Continuity: The student will understand that some things will change over time, while other things will stay the same.</p>

Name: _____

Choose a historic figure. How is their life like yours? How is their life different?

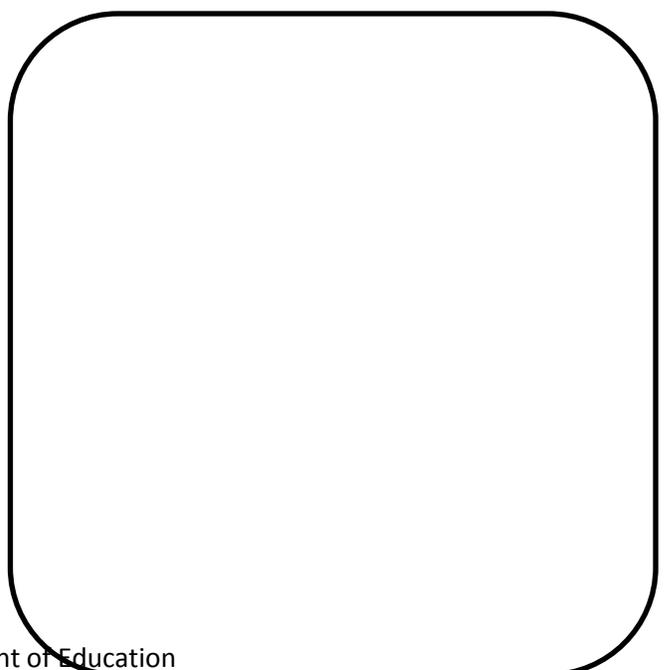
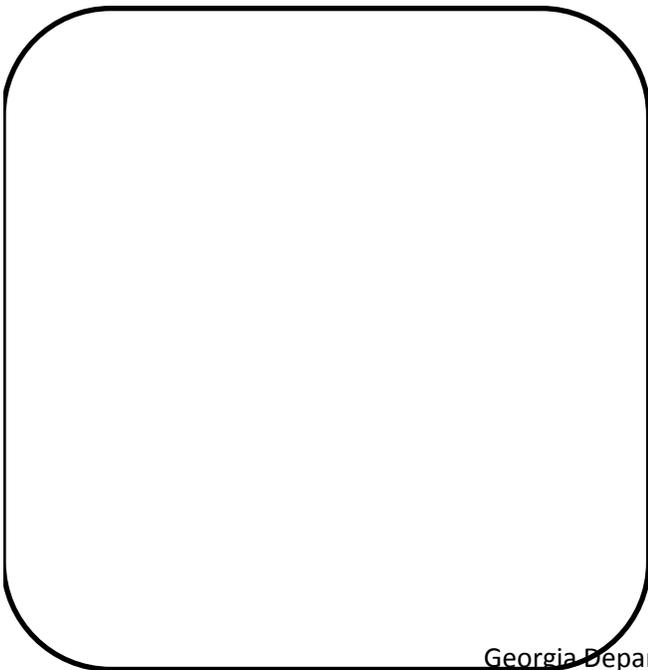
Me

Historic Figure

ALIKE



DIFFERENT



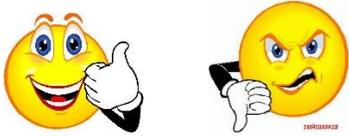
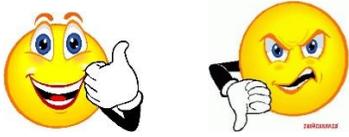
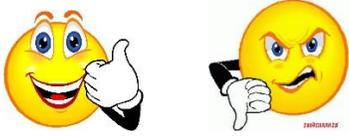
SS1CG1: Comparing Historic Figures	
<p>Students will show what they know about the character traits that historic figures exhibited and defend their thinking.</p> <ol style="list-style-type: none"> 1. After reviewing the historic figures, have a class discussion about the character traits each historic figure showed. 2. Have the students choose a historic figure to write about. This could be done individually or with partners. You could also complete a page for each figure over several days or just have each student do one. 3. Call the class together and have the students defend their thinking. 	
<p>GSE Standards and Elements</p>	<p>SS1H1a Identify the contributions by the historic figure.</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"> 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>

Name: _____

Choose a historic figure.

How did they show these character traits?

Historic Figure: _____

Character Trait	Yes or No?	Prove it!
<p>Fairness</p>		
<p>Respect for Others</p>		
<p>Respect for the Environment</p>		

Courage	 	
Equality	 	
Tolerance	 	
Perseverance	 	
Commitment	 	

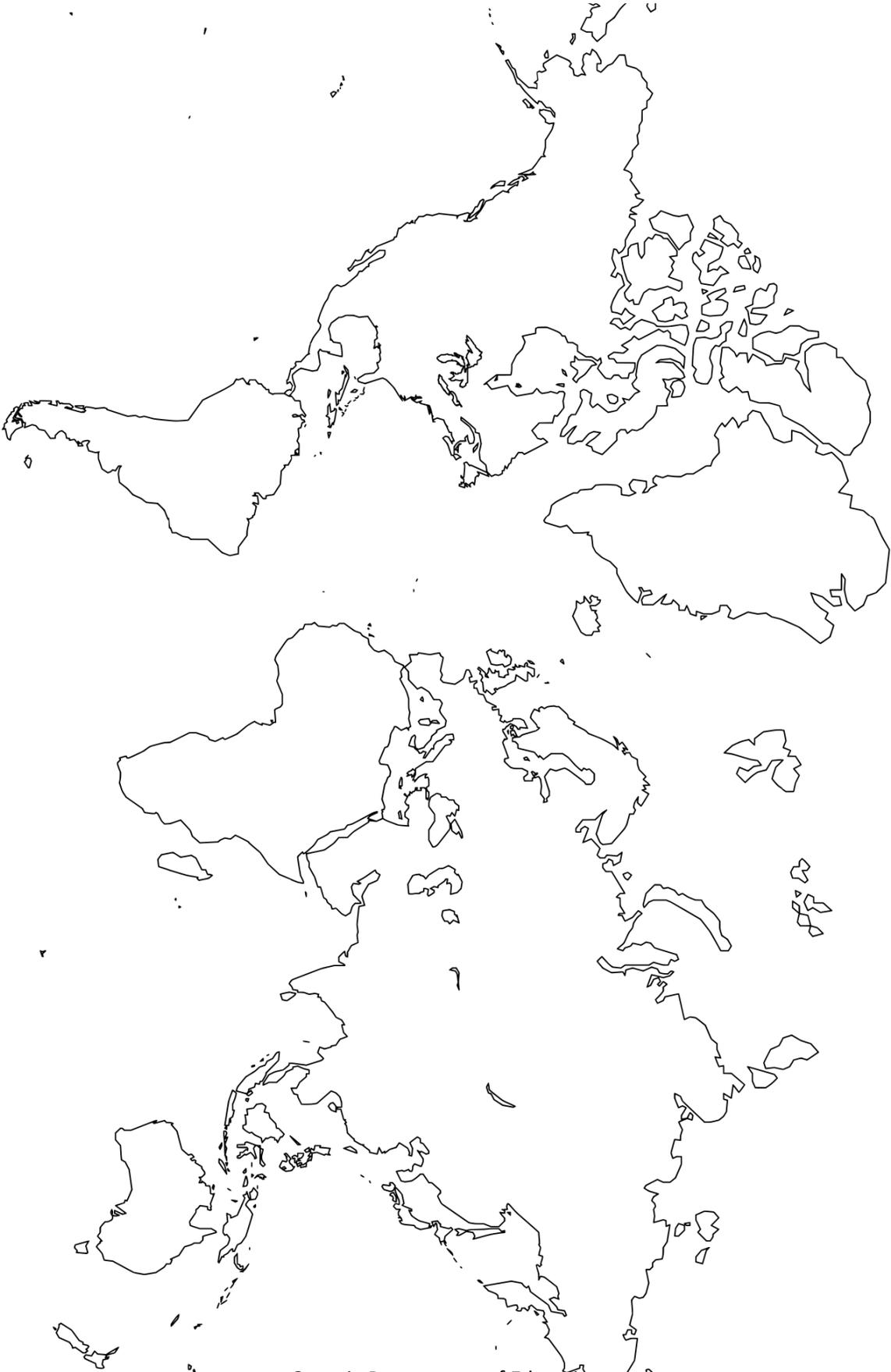
SS1G3c: Illustrate the Landforms	
<p>Students will show what they know topographical features.</p> <ol style="list-style-type: none"> 1. Introduce the landforms (see primary source PowerPoint). 2. Talk about each landform. Describe their features and what they look like. 3. Have the students illustrate the features on the organizer or in their Social Studies journals. 4. Call the students together to share their illustrations to the class or to their table group. 	
GSE Standards and Elements	<p>SS1G3c Identify and describe landforms (mountains, deserts, valleys, and coasts).</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	

Name: _____

Draw a picture of each feature

Landform	Draw it!
Mountains	
Deserts	
Valleys	
Coasts	

SS1G3 a, b: Simon Says	
<p>Students will show what they are able to locate the continents and oceans.</p> <ol style="list-style-type: none"> 1. Introduce the continents and oceans (see primary source PowerPoint). 2. Talk about each continent and ocean and its relation to where we live using cardinal directions. 3. Have students find a partner. 4. Students will take turns asking their partner to find something on the map. For example: Simon says find the Pacific Ocean or Simon says find North America. 	
<p>GSE Standards and Elements</p>	<p>SS1G3a Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.</p> <p>SS1G3b Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.</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>Map 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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