

*HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE*



Grade One

Commonwealth of Virginia
Department of Education
2010

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by the

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Table of Contents

Introduction	1
Traits of Good Citizens: Rules and Responsibilities	2
Session 1: Rules and Responsibilities	5
Session 2: What Is Citizenship?	7
Session 3: Fair Play and Good Sportsmanship	8
Session 4: Helping Others	9
Session 5: Respect	10
Session 6: Working Hard and Taking Responsibility	11
Session 7: Self-Control	12
Session 8: Honesty and Truthfulness	13
Session 9: Voting for Our Class Favorites	14
Session 10: Citizens Are Members of a Group	15
Session 11: Pledge of Allegiance	17
Session 12: Create a Classroom Pledge or Contract	19
Session 13: Symbols	20
Session 14: The American Flag	22
Session 15: The Bald Eagle	24
Session 16: The Statue of Liberty	26
Session 17: The Washington Monument	28
Session 18: Patriotic Symbols Review	30
Attachment A: Sample Concentric Circles	32
Discovering Past and Present Times	33
Session 1: Understanding the Term <i>Change</i>	35
Session 2: What Is a Timeline?	37
Session 3: Creating a Timeline	39
Session 4: Exploring and Comparing Communities — Past, Present, and Future	40
Session 5: Exploring and Comparing Family Life — Past, Present, and Future	42
Session 6: Exploring and Comparing Transportation — Past, Present, and Future	44
Session 7: Exploring and Comparing Schools — Past, Present, and Future	47
Session 8: Comparing Past, Present, and Future	49
Contributions of American Leaders	52
Session 1: Understanding What Makes a Good Leader	56
Session 2: Leaders Make Contributions	58
Session 3: George Washington and His Contributions	60
Session 4: Benjamin Franklin and His Contributions	63
Session 5: Abraham Lincoln and His Contributions	65
Session 6: George Washington Carver and His Contributions	68
Session 7: Eleanor Roosevelt and Her Contributions	71
Session 8: American Holidays to Remember Leaders and Events of the Past	73
Simple Maps and Globes	76
Session 1: Drawing “My Room”	79
Session 2: Houses and Homes	80
Session 3: Houses on a Street	81
Session 4: The Expanding Community	83
Session 5: Directions and Location Words	84
Session 6: Compass Rose	85
Session 7: What Is a Map?	87
Session 8: Map Symbols	89
Session 9: Map Legend	91
Session 10: What Is a Globe?	92

Session 11: Locating the United States	94
Session 12: Locating our Country's Capital	96
Session 13: We Live in the State of Virginia	98
Attachment A: Chart of Concentric Circles	100
Influence of Geography.....	101
Session 1: The Four Seasons	103
Session 2: Location and Passports	105
Session 3: Bundle Up! Adventure to Antarctica.....	107
Session 4: Aloha Hawaii!	109
Session 5: Desert Destination.....	111
Session 6: Roaming the Rainforest.....	113
Session 7: End of the Road.....	115
Session 8: Home Sweet Home	117
Session 9: Travel Fair	119
Attachment A: Sample Passport.....	121
People Can Be Consumers and Producers	129
Session 1: Understanding the Concept of <i>Goods</i>	131
Session 2: Understanding the Concept of <i>Services</i>	133
Session 3: Differences between <i>Goods</i> and <i>Services</i>	135
Session 4: Who Are <i>Consumers</i> ?	137
Session 5: Who Are <i>Producers</i> ?.....	139
Session 6: "Job" Applications	141
Session 7–9: Production Begins!	142
Session 10: Getting Ready to Sell	143
Session 11: Buying Day!	145
Attachment A: Fun Factory Job Application.....	147
Attachment B: Sample "Paycheck" and "Kid-cash"	148
Making Economic Decisions	149
Session 1: Packing for a Trip.....	151
Session 2: Choices.....	152
Session 3: Menu Choices.....	154
Session 4: A Decision Tree	155
Session 5: Voting for Choices	157
Session 6: Money and Savings	158
Session 7: Collecting and Saving	160
Session 8: Why Do People Save?.....	162
Attachment A: Sample Decision Tree.....	164
Communities in Virginia.....	165
Session 1: Local Governments in Communities in Virginia	167
Session 2: Volunteers in Virginia.....	170
Session 3: Alike and Different	172
Session 4: American Indian Peoples in Virginia	174
Session 5: Coming to America	176
Session 6: Putting the Pieces Together.....	177
Session 7: Asian Culture	178
Session 8: Hispanic Culture.....	180
Session 9: A Taste of Italy.....	182
Session 10: Other Parts of Europe.....	184
Session 11: An American Holiday & African Tradition	186
Session 12: A Holiday	188
Attachment A: Classroom Volunteer Ideas	191
Attachment B: Suggestions for Guest Speakers	192

Organizing Topics**Related Standard(s) of Learning**

Traits of Good Citizens: Rules and Responsibilities	1.10a, b, c, d, e, f; 1.11a, b
Discovering Past, Present, and Future Times	1.1; 1.2; 1.3
Contributions of American Leaders	1.2; 1.3
Simple Maps and Globes.....	1.4a, b, c, d; 1.5
Influence of Geography.....	1.6
People Can be Consumers and Producers	1.7
Making Economic Decisions.....	1.8; 1.9
Communities, Local Governments, and Volunteers in Virginia	1.12a, b, c

Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may use the *Enhanced Scope and Sequence* as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that have been aligned with the Standards of Learning. Teachers who use the *Enhanced Scope and Sequence* should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The *Enhanced Scope and Sequence* contains the following:

- Units organized by topics from the original *History and Social Science Scope and Sequence*
- Essential understandings, knowledge, and skills from the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related Standards of Learning
- Sample lesson plans containing
 - Instructional activities
 - Sample assessment items
 - Additional activities, where noted
 - Sample resources

ORGANIZING TOPIC**Traits of Good Citizens: Rules and Responsibilities****Standard(s) of Learning** _____

- 1.10 The student will apply the traits of a good citizen by
- focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - recognizing the purpose of rules and practicing self-control;
 - working hard in school;
 - taking responsibility for one's own actions;
 - valuing honesty and truthfulness in oneself and others;
 - participating in classroom decision making through voting.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
 - demonstrating respect for the American flag by learning about the Pledge of Allegiance.

Essential Understandings, Knowledge, and Skills _____*Correlation to
Instructional Materials***Skills** *(to be incorporated into instruction throughout the academic year)*

Make decisions based on information. _____

Differentiate between points of view held by self and others. _____

Participate in groups and democratic society. _____

Follow oral and written directions. _____

Identify and explain symbols. _____

Gather, classify, and interpret information. _____

Content

Understand that good citizens show a variety of positive traits. _____

Demonstrate good citizenship by:

- Playing fairly _____
- Exhibiting good sportsmanship _____
- Helping others _____
- Treating others with respect _____
- Recognizing the purpose of rules _____
- Practicing self-control _____
- Working hard in school _____
- Taking responsibility for one's own actions _____
- Valuing honesty and truthfulness in oneself and others _____
- Taking part in the process by voting to voice self-interest _____

Recognize that rules are made so that everyone is treated fairly. _____

Recognize the following reasons for rules:

- To protect rights of people
- To suggest good behavior
- To keep people safe

Understand that good citizens help make decisions in their classroom by voting when the chance is presented.

Understand that the United States has patriotic symbols and traditions.

Identify patriotic symbols and traditions that honor the people and the history of the United States.

Know the following terms:

- Symbol: A picture or thing that stands for something else
- Tradition: A custom or belief that happens over a period of time
- Patriotic: Showing respect for and love of country
- American Flag: A flag representing the United States

Identify the following patriotic symbols of the United States:

- American flag
- Bald eagle
- Washington Monument
- Statue of Liberty

Know that citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Ben's Guide to U.S. Government for Kids. U.S. Government Printing Office. <<http://bensguide.gpo.gov>>. This Web site provides learning tools for K–12 students, parents, and teachers. These resources describe how government works, how to use primary source materials of *GPO* (Government Printing Office) *Access*, and how to use *GPO Access* to carry out civic responsibilities.

Ben's Guide to U.S. Government for Kids. U.S. Government Printing Office. <<http://bensguide.gpo.gov/k-2/index.html>>. This Web site offers lessons and resources on U.S. Government for grades K–2.

A Capitol Fourth.” *PBS (Public Broadcasting Service)*. Capital Concerts, Inc. <<http://www.pbs.org/capitolfourth/flag.html>>. This Web page provides a history of the American flag.

Center for Civic Education. <<http://www.civiced.org>>. The mission of the Center for Civic Education is to promote an enlightened and responsible citizenry committed to democratic principles.

Civnet: A Web site of Civitas International. <<http://www.civnet.org/>>. This Web site is an online resource and service for civic education practitioners (e.g., teachers, teacher trainers, curriculum designers). For citizens' rights and responsibilities, click on the resources section to find lesson plans and ideas.

The Flag of the United States. <<http://www.usflag.org/toc.html>>. This Web site features information about the American flag.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

“Lily's Purple Plastic Purse: Kids Corner.” *Imagination Celebration: The Kennedy Center*. The John F. Kennedy Center for the Performing Arts. <<http://www.kennedy-center.org/programs/family/lilly/kids.html>>. This Web page leads to a unit about classroom rules.

Social Studies Curriculum Resources Poster Sets. Melissa Matusevich. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

“Statue of Liberty Photo Tour.” *nyctourist.com: The Official Web Site for New York City Tourism*. <<http://www.nyctourist.com/liberty1.htm>>. This Web page provides a photo tour of the Statue of Liberty.

“Statues and Memorials: The Washington Monument.” *Ben's Guide to U.S. Government for Kids*. U.S. Government Printing Office. <http://beStautnsguide.gpo.gov/3-5/symbols/wa_monument.html>. This Web page offers facts and photos about the Washington Monument.

The Democracy Project. <<http://pbskids.org/democracy/>>. Visitors take tours of government operations, follow the president for a day, and learn about election issues.

Session 1: Rules and Responsibilities

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with classroom and school rules.

Materials

- Book about proper behavior in school
- Chart paper and markers

Instructional Activities

1. During the first week of school, hold a class meeting about classroom and school rules. Ask students what behaviors make them feel comfortable and safe at school. Brainstorm with students to develop a class list of appropriate behaviors for school. A helpful Web site may be “Teaching Citizenship’s Five Themes” <http://www.education-world.com/a_curr/curr008.shtml>.
2. Read an engaging story to students about proper behavior in school. Discuss examples from the story, and compare the actions of the characters to the list created earlier. A unit about classroom rules may be found on the Web at <<http://www.kennedy-center.org/programs/family/lilly/kids.html>>.
3. Make up or read a humorous story for students wherein people are interacting without rules. Speculate with students how the characters might feel and how not following rules might create problems.
4. Help students recognize the following reasons for rules:
 - To protect rights of people
 - To suggest good behavior
 - To keep people safe
5. With students, create a list of classroom rules and the reason each is needed. (State rules in a positive tone. For example, you might say, “Walk inside the school,” instead of “Don’t run.”) Write the rules on a large piece of paper, and have students illustrate the list with their own drawings.
6. Post the illustrated rules in a central location in the classroom.

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to display images associated with classroom and school rules.

Multisensory

- Have students role-play familiar scenarios that illustrate appropriate or inappropriate behaviors for the classroom, playground, cafeteria, and peer interaction. Instruct students to vote using thumbs-up or thumbs-down to indicate whether the behavior is positive or negative.

Community Connections

- Invite the local police to discuss rules and responsibilities of the community.
- Invite the principal to discuss rules of the classroom, school, and community.

Small Group Learning

- Have groups create puppet shows or skits that demonstrate knowledge of appropriate behaviors and rules.

Vocabulary

- Direct students to draw pictures to illustrate the following vocabulary words: *sportsmanship*, *fair play*, *honesty*, and *truthfulness*.

Student Organization of Content

- Have students use a Venn diagram to compare and contrast appropriate and inappropriate classroom behavior.

Session 2: What Is Citizenship?

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand classroom and school rules and the need for them.

Materials

- Chart paper and markers

Instructional Activities

1. Review with students the classroom rules created in the previous session. Ask students to envision and describe a classroom without any rules. Lead them into a discussion about the importance of and reasons for rules.
2. Congratulate students, when appropriate, for being good citizens. Point out that good citizens recognize the purpose of rules and also demonstrate other positive behaviors. Ask the children to suggest examples of what these behaviors may be. Create a Web to list their suggestions. Web sites of graphic organizers include the following:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>.
3. Be sure that the nine traits of good citizenship are included: Playing fairly, exhibiting good sportsmanship, helping others, treating others with respect, recognizing the purpose of rules, practicing self-control, working hard in school, taking responsibility for one's own actions, and valuing honesty and truthfulness in oneself.
4. Have each student draw a picture of himself/herself following a rule and write a caption beneath the picture (e.g., I throw the ball outside). Compile these drawings into a class book.

Specific Options for Differentiating This Lesson

Multisensory

- Have the students role-play an activity using one or more of the nine traits of good citizenship.

Community Connections

- Establish a "Caught Doing the Right Thing" award for students who are "caught" exhibiting one of the nine traits of good citizenship. The student will be recognized. Then, a class discussion will analyze the merits of exhibiting the award-winning trait.

Vocabulary

- Have students create a concept map or graphic organizer for each of the nine traits, naming activities that would exemplify each trait.

Session 3: Fair Play and Good Sportsmanship

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the terms *sportsmanship* and *fair play*.

Materials

- Book about fair play and good sportsmanship
- Chart paper or poster board
- Crayons, markers, paint

Instructional Activities

1. Ask students how traits of good citizenship are associated with play. Read a book to students about fair play and good sportsmanship.
2. Discuss with students the interactions of the characters and examples of fair play and good sportsmanship.
3. Divide students into small groups, and help them make up simple skits portraying good/poor sportsmanship. Have them present their skits to the class.
4. Have an informal discussion about how students feel when they are treated unfairly. Have them follow up the discussion by writing or drawing a picture of how they feel when they are treated unfairly.
5. With partners, have students create posters encouraging good sportsmanship and fair play. This activity can be done in conjunction with the physical education teacher. The posters may be hung throughout the school.

Specific Options for Differentiating This Lesson

Technology

- Have students identify examples of fair play and good sportsmanship in teacher-provided video clips.

Multisensory

- Have students role-play positive and negative sportsmanship. Direct them to select a happy face or a sad face to show whether they approve or disapprove of a behavior.

Community Connections

- Invite a high school football, soccer, or other sports team/player to discuss the value of good sportsmanship.

Small Group Learning

- Have groups find pictures in magazines that illustrate examples of good sportsmanship.

Vocabulary

- Instruct students to create a word splash around the term *fair play*.

Student Organization of Content

- Have students use a Venn diagram to compare and contrast fair play and good sportsmanship.

Session 4: Helping Others

Materials

- Books about helping others
- Crayons, markers, paint, scissors
- Construction paper

Instructional Activities

1. Display a variety of books about helping others. Read students two or three of the books that they select.
2. Ask students to name the characters with whom they identify and to explain their answers.
3. Have students create a class list of ways they help at home and at school. Discuss how helping others makes them feel.
4. Divide students into small groups, and have them make finger puppets. Help students create simple skits that involve helping others, and have them present their skits to the class.

Specific Options for Differentiating This Lesson

Community Connections

- Have students list and share examples of people helping others in their homes or communities.

Technology

- Have students search for images that exemplify ways of helping others.

Multisensory

- Ask students to help someone in his/her home, then report what took place and how he/she felt about it.

Session 5: Respect

Materials

- Book about respecting others
- Chart paper and markers

Instructional Activities

1. Ask students, “How does one show respect?” Demonstrate to students how to do the following:
 - When someone is speaking, you show respect by
 - making eye contact
 - listening attentively
 - asking appropriate questions if you do not understand.
 - Give examples of specific situations, and demonstrate respect in each situation. (Examples may include getting someone’s attention or accepting “no” as an answer.)
2. Read an engaging book to students about respecting others. Discuss with students the interactions of the characters and how they did or did not demonstrate respect. Talk about the consequences of being disrespectful.
3. Have students create a list of people who deserve respect. (As they create the list, students will realize that all people deserve respect. Be sure to guide the lesson to ensure that this concept is developed.)
4. Have students role-play examples of respect and disrespect. Discuss with students the feelings involved in each situation.
5. Have students make a booklet by drawing symbols that represent respectful behavior. For example, students might draw “eyes” for eye contact, “ears” for listening, and a “?” for asking questions.

Specific Options for Differentiating This Lesson

Multisensory

- Have students participate in the ceremony of raising and lowering the American flag. This ceremony requires proper handling procedures and respect for the flag. Discuss respect as it applies to customs, culture, country, and to people in general. Note: The students will be discussing the American flag in Session 14.

Vocabulary

- Have students paraphrase or put into their own words the meaning or value of *respect*.

Community Connections

- Have students observe and share examples of those in their community who show respect to others.

Session 6: Working Hard and Taking Responsibility

Materials

- Book about being responsible and working hard
- Drawing paper
- Crayons and markers

Instructional Activities

1. Ask students what it means to be *responsible*. Discuss the term with students. Let students share ways they are responsible. Then discuss what happens when people are not responsible. (Example: It is your job to feed the dog, but you forget.) Discuss the term *consequence*.
2. Have students write about or draw pictures of ways they act responsibly.
3. Read a book to students about working hard at school and taking responsibility for one's own actions.
4. Lead a discussion with students about the characters in the story. Ask how they showed examples of working hard. Ask how they showed examples of taking responsibility or accepting consequences.
5. Help students write a humorous class book about someone who is irresponsible.
6. Have students role-play steps for accepting responsibility and consequences.

Specific Options for Differentiating This Lesson

Small Group Learning

- Have students role-play scenarios for accepting responsibility and consequences. Students should ask for something from another student and accept a refusal by
 - making and maintaining eye contact
 - agreeing with the answer
 - avoiding an argument or demonstration of disappointment
 - asking for the reasons he/she was refused.

Vocabulary

- Have students create a cause-and-effect graphic organizer with three columns. The first column should suggest a situation; the second column should be completed by the student identifying his/her responsibility (e.g., first column: your dog is hungry; second column: I need to feed the dog). In the third column, the student should write the probable consequence of not taking responsibility in the situation.

Multisensory

- Have students think of a difficult classroom or home chore and explain how their hard work and responsibility benefit the class or the family. The students could verbally share their experiences with the class.

Session 7: Self-Control

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the concept of self-control.

Materials

- Model remote controls (one per student)

Instructional Activities

1. Ask students what they use to *control* the television and other equipment at home. Provide a model of a remote control to each student. Discuss the features and uses of the control (e.g., volume, mute, power, channel changer).
2. Discuss that there are times when we need to be in control of our bodies, hands, feet, and mouths. Talk to students about the need for people to be in control of their behavior. Tell students to think of their brain as a remote control. Explain that this is called *self-control*. Ask students to give examples of situations in which it is important for them to practice self-control. Discuss why self-control is important in these situations.
3. Pass out a snack, but tell students they cannot touch it until a certain time. They will practice self-control by waiting for the designated time. Let them have their treat when the time comes.
4. Challenge students to practice self-control by sitting in silence for one full minute. Be sure to set a timer. This activity can be practiced throughout the school year, increasing the time. Students may also be challenged to practice self-control, with a timer, by standing in line silently with hands by their sides and eyes facing forward for one full minute. Continue to discuss real-life situations when self-control is important and necessary.
5. Pass out student remote controls, and encourage students to use them as self-reminders.

Specific Options for Differentiating This Lesson

Technology

- Have students use a cell phone to explore the concept of control.

Multisensory

- Have students go on a school scavenger hunt to find examples of items that require some type of control (e.g., light switches, computers, drinking fountains).

Community Connections

- Have students go on a home scavenger hunt to find examples of items that require some type of control (e.g., washing machine, dishwasher, thermostat, remote control, light switch).

Small Group Learning

- Have groups examine and operate a remote control toys such as a cars, airplanes, or trains.

Student Organization of Content

- Have students create spider maps with their names in the middle and draw pictures of the ways they use self-control.
- Have students create picture booklets of items that require use of a control device. Pictures can be hand drawn, technology generated, or clipped from magazines.

Session 8: Honesty and Truthfulness

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to differentiate between honesty and dishonesty.

Materials

- Books about honesty and truthfulness
- Drawing paper
- Crayons and markers

Instructional Activities

1. Read books to students about honesty and truthfulness. Discuss the interactions of the characters and how they did or did not show examples of honesty and truthfulness.
2. Discuss the differences between honesty and tattling, and help students understand when, how, and whom to tell when there is a problem.
3. Divide students into small groups, and help them write simple skits that demonstrate honesty and truthfulness in the classroom. Have groups present their skits to the class.
4. Have students write about and illustrate with pictures a time when they were honest or truthful, even if it was difficult. The following Web site may be helpful:
 - *Ben's Guide to U.S. Government for Kids* <<http://bensguide.gpo.gov>>.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss an animated video that depicts the value of honesty.
- Have students record instances of tattling.

Multisensory

- Direct students role-play demonstrations of honest and dishonest behaviors. Have the class determine if the demonstration is honest or dishonest.

Community Connections

- Invite parents to discuss honesty and truthfulness.

Small Group Learning

- Direct groups to develop charts that show the number of times students are tattling throughout the day. Have students create bar graphs of the results.

Student Organization of Content

- Have students create word/picture splashes depicting *honesty*.

Session 9: Voting for Our Class Favorites

Materials

- Books about voting and making classroom decisions
- Drawing paper
- Crayons and markers

Instructional Activities

1. Read books about voting to students. Discuss the interactions of the characters and how their voting expressed self-interest.
2. Introduce the concept of voting to the students. Relate it to the voting that takes place in the November state and national elections. Ask and explain why we vote (e.g., to express our choice in a matter). Discuss fairness and the reasons why voting is important.
3. Before the activity, print or draw on the board a large grid of squares. The number of rows will equal the number of students in the class, and the number of columns will equal the number of zoo animals.
4. Explain that the entire class will go through the voting process. Use the following as an example of the voting question: “What is your favorite zoo animal?”
5. Have the students suggest the names of zoo animals and draw or paste an image of the animal in the correct square on the grid.
6. Give each student a sticky note, and have them place it on the grid to vote for his or her favorite animal. As votes accumulate, one-by-one, explain to the students that they are creating a bar graph. Explain what a bar graph is and why it is used. Explain that the bar graph they made represents the class vote. Ask the students to suggest questions that might be answered by the resulting graph.
7. If time allows, go through the voting process again, but this time, have each student vote individually and place their favorite animal picture in a simple ballot box. Tally the results and see if they came out the same way. Explain why there might be differences between the two processes.
8. Ask the following questions:
 - Which animal was the class favorite?
 - How many votes did the class favorite get?
 - What animal was the least favorite, and how many votes did it get?

Specific Options for Differentiating This Lesson

Vocabulary

- Have students create a graphic organizer that demonstrates the meaning and significance of *fairness*.
- To fully comprehend the word *vote*, ask students to list the times when they participated in making a group decision and perhaps raised their hands to vote. Examples of classroom voting might include voting to play inside or outside or whether a book might be read aloud or not.

Multisensory

- Have students design and carry out a simple class voting scenario (e.g., whether to read book A or book B), or move to a more complex situation. Students should construct their own visuals, modeling them after instructional activities #5 and #6.

Session 10: Citizens Are Members of a Group_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the concept of a group.
- Students are expected to be familiar with American traditions (e.g., Thanksgiving, Fourth of July, Veterans Day, Memorial Day)

Materials

- Map of United States
- Drawing paper
- Markers, crayons, paint
- Sample Concentric Circles (Attachment A)

Instructional Activities

1. Discuss the concept of being a part of a larger group. As a model for students, draw concentric circles, and label them with the various groups to which you belong. Have students draw concentric circles and label them with the various groups to which they belong. They may also illustrate their work. Examples for students may include their families, classroom, school, sports team, scout troop, club, and others. Point out that we all are a part of Virginia and the United States of America. Use a map of the United States to locate Virginia. Show students the sample of concentric circles (Attachment A).
2. Review the following traits of good citizenship:
 - Playing fairly
 - Exhibiting good sportsmanship
 - Helping others
 - Treating others with respect
 - Recognizing the purpose of rules
 - Practicing self-control
 - Working hard in school
 - Taking responsibility for one's own actions
 - Valuing honesty and truthfulness in oneself and others
3. Ask students how U.S. citizens demonstrate respect for their country. Be sure they include showing respect for the American flag and saying the Pledge of Allegiance. Saying the Pledge of Allegiance is a *tradition*. Define the term *tradition*: a custom or belief that happens over a long period of time. Make a class list of other traditions in which Americans participate (e.g., Thanksgiving, Fourth of July, Veterans Day, Memorial Day). Review July 4th activities, and discuss the term *patriotic*.
4. Have students draw pictures to illustrate American traditions and patriotism. (Examples include reciting the Pledge of Allegiance, observing Fourth of July fireworks, participating in parades, and singing patriotic songs.)

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to view information about patriotic events and holidays.
- Have students use an alternative keyboard or mouse, if necessary.
- Rather than drawing pictures, have students search the Internet for pictures that illustrate American traditions and patriotism.

Multisensory

- Have students participate in a patriotic parade around the school. Assign peer support for students with mobility needs.
- Have students sing patriotic songs.

Community Connections

- Invite a veteran to discuss his/her patriotic service.

Small Group Learning

- Instruct groups to create props (e.g., flags, banners, hats, signs) for the patriotic parade.

Vocabulary

- To review vocabulary words, have students use index cards with the vocabulary word written on the front and an illustration on the back (i.e., flash cards). Vocabulary words should include national and Virginia holidays (e.g., *Thanksgiving*, *Fourth of July*, *Veterans Day*, *Memorial Day*).

Student Organization of Content

- Instruct students to create a class booklet of patriotic events and items.

Session 11: Pledge of Allegiance

Prerequisite Understanding/Knowledge/Skills

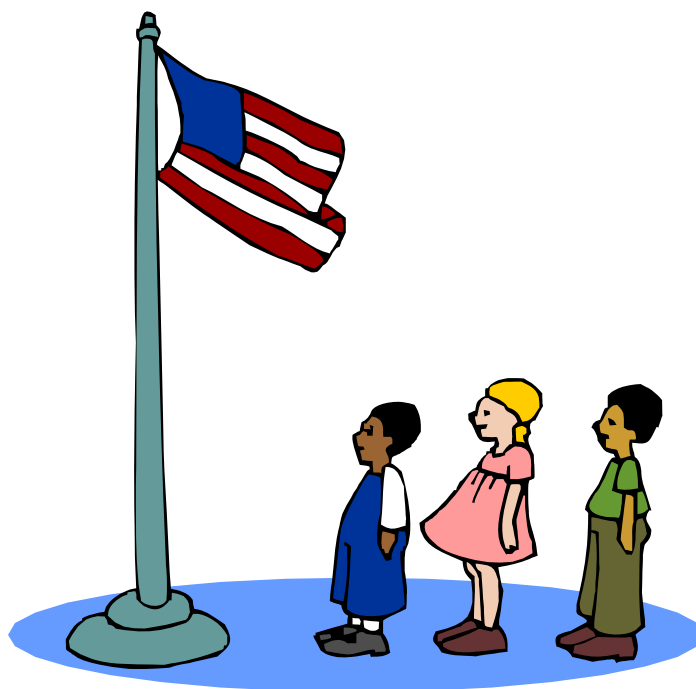
- Students are expected to be able to identify the American flag and recite the Pledge of Allegiance.

Materials

- Chart with the Pledge of Allegiance
- American flag

Instructional Activities

1. Display the American flag. Discuss the idea of the flag as a *symbol* of the United States of America. Point out that when people see this flag, they know it represents America. Ask students how we show respect for this symbol. Discuss the Pledge of Allegiance. A Web site that may be helpful with this activity is “The Flag of the United States of America” <<http://www.usflag.org/toc.html>>.
2. Recite the Pledge of Allegiance with students, pointing to the words on the chart as a guide. Remind students that this is a *tradition*. Review the definition of *tradition* as a custom or belief that happens over a long period of time.
3. Discuss the words and meanings listed below. Have students relate the concepts of the Pledge of Allegiance to everyday situations in their lives.
 - A pledge is a promise.
 - *Allegiance* means loyalty.
 - The word *republic* means a country with elected leaders.
 - The word *nation* means one country.
 - *Indivisible* means we cannot be divided.
 - *Liberty* means freedom.
 - *Justice* means fairness.



Specific Options for Differentiating This Lesson

Technology

- Have students listen to and discuss a recording of the Pledge of Allegiance.
- Have students watch and discuss a video of someone reciting the Pledge of Allegiance.

Multisensory

- Instruct students to create an American flag, using their handprints dipped in paint.
- Have students decorate a pre-baked cake in the form of an American flag.

Community Connections

- Direct students to observe a flag-raising and flag-lowering ceremony.

Small Group Learning

- Have groups create American flags, using construction paper and star stickers.

Vocabulary

- Have students create vocabulary flash cards, using teacher-provided graphics/images.

Session 12: Create a Classroom Pledge or Contract _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the Pledge of Allegiance.

Materials

- The Pledge of Allegiance on poster or chart paper
- Chart paper or poster board
- Markers
- List of classroom or school rules

Instructional Activities

1. Review the classroom rules and the reasons we have them.
2. Review the session “Pledge of Allegiance.”
3. Create a classroom pledge that incorporates the classroom rules. The following could be a model for this pledge:

We, the students of _____’s classroom, pledge to:

(List classroom rules)

Signed,

(Each student signs his/her name)

4. Have students practice reciting the classroom pledge, and display it prominently in the classroom so it can be referred to easily for reminders and reinforcement.

Specific Options for Differentiating This Lesson

Technology

- Have students use the computer to type their classroom pledges, adding graphics and changing the font and color of the type.

Multisensory

- Have students use modeling clay to create red, white, and blue sculptures related to the Pledge of Allegiance.

Small Group Learning

- Have students in small groups read their classroom pledges to each other.
- Have each group create its own classroom pledge. Have each member of the group sign to support the document.

Vocabulary

- Have students create vocabulary flash cards to illustrate the meanings of these words: *allegiance*, *republic*, *pledge*, *nation*, *indivisible*, *liberty*, and *justice*.

Student Organization of Content

- Have students present their sculptures to the class and describe how they relate to the Pledge of Allegiance.

Session 13: Symbols

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the American flag.
- Students are expected to have experience reciting the Pledge of Allegiance.

Materials

- Picture or drawing of a traffic light
- American flag
- White construction paper, cut into shapes of coats of arms (one per student, plus a few extras in case of errors)
- Markers or crayons

Instructional Activities

1. Display a picture of a traffic light, or draw one on the board. Discuss the meaning of each color. Ask students how we know the meanings of the colors, since there are no words on the lights. Explain that the color green is a *symbol* for “go.” Introduce the word *symbol* as something that represents something else.
2. Discuss other symbols found in the community or world. Bring in magazines that students can use to locate and cut out symbols. Have them make a collage of popular symbols.
3. As a reminder, ask students what symbol is associated with the Pledge of Allegiance. Remind them that the American flag is also a symbol of our country.
4. Create and display a model of your “personal” coat of arms. Explain that a coat of arms is a symbol that represents a family or other group. Explain that you used pictures as symbols to represent things about yourself (e.g., books — because you like to read; an apple — because it’s your favorite fruit; a paintbrush — because you enjoy art; an American flag — because you are proud to be an American).
5. Pass out a blank coat of arms to each student. Have students create coats of arms to represent themselves. Have them use pictures to symbolize things that are meaningful to them or things they associate with themselves. Some ideas they may wish to use are a favorite food, sport, place, or hobby, something they like to do at home, something they like about school. Remind them that they cannot use any words.
6. After students are done, have them share coats of arms with one another. They may interpret each other’s symbols.

Specific Options for Differentiating This Lesson

Technology

- Have students listen to and discuss patriotic songs.

Multisensory

- Have students use clay to create symbols that represent their personal values.

Community Connections

- Have students ask their family members to assist them in creating a family coat of arms.

Small Group Learning

- Have group members share their clay symbols with each other.

Vocabulary

- Have students add the word *symbol* to their flash card sets and review. (Note: Developed within Session 12.)

Student Organization of Content

- In pairs, have each student exchange his/her coat of arms and write a descriptive paragraph for his/her partner's coat of arms. Students should follow up by discussing and reconciling their interpretations of the symbols.

Session 14: The American Flag

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the American flag and the meaning of symbols.
- Students are expected to be familiar with the terms *courage*, *justice*, and *liberty*.

Materials

- American flag
- Poster with the Pledge of Allegiance
- Red, white, blue construction paper
- Glue, scissors
- Crayons, markers
- Book about the American flag
- Words to “You’re a Grand Old Flag” on a poster or chart paper
- Recording of “You’re a Grand Old Flag,” if available

Instructional Activities

1. Review the sessions “Symbols” and “The Pledge of Allegiance.”
2. Let the class talk about the design of the American flag and what the colors and symbols might mean.
3. Sing or listen to a recording of “You’re a Grand Old Flag.”
4. Read a book to students about the American flag. Discuss the book and other flag facts.
 - There are 50 stars (one for each state).
 - The thirteen stripes honor the original thirteen colonies.
 - Each color has a special meaning.
 - Red means *courage*. Discuss what this word means.
 - Blue stands for *justice*. Discuss what this word means.
 - White stands for *liberty*. Discuss what this word means.
5. Identify places where flags are displayed (e.g., schools, government buildings, parades) and the reason the flag is present in these places.
6. Have students construct their own American flags with construction paper. Red and white strips of construction paper may be pre-cut for students. Provide examples of ways to draw stars.
7. After flags are constructed, have a “mini-parade” around the classroom. Have students march and sing or listen to the song, “You’re a Grand Old Flag,” while waving their flags. Reinforce the idea that they are showing their patriotism.



Specific Options for Differentiating This Lesson

Technology

- Have students search the Internet for the history of the American flag.
- Video-record the mini-parade for later viewing, sharing, and discussing.

Multisensory

- Conduct a rapid-fire game in which the teacher calls out the words *courage*, *justice* or *liberty*, and have students raise their red, blue, or white response cards, or vice versa.

Community Connections

- Invite the school chorus to perform patriotic songs for the class.

Small Group Learning Activities

- Have students paint a representation of the American flag.

Vocabulary

- Have students review vocabulary, using previously made picture flash cards. Add *courage*, and then correlate the flag colors to the words *courage*, *justice*, and *liberty* (e.g., red = *courage*, blue = *justice*, white = *liberty*).

Student Organization of Content

- Direct students to create a flip chart that describes the meaning of the colors on the flag.

Session 15: The Bald Eagle

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know the meaning of the word *symbol*.

Materials

- Illustrations of the bald eagle
- Books about the bald eagle
- Markers or crayons

Instructional Activities

1. Review the session “The American Flag.”
2. Present pictures of the bald eagle. Create a KWL chart about bald eagles.

KWL Chart for the Bald Eagle

What We Know	What We Want to Know	What We Learned

3. Resources are available at these Web sites if the teacher prefers to use other graphic organizers:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
4. Read books to students about the bald eagle. Use various resources to research bald eagles. For example, one Web site on bald eagles is <<http://bensguide.gpo.gov/k-2/symbols/eagle.html>>. Complete the KWL chart.
5. Talk about the bald eagle as “America’s bird” and how people recognize the bald eagle as a symbol of America. Tell students that Benjamin Franklin wanted the wild turkey to be America’s bird. Discuss the kind of symbol this might have been. Talk about the reasons the bald eagle may have been chosen to be a symbol of courage and freedom.
6. Have students write about the reasons the bald eagle was chosen to be our nation’s bird, and have them draw pictures to go with their written work.
7. Ask students to look for pictures of the bald eagle. Have them list places where they find the bald eagle displayed (e.g., dollar bills, quarters, historic documents). Discuss where bald eagles might be found today.



Specific Options for Differentiating This Lesson

Technology

- Have students research the Internet to gather information about the bald eagle.
- Have students locate a template on the Internet for constructing a bald eagle.

Multisensory

- Have students use construction paper to make a one-dimensional or three-dimensional image of a bald eagle.

Community Connections

- Invite a local zoo or animal rescue representative to bring a bald eagle to class.

Small Group Learning

- Have students break into two groups. One group should create a presentation defending the bald eagle as the national bird and symbol of the United States. The other group should create a presentation defending the wild turkey (as suggested by Benjamin Franklin) as the national bird and symbol.
- Have students compare the bald eagle to the wild turkey.

Student Organization of Content

- Assist students in writing descriptions of the bald eagle. Provide a speech-to text program, if necessary.

Session 16: The Statue of Liberty

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know the meaning of the word *symbol*.

Materials

- Book about the Statue of Liberty
- Illustrations of the Statue of Liberty
- Green or light blue construction paper
- Scissors
- Stapler

Instructional Activities

1. Review the session “The Bald Eagle.” Have students share their lists of places they found the bald eagle.
2. Review the meaning of the word *symbol*.
3. Display a picture of the Statue of Liberty. Tell students that the Statue of Liberty is a symbol of America’s freedom.
4. Teach and sing “The Statue of Liberty” song.

The Statue of Liberty (to the tune of “This Old Man”)

She’s the lady with torch in hand,
She welcomes people from other lands.
Standing in the harbor so proud and free,
A symbol of our liberty.



5. Discuss the meaning of *harbor* and explain how Lady Liberty welcomes people from other lands. You may want to teach this concept in conjunction with History and Social Science Standard of Learning 1.12, “Communities in Virginia,” which mentions the concept of *immigration*.
6. Read a book to students, or visit a Web site related to the Statue of Liberty, such as <http://bensguide.gpo.gov/k-2/symbols/ladyliberty.html>.
7. Share the following information about Lady Liberty:
 - This statue was a gift from the country of France.
 - The crown on Lady Liberty’s head has 25 windows.
 - There are seven spikes on her crown representing the “seven seas.”
 - She wears a toga to honor the ancient republic of Rome.
 - Her torch is a symbol of enlightenment.
 - Lady Liberty has chains at her feet. This is to symbolize slavery being crushed.
 - She carries a tablet with the date “July 4, 1776” inscribed on it.
 - The statue was renovated in the 1980s. During this renovation, her torch was replaced with one covered in gold leaf.
8. Have students make liberty crowns out of construction paper. A pattern may be provided for students to trace their own crowns, or have crowns pre-traced onto paper for students to cut out.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video about the Statue of Liberty.

Multisensory

- Have students locate France, New York, and Rome on a world map.
- Have students color a picture of the Statue of Liberty.

Community Connections

- Have students attend or view an induction ceremony for new citizens of the United States.

Small Group Learning

- Direct each group write and illustrate a poem about the Statue of Liberty.

Vocabulary

- Have students add the words *harbor* and *immigration* to their vocabulary picture flash cards.
- Instruct students to make picture vocabulary booklets to represent the words *tablet*, *crown*, *toga*, and *torch*.

Student Organization of Content

- Have students create fact/detail charts about the Statue of Liberty.

Session 17: The Washington Monument

Prerequisite Understanding/Knowledge/Skills

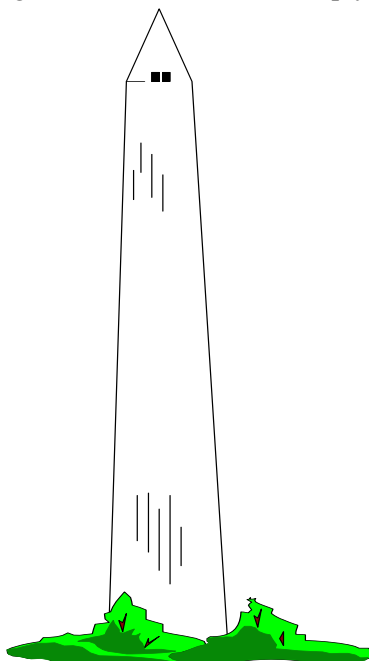
- Students are expected to have experience with symbols of the United States.

Materials

- Illustrations of the Washington Monument
- Books about the Washington Monument
- Clean, empty milk cartons
- White construction paper

Instructional Activities

1. Review symbols previously introduced in this organizing topic.
2. Display pictures, drawings, or posters of the Washington Monument. Discuss the reason the monument is called the “Washington” monument. Review the significance of George Washington and Washington, D.C. Use a map to locate Washington, D.C.
3. Visit the Washington Monument Web site with students, <http://bensguide.gpo.gov/3-5/symbols/wa_monument.html>, or read a book to students about the monument.
4. Discuss interesting facts about the monument.
 - The monument is a symbol that honors our first president, George Washington.
 - The monument is made of marble and weighs as much as 15,000 African elephants.
 - The building has the shape of a tall needle.
 - There are 897 steps and an elevator inside the monument.
 - There are windows at the top for people to see all of Washington, D.C.
 - On February 22, 1885 (George Washington ’s Birthday), a ceremony was held to celebrate the completion of the monument.
5. Have students construct mini-Washington Monuments out of empty milk cartons. They can cover them with white construction paper.



Specific Options for Differentiating This Lesson

Technology

- Have students search the Internet for a video about the Washington Monument.

Multisensory

- Have students build a replica of the Washington Monument, using blocks or linking blocks.

Community Connections

- Arrange for students to take a field trip (authentic or virtual) to the Washington Monument.

Small Group Learning

- Have students group themselves together (no climbing allowed) to form a human replica of the Washington Monument.

Student Organization of Content

- Have students create a class booklet of facts about the Washington Monument.

Session 18: Patriotic Symbols Review

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with all subjects within this organizing topic.

Materials

- Markers, crayons

Instructional Activities

1. Read sample riddles to the class. (Example: “I am tall. I have a trunk. I have green leaves. Sometimes kids like to climb me. What am I?” Answer: A tree)
2. Pair students, and have them create a riddle about one of the American symbols.
3. Students may also create riddles about American leaders (e.g., George Washington, Abraham Lincoln, Benjamin Franklin, George Washington Carver) and American holidays (e.g., Columbus Day, Independence Day, Thanksgiving, Flag Day, Presidents’ Day).
4. When the riddles are complete, have students draw pictures to provide answers.
5. Allow time for students to share their riddles.

Specific Options for Differentiating This Lesson

Technology

- Instruct students to create a slide show or other digital presentation incorporating the information in the organizing topic.
- Have students create a game with prerecorded clues in which they listen to and identify patriotic songs or orations and identify patriotic symbols or objects.

Multisensory

- Have students match pictures to written descriptions of symbols and targeted information learned during the organizing topic.

Community Connection

- Have students identify patriotic symbols in their community.

Small Group Learning

- Have each group of students design a brochure, pamphlet, or poster inviting the public to visit the Statue of Liberty or the Washington Monument.

Vocabulary

- Have students review vocabulary flash cards from the entire organizing topic.

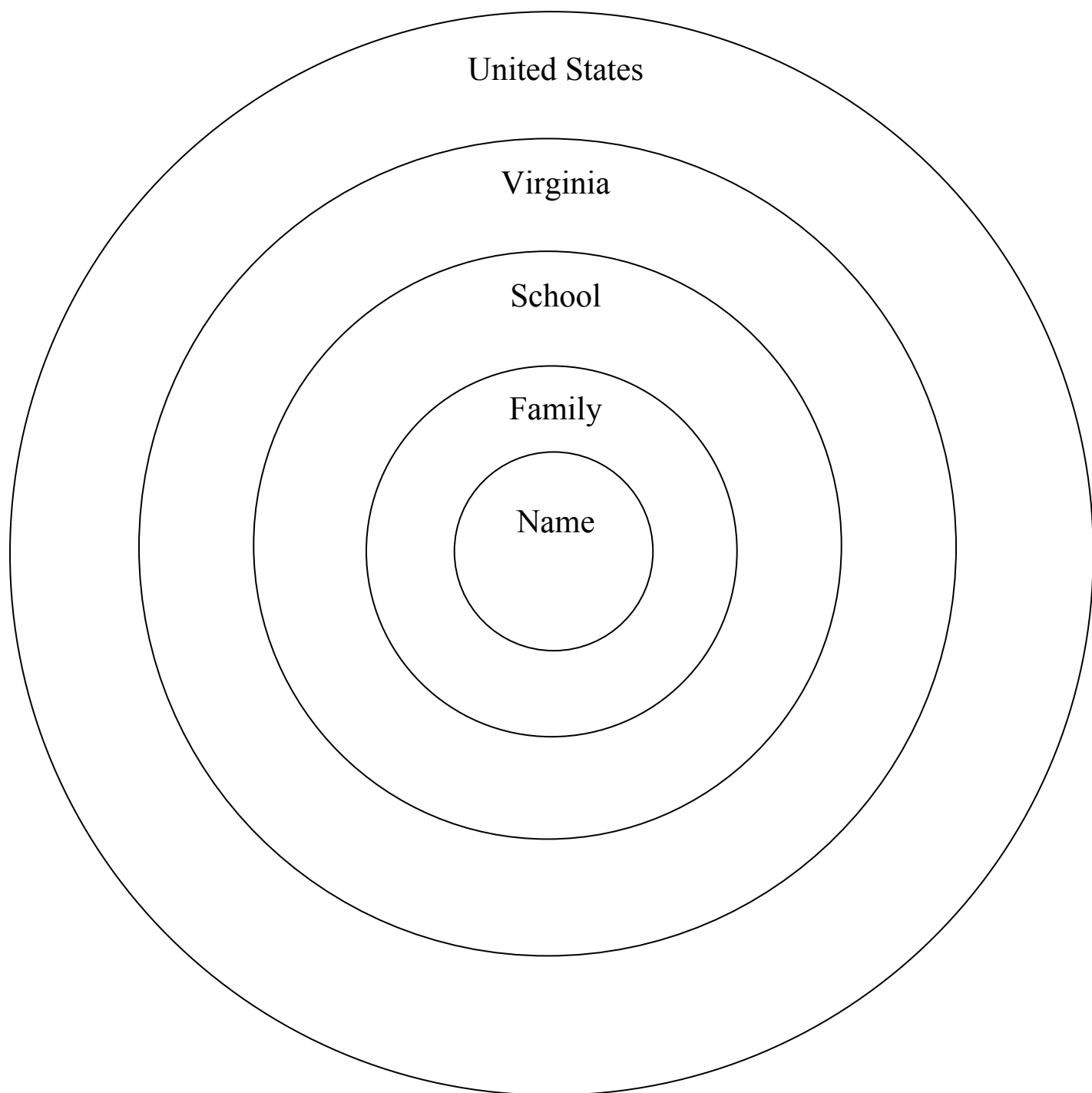
Student Organization of Content

- Direct students to create picture-to-word review game boards. Have each student exchange with a partner and play the games.

Additional Activities

- Provide background information on what it means to be a good citizen by reading books to students that feature characters with a variety of positive traits.
- Have students illustrate through drawings each of the nine traits of good citizenship and share their work with the class.
- Introduce the lessons on patriotic symbols by completing a KWL chart on the American flag, the bald eagle, the Washington Monument, and the Statue of Liberty.
- Read books to students about the American flag, the bald eagle, the Washington Monument, and the Statue of Liberty.
- Have students draw pictures of or complete an art project on the American flag, the bald eagle, the Washington Monument, and the Statue of Liberty.

Attachment A: Sample Concentric Circles _____



ORGANIZING TOPIC

Discovering Past and Present Times

Standard of Learning _____

1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Sequence events in chronological order.	_____
Gather and classify information.	_____
Interpret concepts expressed by pictures.	_____
Use timelines.	_____
Content	
Know the following terms	
• Community — a place where people live, work, and play	_____
• Change — something that happens to make things different	_____
• Family — a group of people who care for one another	_____
• Past — things that have already happened	_____
• Present — things that are happening right now	_____
• Future — things that may happen someday	_____
Understand that past and present times are different.	_____
Understand that everyday life changes in different places and times.	
Past	
• Schools: Small one-room buildings	_____
• Communities: Smaller than today, fewer people	_____
• Transportation: Walking, riding horses, or riding in wagons	_____
• Family Life: Handmade clothes, homemade games, family vegetable gardens	_____
Present	
• Schools: Large buildings with many rooms	_____
• Communities: Larger than in past, more people	_____
• Transportation: Riding in cars, airplanes, trains, and space shuttles	_____
• Family Life: Store-bought clothes, electronic games, microwave food	_____
Future	
• Schools: Virtual classrooms	_____
• Communities: Larger and online	_____
• Transportation: Electric and solar cars	_____
Recognize that a sequence of events can be shown on a timeline.	_____
Understand that timelines show a sequence of events occurring in the past or in the present.	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

America's Story from America's Library. Library of Congress. <<http://www.americasstory.com/cgi-bin/page.cgi>>. The Library of Congress is the largest library in the world, and this Web site provides students with fun ways to learn about history.

"Graphic Organizers." *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

"Graphic Organizers." *SCORE*. Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

"The Life and Times of Benjamin Franklin." PECO: An Excelon Company. <<http://sln.fi.edu/franklin/timeline/timeline.html>>. This Web page provides a timeline of Benjamin Franklin's life.

"Rediscovering George Washington." *Public Broadcasting Service*. The Claremont Institute. <http://www.pbs.org/georgewashington/time_line/index.html>. This Web page is timeline of George Washington's life.

Social Studies Curriculum Resources Poster Sets. Melissa Matusevich. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

"Time line." *HistoryChannel.com*. A&E Television Networks. <<http://www.historychannel.com/exhibits/toys/timeline.html>>. This Web page is a timeline of toys and games.

OurTimeLines.com. Charles Benjamin Blish. <<http://www.ourtimelines.com/>>. This Web site generates personalized timelines for you. It shows you how your life fits into history as we know it.

Session 1: Understanding the Term *Change*

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the concept of physical change (e.g., seasonal change).

Materials

- Photographs of students as younger children or infants
- Pictures of teacher and/or other school workers as children
- Writing journals
- Books related to the concept of change

Instructional Activities

1. Introduce the term *change*, and discuss its meaning — something that happens to make things different. Ask students if there are recent changes in the weather they would like to share with the class (e.g., getting warmer or cooler, getting darker earlier).
2. Make science correlations to the concept of change.
 - Investigate, observe, and discuss the changes occurring in nature such as seasonal and/or weather changes. As listed in Science Standard of Learning 1.7, key concepts include how temperature, light, and precipitation bring about changes in
 - a) plants (growth, budding, falling leaves, and wilting);
 - b) animals (behaviors, hibernation, migration, body covering, and habitat); and
 - c) people (dress, recreation, and work).
3. Have students bring in pictures of themselves taken when they were younger (including baby pictures). Have students describe the changes in themselves from the time the pictures were taken.
4. Make language correlations to the concept of change.
 - In writing, have students compare and contrast themselves from past to present (based on photographs).
 - In journals, have students expand on a prompt such as: “In the past I...but now I...”
 - Have students look at photographs of themselves and create speech bubbles to describe what the child in the picture may have been thinking, feeling, or doing or to describe the changes that have occurred since the photograph was taken.
 - Create a class book of “changes” with illustrations and written descriptions of ways students have changed. Students may also want to include descriptions of how they have not changed.
5. Have teachers and/or school workers share pictures of themselves as children. Pictures may be displayed on a bulletin board. Have students guess who is in each picture and/or write about the changes they see in their teachers/school workers.
6. Read selected books to students that feature the concept of change. Have students describe the changes they observed in characters and/or events in the reading and talk about possible reasons for the changes.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video of animals aging from birth to adulthood.
- Have students search for images of animals—newborn or adult—by viewing trusted sites on the Internet.
- Have students create an electronic pictorial graphic organizer demonstrating the differences between newborn animals and adult animals.

Multisensory

- Instruct students to make paper cut-out stick puppets of their favorite animals. Each student should present an image of the animal as a newborn and another of the same animal as an adult. Have students share at least one fact about the way the animals change from newborns to adults.

Community Connections

- Invite a pediatrician to discuss the important physical needs of a newborn child versus the needs of a first-grade child. Have students discuss ways in which their own needs and values have changed as they have grown older.

Small Group Learning

- Have students work in pairs to develop charts of likenesses and differences, using sets of newborn and adult animal pictures.

Vocabulary

- Direct students to draw and label pictures that illustrate change within the natural world, including plant life, weather, and people.

Student Organization of Content

- Have students sort and match picture cards of newborn animals to those of the same animals in the adult stage of development.

Session 2: What Is a Timeline?

Prerequisite Understanding/Knowledge/Skills

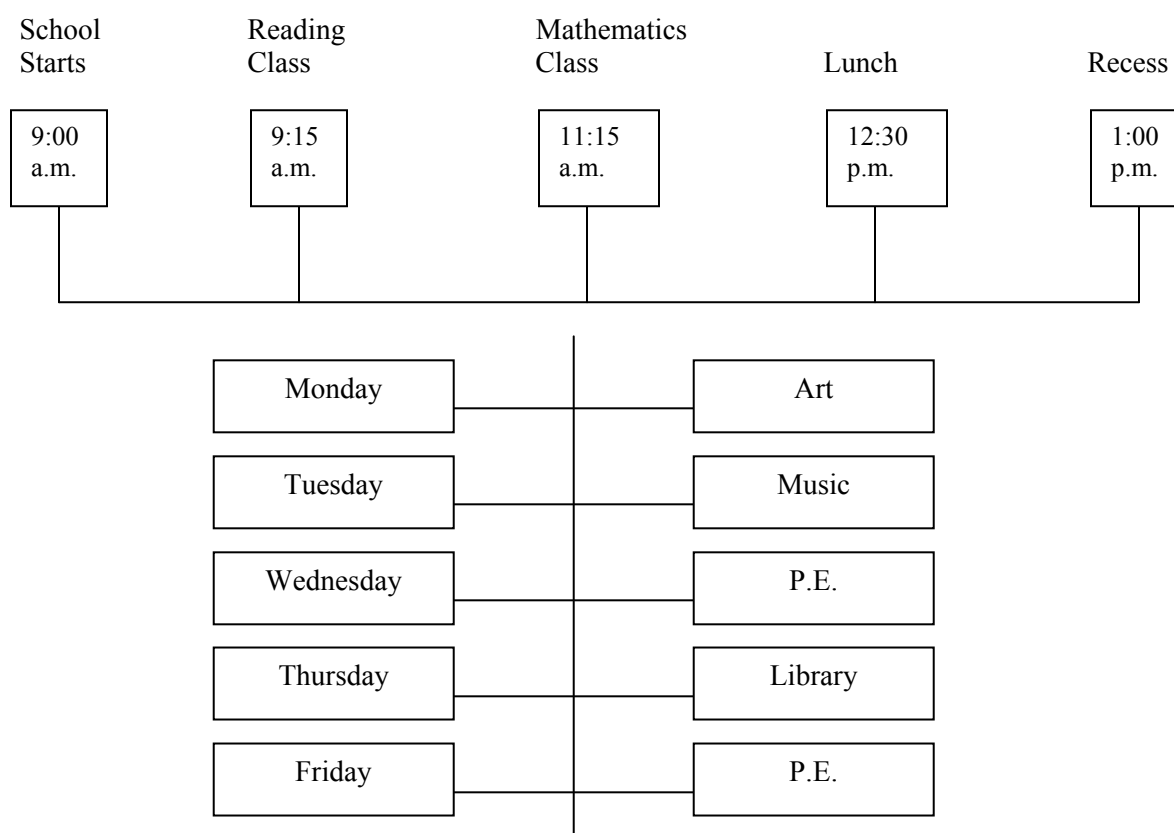
- Students are expected to be familiar with the classroom daily schedule.

Materials

- Chart paper and markers
- Examples of various timelines
- Profiles of American leaders

Instructional Activities

- Introduce the term *timeline*. Relate it to a number line used in mathematics, and explain that a timeline shows the sequence in which events occur.
- Illustrate how various timelines can be used and what they can represent. Bring in profiles of American leaders (correlate with History and Social Science Standards of Learning 1.2 and 1.3), and show timelines of their lives.
- As a class, create a timeline of the school day, resource classes for the week, or a sequence of activities with which students are readily familiar. For example:



- Optional: Have the students create their own timeline of the daily class schedule by pasting or drawing pictures.

Specific Options for Differentiating This Lesson

Technology

- Work with students to produce a computer-generated timeline, using pictures and symbols.

Multisensory

- Have students draw a large clock. At each hour on the clock, students should add items from the daily classroom schedule. Students should then transfer information from the clock image/graphic to a linear timeline on paper or a computer program.
- Have students create pictures on response cards or mini posters for each of the items from the daily classroom schedule. Mix up the cards or posters and ask the students to put them into the correct order.

Community Connections

- Have students outline their past or future weekend activities on a timeline. Have them share and explain their timelines with the class.

Small Group Learning

- Divide students into small groups to share their personal daily timelines.

Vocabulary

- Have students practice using the word *timeline* within daily sharing time.
- Instruct students to create pictorial representations of daily personal timelines, and then have them complete a journal-writing activity describing their pictorial representations.

Student Organization of Content

- Have students locate pictures of any sequentially organized event, and then place the pictures along a timeline in proper order, from beginning to end, numbering the pictures sequentially.

Session 3: Creating a Timeline

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the classroom daily schedule and daily timeline.

Materials

- Chart paper, pencils, markers
- Student photographs or drawings

Instructional Activities

1. For a homework or classroom project, have students create a timeline of their lives.
2. Have each student divide his/her timeline into six or seven equal parts (depending on the student's age) with each part representing a year of his/her life.
3. Have students use pictures, photographs, or illustrations to describe major events in their lives.
4. Explain to students that their timelines should show events and changes in sequence, and students should be able to explain their timelines to the rest of the class.

Specific Options for Differentiating This Lesson

Technology

- Have students create timelines with picture symbols, using a software program.

Multisensory

- Have students create collages of family pictures and share them with the class, describing important events in their lives.
- Have students create cards of life events, and then rearrange the cards. Each student should select a partner who should properly sequence the cards, based on what has been shared.

Community Connections

- Invite guest speakers (e.g., parents, grandparents, community leaders) to share and discuss a picture album of special moments from their lives.

Small Group Learning

- Have each student create a set of life-event cards for a pair-share activity. Students should exchange their life-events cards with a partner who will order the events in a timeline.

Vocabulary

- Instruct students to use the word *timeline* in daily oral-language practice.
- Have students create pictorial representations of the meaning of the word *timeline*, and then explain the meaning in writing.

Student Organization of Content

- Have students create project or display boards outlining their daily and weekly schedules or timelines.
- Have students write and illustrate personal stories from their outlines to share with other classmates.

Session 4: Exploring and Comparing Communities — Past, Present, and Future _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience speaking in large groups, brainstorming, and sharing ideas related to the organizing topic.

Materials

- Books about communities in the past, present, and future

Instructional Activities

- Build background knowledge about the concept of a *community* (correlate with History and Social Science Standard of Learning 1.12). Read books to students about various aspects of life/communities today. Engage students in discussions about the school community and/or their neighborhood communities.
- Begin a KWL (Know, Want to know, Learned) chart about communities in the past. Ask students what they already know about life in the past.
- Collections of graphic organizers, including KWL charts, are available at the following Web sites:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

KWL Chart on Communities		
What We Know	What We Want to Know	What We Learned

- Read books to students about communities in the past. Talk about the past in regard to such things as school, entertainment, communication shopping, social activities, jobs, food, and homes. Help students understand some general differences between past and present, including the following:
 - In the past, communities were smaller than today, with fewer people.
 - In the present, communities are larger than in past, with more people.
- Read books to students about what communities might be like in the future. Talk about the future in regard to such things as school, entertainment, shopping, social activities, jobs, food, and homes. Help students understand some general differences between past and present, including:
 - In the past, communities were smaller than today, with fewer people.
 - In the present, communities are larger than in past, with more people.
 - In the future, communities could widen and grow with evolving technology.
- Review the concept of *change* with students. Have a class discussion about how communities have changed over time. List some of the major changes that have occurred. As a class, explore Web sites that illustrate changes in a timeline format. Follow with class discussion of the Web sites.
- Create a chart comparing communities of the present, past, and future. The following Web sites may be helpful:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to research pictures of past, present, and future transportation options.
- Have students locate or create electronic charts comparing the characteristics of communities past, present, and future. (An example can be found within the Curriculum Framework, within Standard 1.1).

Multisensory

- Have students participate in a game in which they group teacher-provided cards depicting past, present, or future activities (e.g., a rider on a horse, a driver in a car, a pilot in a spaceship). Have students discuss the similarities and differences between the experiences.

Community Connections

- Arrange for students to visit a local museum to view and discuss artifacts.

Small Group Learning

- Have small groups collect toy models from the past, set up play stations, and explore them during center time.

Vocabulary

- Instruct students to identify, sort, and paste pictures that represent the past, present, and future.
- Have students use the words past, present, and future when writing.

Student Organization of Content

- Direct students to sort pictures of past, present, and future life within communities and neighborhoods. Have students use these pictures to create booklets of past, present, and future communities.

Session 5: Exploring and Comparing Family Life — Past, Present, and Future_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience speaking in large groups, brainstorming, and sharing ideas related to the organizing topic.

Materials

- Chart paper, markers
- Journals
- Books about families in the past
- Materials for making games from the past
- Books about families in the future
- Materials for making games of the future
- Poster paper, construction paper, brown grocery bags, pint-size milk cartons

Instructional Activities

1. Ask students what the term *family* means. Discuss how, ideally, a family is a group of people who love and care for one another. In the present day, *family* can refer to people who live together in a house or people who are related to one another. A family can take many forms.
2. Have students draw pictures of their families. They can also draw (or write in journals) about things their families do together. Allow time for students to share their drawings with each other. Have a class discussion about similarities and differences in families, family activities, and/or traditions.
3. Briefly discuss what students learned in the session “Exploring and Comparing Communities — Past, Present, and Future.” Ask students if they think family life was different in the past or much the same as in the present. Ask students what they think family life will be like in the decades to come.
4. Read books to students about families in the past. Discuss various aspects of family life. Help students understand some general differences between past and present including:
 - In the past, there were such things as handmade clothes, homemade games, family vegetable gardens, and children doing chores to help the family.
 - In the present, there are such things as store-bought clothes, electronic games, and microwave food.
5. Discuss what families in the past may have done for entertainment after chores and dinner since there were no televisions, computer games, cell phones, malls, or movie theaters. Help students create some games and activities from the past.
 - Make paper dolls from poster paper and create paper outfits.
 - Create “toy blocks” by overlapping 2 milk cartons (pint-size) to create a cube. Cover with brown grocery bags to simulate wood. Decorate in the style of toy blocks.
 - Make a simple game board.
6. Create a chart comparing family life in the past, present, and future.

Chart for Family Life

Past	Present	Future

Specific Options for Differentiating This Lesson

Technology

- Have students create a slide show representing community life in the past, present, and future.

Multisensory

- Instruct students to share household items used in the past and compare them with items used today.

Community Connections

- Invite an antique dealer to discuss a number of items from the past.
- Invite grandparents to help with baking homemade bread.

Small Group Learning

- Have students create a paper model of a favorite item from the past and discuss with the class.
- Have students create models of kitchen appliances from the future and explain their models to the class.

Vocabulary

- Have students create and review vocabulary flash cards for the following words: *similarities*, *differences*, *communities*, and *family*.

Student Organization of Content

- Instruct students to collect family pictures from the past and write captions that describe the pictures. Have students use the pictures to create albums.

Session 6: Exploring and Comparing Transportation — Past, Present, and Future _____

Prerequisite Understanding/Knowledge/Skills

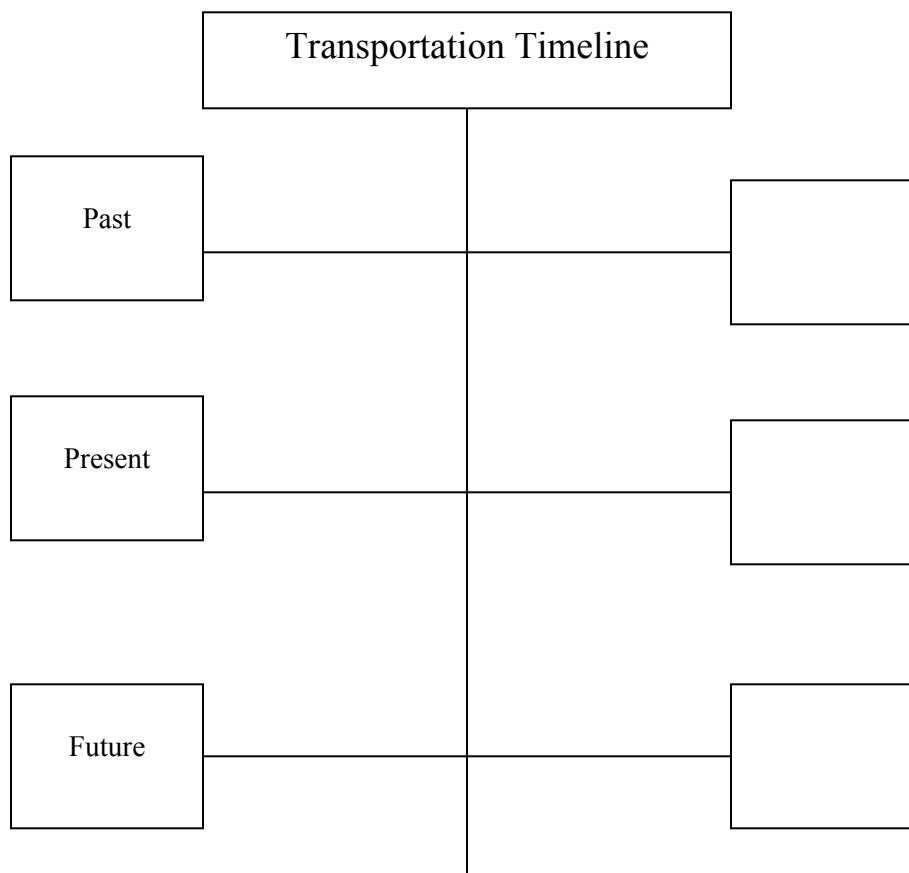
- Students are expected to understand the meanings of the words *past*, *present*, and *future*.

Materials

- Chart paper and markers
- Magazines/catalogs highlighting transportation
- Books about present, past, and future methods of transportation

Instructional Activities

1. Make a graph of ways students get to school (e.g., taking the school bus, riding a public bus, day-care van, riding in a car, riding a bike, walking). Students may list transportation methods that family members use.
2. Read books to students about presentday transportation. Discuss the reasons these methods are used today. Have students make a transportation collage out of magazine pictures.
3. Discuss transportation methods of the past. Talk about how Christopher Columbus (History and Social Science Standards of Learning 1.2 and 1.3) traveled to the new world (i.e., wind-powered ships). Describe transportation methods used by other historic American figures.
4. Read books to students about transportation from the past, and discuss why these transportation methods may have been used. Have students summarize what they learned with a list of present-day and past methods of transportation.
 - In the past, transportation typically may have been walking, riding horses, or riding in wagons.
 - In the present, transportation includes riding in cars, trucks, airplanes, trains, buses, and subways.
5. Read books to students about transportation in the future. Have students summarize what they learned with a list of future methods of transportation.
 - In the past, transportation typically may have been walking, riding horses, or riding in wagons.
 - In the present, transportation includes riding in cars, trucks, airplanes, trains, buses, and subways.
 - In the future, transportation may include electric- and solar-powered cars.
6. Have students create a transportation timeline.
7. Divide a simple timeline into three equal parts: past, present, and future. Have the students illustrate one means of transportation for the past, one for the present, and one for the future, by predicting or inventing it.
8. Have the students write a sentence or two describing each part of their timeline. They might also explain why each type of transportation was/is/will be used in each time period.



Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video clip comparing past and present methods of transportation.
- Arrange for a field trip to a transportation museum.
- Have students take a virtual (Web-based) tour of a transportation museum.

Multisensory

- Have students use modeling clay to create a model of their favorite mode of transportation.

Community Connections

- Ask students to interview their grandparents or great-grandparents about modes of transportation when they were children.

Small Group Learning

- Have students compare and contrast pictures depicting modes of transportation from the past and present.
- Instruct students to share the information they gathered from parent interviews.
- Have students design and draw vehicles of the future and explain three features of their futuristic vehicles.

Vocabulary

- Have students review the vocabulary from the previous sessions, including the following words: *similarities*, *differences*, *past*, *present*, *communities*, and *family*.

Student Organization of Content

- Direct students to create a chart comparing pictures of past, present, and future modes of transportation. Charts may be shared with classmates and families.

Session 7: Exploring and Comparing Schools — Past, Present, and Future _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of the words *past*, *present*, and *future*.
- Students are expected to have experience discussing and sharing ideas in large group settings.

Materials

- Books about schools in the past, present, and future
- Pictures of schoolhouses or classrooms from the past
- Web sites and pictures of schools from the past

Instructional Activities

1. Read books to students about schools in the past. Present pictures to students of one-room schoolhouses. As a class, visit Web sites featuring schools from the past. Have students talk about the differences between the classrooms and schools of yesterday and today.
2. Show students examples of old-fashioned reading books or hornbooks. Explain to them that a hornbook is an early primer consisting of a single page protected by a transparent sheet of horn, formerly used in teaching children to read. Ask them to compare schoolbooks from the past to schoolbooks (including electronic books) of the present.
3. Show maps and pictures of your school. Have the students make a list of all the differences between their school and schools of the past. (If pictures are available of the school from previous years, show those pictures to the students and let them compare the photographs.)
4. Have the students brainstorm a list of possible changes they think will come to schools of the future. What will the building look like? What will the classrooms look like? Will they actually come to school or will they go to virtual school where they interact with a class by using a computer?

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video that outlines school rooms, school playgrounds, and school buildings from the past.
- Have students create an electronic slide presentation depicting school settings from the past. Direct students to choose pictures and brainstorm phrases to add to each slide for the final presentation.
- Share and discuss a familiar children's story in an electronic book format.

Multisensory

- Have students compare and contrast writing tools and supplies from the past to the present.
- Instruct students to draw pictures, using some writing tools and supplies from a former time (e.g., quill pens, pencils, coal, chalk).

Community Connections

- Invite grandparents and community leaders to present "old-fashioned" clothing.
- Invite grandparents and community leaders to share personal stories of the past, including school-age experiences.

Small Group Learning

- Have small groups create posters with illustrations of schools from the past, present, and future.

Vocabulary

- Have students review vocabulary from previous sessions.

Student Organization of Content

- Have students use a T-chart or Venn diagram to sort and classify pictures of past or present-day classroom furniture.

Session 8: Comparing Past, Present, and Future

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the meaning of the words *past*, *present*, and *future*.
- Students are expected to have experience participating in group discussions related to the organizing topic.

Materials

- Elder guest speaker from the community
- Items from the past
- Clothes from the past

Instructional Activities

1. This session can serve as a fun and interactive culmination of the unit. Begin by reviewing concepts and lessons learned in previous sessions.
2. Invite elder members of the community to talk with students about growing up in their era. Host a Grandparent's Day. Have students write invitations, asking the guests to visit and share how aspects of life and community, including schools and transportation, were different when they were growing up. Ask guests to bring items from the past to show students. Museums, libraries, or community groups may have items from the past that they would be willing to lend, including items related to transportation, family life, and schools.
3. Hold a Dress-up Day from the Past. Dress in authentic "teacher" clothing from a time period in the past. Ask students to try to dress in clothes from a past era. Parents might help their children create an outfit to represent a past decade or century.
4. Have a class discussion comparing and contrasting life in the past and in the present. Refer to charts created in previous sessions, and review their meanings. As a follow-up activity, have students write about and/or illustrate a specific area of interest to them, comparing past and present.
5. Have a class discussion about what the students think life will be like in the future. Have them draw pictures that show future schools, transportation options, and family life.



Specific Options for Differentiating This Lesson

Technology

- Have students create and present an SOL-related slide show or e-book for the school with representations of the past, including examples from community living, aspects of family life, transportation options, and the nature of schooling.

Multisensory

- Direct students to create a classroom bulletin board comparing past, present, and future qualities of community, family, and schools. Encourage them to add models, pictures, and photographs to the classroom bulletin board.

- Have students refer to charts created in previous sessions and review their meanings. Create a game in which students group activities within the categories for present, past, and future. Use teacher-provided cards indicating the activities.
- Divide the class into three groups. Each group should be assigned a time period (past, present, or future). Each group should research additional facts on the objects/images in its assigned time period and present its findings to the class.
- Have students create and perform an SOL-related play that represents the past, including examples from community living, aspects of family life, transportation options, and the nature of schooling.

Community Connections

- Invite school board members, community leaders, parent volunteers, and grandparents to view a student-created puppet show representing school and community life in the past, present, and future.

Small Group Learning

- Have groups create collages, using pictures of school, community, and family life from the past, present, and future.

Vocabulary

- Have students review the vocabulary from previous sessions.

Student Organization of Content

- Instruct students to create illustrated books that outline a specific area of interest as they compare and contrast past, present, and future school, community, or family life.

Additional Activities

- Use timelines to show the sequence of events occurring in the past, present, or future as they relate to schools, communities, transportation, and families.
- Use timelines to show the life of an American leader such as George Washington, Benjamin Franklin, Abraham Lincoln, or George Washington Carver (correlate to History and Social Science Standards of Learning 1.2 and 1.3).
- Create a timeline to describe the changes that occur in nature during each season.
- Practice ordinal words and positions while ordering events on timelines.

ORGANIZING TOPIC**Contributions of American Leaders****Standard(s) of Learning** _____

- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Use information from print and nonprint sources.

Use resource materials.

Gather and classify information.

Collect, organize, and record information.

Use a calendar.

Content

Understand that important deeds were accomplished by American leaders.

Know that contribution is the act of giving or doing something.

Describe the following American leaders:

- George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first president of the United States. He is known as the "Father of Our Country."
- Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.
- Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a United States president. He was known as "Honest Abe."
- George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.
- Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.

Understand that major holidays are celebrated to remember certain important leaders and events of the past.

Define *holiday* as a day on which something or someone is honored or remembered.

Know the people and events of the following holidays:

- Columbus Day: This is a day to remember Christopher Columbus, who is given credit for discovering America. It is observed in October.
- Presidents' Day: This is a day to remember all United States presidents, especially George Washington and Abraham Lincoln. It is observed in February.
- Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>. This Web page features timelines, activities, crafts, and coloring printouts about Abraham Lincoln.

“American Independence Day: Fourth of July Theme.” *A to Z Teacher Stuff Network*.

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page offers arts and crafts activities and ideas, WebQuests, songs and poems, and resource sites about Independence Day (Fourth of July).

Benjamin Franklin: Glimpses of the Man. The Franklin Institute Science Museum.

<<http://sln.fi.edu/franklin/rotten.html>>. This Web site provides background information about Benjamin Franklin and sample activities.

Ben’s Guide to U.S. Government for Kids. U.S. Government Printing Office.

<<http://bensguide.gpo.gov/benfranklin/>>. This Web site offers information about Benjamin Franklin’s accomplishments.

“Christopher Columbus: Explorer.” *EnchantedLearning*.

<<http://www.EnchantedLearning.com/explorers/page/c/columbus.shtml>>. This Web page features information about Christopher Columbus, crafts, and projects.

“Columbus Day.” *Holiday Fun*. The Kids Domain. <<http://www.kidsdomain.com/holiday/columbusday.html>>. This Web page is a collection of Web sites and activities about Columbus Day.

Eleanor Roosevelt: White House Biography. <<http://www.whitehouse.gov/history/firstladies/ar32.html>>. This Web page includes a biography of Eleanor Roosevelt.

Eleanor Roosevelt: First Lady of the World. <<http://www.fdrlibrary.marist.edu/erbio.html>>. This Web page includes a biography of Eleanor Roosevelt for the FDR Library.

Eleanor Roosevelt: Eleanor Everywhere: Lesson Plans for K–3 <<http://www.nps.gov/archive/elro/teach-er-vk/lesson-plans/eleanor-everywhere.htm>>. This Web page from the National Park Service includes lesson plans on Eleanor Roosevelt.

The Electric Franklin: Franklin and His Electric Kite. ushistory.org. <<http://www.ushistory.org/franklin/kite/>>. This Web site is an account of Benjamin Franklin’s Electricity Kite Experiment.

“George Washington.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>. This Web page offers timelines, activities, crafts, and coloring printouts about George Washington.

“George Washington Carver.” *Hall of Fame/inventor profile*. National Inventors Hall of Fame.

<http://www.invent.org/hall_of_fame/30.html>. This Web page features a brief biography of George Washington Carver.

“George Washington Carver.” *About.com: Inventors*. <<http://inventors.about.com/library/weekly/aa041897.htm>>. This Web page features biographical information about George Washington Carver.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education.

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

“Presidents’ Day.” *SCORE*: Schools of California Online Resources for Education.

<<http://score.rims.k12.ca.us/activity/presidentsday/>>. This Web site features information about Presidents Washington and Lincoln and has an educational virtual museum for primary students about Presidents’ Day.

Social Studies Curriculum Resources Poster Sets. Melissa Matusevich.

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Session 1: Understanding What Makes a Good Leader _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to recognize leaders in the school environment.
- Students are expected to be familiar with the definition of *community*.

Materials

- Chart paper and markers
- Paper and pencils
- Pictures of leaders
- Books about leaders

Instructional Activities

1. Ask students if they can think of any leaders in their community and from books they have read. Have a class discussion about their responses, and guide the discussion into the topic of early American leaders.
2. Ask students what they think is the principal's job at their school. Brainstorm with students about how the principal is a leader. Talk about what qualities a good leader needs to have and list these on a chart.
3. Read books to students that feature leaders, and ask students to list the leadership qualities of the characters in the books.
4. Prepare a large chart divided into three columns labeled Books, TV, and Movies. Ask students to name books, TV shows, and movies they like, and write the titles in the appropriate columns. Draw a horizontal line beneath each list. Ask students to name leaders in the books, TV shows, and movies, and write their names beneath the corresponding columns. Each time an example is given, have the student explain why he/she believes the character is a leader. Next to each character's name, write keywords that describe their leadership.
5. With the students, make a Web of leadership qualities. Keep the Web for future reference when they discuss the qualities of other leaders they are studying. For further information about web organizers and other graphic organizers, see the following Web sites:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>



6. After completing this Web activity, have students write a few sentences and draw a picture of a person or character they think is a good leader.

Specific Options for Differentiating This Lesson

Technology

- Have students search city or county Web sites to identify leaders in their community.

Multisensory

- Have students cut out pictures of leaders from magazines and newspapers to create a collage.

Community Connections

- Invite local leaders (e.g., mayor, police chief, business owner) to the classroom to discuss their leadership roles.

Small Group Learning

- Have students make a list of qualities related to good leaders.

Vocabulary

- Have students come up with their own definitions of the following terms: *qualities*, *characteristics*, and *leadership*.

Student Organization of Content

- Have students write sentences about someone they consider a leader.

Session 2: Leaders Make Contributions

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know what a leader is and be able to provide examples of leaders.

Materials

- Leadership chart from the session “Understanding What Makes a Good Leader”
- Chart paper and markers
- Pictures of leaders
- Books about American leaders

Instructional Activities

1. Briefly review the session “Understanding What Makes a Good Leader.” Display the chart students developed about what makes a good leader.
2. Explain to students that leaders often make *contributions* to the people and groups they lead. Define *contribution* as the act of giving or doing something positive. Ask students to think of people who make contributions to their lives, and make a class list of those people. Are these people leaders?
3. Review with students the principal’s leadership qualities. Relate these qualities to contributions the principal makes to the school. Make a class list of the principal’s contributions to the school. Ask students to identify the contributions of other community leaders.
4. Read books to students in which examples of leadership are featured. Make a class list of contributions made by the characters in the books.
5. Create a class chart that lists contributions of leaders with whom students are familiar. The following Web sites may be helpful in this activity:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

Specific Options for Differentiating This Lesson

Technology

- Have students use a word-processing program to write stories about a leader. Ask them to read and make a sound recording for their stories to be played back to the class as a listening activity.
- Have students create a multimedia presentation about the leaders in their school.

Multisensory

- Have students make silhouettes of the principal, and then list the qualities that make him/her a good leader. Display the finished products in the classroom or hallway.

Community Connections

- Invite school leaders to discuss their leadership roles and responsibilities.

Small Group Learning

- Have students design cards of appreciation for their school leaders, citing qualities that make them good leaders.

Vocabulary

- Have students create a class web depicting the contributions that leaders make.

Student Organization of Content

- Have students identify a leader and make a two-column chart of his or her leadership qualities and contributions.

Session 3: George Washington and His Contributions

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with George Washington as the “Father of Our Country.”

Materials

- Books about and pictures of George Washington
- Paper and art supplies

Instructional Activities





- Show students pictures of George Washington. Ask students what they know about George Washington. Write their responses on a KWL chart about George Washington under “What We Know.” The following Web sites may be helpful in this activity:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>.

KWL Chart for George Washington		
What We Know	What We Want to Know	What We Learned

- Review the Essential Knowledge students covered in kindergarten about George Washington: He was the first president of the United States and often called the “Father of Our Country.”
- Ask students what they would like to learn about George Washington, and write their questions under the “What We Want to Know” section of the KWL chart.
- Read students a book about George Washington. Discuss any new information from the book, and add this information to the KWL chart under What We Learned. Have a class discussion about Washington’s lifestyle, including topics such as style of clothing, methods of transportation, types of foods, occupations, and homes.
- Add the following information on the KWL chart if it is not already listed:
 - George Washington was born in Virginia.
 - He was a farmer.
 - He became a brave leader of soldiers.
 - He was the first president of the United States.
 - He is known as the “Father of Our Country.”
- Underscore that George Washington was an important person in our country’s history and made many contributions to America. Ask students if they know ways in which people honor and remember George Washington. Write the student responses on a chart. The following Web sites may be helpful in this activity:
 - Timelines, activities, crafts, and coloring printouts about George Washington
<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>
 - A brief biography of George Washington from the White House Web site
<<http://www.whitehouse.gov/history/presidents/gw1.html>>

7. After the teacher reads trade books, text books, or other sources about the life of George Washington, they could also use an interactive white board to help students complete the Bio-Cube as a class. http://readwritethink.org/materials/bio_cube/
8. Make a flip booklet about George Washington, identifying him as a Virginia farmer who was a brave leader of soldiers and became the first president of the United States.

Sample Flip Booklet

George Washington	
Born in Virginia	
Brave leader of soldiers	
“Father of Our Country”	

9. Complete the “What We Learned” section of the KWL chart with student responses.
10. Teach and sing the “George Washington” song with the class, or have students write their own song.

George Washington

(To the tune of “O Christmas Tree”)

George Washington, George Washington
He was the first President.
George Washington, George Washington
He was the first President.

He helped the colonies be free.
He helped get rid of the mean old king.
George Washington, George Washington
The Father of our Country.



Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video about George Washington.
- Lead students on a virtual tour of Mt. Vernon (www.mountvernon.org).

Multisensory

- Direct students to create silhouettes of George Washington.

Community Connections

- Invite a George Washington impersonator to talk about Washington's life. Allow the students to ask questions.

Small Group Learning

- Have students create information cards with facts from Washington's life.
- Have groups create questions they would like to ask George Washington. Students can either role-play answers as a review activity or ask the questions of a guest speaker.

Vocabulary

- Have students define the word *contributions* and draw or act out different ways of making contributions.

Student Organization of Content

- Have students write riddles about George Washington.

Session 4: Benjamin Franklin and His Contributions

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with Benjamin Franklin.
- Students are expected to be familiar with the concept of *contribution*.

Materials

- Books about and pictures of Benjamin Franklin
- Paper and art supplies

Instructional Activities

1. Show students pictures of Benjamin Franklin. Ask students what they know about Benjamin Franklin. Write their responses on a KWL chart about Benjamin Franklin under “What We Know.” The following graphic organizer Web sites may be helpful in this activity:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

KWL Chart for Benjamin Franklin		
What We Know	What We Want to Know	What We Learned

2. Ask students what they would like to learn about Benjamin Franklin, and write their responses under the “What We Want to Know” section of the KWL chart.
3. Read a book to students about Benjamin Franklin, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Benjamin Franklin.
4. Complete the KWL chart with students on “What We Learned.” Be sure to include the following:
 - Benjamin Franklin proved through his kite experiment that electricity is present in lightning.
 - Benjamin Franklin started the first library in America.
 - Benjamin Franklin started the first volunteer fire department in America.
5. Assist students with using Web sites and videos to access additional information on Benjamin Franklin. The following Web sites may be helpful in this activity:
 - <<http://bensguide.gpo.gov/benfranklin/>>
 - <<http://sln.fi.edu/franklin/rotten.html>>
 - <<http://www.ushistory.org/franklin/kite/>>
6. After the teacher reads trade books, text books, or other sources about the life of Benjamin Franklin, they could also use an interactive white board to help students complete the Bio-Cube as a class
<http://readwritethink.org/materials/bio_cube/>.
7. Have students draw a class mural of Benjamin Franklin’s contributions and accomplishments. Based on the mural, have a follow-up class discussion about Benjamin Franklin.
8. Help students complete the KWL chart on “What We Learned.”

9. Ask students to write their own song about Benjamin Franklin.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video about Benjamin Franklin.
- Explore an interactive timeline of Benjamin Franklin's life (<http://www.pbs.org/benfranklin/>).

Multisensory

- Have students make silhouettes of Benjamin Franklin.

Community Connections

- Invite a Benjamin Franklin impersonator to discuss Franklin's life. Allow the students to ask questions.

Small Group Learning Activities

- Have students create information cards containing facts from Benjamin Franklin's life.

Vocabulary

- Review the concept of contribution by asking students to brainstorm examples of contributions they make to the class.

Student Organization of Content

- Have students write riddles about Benjamin Franklin.

Session 5: Abraham Lincoln and His Contributions

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with Abraham Lincoln.
- Students are expected to be familiar with the concept of *contribution*.

Materials

- Books about and pictures of Abraham Lincoln
- Paper and art supplies
- Pennies

Instructional Activities

1. Show students pictures of Abraham Lincoln. Ask students what they know about Abraham Lincoln. Write their responses about Lincoln on a KWL chart in the column for “What We Know.” The following Web sites may be helpful in this activity:

- <<http://www.eduplace.com/graphicorganizer/>>
- <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

KWL Chart for Abraham Lincoln		
What We Know	What We Want to Know	What We Learned

2. Ask students what they would like to learn about Abraham Lincoln, and write their responses under the “What We Want to Know” section of the KWL chart.
3. Read a book to students about Abraham Lincoln, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Abraham Lincoln. The following Web sites may be helpful in this activity:
 - <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>
 - <<http://www.sieec.k12.in.us/~west/proj/lincoln/>>
4. Help students complete the KWL chart column for “What We Learned.” Be sure to include the following:
 - Abraham Lincoln was born in a log cabin.
 - Abraham Lincoln taught himself how to read.
 - Abraham Lincoln became a United States president.
 - Abraham Lincoln was known as “Honest Abe.”
5. Help students create a timeline of Abraham Lincoln’s life. Guide students in using a variety of resources to research and chronologically list the major events in Lincoln’s life. Have students work in pairs and draw pictures of the major events they listed. Ask students to write a descriptive caption under each picture. Post the completed pictures in chronological order to create the timeline.
6. After reading trade books, text books, or other sources about the life of Abraham Lincoln, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive white board to help students complete the Bio-Cube as a class. <http://readwritethink.org/materials/bio_cube/>

7. Divide students into small groups to inspect pennies. Have students produce rubbings of Abraham Lincoln's picture on the front of the penny and the Lincoln Memorial on the back of the penny.
8. Help students make a class chart that compares Abraham Lincoln and George Washington. Include places they lived, their education, jobs, family, problems our country faced during their era, and ways we honor the two Presidents.
9. Complete the KWL chart by helping students fill in information on "What We Learned."
10. Teach students the "Abraham Lincoln" song, or have them write their own song about Lincoln.

Abraham Lincoln

(To the tune of "Froggy Went a' Courting")

Abraham Lincoln was president
The sixteenth, the sixteenth.
Abraham Lincoln was president
The sixteenth, the sixteenth.
He was born in a cabin
And he loved to read
He was a great leader
Full of honesty.
Abraham Lincoln was president
The sixteenth, the sixteenth.

Abraham Lincoln was president
The sixteenth, the sixteenth.
Abraham Lincoln was president
The sixteenth, the sixteenth.
He helped put an end to slavery
And when he died
Sadness swept the country.
Abraham Lincoln was president
The sixteenth, the sixteenth.



Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video about Abraham Lincoln.
- Explore an interactive timeline of Abraham Lincoln's life (<http://www.alplm.org/timeline/timeline.html>).

Multisensory

- Direct students to make log cabins out of milk cartons, straws, popsicle sticks, brown paper, and paint.

Community Connections

- Arrange for students to take a field trip to the wax museum in Washington, D.C. to see statues of the presidents.

Small Group Learning

- Direct students to work together to create symbols of Abraham Lincoln (e.g., the penny, a top hat, a log cabin).

Student Organization of Content

- Instruct students to write a story about Abraham Lincoln.

Session 6: George Washington Carver and His Contributions

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the term *scientist*.
- Students are expected to be familiar with the concept of *contribution*.

Materials

- Books about and pictures of George Washington Carver
- Paper and art supplies
- Raw peanuts and plant-growing materials
TEACHER NOTE: Peanut allergies can be life-threatening. Please check with the school nurse before doing this activity.

Instructional Activities

1. Show students pictures of George Washington Carver. Ask students what they know about George Washington Carver. Write their responses on a KWL chart about George Washington Carver in the column under “What We Know.” The following Web sites may be helpful in this activity:

- <<http://www.eduplace.com/graphicorganizer/>>
- <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

KWL Chart for George Washington Carver		
What We Know	What We Want to Know	What We Learned

2. Ask students what they would like to learn about George Washington Carver, and write their responses in the “What We Want to Know” column of the KWL chart.
3. Read a book to students about George Washington Carver, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about George Washington Carver.
4. Complete the KWL chart with students by adding information to the column for “What We Learned.” Be sure to include the following:
 - George Washington Carver was an African American who studied science and plants.
 - George Washington Carver became a teacher.
 - George Washington Carver developed hundreds of uses for peanuts, sweet potatoes, and soybeans.
5. Help students make a chart of the many uses of the peanut that George Washington Carver discovered. Complete a Think-Pair-Share activity. Individually, have students think of the various things that are made from peanuts or contain peanuts. In pairs, have students tell each other the products they thought of. As a class, have students contribute to a list of all of the products they thought of. Some examples include margarine, salad oil, soap, medicines, paperboard, and plastic filler. For information on Think-Pair-Share activities, visit the following Web site: <<http://www.eduplace.com/graphicorganizer/>>.
6. Use Web sites, videos, and/or other resources to share additional information about George Washington Carver with students. The following Web sites may be helpful in this activity:
 - A brief biography about George Washington Carver <http://www.invent.org/hall_of_fame/30.html>

- Information about George Washington Carver's many inventions
<<http://inventors.about.com/library/weekly/aa041897.htm>>
7. After reading trade books, text books, or other sources about the life of George Washington Carver, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive white board to help students complete the Bio-Cube as a class <http://readwritethink.org/materials/bio_cube/>
 8. Help students complete the KWL chart by filling in information for "What We Learned."
 9. Teach and sing a George Washington Carver song such as the one below, or have students write their own song to sing.

George Washington Carver
(To the tune of "I've Been Working on the Railroad")

George Washington Carver
Was a scientist
George Washington Carver
Always tried his best.
Experimenting with peanuts
He discovered many things
George Washington Carver
He's the peanut king.



Specific Options for Differentiating This Lesson

Technology

- Instruct students to use the Internet to research the life of George Washington Carver.
- Have students watch and discuss a video about George Washington Carver.
- Have students use the Internet to research the way the peanut is used in various products.

Multisensory

- Have students sample foods made from peanuts. TEACHER NOTE: Peanut allergies can be life-threatening. Please check with the school nurse to see if any students have an allergy to peanuts before beginning this activity.

Community Connections

- Arrange for the class to take a field trip to a peanut farm.
- Invite a peanut farmer to discuss how peanuts are grown.

Small Group Learning

- Instruct groups to write recipes for foods that might include peanuts as an ingredient.

Student Organization of Content

- Have students write a letter to George Washington Carver.

Session 7: Eleanor Roosevelt and Her Contributions

Materials

- Books about and pictures of Eleanor Roosevelt
- Paper and art supplies

Instructional Activities

1. Show students pictures of Eleanor Roosevelt. Ask students what they know about Eleanor Roosevelt. Write their responses on a KWL chart about Eleanor Roosevelt in the column under “What We Know.” The following Web sites may be helpful in this activity:

- <<http://www.eduplace.com/graphicorganizer/>>
- <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

KWL Chart for Eleanor Roosevelt		
What We Know	What We Want to Know	What We Learned

2. Ask students what they would like to learn about Eleanor Roosevelt, and write their responses in the “What We Want to Know” column of the KWL chart.
3. Read a book to students about Eleanor Roosevelt, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Eleanor Roosevelt.
4. Complete the KWL chart with students by adding information to the column for “What We Learned.” Be sure to include the following:
 - Eleanor Roosevelt was the wife of U.S. President, Franklin D. Roosevelt.
 - Eleanor Roosevelt was a leader for equal rights for all people.
 - Eleanor Roosevelt volunteered for many organizations.
5. Help students make a chart of some of the organizations where Eleanor Roosevelt volunteered. This list might include the United Nations Commission on Human Rights, Red Cross, the Navy League, League of Women Voters, Federal Arts Project, Rights for African Americans, and Rights for the Poor.
6. Share with the students that Eleanor Roosevelt volunteered much of her time to helping others, including hosting an annual picnic for school children. Most communities have volunteer organizations or chapters of national organizations that help people in need. Ask students to make a list of the volunteer groups and programs in their community that are dedicated to helping others (e.g., Meals on Wheels, Big Brother/Sister programs, church groups, shelters, nursing home visitors). Working in small groups, ask students to choose one organization or program and write a story to share with the whole class. If the school has a community service program, ask students to consider volunteering their time.
7. Explain that almost every day for more than twenty-five years, Eleanor Roosevelt wrote a newspaper column she called “My Day.” The column was started in 1936 to give readers a view of what a First Lady does during her day at the White House or wherever she may be traveling. Roosevelt wrote her column Sunday through Friday so every newspaper reader in the United States knew what she was doing or thinking on particular days. Have students keep a personal journal every day for two weeks. Have them reflect on their place in the community and the world, and think about how much of their time is spent helping others or in community

service. At the end of the two weeks, have volunteer students share their thoughts with the class. Then ask the class to compare their own activities and thoughts about the world with what they have learned about Eleanor Roosevelt.

8. Use Web sites, videos, and/or other resources to share additional information about Eleanor Roosevelt with students. The following Web sites may be helpful in this activity:
 - A brief biography about Eleanor Roosevelt <<http://www.whitehouse.gov/history/firstladies/ar32.html>>
 - Information about Eleanor Roosevelt <<http://www.fdrlibrary.marist.edu/erbio.html>>
9. After reading trade books, text books, or other sources about the life of Eleanor Roosevelt, students can create a Bio-Cube about her and her significance. Teachers could also use an interactive white board to help students complete the Bio-Cube as a class <http://readwritethink.org/materials/bio_cube/>.
10. Help students complete the KWL chart by filling in information for “What We Learned.”
11. Additional lesson plans for K–3 from the National Park Service on Eleanor Roosevelt are available at <<http://www.nps.gov/archive/elro/teach-er-vk/lesson-plans/eleanor-everywhere.htm>>.

Specific Options for Differentiating This Lesson

Technology

- Have students use an audio recording device to complete their daily activity journals.

Community Connections

- Coordinate student volunteer experiences within the school, such as cleaning out or redecorating an area of the classroom, planting a small flower garden in the school yard, or reading books to younger students.

Session 8: American Holidays to Remember Leaders and Events of the Past _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with patriotic holidays.

Materials

- Books about and pictures of Columbus Day, Presidents' Day, and Independence Day (Fourth of July) celebrations
- Paper and art supplies
- Maps and globes

Instructional Activities

1. Show students pictures of Christopher Columbus. Ask students what they know about Christopher Columbus.
2. Read a book to students about Christopher Columbus, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Christopher Columbus. The following Web sites may be helpful in this activity:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
3. Use maps and globes to show students the route Christopher Columbus traveled to discover America.
4. Have students create an art project depicting the three ships with which Christopher Columbus traveled to America. Incorporate the following facts in the project:
 - Columbus Day credits Christopher Columbus with discovering America.
 - Columbus Day is a *holiday* observed in October. (Define *holiday*.)
5. Use Web sites, videos, and/or other resources to access additional information for students about Christopher Columbus. The following Web sites may be helpful in this activity:
 - A collection of links and activities about Columbus Day
<<http://www.kidsdomain.com/holiday/columbusday.html>>
 - Information about Christopher Columbus as well as related crafts and projects
<<http://www.EnchantedLearning.com/explorers/page/c/columbus.shtml>>
6. Help students use a calendar to find Columbus Day in October.
7. Show students pictures of George Washington and Abraham Lincoln. Ask students what they know about George Washington and Abraham Lincoln.
8. Have students create a Presidents' Day art project that incorporates the following information:
 - This is a day to remember all United States presidents, especially George Washington and Abraham Lincoln.
 - Presidents' Day is a *holiday* observed in February.
9. Help students use a calendar to find the date for Presidents' Day.
10. Use Web sites, videos, and/or other resource materials to access additional information for students about Presidents' Day. The following Web site may be helpful in this activity:
 - An Educational Virtual Museum for Primary Students about Presidents' Day
<<http://score.rims.k12.ca.us/activity/presidentsday/>>

11. Show students pictures related to Independence Day (Fourth of July). Ask students what they know about Independence Day (Fourth of July).
12. Review the class birthday chart with students, and allow them to share ways they celebrate their birthdays. While reviewing each month, tell the July-birthday students that they share their month with another special birthday. Independence Day (Fourth of July) is the day that we celebrate the birth of our country. Explain that the events surrounding our country's separation from England ended with the signing of the Declaration of Independence, and that we remember the day of this signing by celebrations each year on Independence Day (Fourth of July).
13. Read a book to students about Independence Day (Fourth of July). Ask students how they celebrate Independence Day (Fourth of July). For additional information, visit the following Web site:
 - Arts and crafts, activities and ideas, WebQuests, songs and poems, and resource sites about Independence Day (Fourth of July) <<http://www.atozteacherstuff.com/themes/july4th.shtml>>

Specific Options for Differentiating This Lesson

Technology

- Instruct students to create an electronic slide show depicting Columbus Day, Presidents' Day, and Independence Day, including text and graphics. Alternative keyboards and teacher assistance may be required.
- Direct students to create a calendar of the current year that includes the patriotic holidays (e.g., Columbus Day, Presidents' Day, and Independence Day). Have students include a graphic for each holiday.

Multisensory

- Have students host a birthday party for the presidents.
- Have students create posters or television advertisements for Independence Day parades, fireworks, and picnics.

Community Connections

- Invite parents to the Presidents' Day birthday celebration.

Small Group Learning

- Have groups design birthday cards for Presidents' Day and Independence Day.

Vocabulary

- Have students brainstorm a list of holidays and create a definition for the word *holiday*.

Student Organization of Content

- Ask students to create a mind map, using words and pictures related to each of the holidays and historical figures from the organizing topic.

Additional Activities

- Use resource materials from print and nonprint sources to identify the important deeds of American leaders covered in this organizing topic.
- Have students create products such as pictures, stories, booklets, and timelines about American leaders.
- Define *holiday*, and create a class chart of how we celebrate the holidays studied in this organizing topic.
- Have students create products such as pictures, stories, booklets, and plays about the major holidays that celebrate past leaders and events.
- Have students develop biographical timelines of American Leaders. Explain the concept of *sequence* in relation to the timelines.

ORGANIZING TOPIC

Simple Maps and Globes

Standard(s) of Learning _____

- 1.4 The student will develop map skills by
 - a) recognizing basic map symbols, including references to land, water, cities, and roads;
 - b) using cardinal directions on maps;
 - c) identifying the shape of the United States and Virginia on maps and globes;
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Differentiate color symbols on maps and globes.	_____
Identify and use cardinal directions.	_____
Interpret simple maps and globes.	_____
Use maps of familiar objects or areas.	_____
Locate areas on maps.	_____
Make and use simple map symbols.	_____
Draw maps of familiar objects or areas.	_____
Use a map legend.	_____
Content	
Know the following terms:	
• <i>Map</i> — a drawing that shows what places look like from above and where they are located	_____
• <i>Globe</i> — a round model of the Earth	_____
• <i>Symbol</i> — a picture or thing that stands for something else	_____
• <i>Cardinal directions</i> — the directions of north, east, south, west	_____
Recognize that symbols and cardinal directions are used to determine where objects and places are located on maps and globes.	_____
Identify the following map symbols:	
• Land	_____
• Water	_____
• Cities	_____
• Roads	_____

Use the terms *north*, *east*, *south*, and *west* to determine location on simple maps.

Understand that a map is a drawing that shows what places look like from above and where they are located.

Understand that all maps should include a map legend.

Use a map legend that includes symbols that represent objects and places.

Know the term *map legend* — a list of shapes and symbols used on a map and an explanation of what each stands for.

Recognize that maps include symbols that are pictures that stand for something else.

Recognize that most maps have legends including symbols that represent objects and places.

Identify that maps include the cardinal directions of north, east, south, and west.

Recognize that the United States and Virginia can be identified by their shapes on maps and globes.

Identify the capital cities of Washington, D.C., and Richmond, Virginia, by using symbols on a United States map.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Camera Over Washington. Smithsonian Institution. <<http://photo2.si.edu/aerialdc/aerialdc.html>>. This Web site features aerial photographs of Washington, D.C.

“Finding Your Way: How to Read a Compass Rose.” *Fun Social Studies*. Learning Haven Group. <<http://www.funsocialstudies.learninghaven.com/articles/compass.htm>>. This Web page teaches students how to read a compass rose.

Introduction to Geography: Learning the Compass. <<http://www.angelfire.com/fl/compleess/>>. This Web site offers an Internet lesson on learning the compass rose and cardinal points.

“The Learning Web.” *United States Geological Survey*. U.S. Department of the Interior. <http://interactive2.usgs.gov/learningweb/teachers/lesson_plans.htm#maps>. This Web page provides information, resources, and teaching packets including those for maps.

National Geographic. National Geographic Society. <<http://nationalgeographic.com/>>. This is the Web site of the National Geographic Society.

Online Map Creation. <http://www.aquarius.geomar.de/omc_intro.html>. Create maps interactively at this Web site.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets*. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Virginia Geographic Alliance. Virginia Geographic Alliance. <<http://www.geography.vt.edu/vga/index.html>>. VGA sponsors geography activities aimed at K–12 curriculum development, teacher training, assessment, and public awareness.

Virginia Is for Lovers. Virginia Tourism Corporation. <<http://www.virginia.org/>>. This Web site is a guide to Virginia tourism.

Whitehousekids.gov. White House Historical Association Learning Center. <<http://www.whitehouse.gov/kids/guide/>>. Whitehousekids.gov is an educational opportunity for young Americans to learn about the White House and the president through fun and exciting features.

Session 1: Drawing “My Room”

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have worked with maps.

Materials

- Paper, crayons, pencils, markers
- Book or other related material about beginning mapping skills

Instructional Activities

1. Read a book or other related material to students about beginning mapping skills. Also read about the concept of *location* in a house or a room.
2. Talk to students about how drawings are used to show locations of objects, the relationship of objects, or the appearance of objects.
3. Ask students how they might make an accurate drawing of their bedroom to share with others. Explain bird’s-eye view as a perspective of looking down on something from above. Brainstorm how things would appear from this view.
4. Ask students questions about their bedrooms such as, “Is it big or little? Does it have windows? How many doors are in the room? Does it have a rug? How much room does the bed take up?” Have them consider the answers in terms of a drawing.
5. Draw a model for students of a bedroom from a bird’s-eye view.
6. Have students draw their bedrooms and present their drawings to the class.

Specific Options for Differentiating This Lesson

Multisensory

- Direct students to glue cutouts of furniture to a map of the classroom.

Community Connections

- Request AAA (Automobile Association of America) to donate maps to the classroom for student use.

Small Group Learning

- Have groups design and map their ideal classrooms.

Vocabulary

- Have students participate in the “I spy something..._____” game to reinforce the concept of location of objects in the classroom. Other students should ask questions about the object in question until they have all identified it.

Session 2: Houses and Homes

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the terms *neighborhood* and *community*.

Materials

- Empty milk cartons
- Construction paper, glue, and other art materials
- Books, pictures, or other related resources

Instructional Activities

1. Read a book or make up a story for students about houses in a neighborhood or community. Talk about what a neighborhood is, and review the concept of community (correlate with History and Social Science Standard of Learning 1.1 and 1.12). A community is a place where people live, work, and play.
2. Discuss people's basic life needs (correlate with Science Standard of Learning 1.5), which are food, water, shelter and space (habitat). Ask students if all people live in the same type/style home. Correlate with mathematics concepts by graphing different types of homes. You can briefly discuss why different geographical locations require different types of homes.
3. Have students brainstorm to develop a list of different types of homes. Use books, resource materials, and pictures that show a variety of homes (e.g., brick ranch, trailer, apartment, igloo, adobe, house boat).
4. Have students use empty milk cartons and art materials to design and construct a model of a home.

Specific Options for Differentiating This Lesson

Technology

- Instruct students to use mapmaking software to create neighborhood maps.

Multisensory

- Direct students to create a floor map of their neighborhood, using heavy paper and markers, clay, or connecting bricks (e.g., LEGOSTM).

Community Connections

- Arrange for students to take a bus or walking tour of the neighborhood surrounding their school site.

Small Group Learning

- Have small groups of students create simple maps of the school.

Vocabulary

- Provide students with pictures of two homes, and then have them complete Venn diagrams identifying similarities and differences.

Student Organization of Content

- Have students write several sentences describing their maps. Provide a speech-to-text software program, if necessary.

Session 3: Houses on a Street

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the terms *neighborhood* and *community*.

Materials

- Student-created houses from the session “Houses and Homes”
- Paper, crayons, pencils
- Student journals
- Book relating to a community
- Neighborhood map if available

Instructional Activities

1. Review the previous session “Houses and Homes.”
2. Create a street in a neighborhood with the houses students made. Discuss the reasons every house in a neighborhood has its own unique address. Have students name the street and give each house an address number. Have each student write a description of his/her classroom house (can be done in journals), including street name and address.
3. Have each student make a drawing (or very basic map) of the street and the houses.
4. Read a book to students about a neighborhood or community, perhaps one highlighting community workers.
5. Review the definition of a *community*, and brainstorm with students about other places in a community besides houses, such as stores, a bank, schools, restaurants, a police station, a fire department. Discuss the importance of each of these places to a community.



Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to assign sounds to items in the community (e.g., police/fire siren, school bell, road work).
- Direct students to search the Internet for streets named after historic figures.

Multisensory

- Have students role-play the jobs of different professionals in their community, including firefighter, police officer, and teacher.

Community Connections

- Invite community helpers to discuss how they serve and affect the community.

Small Group Learning

- Have groups brainstorm a list of real or made-up street names.

Vocabulary

- Provide students with a fill-in-the-blank exercise, and have them use words from a word bank to complete the sentences about a community.

Student Organization of Content

- Have students create advertisements for a house that is for sale, including a made-up address and a description of the neighborhood.

Session 4: The Expanding Community

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the terms *community* and *neighborhood*.

Materials

- Street and homes created by students
- Large sheet of plywood or heavy cardboard
- Art supplies and materials

Instructional Activities

1. Review the list of places that make up a community: stores, bank, schools, restaurants, police station, and fire department.
2. Use the street created by students in the previous session, and expand the lesson to create a larger model of a community. Use a sheet of plywood or heavy cardboard to have the class create roads, streets, yards, and other places/buildings. Allow more than one session for this activity. Ask students what role each place plays in the community. Discuss with students the roles of the people who would live, work, or play there.
3. As a class, draw a picture of this community from a bird's-eye view.

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to assign sounds to items in the community (e.g., police/fire siren, school bell, road work).
- Direct students to search the Internet for streets named after historic figures.

Multisensory

- Have students role-play the jobs of different professionals in their community, including firefighter, police officer, and teacher.

Community Connections

- Invite community helpers to discuss how they serve and affect the community.

Small Group Learning

- Have students brainstorm a list of real or made-up street names.

Vocabulary

- Using the list of places identified in the community, have students complete a “Who am I?” quiz game activity. Example: “I am a place that a person can shop for food. I am a _____.”

Student Organization of Content

- Have students create advertisements for a house that is for sale, including a made-up address and a description of the neighborhood.

Session 5: Directions and Location Words

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience with words related to *direction* and *location*.

Materials

- Writing materials

Instructional Activities

1. By the time the model community has been established, the class will have used words related to *direction* and *location*.
2. Play a game of “Simon Says” with students to give them practice following directions and recognizing direction words. After playing the game, discuss the importance of direction and location words in our everyday life. Relate direction and location words to the model community.
3. Brainstorm with students to develop a list of direction words, including: *left, right, near, far, close by, below, above, up, down, beside, and next to*.
4. Let students practice giving and following one- and two-step directions using the direction words listed in #3, above. Have them use the same words in relation to their model community. Have students role-play people in the community and write directions to each other from one place to another within the community.

Specific Options for Differentiating This Lesson

Technology

- Have students use mapping software to become familiar with specific direction words.

Multisensory

- Have students relate the direction words to items in the classroom.
- Give each student an object and a box, and have them practice using and following the direction words in the following phrase: “Place the object (e.g., inside, above/below, on the left/right side) of the box.”

Community Connections

- Invite a crossing guard or police officer (traffic) to talk with the class about direction words.

Small Group Learning

- Direct students to write descriptions, using direction words. Provide speech-to-text software for students, if necessary.

Vocabulary

- Have students make flash cards, with images on one side and vocabulary on the other, for direction words.

Student Organization of Content

- Have students write simple instructions, using direction words, and have their classmates attempt to follow their instructions.

Session 6: Compass Rose

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience with maps and direction and location words.

Materials

- A variety of maps
- 100s chart (1 per student)
- Overhead transparency or poster of 100s chart
- Plastic chips or other manipulative

Instructional Activities

1. Review the session “Direction and Location Words.”
2. Introduce the cardinal directions: *north*, *south*, *east*, and *west*.
3. Post the cardinal direction words on the four walls of the classroom or on four sections of the chalkboard.
4. Introduce the term *compass rose*. Discuss what it is and where examples of a compass rose can be found. Look at a variety of maps, and find the compass rose on each.
5. Let students “be a compass rose” by pointing in the different directions. Create a chant or rap they can use as they say the words.
6. Use the 100s chart to practice cardinal directions and locate a “Mystery Number.” Give each student a 100s chart. If time permits, allow students to write the numbers and fill it in on their own, correlating with Mathematics Standards of Learning. While you use a poster or overhead with a completed 100s chart, direct students to write each of the cardinal directions on their paper: north at the top, south at the bottom, west on the left, and east on the right. Give students a manipulative, such as a plastic chip, and have all of them place their markers on the same number. Give simple directions, and have students move their markers together, such as: Move two spaces north. Review what number the markers should be covering after each move.



Specific Options for Differentiating This Lesson

Technology

- Have students use a mapping software program to create and label compass roses that include the cardinal directions.

Multisensory

- Ask students to play “Simon Says,” using cardinal direction terms.

Community Connections

- Arrange for students to visit an airport to see how an air traffic controller uses direction words to guide pilots.

Small Group Learning

- Have groups color templates of compass roses and cut them out.

Vocabulary

- Have students cut out the cardinal direction words and place them in the appropriate locations on their compass roses.

Student Organization of Content

- Have students use their compass rose cut-outs to locate objects in the classroom.

Session 7: What Is a Map?

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with cardinal directions.

Materials

- 100s chart (1 per student)
- A variety of maps
- Books or videos relating to maps
- Overhead transparency or poster of 100s chart
- Marker
- Plastic chips or other manipulative

Instructional Activities

1. Review cardinal directions with the 100s chart activity from the session “Compass Rose.” Allow student volunteers to give directions leading to the “Mystery Number.” Discuss with children how the “Mystery Number” was found (by giving and using the cardinal directions).
2. Discuss what tool or resource people can use to help them find different locations that may be a “mystery.” For example, when you are at a large mall or amusement park, what can you do to find a certain place?
3. Provide several examples of maps or show pictures of people using maps. A map is a drawing (or other representation) that shows the whole or part of an area. Have students think about the bird’s-eye view drawing of their bedrooms and the class model community. Tell students these drawings are the beginnings of maps.
4. Read a book to students, or show them a video clip where the character(s) are using maps. Discuss the importance of maps.



Specific Options for Differentiating This Lesson

Technology

- Have students use a mapping software program to create and label a compass rose that includes the cardinal directions.

Multisensory

- Have students play “Simon Says” using cardinal direction terms.

Community Connections

- Arrange for the students to visit an airport to see how an air traffic controller uses direction words to guide pilots.

Small Group Learning

- Direct students to color a template of a compass rose and cut it out.
- Use a teacher-created or acquired map of picture symbols, and have students write directions describing the locations of the symbols on the map.

Vocabulary

- Have students cut out the cardinal direction words and place them in the appropriate location on a compass rose.
- Have students perform a treasure hunt. Using a classroom or school map and written and/or verbal cardinal directions, have students locate the “treasure.”

Student Organization of Content

- Have students use their compass rose cut-outs to locate objects in the classroom.

Session 8: Map Symbols

Prerequisite Understanding/Knowledge/Skills

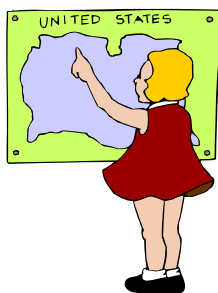
- Students are expected to have general knowledge of and experience with maps.

Materials

- Markers, crayons
- Blank index cards

Instructional Activities

1. Review the session “What Is a Map?” Explain that all maps include certain elements (such as the compass rose, symbols, and a legend).
2. Introduce the term *symbol*. Brainstorm known symbols and what they represent (e.g., red light = stop, green light = go).
3. Explain that a map is a smaller depiction of a larger place, and symbols represent larger features found on a map. Explain that symbols are also used to replace words. Use examples of various maps to identify and discuss what features can be represented by symbols (e.g., land, water, cities, roads).
4. Brainstorm about different things that can be shown on a map. Create a class chart to include such things as schools, hospitals, parks, lakes, airports, bus stops, roads, and rivers. Use index cards to create symbols of these places. Students should write the word on one side and draw a simple picture on the back as a symbol.
5. Have students share their symbol cards with each other.
6. With partners, have students play a guessing game with their symbol cards. One student will hold up his/her symbol drawing, and the other will identify what the symbol represents.



Specific Options for Differentiating This Lesson

Technology

- Have students use mapmaking software to match symbols to landforms.

Multisensory

- Have students color-code various symbols on a map.

Community Connections

- Invite a travel agent to discuss the importance of map symbols for travelers and for his/her business.

Small Group Learning

- Instruct groups to design maps of the neighborhood, using symbols.

Vocabulary

- Have students review their symbol cards with a partner.

Student Organization of Content

- Have students speak to the class about symbols they made.

Session 9: Map Legend

Materials

- A variety of maps
- Student symbol cards from the session “Map Symbols”

Instructional Activities

1. Explain to students that maps with symbols must have a *legend* to explain what the symbols represent. Show them several maps and give them examples of legends.
2. Divide students into groups. Give each group a map, and have them locate the legend on the map. As a class, have groups talk about the symbols and legends on their maps. Let them move around the classroom to compare maps with each other.
3. Have students practice locating different objects or places on various maps using the legend.
4. As a class, combine several student symbol cards created in the session “Map Symbols” to create a map legend.

Specific Options for Differentiating This Lesson

Technology

- Instruct students to use mapmaking software to match symbols to landforms.
- Instruct students to use mapmaking software to create a map legend.

Multisensory

- Have students color-code various symbols on a map.
- Have students watch and discuss a video that features symbols and legends.

Community Connections

- Invite a travel agent to discuss the importance of map symbols to travelers and to his/her business.

Small Group Learning

- Have students design a map of the neighborhood, using symbols.

Vocabulary

- Have students review their symbol cards with a partner.

Student Organization of Content

- Have students draw legends for maps of the school.

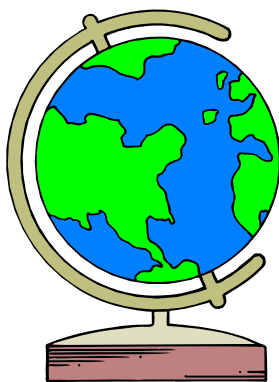
Session 10: What Is a Globe?

Materials

- Globe
- Black-line copies of a globe
- Blue and green crayons or markers

Instructional Activities

1. Show students a globe, and define *globe* as a round model of the earth. Ask what solid shape describes something round or circular. Introduce the term *sphere*. Discuss how a map and globe are similar (e.g., representations of the earth) and different (e.g., a map is flat and can show large or small areas while a globe is round like the earth). Create a Venn diagram with students to show the similarities and differences between map and globe.
2. Discuss major features found on a globe, such as land and water. Ask students how they can distinguish between land and water on a globe. Tell students that typically the color blue represents water and green represents land.
3. Have children draw a globe, or provide them with a black-and-white drawing of one. Have children color and differentiate the two major features of the globe using blue and green.



Specific Options for Differentiating This Lesson

Technology

- Use a visual aid to demonstrate where the continents and oceans are located.

Multisensory

- Provide students with balloons and dry-erase markers, and have them make models of the globe.
- Direct students to color and cut out the continents and glue them in the correct positions onto a flat map.
- Have students make paper-maché models of globes and paint on the oceans and continents.

Community Connections

- Have students make a list of places in their community where they might find a globe (e.g., library, museum, local stores, schools).

Small Group Learning

- Have groups explore globes, identifying places they would like to visit.

Vocabulary

- Have students identify or present items that are examples of spheres.

Student Organization of Content

- Instruct students to compare and contrast globes and maps, using a Venn diagram.

Session 11: Locating the United States

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience with maps and globes.
- Students are expected to be able to recognize the continents.

Materials

- Globe
- World map
- Blank outline of the United States (one per student)
- Modeling clay (optional)
- Glue and sand or glitter
- Concentric circles (Attachment A)

Instructional Activities

1. Remind students of the mapping skills they have learned. Discuss the concept of “where we live.” Help students identify the names of their continent, country, state, community, and school, filling out a class chart of concentric circles that represent each location (see Attachment A).

2. Teach and sing the “Our Country” song:

Our Country

(to the tune of “London Bridge”)

Our country is the USA, USA, USA.

Our country is the USA.

United States of America!

3. Locate the United States of America on a globe. Locate the United States of America on a world map. Display a United States map, and trace its outline. Provide students with an outline of the United States, and have them use modeling clay to arrange over the outline. If clay is not available, have students trace the outline of the United States with glue, then sprinkle sand or glitter on top of the glue.



Specific Options for Differentiating This Lesson

Technology

- Have students use a graphic of a world map to identify the continent in which the United States is located. Students should outline and shade the U.S. portion to identify it.

Multisensory

- Direct students to make the map of North America in sand glued to paper, and then have them feel the outline of the continent.

Community Connections

- Have parents/guardians bake cookies in the shape of the United States.

Small Group Learning

- Have students trace templates of the United States.

Vocabulary

- Have student develop a cinquain (5-line poem) describing the words *continent*, *country*, or *community*.

Student Organization of Content

- Have students organize in descending order the maps of the continent, country, state, community, and school.

Session 12: Locating our Country's Capital

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have knowledge of the location of the United States.

Materials

- Concentric circle chart from the session “Locating the United States”
- World map
- Globe
- Outline of the shape of the United States from the session “Locating the United States”
- Tour pamphlets/books or Web site guide of Washington, D.C.

Instructional Activities

1. Review the concentric circle chart from the session “Locating the United States.”
2. Identify the United States of America as our country's name, and find its location and shape on a world map and globe.
3. Discuss Washington, D.C., as the capital city of the United States and as the place where the president and lawmakers work. Locate Washington, D.C., on a map of the United States.
4. Identify the symbol used to represent cities on maps (usually a dot) and the symbols used to represent state capitals (usually a star), and compare those to the symbol used to represent the country's capital (usually a bigger, bolder star or a circled star).
5. Have students locate Washington, D.C., on a U.S. map. Use the student-created outline of the United States from the previous session, and direct students to locate and label the nation's capital city with a star and a circle.
6. Visit a Web site with students about touring Washington, D.C., and/or show them tourism pamphlets/books of Washington, D.C. Ask students if they know why this city is so important to our country, and discuss its importance with them. Talk about some of the national monuments and symbols that are important to United States citizens.
7. Ask students to name the president of the United States, and give them a simple description of his job.
8. As a class, have students compose a letter to the president (or they may write individual letters). Teach/help students how to address the envelope. Information about writing to the president is available at <http://www.whitehouse.gov/kids/guide/>. The mailing address is as follows:



President of the United States
1600 Pennsylvania Avenue, N.W.
Washington, DC 20500

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video about Washington, D.C.

Multisensory

- Have students take a virtual tour of Washington, D.C.

Community Connections

- Invite a travel agent to discuss significant attractions in Washington, D.C.

Small Group Learning

- Have small groups use globes and maps of the United States to locate Washington, D.C.

Vocabulary

- Explain the difference between the words *capital* and *capitol*.

Student Organization of Content

- Have students create a brochure of Washington, D.C.

Session 13: We Live in the State of Virginia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the map of the United States.

Materials

- Concentric circle chart from the session “Locating the United States”
- United States map
- Virginia map
- Blank outline of Virginia
- Clay, if available
- Cookie-making ingredients and supplies (optional)
- Poster paper and art materials
- Virginia guidebooks or tourism Web site

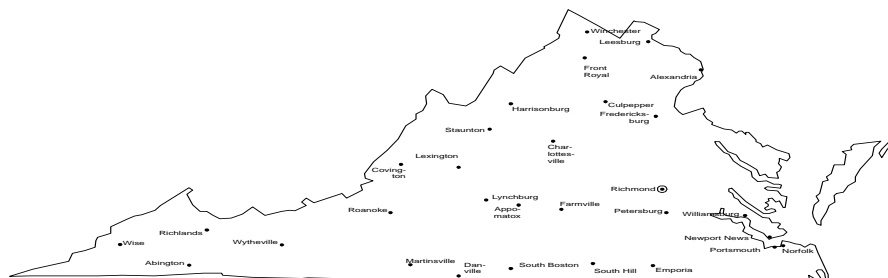
Instructional Activities

1. Review the concentric circle chart from the session “Locating the United States.”
2. Teach and sing the song about Virginia:

Virginia Is Our State
(to the tune of “The Farmer in the Dell”)

Virginia is our state.
Virginia is our state.
Richmond is our capital.
Virginia is our state.

3. Locate Virginia on a United States map. Display a Virginia map, and trace the outline of the state. Provide students with a blank outline of Virginia, and let them use modeling clay or crayons to fill in the outline.
4. Ask students to name the capital city of Virginia. Have students locate Richmond on a map of Virginia and on a U.S. map. Have them locate and label Richmond with a star on their outlines of the state. Explain in simple terms the jobs of Virginia lawmakers and the Governor.
5. Have students pretend they are travel agents who want people to visit Virginia. Have them look at Virginia guidebooks and/or visit the official Virginia tourism Web site at <<http://www.virginia.org/>>. Working in groups, let children design a poster about Virginia. (Correlate this activity with History and Social Science Standard of Learning 1.12.)



Specific Options for Differentiating This Lesson

Technology

- Instruct students to create Virginia maps, using a mapmaking software program.

Multisensory

- Have students make maps of Virginia out of clay.

Community Connections

- Invite a representative from the Virginia Tourism Bureau to discuss features and attractions in Virginia.
- Invite the Governor of Virginia to read aloud a story about Virginia.

Small Group Learning

- Have groups create brochures about Virginia that include maps.
- Have groups draw pictures of their favorite places to visit in Virginia.

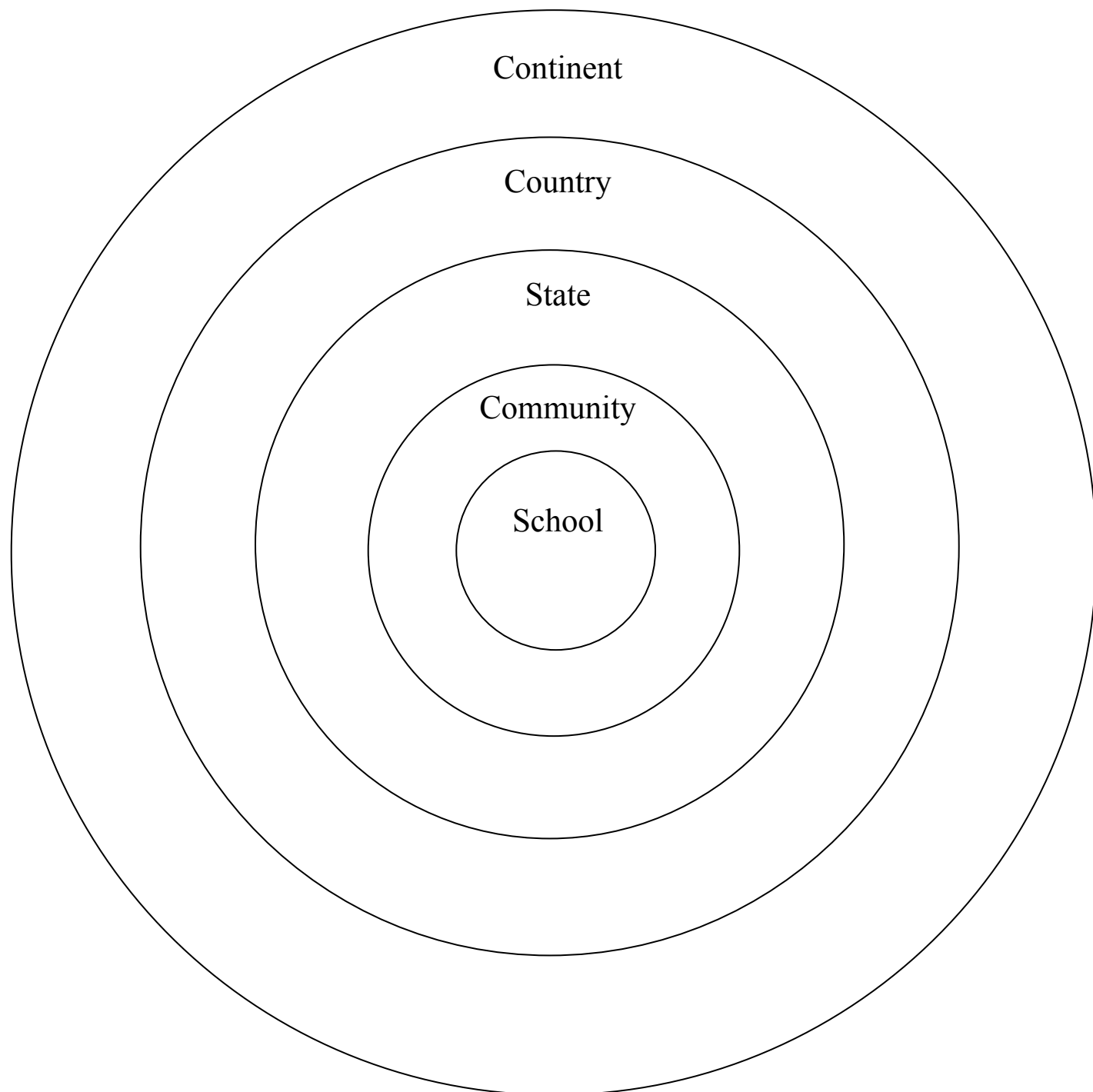
Student Organization of Content

- Instruct students to write poems about Virginia.

Additional Activities

- Read selected books with students about simple maps and globes.
- Have students locate Virginia on a globe by identifying its physical shape.
- Have the students take turns locating the United States and Virginia on a variety of maps.
- As a class, have students create a map of the classroom, playground, and/or school, using symbols as explained in the map legend.

Attachment A: Chart of Concentric Circles_____



ORGANIZING TOPIC

Influence of Geography

Standard(s) of Learning _____

1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Identify primary ideas expressed in graphic data.	_____
Use information from print and nonprint sources.	_____
Use resource materials.	_____
Gather and classify information.	_____
Use and explain simple charts.	_____
Content	
Describe how geography includes the study of location, climate, and physical surroundings.	_____
Know the following terms:	
• <i>Location</i> — where people live	_____
• <i>Climate</i> — the kind of weather an area has over a long period of time	_____
• <i>Physical surroundings</i> — land and bodies of water	_____
• <i>Season</i> — any one of the four phases of the year (spring, summer, fall, or winter)	_____
Describe how location, climate, and physical surroundings affect the way people live.	_____
Describe how location, climate, and physical surroundings affect the way people in a community meet their basic needs. This includes the foods they eat, the clothing they wear, and the kinds of houses they build.	_____
Describe how geography affects how people travel from one place to another and determines what is available for recreation.	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Children’s Rainforest Information Page.” *The Rainforest Information Center*.

<<http://www.rainforestinfo.org.au/children/edsup.htm>>. This Web page has information about the rain forest.

Cool Antarctica. Paul Ward. <http://www.coolantarctica.com/gallery/Antarctica_gallery_home.htm>. This Web site offers a wide variety of resources about Antarctica including pictures of Antarctica.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education.

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

Photos of Hawaii. <<http://honolulu.hawaii.edu/photos/hawaii/>>. Jeff Duncan from the Big Island provides photographs around Oahu, Hawaii.

Jungle Photos: Education, Conservation, and Inspiration. Roger J. Harris. <<http://www.junglephotos.com/>>. This Web site has jungle photos and information about the Amazon rainforest in South America.

National Geographic. National Geographic Society. <<http://nationalgeographic.com/>>. This is the Web site of the National Geographic Society and provides, among other things, copies of maps.

“A Reason for the Season.” *National Geographic Expeditions*. National Geographic.

<<http://www.nationalgeographic.com/xpeditions/activities/07/season.html>>. This Web page provides a lesson for studying the seasons.

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets*.

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Virginia Geographic Alliance. Virginia Geographic Alliance. <<http://www.geography.vt.edu/vga/index.html>>.

VGA sponsors geography activities aimed at K–12 curriculum development, teacher training, assessment, and public awareness.

Virginia Places. Charles A. Grymes. <<http://www.virginiaplaces.org/>>. This Web site provides information on the natural settings of Virginia, places in Virginia, and the people and development of Virginia.

Welcome to Antarctica. Center for Astrophysical Research in Antarctica. <<http://astro.uchicago.edu/cara/vtour/>>.

This Web site offers a virtual tour of Antarctica.

“Why It’s Essential.” *National Geographic Expeditions*. National Geographic.

<<http://www.nationalgeographic.com/xpeditions/lessons/07/gk2/seasons.html>>. This Web page provides a lesson for helping students understand the differences between seasons.

Session 1: The Four Seasons

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have knowledge of seasonal and weather changes.

Materials

- Mural paper or poster boards
- Markers, crayons, paints
- Books related to the four seasons

Instructional Activities

1. Teach students the “Seasons Song”:

Seasons Song
(to the tune of “London Bridge Is Falling Down”)

Spring, summer, winter, fall
We know them all
The seasons of the year
Spring, summer, winter, fall –
The four seasons!

2. Help students create a graphic organizer about the four seasons. Preface the activity by brainstorming and recording ideas on chart paper. The following Web sites may be helpful:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
3. Read a book to students, or visit Web sites with them that are related to the four seasons. The following Web sites may be helpful:
 - The Four Seasons from National Geographic. “A Reason for the Season”
<<http://www.nationalgeographic.com/xpeditions/activities/07/season.html>>.
 - The Four Seasons from National Geographic. “Why It’s Essential”
<<http://www.nationalgeographic.com/xpeditions/lessons/07/gk2/seasons.html>>
4. Ask students what they learned from the book, and use their responses as a basis for further research from the Web sites.
 - “What might the trees look like? “
 - “What animals might you see?”
 - “What might people wear?”
 - “What activities might you participate in?”
 - Swimming in summer
 - Sledding in winter
 - Going to the pumpkin patch to get a pumpkin, raking leaves in fall
 - Planting a garden, going on an Easter egg hunt in the spring
 - “What might the weather be like in each season?” Introduce the word *climate* as the kind of weather an area has over a long period of time.
 - Start a class chart of key words by writing the word *climate*.
 - What foods might be good to eat during each season?
 - Fall — turkey and other Thanksgiving dishes
 - Winter — hot chocolate
 - Summer — ice-cream cones, watermelon
 - Spring — picnic foods

5. Ask students how the seasons help people determine what clothing to wear.
6. Create a class mural with four sections, one for each season. Divide students into small groups or have students work with a buddy to create parts of the mural. Have students include drawings of people wearing clothing appropriate for their particular season. Have them illustrate seasonal activities.

Specific Options for Differentiating This Lesson

Technology

- Have students use a writing and graphics software program to locate and print seasonal pictures and add phrases that describe each season. Then have the students combine pictures and sentences to make seasonal books. Alternative keyboards or a text-to-speech software programs should be provided, if necessary.
- Have students watch and discuss video clips of the four seasons, including weather, climate, and vegetation changes within and between the four seasons.

Multisensory

- Instruct students to record on a classroom graph the changes in temperature in the weather over a week, month, and season.
- Have students place weather symbols on a daily weather calendar.

Community Connections

- Each season, lead students on a walking field trip around the school, playground and community, looking for seasonal changes within the environment. Direct students to draw pictures to represent and describe the environment as they see it.

Small Group Learning

- Instruct students to draw pictures that represent each season, and have them add text, writing two or more words to describe each season.
- Divide students into small groups to share their seasonal pictures.

Vocabulary

- Instruct students to write the seasonal words from the word wall in their personal dictionaries. Words might include: *winter*, *spring*, *summer*, and *fall*.
- Have students add the word *climate* to their dictionaries and class word wall.
- Have students draw pictures in their dictionaries that describe each of the four seasons.

Student Organization of Content

- Direct students to create four seasonal collages that include clothing and activities appropriate for each season.

Session 2: Location and Passports

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of seasonal changes.

Materials

- World map or globe
- Chart paper
- Crayons, markers
- Student “passports”

Instructional Activities

1. Review the session “The Four Seasons” with students. Remind children that seasons influence how people dress. Use the class mural to discuss other seasonal influences. Suggest that it is not just the seasons that influence choices we make. Tell students that *where* people live also influences how they dress, as well as other choices they make. Introduce the word *location* (where people live). Start a class vocabulary list, and write *location* on it. Have the students describe the location of their houses (their streets and neighborhoods.)
2. Show students a map or a globe of the world. Locate the United States, and remind children that this is the country we live in. Take a few minutes to discuss other map or globe features. Be sure to point out the oceans, rivers, continents, other countries, the equator, the north pole, and south pole. Emphasize that the Atlantic and Pacific oceans border the United States.
3. Explain to children that different countries have different climates. Review the definition of *climate*. Writing on a piece of chart paper, brainstorm words to describe different climates. Discuss how different climates affect choices of clothing and activities. Add the word *climate* to the class vocabulary list. Have the students describe the climate where they live.
4. Ask children to pretend they are world travelers preparing for a trip around the globe. Present them with their “passports.” Explain how a passport works. Have students create a self-portrait using markers and crayons, or they may use their school picture to glue into the “passport.”
5. Have students begin filling out the information on the first page of their “passports.”
6. Have students look at their own copy of a world map. Let children color the oceans blue. Ask them not to color in land formations. (This is for later in the unit.)

Specific Options for Differentiating This Lesson

Technology

- Help students search the Internet for pictures of seasonal clothing and accessories to download for a paper doll project.

Multisensory

- Have students cut out templates for paper dolls and clothing. Direct them to practice dressing the paper dolls for each of the different seasons.

Community Connections

- Invite a meteorologist to discuss climate changes.

Small Group Learning

- Direct groups to write lists and draw pictures of items they would pack when going on a trip.
- Have groups brainstorm lists of items needed to go on a trip to Alaska and Florida. Have them compare and contrast these items using Venn diagrams.

Vocabulary

- Instruct students to add the words *location*, *climate*, *passport*, and *meteorologist* to the class word wall.
- Have students add the words *location*, *climate*, *passport*, and *meteorologist* to their personal dictionaries, adding pictures that represent each new word.
- Have students complete a word sort for words associated with each season (e.g., *summer*, *June*, *beach*, *swimsuit*, *hot*).

Student Organization of Content

- Direct students to choose four geographic locations on a wall map of the United States place their pictures of clothing appropriate to the climates of the locations.

Session 3: Bundle Up! Adventure to Antarctica

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to recognize a map of the United States and a world globe.

Materials

- Books and pictures related to Antarctica
- World map or globe
- Crayons, markers
- Student “passports”

Instructional Activities

1. Tell students they will begin their trip around the world. Use the world map to locate their first destination, Antarctica. Let students find Antarctica on their individual maps. Have them use crayons or markers to color Antarctica.
2. Read a book about Antarctica and/or present pictures of Antarctica to students. Have the class visit Web sites relating to Antarctica, such as those listed below:
 - “Cool Antarctic” <http://www.coolantarctica.com/gallery/Antarctica_gallery_home.htm>
 - *Welcome to Antarctica* <<http://astro.uchicago.edu/cara/vtour/>>
3. Create a chart of information about Antarctica from the book and/or Web sites. Ask students these questions:
 - What types of clothing might you pack?
 - What types of transportation might you use?
 - What activities might you participate in on your trip?
 - What animals might you see?
 - What clothes might be inappropriate?
 - What types of transportation might not be useful?
 - What activities might not be available?
 - What are some animals you might not see?

**Information Chart on
Antarctica**

Transportation	Activities	Animals	Clothes

4. Have students complete the first page of their “Around the World” Sample Passport. (See Attachment A.)
5. Have students use markers and/or crayons to create a souvenir “snapshot” of their visit. Ask them to keep in mind the chart information while they are drawing their pictures. Have students write one sentence about their “trip” to Antarctica.

Specific Options for Differentiating This Lesson

Technology

- Assist students to search the Internet for pictures of Antarctica.
- Help students locate and download pictures of Antarctica, including people, clothing, animals and methods of transportation.

Multisensory

- Have students make lists of clothing and accessories that would be needed for a trip to Antarctica. Optionally, provide photographs and clip art pictures.
- Instruct students to use paints, textured cloth, and collage materials to create puppets. Have students use the puppets to talk to students in other classes about Antarctica.

Community Connections

- Invite a family member, community leader, or teacher to share his/her Antarctica travel experience.

Small Group Learning

- Have groups continue to design the first travel pages of their “passports.”
- Have groups dress paper dolls with felt clothing appropriate to Antarctica.

Vocabulary

- Instruct students to review vocabulary from previous sessions.
- Have students add the following words to their vocabulary lists and to the class word wall: *transportation* and *accessories*. Have them write phrases and draw pictures for each new vocabulary word.

Student Organization of Content

- Have students create pictures to add to a class Venn diagram for comparing and contrasting clothing and accessories needed in Antarctica with those items needed at home.

Session 4: Aloha Hawaii! _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the map of the United States.

Materials

- Books and pictures related to Hawaii
- Student “passports”
- World map
- Crayons, markers
- Yarn or string
- Construction paper (bright colors)
- Book about Hawaii

Instructional Activities

1. Review the “trip” to Antarctica. Use the map to locate Antarctica again.
2. Tell students that they will visit the islands of Hawaii today. Use the world map to locate the Hawaiian Islands. Discuss what an *island* is. This word can be added to the class vocabulary list. Ask students how they would get to Hawaii from Antarctica.
3. Read a book, present pictures, or visit Web sites with students related to Hawaii. A possible Web site to visit may be the following:
 - “Photos of Hawaii” <<http://honolulu.hawaii.edu/photos/hawaii/>>.
4. Create a chart of information on Hawaii from the book and/or Web sites. Ask students these questions:
 - What types of clothing might you pack?
 - What activities might you participate in on your trip?
 - What animals might you see?
 - What types of transportation might you use?
 - What clothes might be inappropriate?
 - What activities might not be available?
 - What are some animals you might not see?

Information Chart on Hawaii

Transportation	Activities	Animals	Clothes

5. Help students create Hawaiian flower leis out of construction paper and yarn. Have them cut flowers out of construction paper and glue flowers together with the string in between. Have students tie the ends of the string together to form a necklace.
6. After making the flower leis, have students fill out the next page of their “Around the World” passports. Explain to the students that passports would not be required of them if they actually traveled to Hawaii. Tell them to keep the information chart in mind as they draw their souvenir “snapshot.” Have them write one sentence about their “trip” to Hawaii.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video clip about Hawaii.

Multisensory

- Direct students to use felt and cloth to create samples of clothing typical of Hawaii. Have students dress paper dolls in their samples.
- Play native Hawaiian music during all small group lessons.

Community Connections

- Invite a family member, community leader, or teacher to discuss his/her personal trip to Hawaii.

Small Group Learning

- Have groups record a story about Hawaii, using a speech-to-text program, and perform a hula dance related to the story.

Vocabulary

- Have the students add the following words to the class word wall and their personal dictionaries: *Hawaii, lei, aloha, island*.
- Direct students to draw one picture to represent each new vocabulary word, adding them to their personal dictionaries.

Student Organization of Content

- Instruct students to add photographs of their activities and “travels” to Hawaii to a class scrapbook.

Session 5: Desert Destination

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the map of the United States.
- Students are expected to have an understanding of clothing needed for different climates.

Materials

- Books and pictures related to the Southwest (Arizona, California, New Mexico, Death Valley, Mojave Desert, or the Grand Canyon)
- Student “passports”
- Map of the United States
- Copies of U.S. map (one per student)
- Crayons, markers

Instructional Activities

1. Review the sessions on “trips” to Antarctica and Hawaii. Review the information charts and how location influences clothing, recreation, and transportation.
2. Pass out individual United States maps to students. Have students glue the maps into their passports. Have students locate and color Hawaii and Virginia on their maps.
3. Tell students they will “travel” next to New Mexico. On a large U.S. map, point out New Mexico. Help children locate this state on their copies of the U.S. map. Ask them to color in New Mexico.
4. Explain to children that New Mexico has desert land. Discuss what a *desert* is. This word can be added to the class vocabulary list. On chart paper, create a KWL chart about deserts. Write at least four items under the first two categories based on student responses to “What They Know” and “What They Want to Know.”

Deserts KWL Chart

What We Know	What We Want to Know	What We Learned

5. Read books to students related to the desert. Present pictures or visit Web sites with students to view pictures of the Southwestern desert terrain. Include pictures of adobe or pueblo shelters.
6. After reading and looking at pictures of the desert with students, fill in the third category of the chart based on student responses of “What We Learned.”
7. Create an information chart for the desert trip.
 - What types of clothing might you pack?
 - What types of transportation might you use?
 - What activities might you participate in on your trip?
 - What animals might you see?
 - What types of shelters might be available in a desert?
 - What types of clothes might be inappropriate?
 - What types of transportation might not be useful?
 - What activities might not be available?

- What are some animals you might not see?

Information Chart on the Desert

Transportation	Activities	Animals	Clothing	Shelter

8. Have students fill out the next page of their “Around the World” passports. Explain to the students that passports would not be required of them if they actually traveled to Hawaii. Ask them to keep the information chart in mind as they draw their souvenir “snapshot.” Have students write one sentence about their “trip” to the desert.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video of the desert lands in New Mexico.
- Using the Internet, help students search and download pictures of desert lands in the Southwest regions of the United States.

Multisensory

- Have students create a desert diorama.

Community Connections

- Invite a teacher, community leader, or parent to share video clippings, photographs, and souvenirs from their trips to desert regions.

Small Group Learning

- Set up learning centers related to the American Southwest to exhibit aspects of life in the region (i.e., modes of transportation, native plants and animals, typical clothing and shelter, other cultural aspects).

Vocabulary

- Have students review vocabulary from previous sessions.
- Direct students to add the following words to the classroom word wall and to their personal dictionaries: *desert, Southwest, New Mexico*.
- Instruct students to draw pictures to represent each new vocabulary word and add the pictures to their personal dictionaries.

Student Organization of Content

- Have students continue to work on their individual passports, adding pictures, phrases and sentences, and other new information.
- Direct students to create pictures of souvenirs and accessories acquired on their travels, adding the pictures to their passports. Optionally, provide a writing and drawing software program.

Session 6: Roaming the Rainforest

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the map of the United States and the world globe.

Materials

- Books and pictures related to the Amazon rainforest
- World map or globe
- Crayons, markers
- Student “passports”

Instructional Activities

1. Review the session on the trip to New Mexico. Use the world map or globe to locate the country of Brazil. Have students color in Brazil on their individual maps.
2. Tell students they will be “roaming the rainforest.” Discuss what a *rainforest* is. This term can be added to the class vocabulary list. Prepare a KWL chart about rainforests. Fill in the two sections, “What We Know” and “What We Want to Know,” based on student responses.

Rainforest KWL Chart

What We Know	What We Want to Know	What We Learned

3. Read a book to students about the Amazon rainforest, and/or visit a Web site with them (such as those sites listed below) related to the Amazon rainforest.
 - <<http://www.rainforestinfo.org.au/children/edsup.htm>>
 - <<http://www.junglephotos.com/>>
4. Complete the “What We Learned” portion of the KWL chart.
7. Prepare an information chart for the Amazon rainforest.
 - What kinds of clothing might you pack?
 - What types of transportation might you use?
 - What activities might you participate in?
 - What kinds of animals might you see?
 - What types of shelter might be available in a rainforest?
 - What clothes might be inappropriate?
 - What types of transportation might not be useful?
 - What activities might not be available?
 - What are some animals you might not see?
6. Have students fill out the next page of their “passports.” Ask them to keep the information chart in mind as they draw their souvenir “snapshot.” Have students write one sentence about their “trip” to the rainforest.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video of rainforests.
- Lead the students on a virtual tour of rainforests on the Internet.

Multisensory

- Have students create a table display and representation of a rainforest, including animals and plants.

Community Connections

- Invite a knowledgeable speaker to discuss rainforests.

Small Group Learning

- Direct students to work together to create simulations of rainforests.

Vocabulary

- Ensure students understand the terms *rainforest*, *Brazil*, and other key terms.
- Have students add the key vocabulary to a word wall.
- Have students create picture dictionaries.

Student Organization of Content

- Have students create picture webs.

Session 7: End of the Road

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the map of the United States and world globe.

Materials

- Books and pictures related to Virginia and/or local community
- Student “passports”
- World map and U.S. map
- Copy of U.S. map (one per student)
- Local phone book(s)
- Construction paper of various colors
- Crayons, markers

Instructional Activities

1. Use the world map, U.S. map, information charts, KWL charts, and student passports to review the different places students “visited.”
2. Tell students their “travels” have come to an end and it is time to return home.
3. Use the world map to show the route students would take to return home. Review the names of our country, state, capital city, and local community. Have children sing the Virginia song learned in Session 15 of the previous organizing topic.

Virginia Is Our State
(to the tune of “Farmer in the Dell”)

Virginia is our state! Virginia is our state!
Richmond is the capital.
Virginia is our state!

4. Read books to students, and show them pictures that are related to Virginia and/or the local community.
5. As a class, visit Web sites that are related to Virginia. The following site may be helpful:
<<http://www.virginiaplaces.org/>>.
6. Help students research the Virginia climate, land features, types of recreation, housing, and bodies of water vital to Virginia and the local community.
7. Using construction paper, have students create representations of their homes and buildings in their community (e.g., school, bank, post office, restaurants, historical landmarks, parks, rivers). Create a bulletin board map/display of the community with student representations. Have students write their addresses on their homes. Have them also write the addresses of other buildings and landmarks. Have local phone book(s) on hand for reference, if needed.

Specific Options for Differentiating This Lesson

Technology

- Provide students with access to talking globes so they can explore the locations they studied.
- Provide students with access to talking books about the places they studied.

Multisensory

- Direct students to use clay to make three-dimensional maps of the United States.
- Have students use pre-cut felt and templates to create United States maps.

Community Connections

- Invite a travel agent to discuss world travel.

Small Group Learning

- Divide students into pairs or small groups to make clay representations.
- Divide students into pairs or small groups to develop felt projects.

Vocabulary

- Ensure students review the key vocabulary from the previous sessions.
- Instruct students develop picture books that include vocabulary words related to topics covered.

Student Organization of Content

- Have students create picture dictionaries.
- Have students create picture webs.

Session 8: Home Sweet Home _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the map of the United States and the world globe.

Materials

- Books and pictures related to Virginia and/or local community
- Student “passports”
- Map of the United States
- Copy of U.S. map (one per student)
- Construction paper of various colors
- Crayons, markers
- Glue
- Empty shoeboxes (one per student)

Instructional Activities

1. Welcome students home from their “travels.” Review information about Virginia and the local community. Create an information chart for Virginia. (Refer to the session titled “The Four Seasons” to help with this activity.)
 - What kinds of clothing might be appropriate for Virginia?
 - What types of transportation might be available in Virginia?
 - What recreational activities might you able to participate in?
 - What kinds of animals might you see in Virginia?
 - What types of shelters/homes might be available in Virginia?
 - What types of transportation might not be useful?
 - What are some animals you might not see?

Information Chart on Virginia

Transportation	Activities	Animals	Clothing	Shelter

2. Have students complete the last two pages of their “passports.”
3. Use the world map, U.S. map, information charts, KWL charts, and student “passports” to review the places students “visited.”
4. Assign students or let them choose one of the destinations for individual projects. Have students create representations of one of the places they visited. Representations must show at least four of the following items: specific land features, shelters, a person/people wearing clothing appropriate to location, modes of transportation, and recreational activities.
 - Example: A representation of Hawaii may have brown construction paper glued to the bottom of the box to represent a volcano. Students might use yellow paper for sand, blue paper for the ocean, and brown and green paper to make a palm tree. They may have a sailboat on the ocean. A construction-paper man might wear swim trunks and sunglasses and have a surfboard beside him.

Specific Options for Differentiating This Lesson

Technology

- Instruct students to use a mapmaking software program.
- Have students use talking maps.

Multisensory

- Have students watch and discuss a video of Virginia.
- Have students listen and follow directions on an audio recorder/playback device.

Community Connections

- Invite a local delegate or representative to speak to the class about Virginia places of interest.
- Arrange for students to take a field trip to a Virginia museum.

Small Group Learning

- Have students work with partners to complete their passport journals.
- Have students present their passport journals to classmates or students in other classes.

Vocabulary

- Ensure students understand the vocabulary words from previous sessions.
- Instruct students to add the key vocabulary to a word wall.
- Have students create picture dictionaries.

Student Organization of Content

- Have students create picture dictionaries.
- Have students create picture webs.

Session 9: Travel Fair

Materials

- Destination representations created by students

Instructional Activities

1. Host a class Travel Fair by having students give presentations of their destination representations to the class.
2. An option is to invite classes from other grade levels to see the Travel Fair.

Specific Options for Differentiating This Lesson

Community Connections

- Invite parents and community representatives to attend the travel fair.

Additional Activities

- Read/research with students various locations, climates, and physical surroundings and their effects on people's basic needs and lifestyles, including the food they eat, the clothing they wear, and the kinds of houses they build.
- Have students describe the physical surroundings near the school and its neighborhood.
- Have students describe the physical surroundings in stories they read.
- Use information from print and nonprint sources to gain an understanding of how physical surroundings affect the way people live.
- Help students research how geography affects how people travel and what recreation is available.

Attachment A: Sample Passport _____

Around the World



_____'s
PASSPORT

Last name: _____

First name: _____

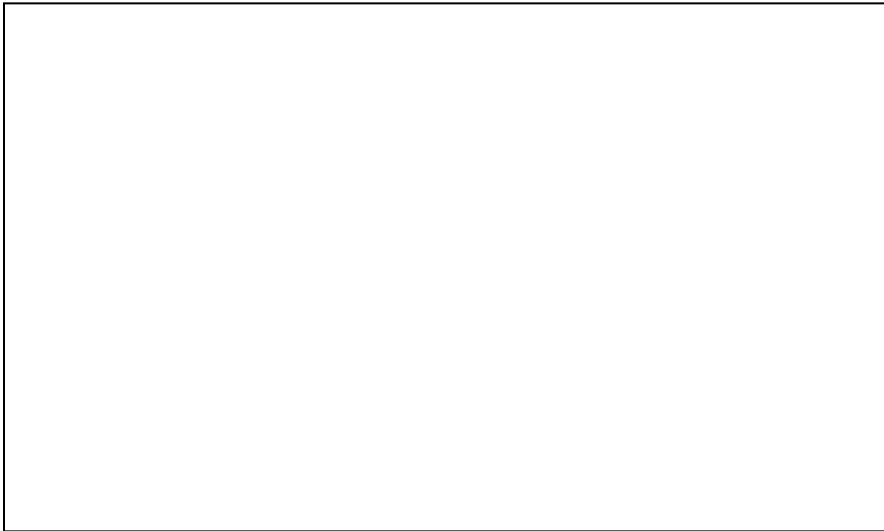
Student picture goes
here.

Address:

Birthday:

My first destination was

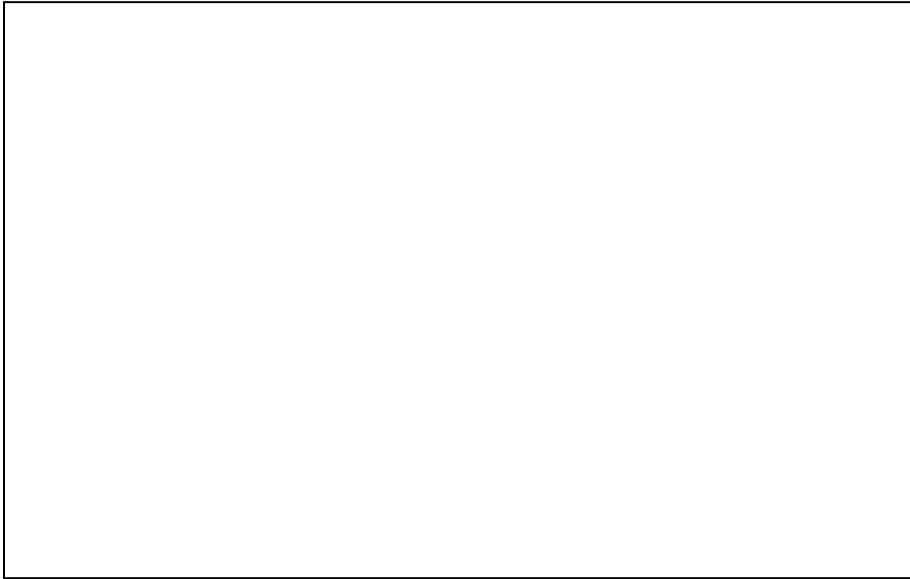
This is a picture of me on my trip.



What will I remember about my trip?

My next destination was

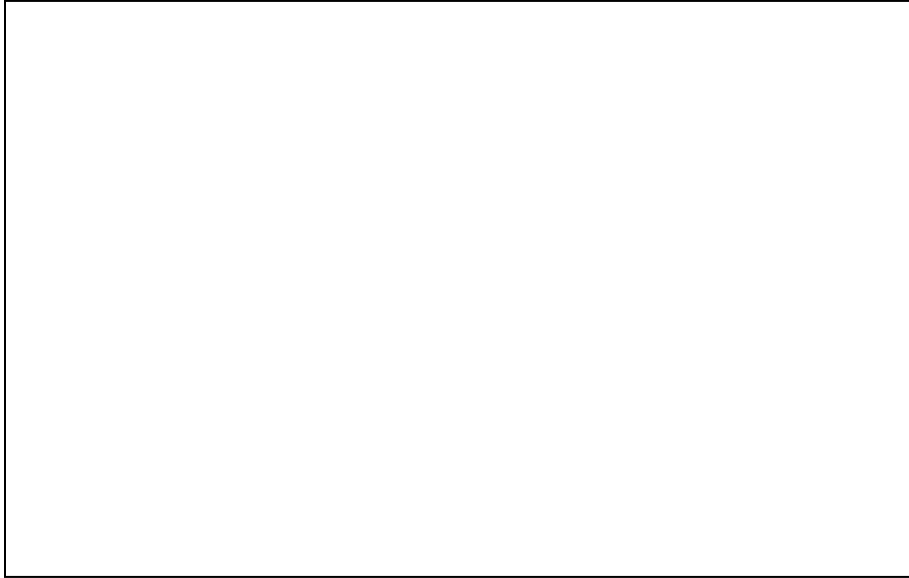
This is a picture of me on my trip.



What will I remember about my trip?

My next destination was

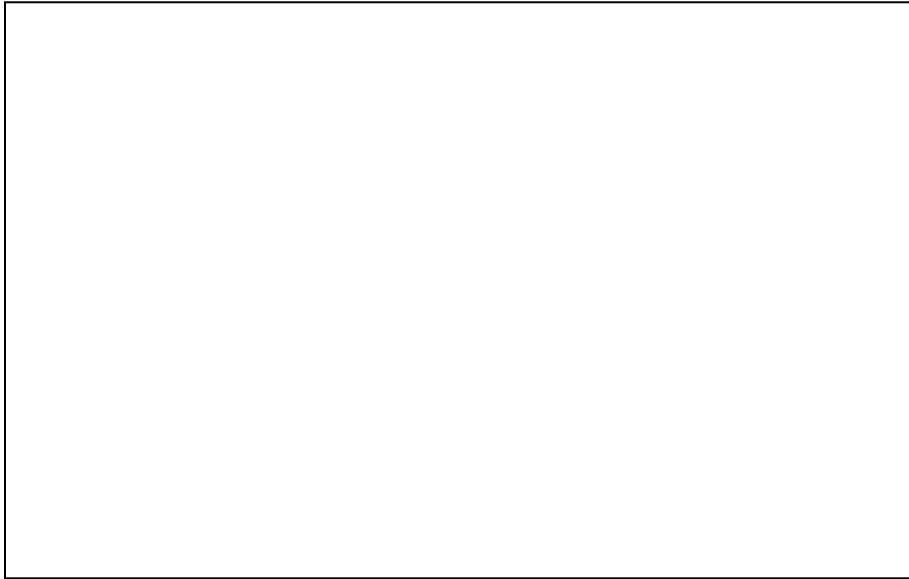
This is a picture of me on my trip.



What will I remember about my trip?

My next destination was

This is a picture of me on my trip.



What will I remember about my trip?

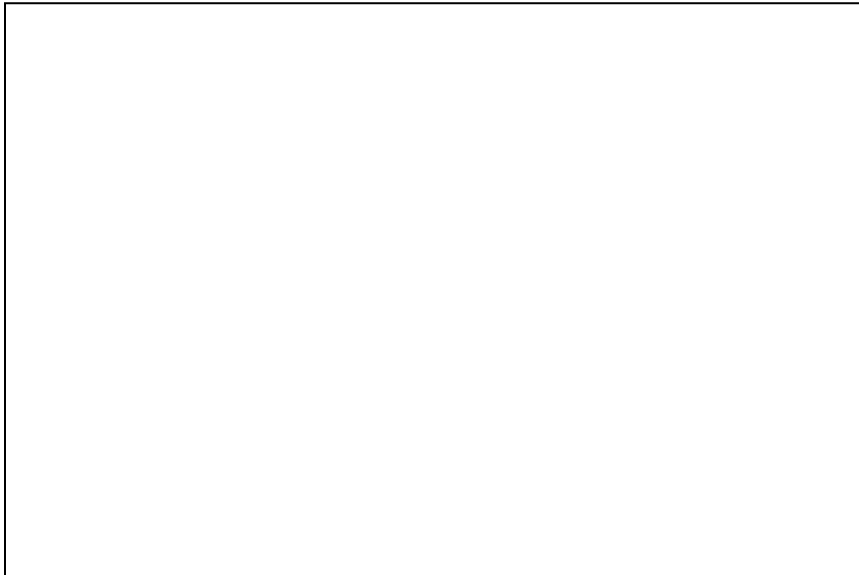
Home Sweet Home!

I live in the state of _____.

The capital is _____.

The name of my community is
_____.

This is a picture of me in my community.



Around-the-World Survey

1. Which location was your favorite?

2. Why did you like that location best?

3. What clothes did you pack for your trip?

Why?

ORGANIZING TOPIC

People Can Be Consumers and Producers

Standard(s) of Learning _____

1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Collect, organize, and record information.	_____
Gather and classify information.	_____
Content	
Know the following terms:	
• <i>Goods</i> — things people make or use to satisfy needs and wants	_____
• <i>Services</i> — activities that satisfy people’s needs and wants	_____
• <i>Consumer</i> — a person who uses or buys goods and services	_____
• <i>Producer</i> — a person who makes goods or provides services	_____
Explain how goods and services satisfy people’s needs and wants.	_____
Explain how people are consumers when they buy or use goods and services.	_____
Explain that people are producers when they make goods or provide services.	_____
Explain that most people are both consumers and producers.	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Council on Economic Education. National Council on Economic Education. <<http://www.councilforeconed.org>>
The Web site for the Council on Economic Education, formerly the National Council on Economic Education (NCEE), is a nationwide network that promotes economic literacy with students and their teachers.

Economics and Geography Lessons for 32 Children's Books. Montgomery County Public Schools.
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>. This Web site offers lessons based on children's books.

EconEdLink. National Council on Economic Education. <<http://www.econedlink.org/lessons/index.cfm>>. This Web site links to economics lessons for grades K–2.

EconEdLink. National Council on Economic Education.
<<http://www.instructorweb.com/linkgo.asp?L=423&B=resources/economics.asp>>. This Web site links to an economics lesson on consumers and producers.

Investment in Futures. Virginia Council of Economic Education. <<http://www.vcee.org/>>. This Web site is dedicated to helping students understand our economy and develop the life-long decision-making skills they need to be effective, informed citizens, consumers, savers, investors, producers, and employees.

KidsEcon Posters. Indiana Council for Economic Education. <<http://www.kidseconposters.com/index.html>>. *The KidsEcon Posters* project is dedicated to giving teachers the tools they need to help their students understand the exciting economic world around them, making them more effective producers, consumers, savers, investors, and voting citizens

Primary Knowledge of Economics: 2001 Aligned. Virginia Department of Education.
<<http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>>. This Web site offers “Concepts and Principles for the Economic Strand of the K–3 History and Social Science Standards of Learning.”

Social Studies Curriculum Resources Poster Sets. Melissa Matusevich.
<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Session 1: Understanding the Concept of *Goods*

Prerequisite Understanding/Knowledge/Skills

- Students are expected to understand the difference between need and want.

Materials

- Magazines and catalogs
- Paper, markers, glue, scissors

Instructional Activities

1. Ask students to think about a family shopping trip. What items were bought and for what purpose? Review Essential Knowledge and Skills from History and Social Science Standard of Learning K.7 on needs and wants.
2. Define the term *goods* as related to economics. Teach children the “Goods” song below, and/or have them write their own song about goods. Read selected books where examples of goods are demonstrated.

Goods

(to the tune of “Row, Row, Row Your Boat”)

Goods, goods, goods are things
That people make and use.
Goods satisfy consumers’ wants,
They’re made for me and you.

3. Brainstorm with students to develop a list of goods for each letter of the alphabet. Compile a class ABC book of goods by having each student illustrate or find pictures of a good that begins with a specific letter of the alphabet. This activity could incorporate language correlations, such as the following:
 - Have students write a sentence about their illustrated good. (Example: “Jamie bought a backpack for school.”)
 - Have students practice alphabetizing by assembling the book pages in alphabetical order.
4. Use Web sites such as the following as resources for grade-one economics:
 - Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K–3 History and Social Science Standards of Learning (2001) <<http://www.pen.k12.va.us/VDOE/Instruction/1st.pdf>>
5. Use Web sites such as the following children’s literature site to introduce basic economic terms:
 - Economics and Geography Lessons for 32 Children’s Books
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>
6. Read to students selected books with examples of goods.
7. Visit the Kid’s Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on goods.

Specific Options for Differentiating This Lesson

Technology

- Have students use software to make interactive posters.
- Have students use text-to-speech software.

Multisensory

- Direct students to act out the song included within the session.
- Have students use interactive electronic alphabet charts and images related to this session.
- Create a simulated shopping event for students to experience purchasing goods with their own pretend money.

Community Connections

- Invite a community leader or banker to speak to the class about the concept of goods.
- Arrange for students to take a field trip to a local bank.

Small Group Learning

- Divide students into small groups or pairs to brainstorm their ABC books of goods.

Vocabulary

- Ensure students understand the following vocabulary: *goods*, *needs*, *wants*, *services*, and other key economic terms.
- Have students add key vocabulary to the classroom word wall or to their personal vocabulary journals.

Student Organization of Content

- Have students create picture dictionaries.
- Have students create picture webs.

Session 2: Understanding the Concept of *Services*

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be familiar with the concept of *goods* and with different kinds of jobs.

Materials

- Hats/pictures of hats worn by people in a variety of jobs (e.g., baseball player, nurse, fireman, reporter, construction worker)
- Pictures of various community workers
- Magazines, catalogs, and yellow pages of phone book
- Construction paper, markers, glue, and scissors
- Selected books related to services

Instructional Activities

1. Briefly review the session “Understanding the Concept of Goods.” Read the class ABC book of goods to students, or pass it around and have students read the book out loud.
2. Brainstorm with students to develop a list of community jobs. Review Essential Knowledge and Skills from History and Social Science Standard of Learning K.6 for titles and descriptions of various jobs.
3. Bring hats to class, have students bring in or make hats, or bring in pictures of hats that are worn by people in a variety of jobs. Discuss the jobs these people perform. Ask students which workers are in jobs that produce *goods*.
4. Define the term *services* as related to the concept of economics. Ask students why services are needed.
5. Read to students selected books with examples of services.
6. Brainstorm with students to develop a list of jobs that provide services for each letter of the alphabet. Compile a class ABC book of services by having each student illustrate a service job that begins with a specific letter of the alphabet. Incorporate language correlations such as the following:
 - Have students write a sentence about their illustrated service. (Example: “The bus driver drives the students to school.”)
 - Have students practice alphabetizing by assembling the book pages in alphabetical order.
7. Use Web sites such as the site below for additional economics lessons:
 - <<http://www.econedlink.org/lessons/index.cfm>> provides links to economics lessons for grades K–2
8. Visit the Kid’s Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on services.

Specific Options for Differentiating This Lesson

Technology

- Instruct students to use the Internet to search for pictures for their ABC books of services.
- Have students watch and discuss video of various community workers.

Multisensory

- Have students use newspapers, construction paper, felt, and collage materials to create hats worn by people in a variety of jobs. Once the hats are complete, create a parade of jobs with designated stops where students can explain their jobs and whether they produce goods or services.

Community Connections

- Invite parents to discuss their jobs, and have students compile a T-chart noting whether the jobs discussed produce goods or services.

Small Group Learning

- Provide learning centers highlighting various community jobs where student groups can explore the descriptions for each job.
- Divide students into small groups to station the learning centers and inform others exploring community jobs.

Vocabulary

- Have students review key vocabulary words from the previous sessions.
- Direct students to add key vocabulary to their personal dictionaries or vocabulary journals.
- Have students use the Virtual Thesaurus Web site to construct vocabulary webs for the terms *goods* and *services*.

Student Organization of Content

- Instruct students to create picture dictionaries.
- Ask students to create T-charts listing community goods and services.

Session 3: Differences between *Goods* and *Services*_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of goods and services.
- Students are expected to be familiar with a variety of jobs.

Materials

- Blank note cards
- Pictures representing various jobs

Instructional Activities

1. Briefly review concepts developed in the session “Understanding the Concept of Services.”
2. Develop games/activities wherein students must identify a job as a good or service. One idea is to have students write the term *good* on one side of a note card and *service* on the other side. As the teacher calls out a job, have students flash the correct side to identify if it is a good or a service.
3. Have students categorize pictures representing various jobs as a good or a service.
4. Have students develop riddles orally, describing goods or services. Example: I drive students every morning to school. I am a _____ and I provide a _____ (good or service?). OR I build houses for people. I am a _____ and I provide a _____ (good or service?).
5. Have students write riddles and create a flip book to share with classmates.
6. Have students play “Charades,” in which they act out jobs. Have classmates guess what the job is and identify the job as a good or service.
7. Use Web sites such as the following for additional lessons on goods and services:
 - Lesson on Goods and Services <http://www.econed-in.org/lesson_plans/pd1.html>



Specific Options for Differentiating This Lesson

Technology

1. Have students brainstorm a number of jobs that either produce goods or are services.
2. Using a word-processing program, create job descriptions based on student experience and input.
3. Print pictures of the selected jobs and paste them on the reverse side of the job description.
4. Have students use these pictures to sort goods and services into a T-chart. To check for correctness, have students turn the cards over and check the job descriptions to determine if they are placed on the correct side of the T-chart.

Multisensory

- Have students draw pictures to illustrate various jobs and have classmates guess what the jobs are. Have students identify the jobs as producing goods or services. Students may also act out some aspect of the job.

Community Connections

- Invite parents and community leaders to discuss their jobs.
- Have students investigate jobs within the school to determine what responsibilities are required and whether those jobs produce goods or services.

Small Group Learning

- Have student groups work in small groups to explore a variety of job sites, select a single job title, and construct a job description based on their research.

Vocabulary

- Instruct students to review key vocabulary to identify jobs and services that were discussed in this session.
- Direct students to use flash cards to identify jobs and determine whether those jobs produce goods or services.

Student Organization of Content

- Have students organize pictures of jobs into a T-chart of goods and services, placing pictures on the correct side of the chart.
- Direct students to create picture webs of goods and services, using words in their vocabulary journals.

Session 4: Who Are *Consumers*?

Materials

- Teacher-selected book that has examples of consumers
- Chart paper

Instructional Activities

1. Ask students to write down some of their *wants*. Have individual students read their lists, and ask how they might get or consume these wants. Ask students if they know what *consume* means. Explain that to consume is to buy or use a good or service and that a person who buys or uses goods or services is a consumer.
2. Point out that we are all consumers who decide what goods and services will satisfy our wants. Ask students to draw self-portraits and label them *Consumers*. Post portraits on a *We Are Consumers* bulletin board.
3. Remind students that people are *consumers* of goods and services. Give the following example: Tommy loves baseball. If Tommy's mother purchases a ball at the store for Tommy, she is a consumer. When Tommy plays with the ball, he becomes a consumer of the baseball.
4. Use the following chart to have students list three goods and three services they have used in the past few days. Have students discuss the examples of the goods and services they have used.

Goods and Services

Goods	Services
Food	Teacher
Bike	Grocery store clerk
Coat	Doctor

5. Have students share their charts with each other, and post them on the bulletin board under each student's self-portrait.
6. Visit the Econ-Ed Link Web site
<<http://www.instructorweb.com/linkgo.asp?L=423&B=resources/economics.asp>> for a complete lesson on consumers and producers. The lesson plans include bulletin board resources and student activities that support the students' understanding of consumers and producers.

7. Visit the Kid's Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on consumers and producers.
8. Read a teacher-selected book that provides examples of consumers, or consult one of the following Web sites:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department
<<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>



Specific Options for Differentiating This Lesson

Vocabulary

- Have students add the word *want* to their vocabulary journals. Relate *want* to the words *consume* and *consumer*.

Multisensory

- Set up a classroom store, and have students shop for goods.
- Have students explain their “purchases,” using the vocabulary words: *want*, *goods*, and *consumers* in context.
- Have students choose a service occupation within the school, such as a teacher, a cafeteria worker, a principal, or a bus driver, and role-play that occupation.

Session 5: Who Are *Producers*?

Materials

- Magazines and pictures
- Materials to produce classroom product(s)
- Teacher-selected book that includes examples of producers

Instructional Activities

1. Introduce the term *producer* to the students. Tell students that a producer is a person who uses resources to make goods and/or provide services.
2. Show students pictures of producers. Examples may include the following: Farmers who grow fruits and vegetables that are sent off to stores to be sold; factory workers who produce goods that consumers use; or kitchen workers who produce food for consumers to eat.
3. Explain to students that producers combine resources to produce goods and services. Producers depend on consumers to buy their products, and consumers depend on producers to make the goods and services they want.
4. Have students take on the role of the producer. Suggested activities might include an assembly line production of a classroom bookmark, poster, or card.
5. Talk with students about a sample product they would like to make (with the teacher's guidance and resources). Remind students to keep available resources in mind when planning the item they want to produce.
6. Plan with students the necessary steps, supplies, and resources they will need to produce their product. Make a flow chart to help students see the steps needed for the process.
7. Assign each of the students a role in the production assembly.
8. Have students complete each of their required tasks.
9. Have students discuss their part in the production process as they assemble the good or service they are creating.
10. When they complete the production of the good or service, have students write a few sentences about the process and about being a producer.
11. Visit the Econ-Ed Link Web site <<http://www.instructorweb.com/linkgo.asp?L=423&B=resources/economics.asp>> for a complete lesson on consumers and producers. The lesson plans include bulletin board resources and student activities that support the students' understanding of consumers and producers.
12. Visit the Kid's Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on consumers and producers.
13. Read a teacher-selected book that includes examples of producers. The following Web sites may be helpful:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department <<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans <http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>

Specific Options for Differentiating This Lesson

Vocabulary

- Have students add the word *producers* to their vocabulary journals and place the word within the visual aid from the previous session, adding it to the words *want*, *consume* and *consumer*.
- Have the students define the word *producers*.
- Have the students explain their purchases by using the vocabulary words *producers*, *want*, *goods*, and *consumers* in context.

Multisensory

- Set up a classroom store in which students become producers of goods and then the consumers of those goods, adding a layer to the role-play from the previous session. Products might be created with construction paper.

Technology

- Help students search the Internet for videos of various occupations, and have them identify each job as either a producer of goods or as a provider of services.

Session 6: "Job" Applications

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have knowledge of various jobs.

Materials

- Supplies for craft projects
- Sample goods for display
- Fun Factory job application: Attachment A (1 per student)

Instructional Activities

1. Explain to students that they will apply for jobs in a factory where they will make various craft items. (Display sample craft items.) Tell students that before they can begin work at a factory, they must fill out a job application. Tell them they will earn seven "kid-cash" dollars a day. Talk to them about a good work ethic, which includes good *citizenship*, and remind them that a good work ethic leads to success.
2. Brainstorm with the class four to five different craft projects for students to make.
3. Complete job applications with students.
4. Review job applications, and divide students into factory teams according to areas of interest. NOTE: This activity will be continued in sessions 7–9.

Specific Options for Differentiating This Lesson

Technology

- Have students discuss samples of job application questions found on the Internet.
- Provide a template of Attachment A for students to complete on the computer.

Multisensory

- Have students apply for actual classroom jobs that are required to keep the classroom in order and describe why they should be picked for that job.

Community Connections

- Invite a career service counselor to discuss jobs within the community.
- Invite an employer within the community to describe the basic premise of the job application process and the main type of work performed at his/her company.

Small Group Learning

- Have students brainstorm and write job descriptions for jobs within the community.

Vocabulary

- Have students review vocabulary words from previous sessions.
- Direct students to add the words *factory*, *citizenship*, and *job application* to their vocabulary journals (with a definition and a drawing), or add it to the class word wall.

Student Organization of Content

- Instruct students to draw pictures of the steps to apply for a job and complete the job application (Attachment A).

Session 7–9: Production Begins!

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be aware of the differences between jobs.

Materials

- Craft supplies
- Sample “paycheck” and “kid-cash” (Attachment B)

Instructional Activities

1. (Continued from session 6) Send students to their assigned “factory” to begin producing the craft at that station. Ideally, there might be four or five different stations or “factories” within a classroom. Have students work at one factory station for the entire time of production.
2. Have one fully completed item at each station for students to use as a model. Set a goal of how many products they need to produce for the session.
3. Tell students they will earn a “paycheck” for their work at the end of the activity.

Specific Options for Differentiating This Lesson

Community Connections

- Invite parent volunteers and school partners to assist with factory centers.

Vocabulary

- Direct students to add the word *paycheck* to their vocabulary journals and to the class word wall.

Multisensory

- Assign a student to distribute paychecks to students.

Session 10: Getting Ready to Sell

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have a realistic idea about the prices of specific items.

Materials

- Advertisements from newspapers and magazines
- “Paychecks”
- “Kid-cash”
- Poster paper, markers, crayons

Instructional Activities

1. Explain to the “workers” that they will sell their products (goods) on Market Day. Show students the advertisements from newspapers and magazines, and explain that *sellers* design these ads to let *consumers* (or buyers) know what is available for them to buy. Point out that the name of the product and the price of the product is in the ad. Explain why some things cost more. (Example: A diamond ring is expensive because diamonds are hard to find and are a limited item. A car is expensive because it is a large and complex good that requires many steps and workers to produce it.) Explain that things go on sale (the price is lowered) when too many items are produced for the number of consumers willing to buy the items.
2. Have students design a poster to advertise their products. Tell them to keep the ads in mind. Help students determine how much their product should cost.
3. Present students with their “paychecks.” Explain the concept of a paycheck. Remind students that people work to earn money to buy the things they need and want.
4. Demonstrate how students should sign the back of the check, then “cash” their checks. Students are responsible for keeping track of their own “kid-cash.” Incorporate the concept of responsibility by telling them if they lose their money, they will not be reimbursed.

Specific Options for Differentiating This Lesson

Technology

- Instruct students to use a word-processing program or software to make interactive posters to advertise their products.

Multisensory

- Direct students to review advertising in newspapers and magazines.
- Have students act out television advertisements for their products.

Community Connections

- Invite an advertising agent to speak to the class.

Small Group Learning

- Have students work in small groups to brainstorm slogans and complete their advertising posters.

Vocabulary

- Have students review the words from the previous sessions.
- Direct students to add the words *advertisement* and *consumers* to their vocabulary journals and to the classroom word wall.

Student Organization of Content

- Have students discuss their posters and flyers with students in other classrooms.

Session 11: Buying Day! _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of the relationship between buying and selling.

Materials

- Completed factory goods
- Student advertisements

Instructional Activities

1. Explain to students the process by which they will become *consumers* — by exchanging money for goods.
2. Have students display their goods and advertisements. Let the students walk around and look at the products and prices. Encourage them to make careful choices.
3. Let them shop at all the different “factories” and make purchases to a designated cashier (e.g., a student, parent, or teacher).

Specific Options for Differentiating This Lesson

Technology

- Have students use calculators and cash registers within the classroom stores or factory centers.
- Have students search the Internet to price their goods at current values.

Community Connections

- Invite parents and school leaders to assist with the classroom stores or factory centers.

Small Group Learning

- Have groups discuss what they liked about the buying experience and the reasons for their selected purchases.

Vocabulary

- Have students review the vocabulary words in the session and previous sessions.
- Have students add the words *purchases* and *cashier* to their vocabulary journals and classroom word wall.

Student Organization of Content

- Direct students to make the school-to-home connection by discussing the process of how goods are produced and sold to people who purchase them.

Additional Activities

- Have students write about a job they would like to have when they grow up. Have them explain if the job will provide a good or service.
- Incorporate a classroom management system with the economics unit. Students can earn “money” based on activities within the classroom such as cleaning the board or desks, feeding class pets, straightening books.
- Maintain a class “treasure box,” or have a class store to allow students to practice economics skills such as saving, spending, and making choices.

Attachment A: Fun Factory Job Application _____

Name _____

Address _____

Phone Number _____

Job for Which I am Applying

Suggestions

My top three choices of crafts to make:

_____ Pencil toppers

_____ Bookmarks


_____ Wind socks

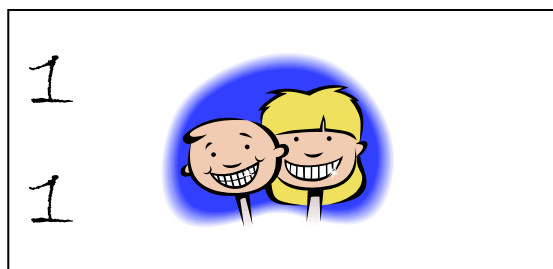
_____ Key rings

_____ Door hangers

I think I will be a good worker at this job because

Attachment B: Sample "Paycheck" and "Kid-cash" _____

		
Date _____		
Pay to _____		
Amount \$ _____		<div style="border: 1px solid black; width: 100px; height: 20px;"></div>
<div style="border: 1px solid black; padding: 10px; text-align: center; margin: 20px auto; width: 200px;"><i>Signed</i> Fun Factory Bank</div>		



ORGANIZING TOPIC

Making Economic Decisions

Standard(s) of Learning _____

- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Make decisions based on information.	_____
Explain cause and effect relationships.	_____
Content	
Explain that people cannot have all the goods and services they want. They must choose some things and give up others.	_____
Explain that people make choices because they cannot have everything they want.	_____
Know the following terms:	
• <i>Money</i> — paper bills and coins used to pay for goods and services	_____
• <i>Savings</i> — money not spent but kept to be spent in the future	_____
Recognize that people can choose to spend or save money.	_____
Recognize that to save money, people sacrifice spending in the present in order to buy goods and services in the future.	_____
Recognize that people save to buy something in the future when they have enough money.	_____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Council for Economic Education. Council for Economic Education. <<http://www.councilforeconed.org>>. The Web site for the Council for Economic Education, formerly the National Council on Economic Education (NCEE), is a nationwide network that promotes economic literacy with students and their teachers.

EconEdLink. National Council on Economic Education. <<http://www.econedlink.org/lessons/index.cfm>>. This Web site links to economics lessons for grades K–2.

Economics and Geography Lessons for 32 Children’s Books. Montgomery County Public Schools. <http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>. This Web site offers lessons based on children’s books.

FleetKids Teachers Lounge. FleetBoston Financial Corporation. <<http://www.younginvestor.com/>>. This Web site helps children investigate mathematics, financial, and social concepts through lessons, games, and activities.

Investment in Futures. Virginia Council of Economic Education. <<http://www.vcee.org>>. This Web site is dedicated to helping students understand our economy and develop the life-long decision-making skills they need to be effective, informed citizens, consumers, savers, investors, producers, and employees.

KidsEcon Posters. Indiana Council for Economic Education. <<http://www.kidseconposters.com/index.html>>. The *KidsEcon Posters*© project is dedicated to giving teachers the tools they need to help their students understand the exciting economic world around them, making them more effective producers, consumers, savers, investors, and voting citizens

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets*. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Primary Knowledge of Economics: 2001 Aligned. Virginia Department of Education. <<http://www.doe.virginia.gov/VDOE/Instruction/info.pdf>>. This Web site offers “Concepts and Principles for the Economic Strand of the K–3 History and Social Science Standards of Learning.”

Resources. National Council on Economic Education. <<http://www.ncee.net/resources/lessons.php>>. This Web site offers online lessons about economics.

Session 1: Packing for a Trip _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of what it means to “go on a trip.”

Materials

- Book about a family or child going on a trip

Instructional Activities

1. Talk to students about a time when they spent the night at a friend’s house or went on a trip and stayed overnight. Ask them what kinds of things they packed.
2. Read a book to students about a family or child going on a trip. Discuss what things the characters may have packed or taken with them.
3. With students, make lists of things they would take on various trips such as a camping trip, a trip to the beach, a trip to a big city, a trip to the mountains, or a trip to a famous place. Briefly discuss why the items they listed are important.
4. Have students pick a fictional or real destination and write or illustrate five things they would take with them. Have them write an explanation for each item they have chosen: “I chose _____ because _____.” Have students share their answers with each other.
5. Ask students if they can think of reasons why they might not be able to take everything they wanted for the trip. Possible answers: Not enough room in the car; the suitcase would be too heavy (limited resources).

Specific Options for Differentiating This Lesson

Technology

- Have students brainstorm names of places as a class and use the Internet to search for places they would like to visit. Record and project the names of the places.

Multisensory

- Direct students to make paper and cardboard suitcases.
- Ask students to write words or draw pictures for items they might need to pack for a trip.

Community Connections

- Arrange for the class to take a trip on public transportation to a venue or nearby town. Have students participate in planning the trip and researching what might be seen on the trip.

Small Group Learning

- Divide students into groups to view photo albums or picture books about family trips.
- Within a small group, have students read novels or travel essays about taking a trip.

Vocabulary

- Ensure students understand the word *destination* by adding it to their vocabulary journals with a definition and an image.

Student Organization of Content

- Have students use flash cards with pictures to review key vocabulary from previous sessions.
- Students will create a hard copy checklist of items related to taking a trip.

Session 2: Choices

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know how to count items.
- Students are expected to have some understanding of counting money.

Materials

- Basket of goodies (pencils, erasers, candy, bookmarks)
- Catalogs and advertisements for toys
- Scissors, glue, paper

Instructional Activities

1. Display a basket containing items such as pencils, erasers, candy, small toys, and bookmarks. Be sure to have fewer items than there are students in the class. Ask students to write down on a slip of paper how many items they want from the basket. Collect the slips of papers, and write each number on the board. Add the numbers, and write the total on the board. Count the items in the basket. Write that total on the board. Discuss how the total number requested is greater than the number of available items. Explain that because people cannot have everything they want, they have to make choices.
2. Provide students with a variety of catalogs and advertisements for toys. Have each student pick out two toys they would like to have, cut the pictures out, and glue the pictures on a piece of paper. Give students time to talk with each other about their choices.
3. Tell students to pretend they have a limited amount of money. Ask if they would be able to pick the same two toys. Ask if their choices would have been different. Discuss how having a limited amount of money affects our choices.
4. Have students role-play situations wherein they have to make choices.
5. Visit the Kid's Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on making choices.

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss an online catalog.

Multisensory

- Have students generate wish lists by searching catalogs and magazines for images of favorite toys.
- Set up a classroom store experience in which students may select and purchase items with pretend money (to be provided). Ensure that students accurately count the money to make the purchase.

Community Connections

- Arrange for students to visit a local department store and write wish lists for items that they want.
- After they make their wish lists, ask students to discuss why they made the choices they did.

Small Group Learning

- In small groups, have students conduct an inventory by correlating items in a basket to the names and numbers of those items listed on a chart.
- The group should display the chart for the class and discuss the items and their corresponding numbers.

Vocabulary

- Instruct students to review vocabulary from previous sessions, using a matching game.

Student Organization of Content

- Have students play games on the playground that involve counting.
- Students should discuss, in a simple journal format, the steps involved in making appropriate consumer choices.

Session 3: Menu Choices

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience sorting, classifying, and counting money.

Materials

- Sample menus
- Play money

Instructional Activities

1. Collect menus from local restaurants, or have students create menus.
2. Provide students with a set amount of play money, or have them earn the money doing classroom chores.
3. Ask students to select a healthy meal from a menu, based on the amount of money they have. (There should be many more choices than they could buy with their money.)
4. Have students list or draw their food choices with the prices. Have students practice counting and adding money. It should become clear that they must make choices. They cannot have everything on the menu, because they do not have enough money.

Specific Options for Differentiating This Lesson

Technology

- Have students create a menu from images generated from clip art, the Internet, and software programs.
- Provide voice-activated or touch-screen technology, if necessary.

Multisensory

- Instruct students to sort and classify play money (coins, bills). Ask them to note the categories of coins and bills that they have (5 dimes, 10 pennies).
- Have students practice inventory skills by counting and classifying items in the classroom.

Community Connections

- Arrange for students to visit a local restaurant and make lunch choices from the menus. Have students note the subcategories within the menu (appetizers, salads, soups, entrees, desserts, drinks).
- Provide a variety of menus that include picture menus and menus in braille.

Small Group Learning

- Divide students into small groups to create breakfast, lunch, and dinner menus.
- Have students work in small groups to create poster-size lunch menus with food descriptions and item pricing. Direct students to add photographs and picture symbols to their menus.

Vocabulary

- Direct students to review vocabulary from previous sessions by playing a game in which students must be active.

Student Organization of Content

- Have students offer/display food choices, set item prices, count money, and make change in a classroom restaurant setting.

Session 4: A Decision Tree

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience making choices, such as at playtime and with food/diet.
- Students are expected to be able to listen to the teacher read a story to the classroom involving making choices.

Materials

- Decision-tree activity sheets (Attachment A)

Instructional Activities

1. Explain to students that when they pick between two things they are making a choice.
2. Provide the class with a choice such as indoor recess time or outdoor recess time.
3. Ask students to think about the pros and cons of each choice, and let them talk it over.
4. Discuss with students that we think about choices and decide carefully because we want to make a good choice. We want to choose the most important things first.
5. Create a decision tree with students. Decision Tree: List the positives and negatives of both choices, and use the results to make a final decision. (See Attachment A.)
6. Have students work in small groups to create a decision tree for other choices (teacher or student suggestions). Allow time for students to share their results with the class.
7. Use decisions trees throughout the school year with various class decisions.
8. Visit the Kid's Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on making economic decisions.

Specific Options for Differentiating This Lesson

Technology

- Have students search the Internet for pictures of items that they might want from a favorite store. Direct them compile the images to develop “wish” lists.
- Have students brainstorm and type “needs” lists for items they need on a daily basis and compare it to their “wish” lists.

Multisensory

- Instruct students to create a classroom decision tree, to be used throughout the school year, to document the decisions they make. Attach a pocket to hold student names or student pictures. Ensure it is manageable for students with fine motor-skill challenges.
- Provide a situation in which students must make a decision between different outcomes. Have them role-play their decisions based on the way they completed their classroom decision trees.

Community Connections

- Have students use the classroom decision tree to vote on class field trips, recess options, classroom learning centers, and other issues.

Small Group Learning

- Divide students into small groups, and have them make a “needs” list. Direct students to help each other with drawing pictures and writing phrases to add to their needs lists.

Vocabulary

- Have students use a student-created game to review vocabulary from previous sessions.

Student Organization of Content

- Have students write and illustrate a simple story about making an important decision. Have the students read their stories aloud to the class and share their stories at home with their families.

Session 5: Voting for Choices

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience making choices, such as at playtime and with food/diet.

Materials

- Teacher-selected book about voting or elections
- Chart paper and markers

Instructional Activities

1. Talk to students about the concept of voting. Explain that voting is intended to be one fair way that Americans make choices. Ask students if they know of situations where adults vote. Ask if they have voted for something. Ask students how they can cast a vote (i.e., raising hands, writing a choice on paper, verbally making a choice).
2. Read a teacher-selected book to students with a scenario about voting.
3. Create a scenario wherein students vote to choose between three to five options. One idea would be for the class to list ways to spend free time in class. As the list is developed, ask students how the class might make a fair decision on selecting one of the options.
4. Point out to students that voting is also a fair way for a group to make a choice.
5. Have the class or group vote for their free-time activity by creating a class chart or graph. Each student can place his/her vote by filling in the appropriate section of the graph. Practice reading the completed graph, and discuss the results.
6. Discuss other means of voting, such as secret ballots and ballot boxes.
7. Discuss with students that voting is one way to make a choice.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video demonstrating the concept of voting, and make a class list of vocabulary to post to a word wall.

Multisensory

- Have students brainstorm a variety of ways to vote (e.g., drawing pictures, raising their hands, adding their names to graphs, verbally voting, activating switches). Then have students simulate voting by each method they brainstormed.

Community Connections

- Invite a community leader to discuss local elections and voting.

Vocabulary

- Have students add the words *voting*, *ballots*, and *elections* to their vocabulary journals with definitions and visuals/graphics.

Session 6: Money and Savings

Prerequisite Understanding/Knowledge/Skills

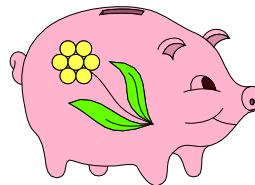
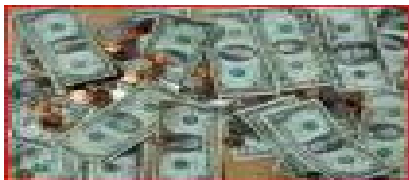
- Students are expected to have experience making choices.
- Students are expected to have some understanding of what it means to save.

Materials

- Teacher-selected book about saving
- Journals

Instructional Activities

1. Read a teacher-selected book to students about saving money, or create a story about a character who is saving money for a specific purpose. Discuss with students the ways and reasons the character is saving money. Review the concept that money consists of paper bills and coins that are used to pay for goods and services. Explain that people save to buy something in the future, when they have enough money. Explain that savings is money not spent in the present so that it can be spent in the future.
2. Ask students to think of something they would like to have but do not have the money to buy.
3. Ask students how they might work to earn the money to buy the item. Ask students what they need to do if they have earned some money, but it is not enough for what they want. Talk about the concept of *saving*.
4. Ask students to estimate how long it may take to save enough for the item they want.
5. Have students write or draw in their journals the items for which they would save.
6. Visit <<http://www.ebri.org/pdf/wrapper.pdf>> to find a simple way of making a piggy bank out of a coffee can. One of the easiest ways to get children started on a savings plan is to put money away in a bank. You can use the bank “wrapper” to make a bank out of a coffee can. This exercise can help children understand why saving is important (e.g., saving can help them make a future purchase of the things they want today but cannot afford).
7. Visit the Kid’s Econ Poster Web site <<http://www.kidseconposters.com/econsongs.html>> for songs and instructional materials on money and savings.



Specific Options for Differentiating This Lesson

Technology

- Have students use an audio or video device to record each other describing why someone would want to save money.

Multisensory

- Direct students to cut out play money to use with counting and adding.
- Have students use pretend money and real money at classroom learning centers to practice their adding skills.
- Present to a group of students a list of monetary amounts and have the students, as a group, add and count the paper money to equal the listed amounts.

Community Connections

- Arrange for students to visit a local bank to better understand bank operations.
- Invite a local loan officer to discuss reasons for saving money.

Small Group Learning

- Have students collectively brainstorm to develop a list of ways to earn money.
- Have students collectively brainstorm a list of items for which they might want to save money and the reasons for doing so.
- Have groups brainstorm tasks they could perform in the classroom to earn points or pretend money. Have students agree on a possible classroom purchase they could make with the accumulated points or money earned.

Vocabulary

- Have students add the word *save* to their dictionaries or vocabulary journals and to the class word wall.

Student Organization of Content

- Direct students to use their journals to outline reasons for saving money.

Session 7: Collecting and Saving _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have experience making choices.
- Students are expected to have an understanding of good behavior.

Materials

- Chart and markers

Instructional Activities

1. Review the concept of *good behavior*, and relate it to the concept of good *citizenship* (review History and Social Science Standard of Learning 1.10 on traits of good citizens).
2. Discuss the term *compliment*.
3. Explain to students that they can earn compliments throughout the day for proper hallway behavior from various school staff. Ask students to think of rewards the class can earn (e.g., extra recess time, educational video time). Have the class vote for their choice by using a graph system or a ballot box.
4. As students receive compliments, have them keep track of the number of compliments and “save” them by noting on a chart or in a journal. Have them save up to a designated goal and trade in for their rewards. Review the concept of saving, and link it to making choices.
5. Begin the collection and saving of compliments again for another reward.

Specific Options for Differentiating This Lesson

Technology

- Have students use audio or video devices to record each other describing one of the following: classroom rules, school rules, or family rules for good behavior.
- Instruct students use the classroom computer to generate a bar graph to record student-collected compliments.

Multisensory

- Have students create skits that demonstrate good classroom behavior vs. inappropriate classroom behavior. The class will decide whether each skit demonstrates good or inappropriate classroom behaviors and will provide compliments to the players in the skits.
- Use a large bar graph chart to track students’ compliments. When students receive a new compliment, add a symbol, picture, or color on the chart, and describe why the good behavior was acknowledged.

Community Connections

- Invite the school principal or community official to read a story about good citizenship to the class.
- Ask a community leader to discuss good citizenship activities in the community.

Small Group Learning

- Have students practice giving compliments to other students and discuss, as a group, examples of good behavior.

Vocabulary

- Have students review, using a student-created game, the vocabulary words *citizenship* and *save*.
- Direct students to add the word *compliment* to their dictionaries or vocabulary journals and to the word wall.
- Have students interview family members for the definition of the word *compliment*.

Student Organization of Content

- Direct students to use their writing journals to generate lists of rewards they hope to earn as they collect and save compliments for good behavior. Have students share their lists during a large group discussion.

Session 8: Why Do People Save?

Materials

- Chart and markers

Instructional Activities

1. Review how people sometimes save their money until they have enough to buy something they really want. Sometimes people save so they might be prepared to seize a future opportunity or be better prepared to handle a future emergency.
2. Read the story about the ant and the grasshopper. See <http://www.aesopfables.com/cgi/aesop1.cgi?sel&TheAntandtheGrasshopper&&antgrass.ram>.
3. Which character had food to eat when the cold winter came? The ant wasn't saving money. What was the ant saving? (Answer: corn)
4. Brainstorm about emergencies or opportunities that might arise for students for which they would want the savings to spend.

Specific Options for Differentiating This Lesson

Technology

- Help students use the Internet to access the Aesop Fable *The Ant and the Grasshopper*.

Multisensory

- Have students create a skit that emulates the fable *The Ant and the Grasshopper*. Students might play themselves as younger children rather than animals. The class will answer the same questions as presented in the Instructional Activities.
- Have students create their own class story, writing the story lines on large sheets that are posted in the room.

Community Connection

- Invite a banker or financial advisor to present and discuss information about saving money.

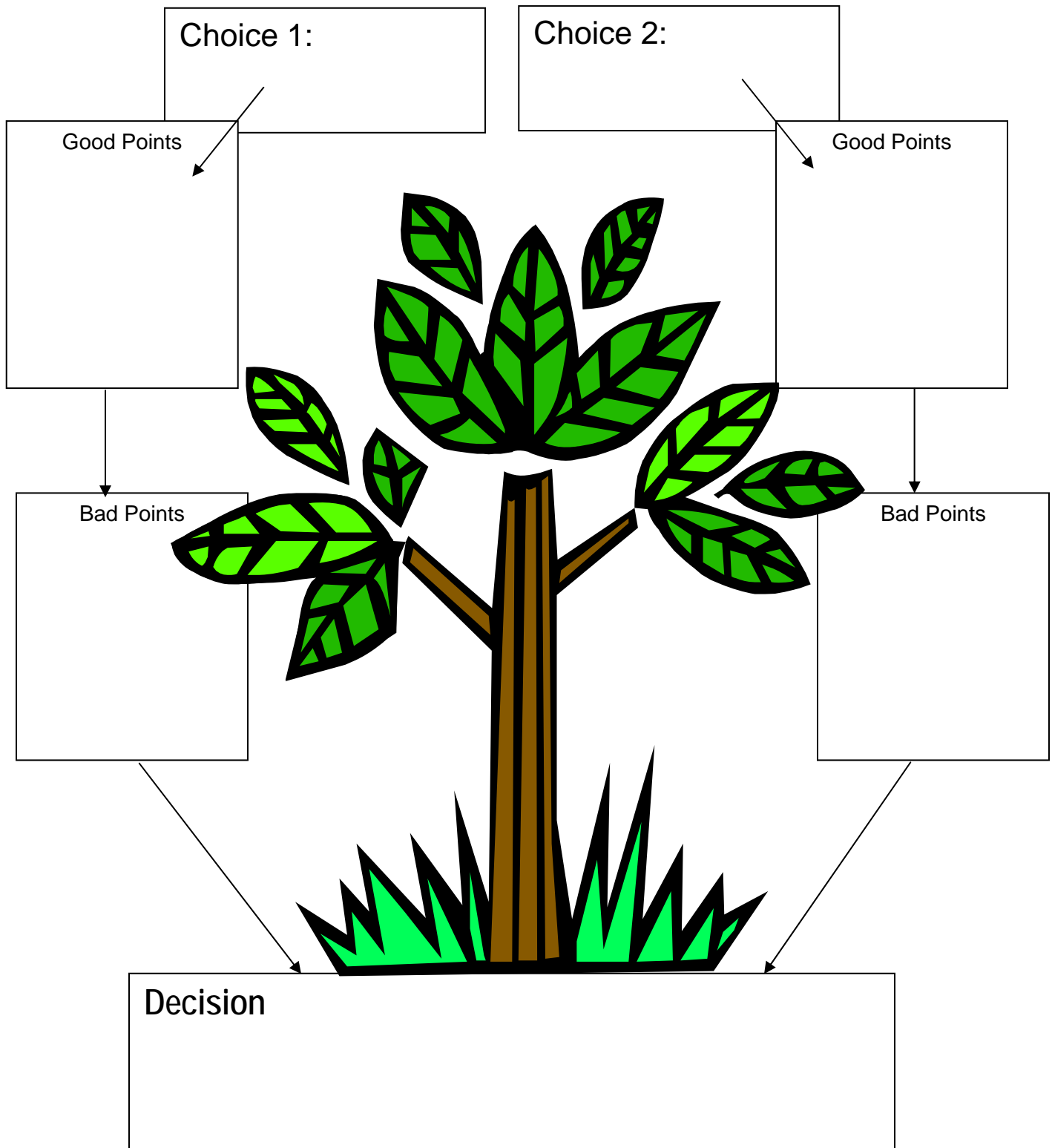
Vocabulary

- Using a memory game with a partner, have students review the vocabulary word *save* from previous sessions.

Additional Activities

- Invite a banker, accountant, or financial advisor to visit the class and talk about savings and/or economic choices.
- Incorporate a weekly classroom store where students earn play money or points that they can save or spend on prizes or incentives.
- Provide opportunities for students to make choices in the classroom about activities or work, and talk about each choice.
- Create a classroom bank. Have students deposit and withdraw “money” from the bank.
- Read stories in which choices are important, and identify choices characters must make.

Attachment A: Sample Decision Tree _____



ORGANIZING TOPIC**Communities in Virginia****Standard(s) of Learning** _____

- 1.12 The student will recognize that communities in Virginia
- a) have local governments;
 - b) benefit from people who volunteer in their communities;
 - c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Interpret ideas and events expressed in the media.

Draw conclusions and make generalizations of data.

Gather, classify, and interpret information.

Content

Recognize that communities in Virginia include people with many diverse ethnic origins, customs, and traditions.

Recognize that most Virginians contribute to their communities and are united as Americans by common principles and traditions.

Recognize that communities in Virginia have local governments that are elected by the people who try to make the community a better place to live and work.

Recognize that volunteers help communities.

Recognize that communities in Virginia include people of many ethnic origins who come from different places around the world. Most Virginians make valuable contributions to their communities.

Recognize that Americans of different heritage celebrate American holidays and traditions in addition to their own cultural holidays and traditions.

Recognize that people in our communities are united as Americans by common principles and traditions, such as celebrating Independence Day (Fourth of July), pledging allegiance to the flag, and voting in elections.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Ben's Guide to U.S. Government for Kids. United States Government Printing Office.

<<http://bensguide.gpo.gov>>. This Web site provides learning tools for K–12 students, parents, and teachers. These resources describe how government works, how to use primary source materials of *GPO* (Government Printing Office) *Access*, and how to use *GPO Access* to carry out civic responsibilities.

Center for Civic Education. <<http://www.civiced.org>>. The mission of the Center for Civic Education is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries.

Helping Your Child Become a Responsible Citizen. U.S. Department of Education Office of Intergovernmental and Interagency Affairs. Washington, D.C., 2003. <<http://www.cetac.org>>. This site contains a booklet providing information about the values and skills that make up character and good citizenship. It suggests ways to help children develop strong character.

History Channel Presents Kwanzaa. <<http://www.historychannel.com/exhibits/holidays/kwanzaa/>>. This Web site presents the history of Kwanzaa and the seven symbols associated with the holiday.

Kids Click! Web Search for Kids by Librarians. Colorado State Library. <<http://sunsite.berkeley.edu/KidsClick!>>. *KidsClick!* was created by a group of librarians at the Ramapo Catskill Library System to address concerns about the role of public libraries in guiding their young users to valuable and age-appropriate Web sites.

“Kwanzaa Crafts.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/crafts/kwanza/>>. This Web page offers Kwanzaa Crafts ideas.

“Kwanzaa.” *Bestkidsbooksite.com*. <<http://www.thebestkidsbooksite.com/kwanzaacrafts.cfm>>. This Web page offers Kwanzaa craft ideas.

“Living with the Indians.” Jamestown-Yorktown Foundation. <<http://www.hibookisfun.org/>> This Web page provides information about Virginia’s American Indians (First Americans). This Web site is being revised. To find “Living with the Indians,” go the Web site Directory at the bottom of the page, then to Education/School Groups, and then to Curriculum Material or Teacher Packets.

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets.*

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

“Virginia State Census Facts.” *U.S. Census Bureau*. U.S. Census Bureau.

<<http://quickfacts.census.gov/qfd/states/51000.html>>. This Web page offers quick facts about Virginia and its counties.

Virginia's First People <<http://virginiaindians.pwnet.org/>>. This site offers links to history, geography and culture as well as links to Virginia Standards of Learning, lesson plans, and other instructional resources.

Session 1: Local Governments in Communities in Virginia

Materials

- Map of Virginia and the community
- Books related to the local community

Instructional Activities

1. Read a teacher-selected book about local government.
2. Introduce the lesson by using the classroom bulletin board to create a simple map of the school. Ask students to brainstorm the different people within the school that help to make the school run efficiently (e.g., nurse, principal, teacher, bus driver, custodian). Students can take digital pictures (if a digital camera is available) or students can draw illustrations of either the worker or type of work represented. Have students place the pictures and names of these workers in the correct spots on the bulletin board map of their school. Elicit responses from students about responsibilities of those workers at school and what would happen should these people fail to meet their responsibilities.
3. Ask the students to brainstorm about why communities and nations create governments to enact and enforce rules and laws. Students might note that rules and laws are developed to maintain order; protect individual rights; promote health and safety; provide essential human services; promote economic growth and development; protect the natural environment; and resolve disputes among individuals, groups, and the government. Have students write about or illustrate ways that rules and laws satisfy these societal needs.
4. Extend the idea of helpers to the town. Students will brainstorm and name people that help the county, town, or city run properly. Choices will depend on the students' county, town, or city. The following list of teacher background knowledge is provided only as a reference.

Knowledge of the Government at the Local Level

- Local governments in Virginia are political subdivisions created by the General Assembly.
- The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.
- All Virginia counties have an elected board of supervisors that exercises legislative powers, enacts ordinances (local laws), and adopts an annual budget.
- All Virginia towns have an elected town council that exercises legislative powers, enacts ordinances, and adopts the town's annual budget. A mayor is elected either by the voters or the town council members.
- All Virginia cities have an elected city council that exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected by the voters or the city council members.
- All Virginia cities/counties have an elected or appointed school board that oversees the operation of the K–12 public schools in the city or county.
- In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.
- In every Virginia locality, courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.
- The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.

Virginia local governments exercise defined and limited powers, including the power to

- enforce state and local laws
- promote public health
- provide public safety
- educate children

- protect the environment
 - regulate land use
 - levy and collect taxes.
5. Make a chart of the seven powers of Virginia local governments and discuss each of those categories with the students. Explain each of the powers in terms that the students can understand.
 6. Have the students draw a picture that illustrates the seven powers of Virginia local governments.
 7. Invite guest speakers such as police officers, city council members, school staff members and administrators, fire fighters, paramedics, and other community members to speak to the class about their roles in the local community.
 8. If possible, invite the students to interview parents and relatives, local political leaders, school officials, and community helpers on their roles in the local community.
 9. Review the concept that communities in Virginia have local governments that are elected by the people and try to make the community a better place to live and work.



Specific Options for Differentiating This Lesson

Technology

- Use a whiteboard or computer-based presentation software for Instructional Activity #2.

Multisensory

- Have students watch and discuss a video of a local government meeting.

Community Connections

- Invite an elected official to discuss the work of government and public service.

Small Group Learning

- Organize a class vote to elect a class president and council. The council will conduct official business of the classroom.

Vocabulary

- Have students describe the seven powers of local government.

Student Organization of Content

- Have students complete a KWL (Know, Want to Know, Learned) chart on local government.

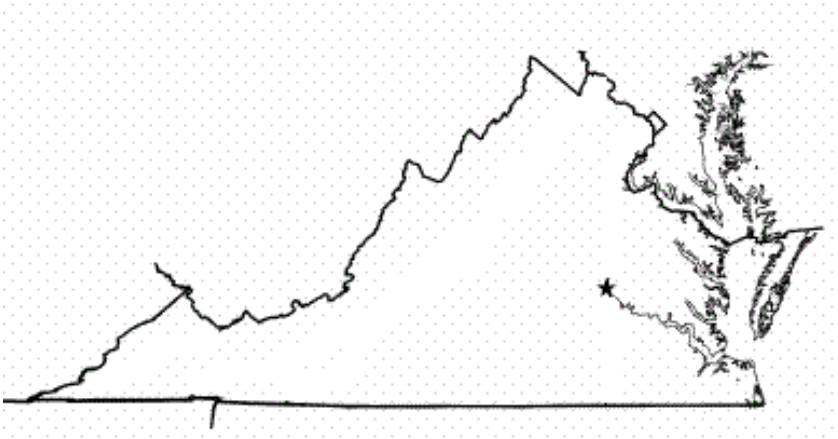
Session 2: Volunteers in Virginia

Materials

- Map of Virginia and the community
- Books related to volunteering

Instructional Activities

1. Read a teacher-selected book about volunteers and volunteering.
2. Ask students, “How many of you have ever volunteered your time to help somebody else? What does it mean to volunteer?” Define the word *volunteer* (someone who performs a job or provides a service without accepting payment). Tell students that you would like them to look around and think of needs at the school and in the community that could be addressed by a group volunteer project. Distribute the Classroom Volunteer Ideas worksheet (Attachment A). Have students work with a partner to write down problems or needs they see around them.
3. Share the group responses as well as individual responses.
4. If the opportunity is available, have the class select a volunteer project to complete from the Classroom Volunteer Ideas worksheet.
5. Invite a member of the school community to speak with the class about the importance of volunteering in the school and community.



Specific Options for Differentiating This Lesson

Technology

- Find and discuss examples of student volunteers in the media (e.g., newspaper, magazines, Internet).

Multisensory

- Substitute books used in the standard session with other forms of media (e.g., television, Internet, newspaper).

Community Connections

- Have students volunteer within the classroom (straighten desks, organize bookshelves).
- Have students volunteer within the school (library, cafeteria).

Small Group Learning

- Have students complete a task alone, in pairs, and in a group. Each time, record the time that it took to complete. Discuss the advantages of working together.

Vocabulary

- Have students come up with a definition for the word *volunteer*.

Session 3: Alike and Different

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to access and use graphing software.
- Students are expected to be able to compare and contrast.
- Students are expected to have had experience with classification of objects.

Materials

- Pictures of living and nonliving things
- Pipe cleaners or straws
- Ribbon or yarn
- Empty containers to use as vases
- Textbooks, books, or other instructional materials

Instructional Activities

1. Hand out a picture of a living or nonliving item to each student. Let students share the picture with the class. (Pictures may be cut from magazines or printed from computer clip art.) What do they have a picture of? Tell students to color and cut out their picture.
2. Give students a straw or pipe cleaner to tape to the back of their picture. This will be like a stem.
3. After students have their “picture flower,” tell them that these pictures will be “sorted” into two bouquets. How could the pictures be sorted? How are they alike? How are they different? Guide children to discover that the pictures can be grouped into “living” and “nonliving” categories. (This is a concept learned in kindergarten.)
4. Use a piece of ribbon or yarn to tie the stems together and place each bouquet into a “vase.” Empty milk cartons, plastic soda bottles, or cans can be used for vases.

NOTE: This activity can be repeated with other categories of pictures (e.g., pictures of goods vs. services, pictures of old vs. young, pictures of foods vs. drinks).

Specific Options for Differentiating This Lesson

Technology

- Have students use a graphing software program to create a graph depicting living and nonliving things.

Multisensory

- Direct students to complete a human sort, using their picture flowers to classify living and nonliving things. Have students use circles on the floor or corners of the room to separate the groups.
- Pull examples of living and nonliving items out of a paper bag, and have students determine the category in which they belong.

Community Connections

- Contact a pet store to bring in animals to show and discuss with the students.
- Contact a hardware store or nursery to bring in plants to show and discuss with the students.

Small Group Learning

- Have groups make collages of pictures of living and nonliving things.

Vocabulary

- Ask students to write their own definitions of living and nonliving things.

Student Organization of Content

- Have students use a T-chart to classify living and nonliving things. Students may draw objects, download them, or use real objects.

Session 4: American Indian Peoples in Virginia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to recall prior knowledge of American Indian peoples.
- Students are expected to comprehend orally presented material.

Materials

- Crayons
- Scissors
- Glue
- Brown, black construction paper
- Web site about the American Indian peoples in Virginia
- Teacher-selected books

Instructional Activities

1. Introduce the topic of American Indian peoples in Virginia by asking students what they know about American Indians.
2. Reinforce student responses by explaining that American Indian peoples have lived in Virginia and in other areas of the United States for thousands of years.
3. Read a teacher-selected book to students about the American Indian peoples in Virginia.
4. Visit Web sites related to American Indian peoples in Virginia. An information and activity packet titled “Living with the Indians of the Past” is available from the Jamestown-Yorktown Foundation at http://www.historyisfun.org/PDFbooks/Living_with_the_indians.pdf. Discuss the tribes that were living in Virginia, and explain that many of these cultural groups are still present and active in our state today. For details about modern-day tribes, use a resource about American Indian peoples in Virginia, such as “Virginia’s First People” <http://virginiaindians.pwnet.org/>.
5. Help students create one type of an American Indian dwelling place from the past. A brief overview of the various types of American Indian dwellings may be a good idea. Review what the word *past* means. Also discuss natural resources that were used to create homes.
6. Have the students use sticks and brown construction paper to create wood-and-bark houses. The frame can be made as follows:
 - Roll a long thin piece of brown construction paper and use sticks to create a frame.
 - Use scissors to cut a small entrance.
 - Tear small pieces of brown and black construction paper.
 - Glue these pieces of paper all over the frame, making sure that the entire frame is covered.
 - Use crayons or markers to draw lines representing “wood.”
7. Explain that American Indian cultures have changed over time and that, today, American Indians live and work in Virginia and the United States.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video of several different groups of American Indians.

Multisensory

- Have students help construct a large class tepee out of bamboo poles, craft paper, and brown paper bags.
- Have students create totem poles out of oatmeal containers or cylindrical snack cans.

Community Connections

- Invite an American Indian to discuss his/her heritage with the class.

Small Group Learning

- Have students write about the meaning of the symbols on their totem poles and share with the class.

Vocabulary

- Have students make a picture chart that shows different types of Indian dwellings, to be hung on the front of the tepee.

Student Organization of Content

- Provide the students with a graphic organizer entitled “American Indian Dwellings,” to illustrate their favorite types of dwellings.

Session 5: Coming to America

Prerequisite Understanding/Knowledge/Skills

- Students are expected to differentiate between the concepts *alike* and *different*.
- Students are expected to have an understanding of vocabulary taught in prior sessions.

Materials

- Pictures, posters, or drawings of Americans representing various cultural backgrounds
- A book related to immigration or moving to a new country

Instructional Activities

1. Present pictures of Americans of a variety of ethnic backgrounds, such as Asian, Middle Eastern, African American, and American Indian. Use resources such as magazines, newspapers, and catalogs to find these pictures. Review the words *alike* and *different*.
2. Read a book to students related to the topic of immigration to the United States. Discuss the character(s) in the book. Again, review the key words *alike* and *different*. How is the United States different from the country the immigrants were in before? How is it alike?
3. Ask students to think of reasons people might choose to come to America. Generate a class list of responses. Mention the Pledge of Allegiance in relation to the discussion, and direct attention to key words such as *liberty*, *justice*, and *freedom*.
4. Discuss “invitations.” Ask students for examples of events for which people send invitations. Tell students they will create an “invitation” to immigrants to come to America.

Specific Options for Differentiating This Lesson

Technology

- Using the Internet, have students access video clips on various ethnic cultures living in America.

Multisensory

- Direct students to create puppets from templates to illustrate people from one of the cultures living in America.

Community Connections

- Invite a representative from an ethnic community center to discuss his/her ethnicity.
- Have parents prepare ethnic foods for the children to sample in class.
- Contact parents of students of various ethnic backgrounds to speak about their heritage.

Small Group Learning

- Ask groups to create invitations for someone to visit or live permanently in America.
- Using a picture and cartoon bubbles, have groups write a phrase that the Statue of Liberty might say to invite someone to America.

Vocabulary

- Have students define the words *alike*, *different*, *liberty*, *justice*, and *freedom*.

Student Organization of Content

- Have students place their cartoon bubbles and invitations around a child-sized replica of the Statue of Liberty.

Session 6: Putting the Pieces Together

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of ethnic groups in Virginia.
- Students are expected to have experience comparing and contrasting.

Materials

- List of ethnic groups present in Virginia (using information from the Virginia state census Web site)
- Pictures of different Americans (taken from magazines, catalogs, newspapers) that illustrate diversity

Instructional Activities

1. Present pictures of diverse Americans. Discuss the pictures. Ask students if all Americans look the same, then point out that they are all Americans. Americans can look many different ways. In what ways are they alike? In what ways are they different?
2. Use the Virginia state census information at <<http://quickfacts.census.gov/qfd/states/51000.html>> to present a list of different ethnic groups living in Virginia.
3. Introduce the word *unite*. Explain to students that all these groups of people unite to form our state. The “glue” that holds us together is our pride and love for the country of America. Review the word *patriotic*. How does a person show patriotism (e.g., saying the Pledge of Allegiance and celebrating Independence Day/Fourth of July)?

Specific Options for Differentiating This Lesson

Multisensory

- Direct students to create a human bar graph reflecting ethnic groups in their classroom and school.

Community Connections

- Contact the local census bureau to obtain information regarding ethnicity of the community.

Small Group Learning

- Divide students into groups to create a large puzzle of the United States. Assign ethnic groups and have each group design a puzzle piece illustrating their ethnic group. When all pieces are completed, have the students present to the group. Place the large pieces on chart paper and then arrange the pieces to form the map of the United States in its entirety. Ask students to glue the puzzle together.

Vocabulary

- Have students write the vocabulary words *unite* and *patriotic* around the border of the United States map.

Student Organization of Content

- Have students compare and contrast at least two ethnic groups.

Session 7: Asian Culture

Prerequisite Understanding/Knowledge/Skills

- Students are expected to locate specific places on a map or globe.
- Students are expected to listen to and comprehend orally presented material.

Materials

- World map
- Books related to Asian cultures in America
- Paper for origami folding
- Books related to origami

Instructional Activities

1. Review the list of ethnic groups. Use the world map to locate the continent of Asia. Review the names of the countries considered to be part of Asia.
2. Make a list of two to three countries located in Asia (e.g., China, Japan, Korea). Explain that each country has its own language. When people from these countries move to Virginia, they usually do not forget their own language unless they are very young when they move.
3. Read a book to students related to Asian cultures. Discuss the characters in the book. As a class, construct a Venn diagram for the following questions: How are Asians like people of other cultures in Virginia? How are they different? (Have students consider factors such as language, clothing, religion, holidays, types of food and eating utensils.)
4. Invite a guest speaker to share information with students about Asian cultures.
5. Introduce the Japanese art of origami — paper folding. Allow students to choose a simple paper-folding project to construct.

Specific Options for Differentiating This Lesson

Technology

- Using the Internet, have students watch and discuss video clips of Asian countries.

Multisensory

- Assist students with origami, or help them to make simple folded-paper “fortune tellers.”

Community Connections

- Invite a representative from a local high school or college to discuss one or more of the Asian languages.
- Invite a representative from an Asian community center to visit the class in traditional apparel.
- Arrange for students to take a field trip to an Asian grocery store or restaurant.

Small Group Learning

- Provide a selection of pictures that depict people dressed in traditional Asian clothing, and have students work in groups to color them.

Vocabulary

- Have students make vocabulary flash cards for such words as *chopsticks*, *origami*, and *kimono*.

Student Organization of Content

- Have students complete a KWL (Know, Would Like to Know, Learned) chart on Asian culture.

Session 8: Hispanic Culture

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate specific places on a map or globe.
- Students are expected to be able to comprehend orally presented information.
- Students are expected to be able to compare and contrast.
- Students are expected to have an understanding of character traits.
- Students are expected to have experience brainstorming.

Materials

- World map
- Books related to Hispanic cultures in America
- Markers
- Brown lunch bags
- Yarn
- Tissue paper or crepe paper streamers
- Glue
- Construction paper
- Crayons
- Individually wrapped candy (at least four to five pieces per student)
- Shredded paper

Instructional Activities

1. Introduce the topic of the Hispanic ethnic group. Review names of countries considered to be part of Hispanic culture. Use the world map to locate the various countries.
2. List two to three countries of Hispanic culture (e.g., Mexico, Colombia, El Salvador, Puerto Rico). Explain that each country has more than one language, although they have the Spanish language in common. When people from those countries move to Virginia, they usually do not forget their own language unless they are very young when they move.
3. Read a book to students related to Hispanic cultures. Discuss the characters in the book.
4. As a class, construct a Venn diagram based on the following questions: How are Hispanics like people of other cultures in Virginia? How are they different? (Consider language, clothing, religion, holidays, and types of food.)
5. Invite a guest speaker to share information with students about the Hispanic culture.
6. Discuss the meaning of the word *fiesta*. Compare a fiesta to a birthday celebration. Brainstorm items or activities needed for a celebration. Explain to students that during a fiesta, children often participate in the piñata activity. If possible, present a model of a real piñata to students (It is often possible to purchase these at a store specializing in party celebrations or at a large retail store.).
7. Create mini-piñatas with brown paper lunch bags. Children may draw and cut shapes from construction paper and glue them onto the bag. Items such as tissue paper, streamers, and sequins may also be used to decorate the piñata. Have students stuff the bag with a few pieces of candy and shredded paper. Use yarn to tie the bag together and to create a loop with which to hang the piñata. These piñatas may be taken home or hung up as decoration.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video in which Spanish is exclusively spoken.
- Using the Internet, have students access video clips of countries considered to be a part of Hispanic culture.

Multisensory

- Have students listen to Hispanic music and learn a dance.
- Instruct students to make maracas out of small paper or plastic colored plates, beans, and popsicle sticks.

Community Connections

- Invite a representative from the Hispanic community center to discuss Hispanic cultures, customs, and basic greetings and responses.
- Invite a Spanish-speaking parent to read a well-known fairy tale or folk tale in Spanish and English.
- Have parents prepare samples of Hispanic foods for the students to sample.

Small Group Learning

- Instruct students to create a picture book about Hispanic culture.
- Have students outline a fellow student on paper and then decorate the outline in traditional Hispanic dress.

Vocabulary

- Have students create a Spanish-to-English dictionary to illustrate vocabulary words *fiesta*, *piñata*, *maracas*, and others.

Student Organization of Content

- Direct students to create a class bulletin board to display their work on Hispanic culture.
- Have students display their work on Hispanic culture in a hallway display case.

Session 9: A Taste of Italy

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate specific places on a map or globe.
- Students are expected to be able to comprehend orally presented information.
- Students are expected to be able to compare and contrast.
- Students are expected to have an understanding of character traits.
- Students are expected to have experience brainstorming.

Materials

- World map
- Books related to Italian-American culture
- Construction paper
- Scissors
- Paper plates
- Markers
- Crayons
- Ingredients for cooking activity or craft

Instructional Activities

1. Locate Italy on a world map. Trace the route a person would have to travel to reach Virginia. Point out the Atlantic Ocean. Remind students of other famous or historical groups of people that traveled across this ocean, including Christopher Columbus.
2. Read books to students related to Italian culture. Discuss the characters in the book. As a class, construct a Venn diagram: How are Italians like people of other cultures in Virginia? How are they different? (Have students consider factors such as language, clothing, religion, holidays, and types of food.)
3. Invite a guest speaker to share information with students about Italian culture.
4. Create “paper” pizzas with paper plates, crayons, and construction paper. Students may cut out pictures of or draw various ingredients such as pepperoni, mushrooms, olives, and peppers. Scissors may be used to “slice” the pizza into pieces.
5. Correlate mathematics lessons on fractions by using the slices of paper pizzas and toppings.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video in which Italian is exclusively spoken.
- Using the Internet, have students access video clips about Italy.

Multisensory

- Have students listen to Italian music and learn a dance.
- Have students make their own mini-pizzas or other Italian food.

Community Connections

- Invite a representative from the Italian community center to discuss Italian culture, customs, and basic greetings and responses.
- Arrange for students to take a field trip to an authentic Italian restaurant.
- Have parents prepare samples of Italian foods for the students to sample.

Small Group Learning

- Have groups create picture books about Italian culture.
- Have students outline a fellow student on craft paper and then decorate the outline in authentic Italian dress.

Student Organization of Content

- Have students create a class bulletin board to display their work on Italian culture.
- Have students display their work on Italian culture in a hallway display case.
- Instruct students to write about and illustrate their experiences at an Italian restaurant.

Session 10: Other Parts of Europe

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate specific places on a map or globe.
- Students are expected to be able to comprehend orally presented information.
- Students are expected to be able to compare and contrast.
- Students are expected to have an understanding of character traits.
- Students are expected to have experience brainstorming.
- Students are expected to be familiar with recipes and how to follow sequential directions.
- Students are expected to be able to follow multi-step directions.

Materials

- World map
- Books related to Germany, Great Britain, or other European countries
- Ingredients for chosen recipe or materials for chosen craft

Instructional Activities

1. Locate the continent of Europe on a world map. Identify some countries found in Europe. Make a class list.
2. Track the route that Europeans would take to immigrate to Virginia.
3. Read a book to students related to a European culture.
4. Discuss the character and/or events in the book.
5. Create a recipe or craft from the particular European culture related to the book.
6. Consider the following activities:
 - Dough sculpting is an old German tradition. Use packaged breadstick dough to create pretzels, a popular snack originating in Germany. The word *pretzel* is Latin for *a small reward*. The shape of a pretzel represents the crossed arms of a child praying.
 - Construct gingerbread houses with empty milk cartons, graham crackers, frosting, and assorted candies.
 - The tradition of sending winter holiday cards began in England. Allow students to create their own greeting cards for occasions of their choice. Wassail is a hot, spiced apple beverage that is served in England. Serve warm apple cider to students while they create their cards.
 - The British culture has a tradition of tea in the afternoons. Plan a tea party for the class. Let the class assist in preparing finger sandwiches. (Example: Put cucumber, ham, and butter on slices of bread. Cut the crusts off, and cut into triangles.)

Specific Options for Differentiating This Lesson

Technology

- Using the Internet, have students locate, watch, and discuss video clips on European countries.
- Have students locate and listen to audio of folk and fairy tales from various European countries.

Multisensory

- Direct students to sing “It’s a Small World.”

Community Connections

- Invite someone to the school to play the bagpipes (preferably outside).
- Arrange for students to visit a theme park with a European theme.

Small Group Learning

- Divide students into groups assigned to researching different European countries.
- Have students display their findings and share with others.

Student Organization of Content

- Have students draw pictures of their favorite European countries and explain why they are their favorites.

Session 11: An American Holiday & African Tradition

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate specific places on a map or globe.
- Students are expected to comprehend orally presented information.
- Students are expected to be able to compare and contrast.
- Students are expected to have an understanding of character traits.
- Students are expected to have experience brainstorming.
- Students are expected to be familiar with recipes and how to follow sequential directions.
- Students are expected to be able to follow multi-step directions.

Materials

- World map
- Books related to the celebration of Kwanzaa

Instructional Activities

1. Locate the continent of Africa on a world map. Trace the route a person would have to travel to reach Virginia. Make a list of some of the countries in Africa.
2. Introduce the holiday of Kwanzaa. Explain that Dr. Maulana Karenga started this holiday in America in 1966. The purpose of the African-American holiday is to remember African harvest holidays and honor African values and traditions. (Emphasize that not all African Americans celebrate this holiday.) The holiday begins on December 26th and is celebrated for seven days. Families gather together to give thanks, remember family members, look back over the past year, and make goals for the upcoming year.
3. Read a related book to students, or have students visit a Web site about the celebration of Kwanzaa, such as “History Channel Presents Kwanzaa” at <http://www.historychannel.com/exhibits/holidays/swanzaa/>.
4. Describe significant facts about Kwanzaa, and record the information onto a chart. Be sure to identify and discuss the seven principles of Kwanzaa. The seven principles are:
 - Unity (umoya)
 - Self-determination (kujichagulia). This can be explained as believing in oneself.
 - Collective work and responsibility (ujima). This can be explained as sharing.
 - Cooperative economics (ujamaa). This can be explained as helping one another.
 - Purpose (nia). This deals with setting goals.
 - Creativity (kuumba)
 - Faith (imani)
5. Select a Kwanzaa craft for students to create. Visit Web sites such as the following for ideas:
 - <http://www.thebestkidsbooksite.com/kwanzaacrafts.cfm>
 - <http://www.enchantedlearning.com/crafts/kwanza/>

Specific Options for Differentiating This Lesson

Technology

- Have students watch or listen to folk tales from various African countries.
- Using the Internet, have students view sites featuring the celebration of Kwanzaa.

Multisensory

- Have students create puppets with traditional African dress.
- Instruct students to listen to African music and make up their own dance.

Community Connections

- Contact an African art gallery, shop, or museum to share examples of African art or artifacts.
- Invite community leaders to discuss the celebration of Kwanzaa and African American heritage.

Small Group Learning

- Have groups create African masks.

Vocabulary

- Provide a picture of the Kwanzaa *kinara* and have students label the seven principles.

Student Organization of Content

- Have students make a flipbook that illustrates each of the seven principles of Kwanzaa.

Session 12: A Holiday

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have an understanding of holidays.
- Students are expected to be familiar with brainstorming strategies.
- Students are expected to be able to compare and contrast.

Materials

- Markers
- Crayons
- Paint
- Scissors
- Glue
- Construction paper
- Calendar

Instructional Activities

1. Refer to the session “An American Holiday and African Tradition.”
2. Talk about other holidays and their meanings. Be sure to discuss Independence Day as a holiday most Americans celebrate together.
3. Ask students to create a new holiday that will celebrate the people of Virginia. Have students come up with ideas on why it is good to have diverse groups of people living in our state.
4. Have students brainstorm different names for this new holiday. Discuss and reinforce the words *culture* and *diversity*. As a class, decide on the name for the holiday.
5. Have students decide how the holiday should be celebrated. (Correlate this activity with History and Social Science Standard of Learning 1.3, and review Kindergarten standards related to holidays.) Student responses may include the following: “Some people decorate trees for Christmas. They celebrate Thanksgiving with a feast of turkey and other traditional foods. Halloween is celebrated with costumes and jack-o-lanterns.” Ask students what needs to be done to celebrate their new holiday. Write down student ideas on the board, and, as a class, vote on several suggestions.
6. Have students use a calendar to set a nearby date for this holiday.
7. Have students create posters to announce this new holiday. The poster should reflect peoples of different cultures uniting to be Virginians and Americans.
8. Make plans with students to celebrate this holiday. Other classes, parents, and other guests may be invited to help with the celebration. Ideas for celebrating this holiday:
 - Have students create a flag to be displayed in honor of the holiday.
 - Have students create decorations. The decorations could represent the various cultures in Virginia (e.g., crowns, piñatas, lanterns).
 - Have students create greeting cards in honor of this day to send to one another.
 - Help students write a class letter to the governor explaining the reasons this holiday could be important to the state.
 - Have students sample foods and listen to music from various cultures.

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss videos about various holidays.

Multisensory

- Have students decorate an outline of Virginia with pictures of their favorite holidays.

Community Connections

- Invite a community contact to discuss the importance of a particular holiday.

Small Group Learning

- Have groups create flipbooks for the holidays discussed.
- Have groups create a timeline of holidays celebrated in Virginia.

Student Organization of Content

- Have students complete a KWL (Know, Would Like to Know, Learned) chart for holidays.

Additional Activities

- Invite parents or guest speakers to share their own cultural background, traditions, and customs. (See Attachment B.)
- Have a cultural diversity celebration.
- Help students find recipes from other ethnic cultures. If possible, prepare some of these dishes in class, or send recipes home with students for parent volunteers to prepare. Have an “International Buffet” day, and sample different ethnic dishes.
- Arrange a field trip for your class to an ethnic restaurant in the community.
- Have students share the information about different cultures in Virginia with other classes. Students may work in cooperative groups and create posters, dress up in clothing traditional to that culture, and make posters or skits to share information.

Attachment A: Classroom Volunteer Ideas _____

Directions: Work with a partner and write down your ideas about problems or needs you have observed at school, in the neighborhood, and in the community.

Needs of the students at our school:

1. _____
2. _____
3. _____

Things that need to be done around our school:

1. _____
2. _____
3. _____

Things that need to be done in our neighborhood:

1. _____
2. _____
3. _____

Things that need to be done in our community:

1. _____
2. _____
3. _____

If I could volunteer somewhere, it would be at _____

because _____

_____ .

Attachment B: Suggestions for Guest Speakers

Suggestions for sharing your culture with our first graders:

1. Tell students what country you are from, and talk about your culture.
2. Help us locate your country on the world map. Tell us some facts about your country. Name famous cities or famous things found in your country (e.g., Eiffel Tower in France). What language(s) is (are) spoken in your country? What are some foods/dishes that are associated with your country? Are there American dishes that are similar in certain ways?
3. Describe why/how you moved to Virginia. Are there ways in which Virginia is similar to your native country? Explain. In what ways is Virginia different?
4. Describe a tradition/holiday you enjoyed in your homeland that you still celebrate/practice. Are there similar customs/traditions celebrated in Virginia as those in your country? Explain. What are the differences?
5. Show students any traditional clothing or other items from your culture (e.g., books, pictures, souvenirs, crafts).

