

## Kindergarten 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 Kindergarten Social Studies Course.

<b>Kindergarten - Unit Seven – You’re a Grand Old Flag</b>	
<b>Elaborated Unit Focus</b>	The final kindergarten unit addresses patriotic holidays, national symbols, and basic economics. While learning about the meaning behind Memorial Day and Independence Day (both of which likely occur during students’ summer break), students also learn to identify several key symbols of our state and nation. Teachers will want to use local celebrations and traditions to help students connect to these pieces of our national identity; they will also need to consider specific situations within their classes that may require sensitivity in discussing these topics. The economics activities may serve as a review for students who have grasped the content previously, or as new teaching for students still working to understand these ideas.
<b>Connection to Connecting Theme/Enduring Understandings</b>	Through the connecting theme of <b>culture</b> , students will learn about holidays and symbols that signify important events and people in our country’s history. In addition, students will make connections between these people/events and the <b>individuals, groups, and institutions</b> serving our country today. The idea of <b>scarcity</b> underpins the economics teaching in this unit, and can be applied beyond the unit to show the consequences that result from certain actions and choices.
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated.</p> <ul style="list-style-type: none"> <li>c. Independence Day</li> <li>f. Memorial Day</li> </ul> <p><b>SSKH2</b> – Identify the following American symbols:</p> <ul style="list-style-type: none"> <li>a. The national and state flags</li> <li>b. Pledge of Allegiance</li> <li>c. Star Spangled Banner (identify as the national anthem)</li> <li>d. The bald eagle</li> </ul> <p><b>SSKE1</b> – Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</p> <p><b>SSKE2</b> – Explain that people earn income by working.</p> <p><b>SSKE3</b> – Explain how money is used to purchase goods and services.</p> <ul style="list-style-type: none"> <li>a. Distinguish goods from services.</li> <li>b. Identify that U.S. coins and dollar bills (paper money) are used as currency.</li> </ul> <p><b>SSKE4</b> – Explain that people must make choices because they cannot have everything they want.</p>

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

5.23.2018 © Page 1 of 24

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	All ELA kindergarten standards for Reading Informational text, Writing, Speaking and Listening are incorporated and developed throughout this unit.
<b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b>	<b>Information Processing Skills:</b> <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></ol>

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

5.23.2018 © Page 2 of 24



<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Culture</b>	<ol style="list-style-type: none"> <li>1. Why are holidays important to us?                             <ol style="list-style-type: none"> <li>a. What holidays help us learn about our country?</li> <li>b. How do these holidays help us remember the people and events they honor?</li> <li>c. How does our community/country celebrate these holidays?</li> </ol> </li> </ol> <p>(Note that teachers could use these questions as stems to focus on each national holiday individually, if desired.)</p> <ol style="list-style-type: none"> <li>2. Why do we use symbols?                             <ol style="list-style-type: none"> <li>a. What are some symbols of the United States?</li> <li>b. What can they show about our country?</li> <li>c. Where do we see, and use, these symbols?</li> <li>d. Why do we use them in specific places and at specific times?</li> </ol> </li> </ol>
<b>Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"> <li>3. How do individuals affect the world around them?                             <ol style="list-style-type: none"> <li>a. What can people do to affect their families?</li> <li>b. What can people do to affect their communities?</li> <li>c. What can people do to affect their countries?</li> </ol> </li> <li>4. Why do groups of people use symbols?                             <ol style="list-style-type: none"> <li>a. How does a group pick its symbols?</li> <li>b. How does a symbol help a group come together?</li> <li>c. What groups and symbols do you see in your school/community?</li> </ol> </li> </ol> <p>(Teachers could specify a group for these questions, to help students better understand them.)</p>
<b>Scarcity</b>	<ol style="list-style-type: none"> <li>5. How do we make choices?                             <ol style="list-style-type: none"> <li>a. Why do people work?</li> <li>b. What can people do with income they earn from working?</li> <li>c. Why do different people do different jobs?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### Memorial Day

1. Many adults confuse the origin and modern meaning of Veterans Day and Memorial Day. Memorial Day, as we know it, began following the Civil War as a day to honor those killed in the Civil War, usually by placing flowers on the graves of the deceased. Known as Decoration Day, the exact location of the first commemoration is unclear, but happened within the first few years following the conflict. During and following World War I, the commemoration spread to include those killed in all military conflicts, and today the holiday is federally recognized on the last Monday in May.  
For teacher reference:  
\*Short video about what is likely one of, if not **the**, first commemorations of Memorial Day, by free African-Americans in Charleston who honored Union soldiers who died in a Confederate prison at the race track in Charleston: <http://www.pbs.org/video/abolitionists-memorial-day/>. You will need to break this video into shorter segments for your young learners and pause often to discuss.  
\*Brief history of Memorial Day observances: <http://www.pbs.org/national-memorial-day-concert/memorial-day/history/>.
2. To begin, show students the date of Memorial Day on the calendar. For many, this will be after the end of their school year. Explain that unlike some holidays, the exact date of Memorial Day changes from year to year.
3. Ask if any students commemorate the holiday. If so, what sorts of things do they/their families do? In some communities, there may be special events or commemorations. Share these with students, especially if they seem unfamiliar with them, or unfamiliar with the reasons for them.
4. Explain the origins of the holiday. Relate it to Veterans Day (as recognized earlier in the year), and explain that Memorial Day specifically recognizes the sacrifice of people killed in service to our country. As always, be sensitive to students who may have family members in military service or who have lost family members in the line of duty.
5. Use images relevant to students to discuss ways that individuals, families, communities, and local institutions commemorate Memorial Day. Compare and contrast these with what students and their families do, as well as what happens in your community. Some suggestions:  
\*Depression Era poster: <http://www.loc.gov/pictures/item/94504461/>  
\*Photograph of baskets of flowers for graves at Andersonville (taken in Ben Hill County, early 1900s): [http://dlg.galileo.usg.edu/cgi/vanga?userid=public;db=vanga;ini=vanga.ini;action=retrieve;format=\\_contact;grid=3;rset=002;recno=1](http://dlg.galileo.usg.edu/cgi/vanga?userid=public;db=vanga;ini=vanga.ini;action=retrieve;format=_contact;grid=3;rset=002;recno=1)  
\*Girl Scouts placing flags on graves at Andersonville in 1976: [http://dlg.galileo.usg.edu/cgi/vanga?userid=public;db=vanga;ini=vanga.ini;action=retrieve;format=\\_contact;grid=3;rset=001;recno=27](http://dlg.galileo.usg.edu/cgi/vanga?userid=public;db=vanga;ini=vanga.ini;action=retrieve;format=_contact;grid=3;rset=001;recno=27).  
\*Commemorative postcards collected by a private foundation: <http://www.memorialdayfoundation.org/gallery/postcards.html>.
6. Conclude with a discussion of ways that students can honor the spirit of Memorial Day, even without participating in large-scale activities. For schools still in session on Memorial Day, teachers may wish to take time on the school days before or after the holiday to engage in a small classroom commemoration.

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p>SSKH1f <b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated. f. Memorial Day</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>compare similarities and differences</li> </ol> <p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. <i>Kid friendly version:</i> What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Independence Day

1. Begin discussion by asking students to show the date of Independence Day on the calendar. Explain that Independence Day is a holiday celebrated on the same date each year. This will be familiar to many students who refer to the holiday as the Fourth of July. ☺
2. Show students the Declaration of Independence, whose adoption is commemorated on July 4<sup>th</sup>, despite the somewhat complicated dating of the document’s actual signing. Briefly explain the origin of the document, and the significance of its adoption as a formal assertion of independence by the colonies.
  - \*Interactive copy of the Declaration, showing July 4, 1776: <https://www.ourdocuments.gov/doc.php?flash=true&doc=2>.
  - \*Copies of original Declaration, more legible 1820 engraving, and transcription: <https://www.archives.gov/founding-docs/declaration>.
  - \*Students can “sign” the Declaration here, as a fun extension: [https://www.archives.gov/exhibits/charters/declaration\\_sign.html](https://www.archives.gov/exhibits/charters/declaration_sign.html).

Note: if you can obtain lifesize reproductions of these documents, students might be interested to see them and tell what they observe.
3. Read a children’s book to introduce the history of the holiday and/or share the ways in which people celebrate it today. Some possibilities include:
  - \**Apple Pie Fourth of July*, by Janet Wong (girl learns that her family’s traditions are just as American as apple pie)
  - \**Happy Birthday, America* by Mary Pope Osborne (a look at a modern small-town Independence Day celebration)
  - \**The 4<sup>th</sup> of July Story*, by Alice Dalgliesh (historical look at the origins of the United States and the resulting Independence Day holiday)
4. For additional discussion of ways that people have celebrated the holiday, show students images like these, from historical Independence Day commemorations:
  - \*Parade in Whitfield County, 1917:  
<http://dlg.galileo.usg.edu/cgi/vanga?userid=public;db=vanga;ini=vanga.ini;action=retrieve;format=contact;grid=3;rset=004;recno=15>.
  - \*Barbecue in Early County, 1932:  
<http://dlg.galileo.usg.edu/cgi/vanga?userid=public;db=vanga;ini=vanga.ini;action=retrieve;format=contact;grid=3;rset=005;recno=2>.
  - \*Family celebration in Texas, 1980s: [http://pdnbgallery.com/SITE/earlie-hudnall/images/earlie-hudnall/2394fourthward\\_g5i16.jpg](http://pdnbgallery.com/SITE/earlie-hudnall/images/earlie-hudnall/2394fourthward_g5i16.jpg). Accessed via Texas State Historical Association: <https://tshaonline.org/handbook/online/articles/hpf01>.
5. Compare and contrast these stories and images with students’ experiences. If desired, complete a graphic organizer to record students’ observations and discussion.

<b>GSE Standards and Elements</b>	<b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated. c. Independence Day
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>Information Processing Skills:</b> 1. compare similarities and differences  <b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

5.23.2018 © Page 6 of 24

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Holidays Through the Year

1. During this activity, students will discuss the holidays studied by the class over the course of the year.
2. Classes may wish to revisit previous projects completed and books read to remember each holiday, its significance/origin, and ways in which it is celebrated.
3. Teachers may also want to revisit individual and community celebrations shared by students.
4. Each student can select a particular holiday, and create a simple visual presentation sharing what they think is most important about the holiday. Some students may need to simply draw and label, while others can write, to explain their celebration’s traditions and significance.
5. Once students have completed their visual displays, review the order in which the holidays occur during the calendar year. Since this will be different than what students experienced during the school year, there may be some confusion.
6. Moving month by month through the year, have students stand in order to create a physical timeline showing the chronology of the holidays.
7. Classes can choose whether or not to include “extra” holidays specific to the school/community/class, or those shared by students that are significant in the lives of their families. Students’ visual displays can combine with a photograph of the timeline to make a fun summative bulletin board or hallway exhibit of some of the content studied by kindergarteners during the course of the year.

**GSE Standards and Elements**

**SSKH1 Identify the national holidays and describe the people and/or events celebrated.**

- a. Christmas
- b. Columbus Day
- c. Independence Day
- d. Labor Day
- e. Martin Luther King, Jr. Day
- f. Memorial Day
- g. New Year’s Day
- h. Presidents Day (George Washington, Abraham Lincoln, and the current president)
- i. Thanksgiving Day
- j. Veterans Day

**SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**

- a. Now, long ago
- f. Past, present, future

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li><li>2. organize items chronologically</li></ol> <p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. <i>Kid friendly version:</i> What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>
--	--



Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

Bald Eagle

1. Begin by showing students images of actual bald eagles:
  - \*Cornell University’s Lab of Ornithology (also has sound recordings): [https://www.allaboutbirds.org/guide/Bald\\_Eagle/id](https://www.allaboutbirds.org/guide/Bald_Eagle/id).
  - \*National Zoo: <https://nationalzoo.si.edu/animals/bald-eagle>.
  - \*Audubon Society’s online field guide: <https://www.audubon.org/field-guide/bird/bald-eagle>.
2. As a class, generate a list of words that describe the eagles. What characteristics do they notice? What can they predict about the birds’ personalities and strengths?
3. Share that the bald eagle is a frequently used symbol for our country, and that it is part of the official seal of the United States. Show students images of the seal:
  - \*Original image of the seal, from 1782: <https://www.ourdocuments.gov/doc.php?flash=true&doc=5>.
  - \*General information about the seal, and images of both of its sides: <https://bensguide.gpo.gov/j-great-seal?highlight=WyJncmVhdCIsInNIYWwiLCJzZWFsJ3MlLCJncmVhdCBzZWFsIl0%3D>.
  - \*State Department’s history of the seal, with excellent images of both sides on page 15: <https://www.state.gov/documents/organization/27807.pdf>.
4. Using the list generated before, ask students to share how the eagle is used to show important traits related to our country. For example, how does the eagle show strength? What did students learn about actual bald eagles that relates to the way we want people to think about our country?
5. As an extension, ask students why they think the founders of our country chose this bird as a symbol for a new country. What about it is special to America? (Teachers may want to read the links above about the history of the seal for some background. This article addresses the common idea that Ben Franklin wanted the turkey to be our national symbol: <https://www.smithsonianmag.com/arts-culture/american-myths-benjamin-franklins-turkey-and-the-presidential-seal-6623414/>.)

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKH2 Identify the following American symbols:</b></p> <p>d. The bald eagle</p>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p>

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

### Our Flag

1. Show students an image of the first American flag, and ask if they can identify it. Note that the first plan for the flag did not specify the arrangement of the stars, so several different versions appeared: <http://georgiainfo.galileo.usg.edu/images/uploads/gallery/usflags77.jpg>.
2. Compare these images with the students' current classroom or school flag. What has changed? What has stayed the same? Use the graphic organizer at the end of this document, if desired.
3. Discuss how the flag's changes reflect changes in our country as additional states joined the Union.
4. Using the following images, help students create a mini-timeline of national flags. Teachers can print large copies and have small groups put them in order, or use one set as a whole class. Once students have their flags in the correct order, discuss how the flag has changed. Could the flag change again in the future? How?
  - \*Flag from George Washington's presidency, dating back to 1776:  
[https://en.wikipedia.org/wiki/Flag\\_of\\_the\\_United\\_States#/media/File:Hopkinson\\_Flag.svg](https://en.wikipedia.org/wiki/Flag_of_the_United_States#/media/File:Hopkinson_Flag.svg).
  - \*Flag from the War of 1812, which inspired Francis Scott Key to write the Star-Spangled Banner:  
[https://en.wikipedia.org/wiki/Flag\\_of\\_the\\_United\\_States#/media/File:Flag\\_of\\_the\\_United\\_States\\_\(1795%E2%80%931818\).svg](https://en.wikipedia.org/wiki/Flag_of_the_United_States#/media/File:Flag_of_the_United_States_(1795%E2%80%931818).svg).
  - \*Flag from Abraham Lincoln's presidency, after the establishment of West Virginia, including the states that seceded to form the Confederacy:  
[https://en.wikipedia.org/wiki/Flag\\_of\\_the\\_United\\_States#/media/File:Flag\\_of\\_the\\_United\\_States\\_\(1863-1865\).svg](https://en.wikipedia.org/wiki/Flag_of_the_United_States#/media/File:Flag_of_the_United_States_(1863-1865).svg).
  - \*Flag from Martin Luther King, Jr.'s childhood, showing 48 states:  
[https://en.wikipedia.org/wiki/Flag\\_of\\_the\\_United\\_States#/media/File:Flag\\_of\\_the\\_United\\_States\\_\(1912-1959\).svg](https://en.wikipedia.org/wiki/Flag_of_the_United_States#/media/File:Flag_of_the_United_States_(1912-1959).svg).
  - \*Complete list of US flags. Teachers might wish to show the flag from the time of their town/school's creation, as well:  
[https://en.wikipedia.org/wiki/Flag\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Flag_of_the_United_States).
5. As an extension, students can create their own flags from construction paper, or color a personal copy:  
<http://www.coloringcastle.com/pdfs/flags/flag-usa.pdf>.  
(Helpful teacher background from the Smithsonian: <https://www.si.edu/spotlight/flag-day/flag-facts>.)

<b>GSE Standards and Elements</b>	<p><b>SSKH2 Identify the following American symbols:</b></p> <p>a. The national and state flags (United States and Georgia flags)</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p>

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Our State Flag</b>	
<p>1. Before beginning these activities, it will be helpful to have large examples of the national flag and the Georgia state flag. It might be possible to borrow the flags that hang on the school’s flagpole. If so, take the time to give students an overview of flag etiquette (not letting it touch the ground, treating it respectfully, etc.). If actual flags are not available, teachers can print large copies of the state and national flags to use.                      *United States flag: <a href="https://en.wikipedia.org/wiki/Flag_of_the_United_States#/media/File:Flag_of_the_United_States.svg">https://en.wikipedia.org/wiki/Flag_of_the_United_States#/media/File:Flag_of_the_United_States.svg</a>.                      *Georgia flag: <a href="https://en.wikipedia.org/wiki/Flag_of_Georgia_(U.S._state)#/media/File:Flag_of_Georgia_(U.S._state).svg">https://en.wikipedia.org/wiki/Flag_of_Georgia_(U.S._state)#/media/File:Flag_of_Georgia_(U.S._state).svg</a>.</p> <p>2. If possible, arrange students in a seated position near the displayed flags. Tell them that they will play a game of “I Spy” with the flags. However, instead of simply spying a particular color, students should identify something very specific on one of the flags. Obviously, this game will finish fairly quickly, but it will help students pay attention to the details on both flags.</p> <p>3. Following the game, ask students to share things that they spied on both flags, then on only one flag. Ask students why they think the flags are similar. Discuss the fact that many state flags are inspired by the national flag, which was itself inspired by the flags used in Great Britain prior to American independence.</p> <p>4. Show students the different parts of the state flag and briefly explain their meanings. Use the information available here, if needed: <a href="https://en.wikipedia.org/wiki/Flag_of_Georgia_(U.S._state)">https://en.wikipedia.org/wiki/Flag_of_Georgia_(U.S._state)</a>.</p> <p>5. As an extension, students can color the state flag: <a href="http://www.supercoloring.com/coloring-pages/state-flag-of-georgia">http://www.supercoloring.com/coloring-pages/state-flag-of-georgia</a>.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSKH2 Identify the following American symbols:</b></p> <p>a. The national and state flags (United States and Georgia flags)</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p>

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<h3 style="color: #4F81BD;">The Star-Spangled Banner</h3>	
<ol style="list-style-type: none"> <li>1. The Smithsonian’s National Museum of American History holds the original flag that flew above Fort McHenry during the War of 1812. This is the flag that inspired Francis Scott Key to write the <i>Star-Spangled Banner</i>. The museum has an interactive website that shows the flag and allows students to learn interesting facts about the flag and its preservation: <a href="https://amhistory.si.edu/starspangledbanner/interactive-flag-html5/">https://amhistory.si.edu/starspangledbanner/interactive-flag-html5/</a>. Use this interactive experience to guide students through a discussion about the flag itself and how it inspired the author of the song that became our national anthem. (Help students understand that the flag is much larger than it appears on the site – the stars alone are almost two feet across. This is important in relation to Key’s ability to see the flag while on a boat off the coast at Baltimore.)</li> <li>2. To help students understand the events behind the writing of the national anthem, read a book such as <i>The Star-Spangled Banner</i> by Peter Spier or <i>Francis Scott Key’s Star-Spangled Banner</i> by Monica Kulling. It is NOT essential that students completely understand the War of 1812 or the battle at Fort McHenry. Rather, encourage students to think about the emotion that Key felt when he saw the flag still waving in the midst of battle and how that comes out in the words of the song.</li> <li>3. Using additional portions of the Smithsonian’s interactive exhibit, show students the original manuscript of the song and the first printing that helped the song’s lyrics (written as <i>The Defence of Fort McHenry</i>) spread throughout the country. In addition, students can see the first version of the words set to music, keeping in mind that Key wrote the lyrics as a poem, and others later put them to music: <a href="https://amhistory.si.edu/starspangledbanner/the-lyrics.aspx">https://amhistory.si.edu/starspangledbanner/the-lyrics.aspx</a>.</li> <li>4. At the link above, there is an mp3 of the anthem played on 19<sup>th</sup> century instruments. Play the song for students, and ask them to share how it resembles the versions that they have heard. Is it different from what they are accustomed to hearing? How? Possible versions for comparison: *The U.S. Army Field Band: <a href="https://www.youtube.com/watch?v=DADmZdbQ9x8">https://www.youtube.com/watch?v=DADmZdbQ9x8</a>. *Kentucky all-state choir students (as seen in social media): <a href="https://www.youtube.com/watch?v=OAEmpdSHC10">https://www.youtube.com/watch?v=OAEmpdSHC10</a>.</li> <li>5. As a class, students can learn the words and sing the anthem, if it is not part of your school’s daily routine. Encourage students to think about the lyrics as they sing, and how they reflect the emotion that Key felt.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SSKH2</b> – Identify the following American symbols:</p> <p style="padding-left: 20px;">c. Star Spangled Banner (identify as the national anthem)</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p>

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

The Anthem and the Pledge

1. By this point in the year, most Kindergarteners will be able to recite the Pledge of Allegiance. However, if your school does not do this daily, your students may be unfamiliar with the pledge and its vocabulary. If that is the case, consider using a children’s book, such as *I Pledge Allegiance* by Bill Martin, Jr., and Michael Sampson, or *I Pledge Allegiance* by Pat Mora and Libby Martinez, to introduce the pledge’s language. (Teachers may find the following article regarding the history of the pledge and changes in its wording over time, to be helpful. Note that it is a personal reflection, but contains factual information: <https://www.smithsonianmag.com/history/the-man-who-wrote-the-pledge-of-allegiance-93907224/>.) *Teacher note: Students are not required to recite the pledge to master the standard.*
2. If needed, take several days to work through the meaning of the words in the pledge. Once again, it is not important that students be able to recite the definition of every word in the pledge. Rather, the goal is to familiarize students with the pledge’s overall meaning and intent.
3. Once students are familiar with the existence of the pledge – and national anthem – discuss places where students are likely to hear them. Have students ever recited the pledge or sung the national anthem outside of school? If so, where? Where might they expect to participate in the pledge and anthem? Teachers should lead this discussion keeping in mind the cultural and religious backgrounds of their students, so as to protect the rights of those students who do not participate in patriotic activities for religious reasons.
4. Following the discussion above, work as a class to complete the “Honoring Our Country” graphic organizer found later in this document. Once the organizer is complete, students can work together in small groups to act out situations where they might participate in the pledge and anthem, and other students can guess the situation. Possibilities include a sporting event, parade, community festival, etc.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKH2</b> – Identify the following American symbols:</p> <ol style="list-style-type: none"> <li>a. The national and state flags</li> <li>b. Pledge of Allegiance</li> </ol>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p>

### Pictorial Budget

1. For this activity, students will link what they have learned about various jobs with the basic economics covered during the Kindergarten year. Before beginning, teachers should decide whether students will work independently, in small groups, or as a class. The graphic organizer at the end of this document can be used regardless of how students work on the activity, and can also be projected to allow all students to collaborate on a single budget before beginning to work independently.
2. To begin, review how people have jobs to earn an income, which lets them buy the things that they want and need. Ask students to review jobs the class has discussed previously, and then share any new jobs students may have learned about through family members, friends, school events, read-alouds, etc.
3. Ask students to select a job that they would like to do in the future, and then draw a picture of themselves performing the job. The graphic organizer asks them to write a sentence telling about their pictures. Some classes may wish to make this a longer writing assignment if students are ready for more writing.
4. Reminding students that jobs help people earn income, ask students to list the things they would need to use their income to buy. Depending on literacy skills, students can write their answers, draw them, or cut pictures from magazines or clip art. The graphic organizer asks students to sort these into “wants” and “needs,” to encourage them to think carefully about how they would spend their income. At this age, it’s not necessary for students to delve too deeply into the earning potential of certain jobs, or to necessarily distinguish between, say, one type of car and another. Rather, students should carefully consider the places where they will want or need to spend their income, and the fact that a job is what makes that possible.
5. Discuss students’ ideas about their wants and needs. Help students to see that some items may require more than first meets the eye. For instance, having a car means that some income will be spent on gas. Depending on students’ readiness, the idea that it would also require things like repairs, insurance, and registration can be introduced. By no means should Kindergarteners be expected to understand and record all of these details, but some may be astute enough to come up with them independently. Once students have shared and discussed their preferred ways of spending their income, and added items they did not record initially, have students circle the items that are their top priorities. Note that more of these will be “needs” than “wants.”
6. Review with students that they will need to budget their money to allow them to afford their needed items, while possibly saving toward items that they want. Have them record their “budgeted” items on the second organizer, and then record whether the item is a good or a service with a check mark in the appropriate column. For some items, the correct answer could be classified in either category, depending on students’ perspectives. Ask students to explain their classifications, if needed.
7. Finally, debrief with students, especially if they have worked independently. Ask what surprised them as they made their budgets, and what they think they learned from the process of making it.  
*{When completing this activity with students, be sensitive to their family/financial situations.}*

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</b></p> <p><b>SSKE2 Explain that people earn income by working.</b></p> <p><b>SSKE3 Explain how money is used to purchase goods and services.</b></p> <p>a. Distinguish goods from services.</p> <p>b. Identify that U.S. coins and dollar bills (paper money) are used as currency.</p> <p><b>SSKE4 Explain that people must make choices because they cannot have everything they want.</b></p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid friendly version: Because people cannot have everything they want, they have to make choices.</p>

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<b>Patriotic Jobs</b>	
<ol style="list-style-type: none"> <li>1. Connect students’ economics learning with the symbols and holidays studied during the Kindergarten year by linking those holidays and symbols to jobs that are related to them. Possible jobs include members of the military and the civilians who support them; state and national park rangers; people who work in museums; people who work in environmental conservation; etc.</li> <li>2. Discuss what these jobs are, and how they help others. In addition, discuss how they relate to specific holidays or symbols that students have studied. While some students may make these connections independently, others may need a quick review of holidays or symbols related to the jobs, and then teachers can ask them to share specific examples of the connections between them. Some examples:               <ul style="list-style-type: none"> <li>*National Park rangers and the Lincoln Memorial, Washington Monument, and Presidents Day</li> <li>*Military service members and Veterans Day, Memorial Day, and the national flag</li> <li>*Historical interpreters and Thanksgiving Day</li> <li>*Wildlife conservation scientists and the bald eagle.</li> </ul> </li> <li>3. If possible, invite a person who does one of these jobs to speak to the class, either in person or via Skype. Have students prepared to ask specific questions about the job, as well as how the person’s job involves helping fellow citizens.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SSKH1 Identify the national holidays and describe the people and/or events celebrated.</b></p> <ol style="list-style-type: none"> <li>a. Christmas</li> <li>b. Columbus Day</li> <li>c. Independence Day</li> <li>d. Labor Day</li> <li>e. Martin Luther King, Jr. Day</li> <li>f. Memorial Day</li> <li>g. New Year’s Day</li> <li>h. Presidents Day (George Washington, Abraham Lincoln, and the current president)</li> <li>i. Thanksgiving Day</li> <li>j. Veterans Day</li> </ol> <p><b>SSKH2 Identify the following American symbols:</b></p> <ol style="list-style-type: none"> <li>a. The national and state flags (United States and Georgia flags)</li> <li>b. Pledge of Allegiance</li> <li>c. Star Spangled Banner (identify as the national anthem)</li> <li>d. The bald eagle</li> <li>e. The Statue of Liberty</li> </ol>

Georgia Department of Education

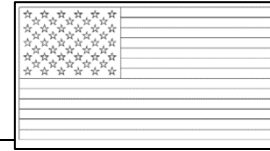
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

5.23.2018 © Page 16 of 24



Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)  g. Washington Monument (identify image and associate with George Washington and Presidents Day)  h. White House (identify image and associate with Presidents Day and the current president)</p> <p><b>SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.</b></p> <p><b>SSKG3 State the street address, city, state, and country in which the student lives.</b></p> <p><b>SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.</b></p> <p><b>SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</b></p> <p><b>SSKE2 Explain that people earn income by working.</b></p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring</b>  <b>Understanding(s)</b></p>	<p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. <i>Kid friendly version:</i> What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>



**First flag**

**Current flag**

*Colors on the flag:*

*Colors on the flag:*

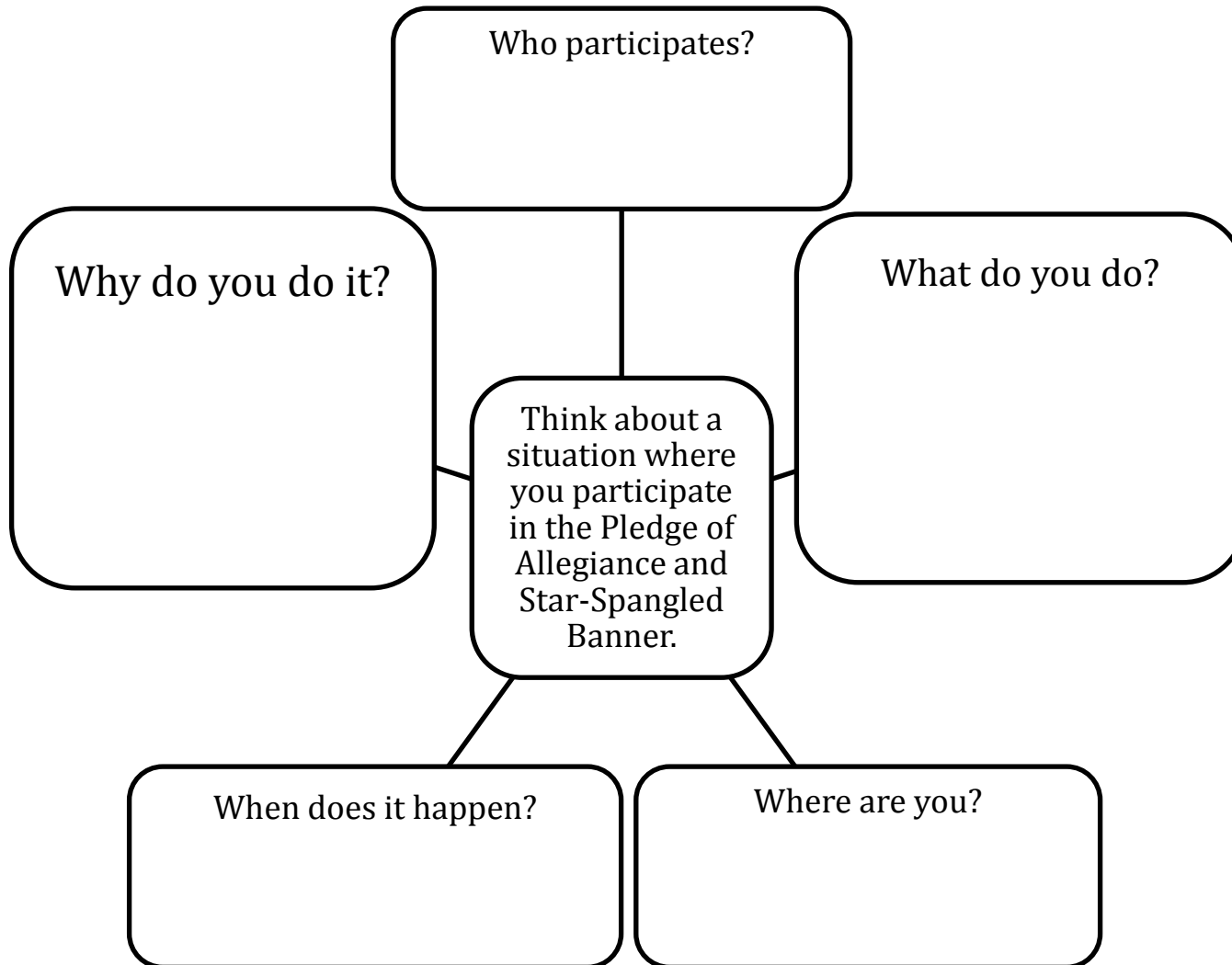
*Describe the stars:*

*Describe the stars:*

*Describe the stripes:*

*Describe the stripes:*

**Honoring Our Country**



Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

**PICTORIAL BUDGET**

<b>My Chosen Job</b>	<b>Wants</b>	<b>Needs</b>
<p><i>Draw a picture of yourself in your chosen job, then write a sentence telling about it.</i></p>		

PICTORIAL BUDGET

	GOODS	SERVICES

## Culminating Unit Performance Task

### A Patriotic Quilt

1. As the culminating activity for the year, this task allows the class to work together to demonstrate what they have learned in Kindergarten social studies. Teachers can modify the sections to better reflect what their class focused on during the year, and could also add or delete sections to make the task more relevant for their students.
2. Teachers can decide whether to have students make small, individual quilts using quarter-sheets or half-sheets of paper, or have students work in small groups to create quilts out of full-sized sheets. In the latter case, each student will likely only complete two or three sections of the quilt.
3. Once the number of squares per student is determined, prepare supplies for each student:
  - \*paper cut to size, and pre-punched with holes in each corner
  - \*string cut to size for tying together completed squares
  - \*writing/coloring materials appropriate for the paper usedIt is best NOT to give all the supplies to students at once. If students are completing individual quilts, spread the work over several days so that quality doesn't suffer due to exhaustion. Have students work on specific prompts simultaneously.
4. Tell students that they will be creating quilts to show what they have learned about our country during the course of the year. Each square of the quilt will focus on a different part of our country's history or culture. The square should illustrate something from the given prompt, and may or may not include a written description, depending on time constraints, students' literacy skills, etc.
5. Possible prompts for the squares include:
  - \*Draw a person important to our country. Who is the person? Why is s/he important?
  - \*Illustrate one symbol we studied this year. What is it? Why is it important? (Teachers could choose to have students make more than one square showing a symbol, or even a quilt solely about symbols.)
  - \*Illustrate a scene from a holiday we studied this year. What is the holiday? Why is it celebrated? (Again, teachers could have students create more than one holiday square, or a holiday-themed quilt.)
  - \*Draw a simple map showing your location – this could be a school or community map, a rough outline of our state, or a marked photocopied map showing your community/state/country.
  - \*Draw someone showing one or more of the positive character traits you studied this year. Which trait does it show? How can you demonstrate this trait in your daily life?
  - \*Draw someone performing one of the jobs your class studied this year. What job is the person doing? Why is that job important?
6. Once all the squares are completed, have students tie the corners together to create a quilt. For students not yet able to write their explanations, have them orally narrate their squares, and explain their significance where desired.
7. This project makes a great exhibit for parents/families and community members to visit as part of a year-end celebration.

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKH1 Identify the national holidays and describe the people and/or events celebrated.</b></p> <ul style="list-style-type: none"><li>a. Christmas</li><li>b. Columbus Day</li><li>c. Independence Day</li><li>d. Labor Day</li><li>e. Martin Luther King, Jr. Day</li><li>f. Memorial Day</li><li>g. New Year’s Day</li><li>h. Presidents Day (George Washington, Abraham Lincoln, and the current president)</li><li>i. Thanksgiving Day</li><li>j. Veterans Day</li></ul> <p><b>SSKH2 Identify the following American symbols:</b></p> <ul style="list-style-type: none"><li>a. The national and state flags (United States and Georgia flags)</li><li>b. Pledge of Allegiance</li><li>c. Star Spangled Banner (identify as the national anthem)</li><li>d. The bald eagle</li><li>e. The Statue of Liberty</li><li>f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)</li><li>g. Washington Monument (identify image and associate with George Washington and Presidents Day)</li><li>h. White House (identify image and associate with Presidents Day and the current president)</li></ul> <p><b>SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.</b></p> <p><b>SSKG3 State the street address, city, state, and country in which the student lives.</b></p> <p><b>SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.</b></p> <p><b>SSKE1 Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.</b></p>
--	---

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li></ol> <p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. <i>Kid friendly version:</i> Culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special.</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. <i>Kid friendly version:</i> What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. <i>Kid friendly version:</i> Because people cannot have everything they want, they have to make choices.</p>
--	---