

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.

| Kindergarten - Unit Three - Where in the World Are We? | |
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| Elaborated Unit Focus | This unit introduces basic geography to Kindergarteners. Within it, students will explore maps, globes, and what they represent. The activities in this unit also address the travels of Christopher Columbus, and link them to the geography students are learning. As students continue to work with chronology and relevant vocabulary, they will also explore sequence and change over time. Finally, students learn the practical skill of stating their address, and brainstorm applications for that information. |
| Connection to Connecting Theme/Enduring Understandings | Using the theme of location , students will study maps, globes, and basic geography, along with learning about Columbus Day and Columbus’s voyages. Students will continue their study of chronology using basic vocabulary and concepts through the theme of time, change, and continuity . |
| GSE for Social Studies (standards and elements) | <p>SSKH1 - Identify the national holidays and describe the people and/or events celebrated.</p> <ul style="list-style-type: none"> b. Columbus Day <p>SSKH3 - Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)</p> <ul style="list-style-type: none"> a. Now, long ago b. Before, after c. Today, tomorrow, yesterday <p>SSKG2 - Explain that a map is a drawing of a place and a globe is a model of Earth.</p> <ul style="list-style-type: none"> a. Differentiate land and water features on simple maps and globes. b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size. <p>SSKG3 - State the street address, city, state, and country in which the student lives.</p> |
| Connection to GSE for Science | SKE1 - Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. |
| Connection to Social Studies Matrices (information processing and/or map and globe skills) | <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 1. use a compass rose to identify cardinal directions. <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences. 2. organize items chronologically. 3. identify issues and/or problems and alternative solutions. |

| Essential Questions and Related Supporting/Guiding Questions | |
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| Location | <ol style="list-style-type: none">1. What can maps and globes teach us about the world?<ol style="list-style-type: none">a. What does a map show?b. What does a globe show?c. How are maps and globes different? |
| Time, Change, and Continuity | <ol style="list-style-type: none">2. How do people’s lives change over time?<ol style="list-style-type: none">d. How can one event change the world?e. How we tell if something happened recently or long ago?f. Why do we learn about things that happened in the past? |

Sample Instructional Activities/Assessments

Globe Toss

1. In this activity, students will bounce or toss an inflatable globe to see whether their thumbs land more often on water or on land. Before beginning, create a two-column chart labeled “land” and “water.” This can be done on a sheet of chart paper or on an interactive whiteboard, or you could use strips of green and blue bulletin board paper. Decide whether you will keep track of students’ findings using post-it notes, tally marks, or pre-printed symbols for land and water.
2. Show students the globe, and review what a globe shows. Help them recall that it is a view from above, and that it is a way of showing the size and shape of land masses and bodies of water. Allow them time to share observations about the globe, and compare it to a stationary globe on a stand.
3. Arrange students in a circle. Depending on your students and classroom, this can be done in the classroom, or it might need to be done in a larger space or outside. Tell them that they will bounce/toss/roll the globe to each other, and that the class will keep track of whether their right (or left) thumbs land on land or water. Demonstrate several times before you begin tracking students’ responses.
4. Ask students for predictions - do they think that there is more land or more water on the Earth? Encourage them to share reasons for their predictions, and to use the globes as evidence to explain them.
5. Begin the game, with each student who catches the globe recording his/her thumb’s position on the chart. Some students will need support remembering which thumb they are tracking, and others will need help remembering to keep their thumbs in one location, and recording that answer.
6. When all students have had a turn, look at the chart and discuss whether more students landed on water or land. Why is this? Why do people think there is more land than water on the Earth, when in reality far more of the Earth is covered by water?
7. This GADOE video discusses Geography education, with a section describing the globe toss activity beginning at approximately the 5:30 mark. It may be helpful to see the game and chart in action: <https://www.georgiastandards.org/resources/Pages/Videos/SS-Teaching-Geography.aspx>. (Note that the rest of the video is aligned to GPS rather than GSE, so the overall concepts are relevant but the specific grade level examples may be slightly off.)
8. If you do not have access to an inflatable globe, this activity can be completed in a different way: spinning a stationary globe and letting students point to stop it (then, record where they’ve pointed) or by having students turn around three times and then point at a wall map, in a manner similar to playing pin the tail on the donkey.

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| GSE Standards and Elements | SSKG2 |
| Social Studies Matrices Enduring Understanding(s) | Enduring Understanding: Location |

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

Maps vs. Globes

1. Before beginning this activity, make sure you have U.S. and world maps, a globe, and access to a local map. If necessary, you can find each of these online and keep them open in separate windows, so you can toggle between them quickly.
2. This activity is meant to help students begin to see that maps and globes show the same things in different ways, and that each has ways in which it is more useful. For example, a local map is far more useful in finding places close to your house than a globe would be, but a globe makes it easier to see the real shapes and relative sizes of continents and countries.
3. Review with students the differences between globes and maps - how are their shapes different? do they show different things? when are you more likely to use one than the other?
4. Explain to students that they will be figuring out which map or globe is more likely to help them locate different places.
5. Allow students to share places that they can think of. This might be locations in your community, places they've visited, places where they have relatives or friends, or simply places they have heard of around the world.
6. For each location mentioned, discuss which map or globe would be best used to find that place. For a restaurant in your town, which map makes sense? Would you be able to find that restaurant on a globe? Why or why not? For a specific town in another state, would you use a map or a globe? Which map might you use? Why?
7. Continue to allow students to share locations, and add others as needed to make sure students get a sense of the differences in using each type of map or a globe. Help students see that foreign countries and continents can be found on either a world map or the globe, and that some larger cities can be found on a globe, as well.
8. Discuss what kind of maps students use. Many of them may not realize that the navigation software on their parents' smartphones actually takes the place of a paper map for getting from place to place, so they are using maps without realizing it.

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| GSE Standards and Elements | SSKG2 |
| Social Studies Matrices | Information Processing Skills: 1 |
| Enduring Understanding(s) | Enduring Understanding: Location |

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Reinforcement Ideas

What follows is a list of ideas to help reinforce a student’s ability to state his/her address, city, state, and country, as asked in GSE SSKG3. For some students, this will be a sensitive topic, as they may be living with a relative, in a shelter, etc. Be sensitive to students’ needs while also encouraging them to learn their city, state, and country, and also to know at least one permanent address (possibly a grandparent or other relative) for safety purposes. If necessary, talk with students’ parents to see what address it would be best for students to learn.

1. As a ‘ticket out the door,’ ask students to state one of the items listed in the standard. You can also reverse this by telling students an address, city, state, or country, and ask them which of those four it is. Be patient! Some students will take quite a while to be able to do this.
2. During morning meeting/circle time/calendar work, add students’ state/country as items to review, and city can be added if there are few enough represented to make it feasible.
3. If your class uses popsicle sticks in a cup or another means of making sure turns are spread equitably, you can “draw sticks” - a few per day - to have students share their addresses. This can be done in a whole group setting or privately, depending on students’ needs.
4. While it is not required that students be able to locate their city, state, or country on a map, it may help some students to link a visual to the words they are learning. Show students the locations of their city, state, and country, and point to these as a way of reviewing the information on a regular basis. Students can also come to the front of the class and point out these things, as appropriate.
5. Label concentric containers with country, state, city, and street. As students work to stack the containers in size order, have them share the pieces of information that match up with each label. This can be reversed with the containers building a tower instead of nesting inside each other.
6. Using a simple tune, create a song to help students remember each of the items in the standard. For example, to the tune of *Farmer in the Dell*:
Macon is my city,
Macon is my city,
Macon is the place I live,
Macon is my city.
Georgia is my state...

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| GSE Standards and Elements | SSKG3 |
| Social Studies Matrices Enduring Understanding(s) | Enduring Understanding: Locatio |

Mapping Columbus's Voyages

1. On a map and globe, show students the distance across the Atlantic between Europe and North America. Point out the islands in the Caribbean - Hispaniola and Cuba in particular - and help students understand that they are now considered part of the same mass of land (continent) as the United States.
2. Explain that over five hundred years ago, people in Europe did not understand the size of the Atlantic Ocean or that there were entire continents between Europe and Asia across the Atlantic. While Europeans had crossed the Atlantic in the past, that knowledge was forgotten or ignored over time.
3. Explain a basic idea of Columbus's voyages using the map and globe. Show students that the same places are represented on both. A short biography could be something along these lines: Christopher Columbus thought that there was a way to sail across the Atlantic Ocean to get to Asia. In order to do this, he needed money in order to buy supplies and pay a crew of men to help him. The King and Queen of Spain agreed to provide this money, and so he sailed on behalf of Spain. When he landed on what is now known as Hispaniola, he claimed the land on behalf of Spain, even though there were already people living there, and he eventually made several trips to that area in order to establish a colony there for Spain. (Obviously, Kindergarteners will not be expected to master the entirety of this story or the specific vocabulary, but it can certainly be introduced.)
4. Show students this map of Columbus's voyages: <http://kids.britannica.com/kids/assembly/view/88703>. Point out Europe and North America, and explain that each color represents a different voyage.
5. Point out the compass rose and tell students that it helps explain direction on a map. Students may need to hear how cardinal directions on a map help make sure everyone understands to which direction you are referring, because the compass rose on a map makes sure everyone understands the same things about it. If necessary, explain how using terms like left, right, up, and down for navigation is confusing, because they are based in the perspective of the person explaining or the person listening.
6. Use the compass rose to help students understand that Columbus and his men sailed west from Spain to reach Hispaniola and Cuba (and later, other locations), and then sailed east to return to Spain. If students master this quickly, you can begin to introduce the intermediate directions, but only cardinal directions are necessary.
7. Following this introduction, make sure to reference compass roses on other maps, and review cardinal directions when pointing out locations. Make sure students are aware that even globes usually have a compass rose, and locate it on the classroom's globe and maps.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to illustrate the images or write on their own, it would be best to let them do this independently.*

1. Students often need additional support understanding and retaining information. Give students support using the map. Begin by reinforcing the locations from the lesson. Let's find...(have students touch the location with you). Now you find... Model this several times. Have students trace Columbus' path on a map as you review the lesson. As students become more confident, gradually remove the support so that they are able to tell you the "story" and ask you the questions. Have them give you places to find on the map.
2. Repeat this over several days or weeks as needed. Students could even be given a map to keep in their journal or bag of books to practice reading the map and retelling what they have learned about Columbus' voyage.

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

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| <p>Useful teacher background:</p> <p>*This document from the Gilder-Lehrman Institute consists of Columbus’s report to King Ferdinand and Queen Isabella of Spain, under whose flag his 1492 expedition sailed. In the report, Columbus discusses his initial observations of the islands where he landed, and his perceptions of the people he encountered. Note that his sense of accomplishment stems from finding land and people for colonization, not from ‘discovering the Earth is round,’ as is often misstated. https://www.gilderlehrman.org/history-by-era/exploration/resources/columbus-reports-his-first-voyage-1493</p> <p>*A list of five popular ideas about Columbus, and well-cited evidence that delineates fact from fiction regarding them: https://www.washingtonpost.com/opinions/five-myths-about-christopher-columbus/2015/10/08/3e80f358-6d23-11e5-b31c-d80d62b53e28_story.html?utm_term=.28e8f3c69aac.</p> <p>*An online exhibit from the Library of Congress that also attempts to separate fact from fiction in Columbus’s life and legacy: https://www.loc.gov/exhibits/1492/columbus.html.</p> | |
| GSE Standards and Elements | SSKH1b; SSKG2b,c |
| Social Studies Matrices Enduring Understanding(s) | Map and Globe Skills: 1 Enduring Understandings: Location; Time, Change, and Continuity |

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

Keeping a Journal

1. Explain to students that in Columbus’s time, it was essential that sailors keep a journal of their trips. Not only did it help them remember what happened on a voyage, it also allowed them to record navigational information that kept them from getting lost. In Columbus’s case, it also allowed him to make follow-up voyages along a similar route to his first trip and justify his expenses to the Spanish Crown. An English transcription of his journal can be found here: <https://sourcebooks.fordham.edu/source/columbus1.asp>. Note that it will not be comprehensible to many students, but lets them see that such documents exist. Teachers will want to select excerpts carefully, since Columbus’s tone toward the original inhabitants of the lands he reached is disparaging at best.
2. Depending on the number of lessons/activities your class completes related to Columbus, teachers may find it interesting to spread out journal entries over several days to give students a sense of the elapsed time during the journey. The 1492 voyage began on August 3, and Columbus recorded his arrival on November 6. Help students understand how long three months is, so they get a sense of how long the crew spent onboard ship.
3. Discuss situations where modern people keep journals: astronauts traveling in space; pilots/sailors recording details of their trips; authors who write down ideas that could lead to a story; all kinds of people who like to remember their days; and maybe even Kindergarteners who like to write on a regular basis.
4. As an extension, students could record a journal of an ongoing event in their lives. This could be as simple as a class chart recording what happens each day during lessons, or individual pages about an event like spirit week.
5. When discussing changes in journal keeping over time, try to incorporate chronological terms from SSKH3, particularly “now” and “long ago.”

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to illustrate images or journal on their own, it would be best to let them do this independently.*

3. Create a graphic organizer to help students get their thoughts together. For example, if they are journaling their day, model orally journaling your day while touching the graphic organizer and using the prompts.
4. Have the students orally journal their day while touching the graphic organizer. Remind them of the prompt them as needed.
5. Draw the organizer in their Social Studies journal or on a piece of paper. Have them orally journal one more time while touching the organizer.
6. Allow the students to complete the organizer using pictures and/or words/labels as appropriate.

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| GSE Standards and Elements | SSKH1b; SSKH3a,b,c |
| Social Studies Matrices Enduring Understanding(s) | EU: Time, Change, and Continuity |

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Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

| Turning Points | |
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| <ol style="list-style-type: none"> 1. This activity will help students begin to think about the impact of major events on places and people. 2. Ask students to think about events that have happened in their lives that have changed them in some way. These could be major, like the birth of a sibling, or more minor, like losing a tooth. Allow students to share how life “after” the event changed from the way it was “before” the event. (As always, be sensitive to students’ experiences.) If desired, students could complete a basic graphic organizer by folding a sheet of paper in half and illustrating life before and after the event. 3. Following these personal connections, ask students to take their thinking a step farther. How did life for many people change after a major event/invention/social movement: <ul style="list-style-type: none"> *How did cars change life for many people? *How did having electricity in your house change people’s lives? *How would a natural disaster like a hurricane or flood affect the lives of people in a particular area? 4. Have students illustrate and label pictures showing life before or after the selected event. Debrief by asking what sorts of things are most likely to change, and what is more likely to stay the same. Allow students time to predict what will happen after major events they may be anticipating in their own futures. | |
| GSE Standards and Elements | SSKH3b |
| Social Studies Matrices Enduring Understanding(s) | EU: Time, Change, Continuity |

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

| Now and Long Ago | |
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| <ol style="list-style-type: none"> 1. This activity asks students to compare their lives with the lives of people “long ago.” Keep in mind that for Kindergarteners, “long ago” might mean the previous Christmas, or the Jurassic Period. Thus, their suggestions could well run the gamut of the past 200 million years. If you want to hone in on “long ago,” identify a known historical figure like Christopher Columbus, and ask students to think about comparing their lives to his. 2. Lead students through the process of drawing a Venn Diagram, either on chart paper or an interactive whiteboard. Help them understand the purpose of each part of the diagram, making sure that they understand that some items will fit in the middle, as there are some aspects of their lives that have not changed from the lives of people long ago. 3. Ask students to share things about their lives that are different than the lives of people long ago. Write their suggestions in the appropriate circle. 4. Then, have them share things that are the same as they were for people who lived long ago, and record those in the diagram’s center. 5. When complete, have students share sentences that compare: “Now, we drive cars, but long ago people had to walk or ride in wagons.” or “Now, we buy most of our food at the grocery store, but long ago most people grew their own food.” Some students will be able to generate their own, but others will need to reference the diagram. Support students in building these sentences correctly, and make sure they are making correct distinctions using chronological vocabulary. | |
| GSE Standards and Elements | SSKH3a |
| Social Studies Matrices Enduring Understanding(s) | Information Processing Skills: 1 Enduring Understanding: Time, Change, and Continuity |

Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

| Yesterday, Today, and Tomorrow | |
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| <ol style="list-style-type: none"> 1. When doing calendar work, help solidify students’ awareness of yesterday, today, and tomorrow, as organizing ideas for chronology. Help them be exact whenever possible, avoiding using “tomorrow” to mean anything in the future or “yesterday” to mean any time in the past. 2. Lead students in discussing their schedule, reviewing what was done the day before, what is on the agenda for the day, and what they can expect the following day. This is helpful for reviewing what specials are scheduled for which days, as well as special events that occur irregularly. 3. After students have worked with these terms, use them as sentence stems so that students can share what they have done on each day. Some students will be ready to write their own sentences, while others will need to dictate their sentences and then copy them as they are able: --Yesterday, we... --Today, we... --Tomorrow, we will... 4. Ensure that students are using the correct tense to describe past and future events, and help them correct their sentences as necessary. 5. As an extension, students can act out or give clues about an event or activity that happened on the previous day, or that will happen on an upcoming day, and classmates can guess the event. This could also work on Monday mornings to have students share about their weekends, as teachers could help students distinguish between what happened “yesterday” (on Sunday), and what happened on the many days prior to that. | |
| GSE Standards and Elements | SSKH3c |
| Social Studies Matrices | Information Processing Skills: 2 |
| Enduring Understanding(s) | Enduring Understanding: Time, Change, and Continuity |

Writing About Columbus

1. After completing class discussions and activities related to Columbus, and reading picture books about him, if possible, help students construct a word web about Columbus and his voyages.
2. Encourage students to think about the impacts of his voyages on his life, the lives of his crew members, the lives of the people he encountered in North America, and the lives of Europeans who learned about his expeditions.
3. Once the web is completed, ask students to write their reflections on what they have learned about Columbus. This may vary from student to student. Some will write mini-biographies, while other students will record more personal observations.
4. Depending on the students' literacy skills, some may need to dictate their writing to an adult, while others can create their own drafts.
5. Collect these pieces in a class book about Columbus, and share students' reactions as part of a Columbus Day observance in your classroom.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to illustrate images or write on their own, it would be best to let them do this independently.*

1. Students often struggle to get started. Before doing any writing about what they have learned, have students orally tell you what they know about Columbus and his voyage.
2. Have images and maps from the unit ready to prompt their thinking if they become stuck.
3. Have students share over their fingers an appropriate number of things they know about Columbus and his voyages. Students will tell each fact they know as they touch their fingers.
4. Help students decide the best way to show what they know to add to the class book. It could be a web, labeled, pictures, sentences, etc.

Note: Students' and families' responses to Columbus's life and legacy will vary. This article, which was also linked above, can help teachers who might need more background: https://www.washingtonpost.com/opinions/five-myths-about-christopher-columbus/2015/10/08/3e80f358-6d23-11e5-b31c-d80d62b53e28_story.html?utm_term=.28e8f3c69aac.

GSE Standards and Elements

SSKH1b

Social Studies Matrices
Enduring Understanding(s)

Enduring Understanding: Time, Change, and Continuity

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Before It Rains

1. This activity helps students think through actions they should take before something happens, as opposed to reacting after something happens.
2. There is a connection here to students' abilities to be proactive and avoid problems before they occur, but it also helps them develop the awareness they need to solve problems that have already occurred.
3. Tell students a story involving a situation where a group of children has been outside playing, and they look in the sky and see dark clouds forming. What is probably going to happen? What will happen to the children's toys that they have left in the yard? What will happen to the snacks they took outside to eat (boxes of crackers, cups from the kitchen cabinet, etc.)? What will happen to the shoes they took off to run through the grass? Add details to the story that make it realistic for your students.
4. Alongside students, think through things they can do **before** the weather changes. How can they keep their toys dry? How can they keep their snacks from being ruined?
5. Then, think through the likely outcomes of leaving all those jobs undone. If students only try to clean up **after** it rains, what will be the result?
6. Ask students to draw or write a response to this discussion. Is it better to do the work before or after it rains? What might change their answers? What if they see lightning before they are done cleaning, for example?
7. Once you have taken students through this scenario, you can use it as a sort of touchstone for further discussions along these lines.

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| GSE Standards and Elements | SSKH3b |
| Social Studies Matrices Enduring Understanding(s) | Information Processing Skills: 3 Enduring Understanding: Time, Change, and Continuity |

Culminating Unit Performance Task

Following Cardinal Directions

1. Use a map of your school (the map used for fire safety purposes works well) to help students identify the cardinal directions in your classroom. Add a compass rose to your school map beforehand, if necessary.
2. Use large cards to label the cardinal directions on the appropriate classroom walls.
3. Model using cardinal directions to have students complete a task: “Take ten steps west. Look to the south, and pick up one book from the basket in front of you,” for example.
4. Allow several students to complete this sort of direction-giving activity, and repeat the activity for several days.
5. Then, have students give these sorts of directions to each other. Support students to make sure that they are using the cardinal directions correctly, but allow them to do the direction-giving independently as much as possible. Assess students’ abilities to give and follow these directions.
6. Then, ask students to draw maps of the classroom, and add a correct compass rose to the maps to indicate the cardinal directions in the classroom. Students who have shown proficiency in using and following cardinal directions can draw treasure maps for others to use to locate something hidden within the classroom. You could also invite an administrator or other adult in the building to visit and follow the map to find the treasure.

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| GSE Standards and Elements | SSKE2 |
| Social Studies Matrices | Map and Globe Skills: 1 |
| Enduring Understanding(s) | Information Processing Skills: |