



Comprehensive Curriculum

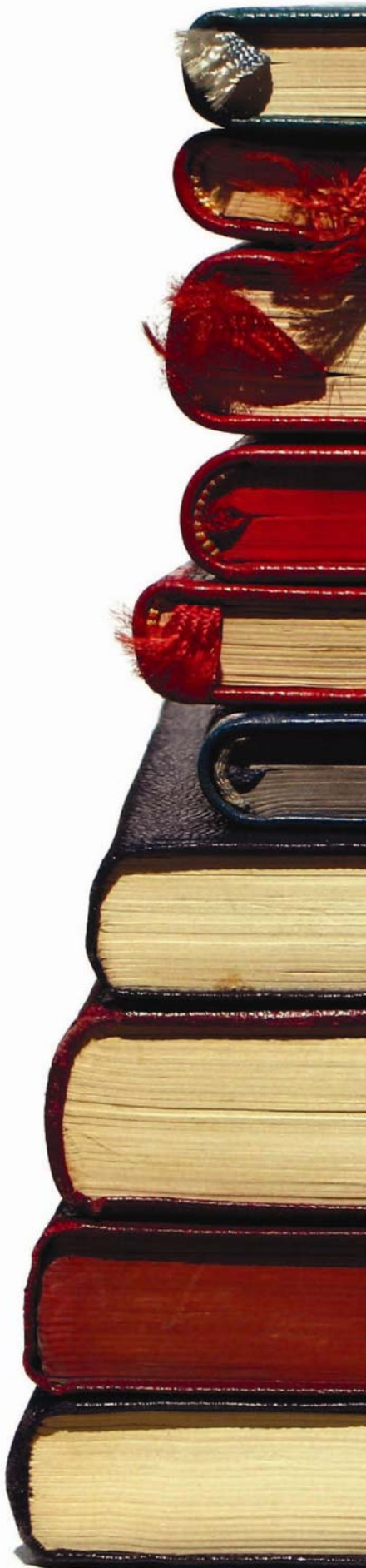
Revised 2008

Grade 1 Social Studies



Louisiana Department of
EDUCATION

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**Grade 1
Social Studies**

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Louisiana Comprehensive Curriculum, Revised 2008 **Course Introduction**

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



Grade 1
Social Studies
Unit 1: My Role as a Citizen

Time Frame: Approximately 20 instructional periods at 45 minutes per period



Unit Description

This unit focuses on the student as a citizen, the importance of rules and how they are made and enforced, the roles and responsibilities of citizens, and the roles of leaders and how they are elected. Workers, their jobs, and their roles as consumers are also addressed.

Student Understandings

Students will recognize the leaders in the school community and the responsibilities of leaders to make the school a place of learning. In addition, the students will understand their responsibilities as classroom citizens and develop a basic understanding of jobs in their community, as well as of the role of individuals as consumers.

Guiding Questions

1. Can students identify leaders in the school community and their responsibilities?
2. Can students identify responsibilities as members of the school community?
3. Can students identify ways to contribute to the community?
4. Can students recognize American symbols and patriotic songs?
5. Can students give basic descriptions of various jobs in the community?
6. Can students provide basic explanations of the role of individuals as consumers?
7. Can students identify traits of good citizens?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Civics	
16.	Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)
17.	Explain the necessity of establishing leadership and order at school (C-1A-E2)

18.	Identify and recognize the current president of the United States (C-1A-E5)
19.	Explain the process of voting using classroom issues (C-1A-E6)
20.	Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7)
21.	Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2)
22.	Define the meaning of the term <i>classroom citizen</i> (C-1D-E1)
23.	Identify patriotic songs and American symbols (C-1D-E4)
24.	Identify ways to participate in public service within school or community (e.g., volunteer, donations, and parent organizations) (C-1D-E5)
Economics	
27.	Describe how the individual is a consumer (E-1A-E5)
28.	Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7)
29.	Explain why people in a school and community have different jobs (E-1A-E7)

Sample Activities

Activity 1: Leaders and Classroom Rules (GLEs: 17, 20)

Put this *SQPL* (*Student Questions for Purposeful Learning*) ([view literacy strategy descriptions](#)) statement on the board: **A Leader helps a group work together.**

The students will turn to a partner and think of a good question they have about this statement. The students' questions will be written on the board. Each question that is asked more than once will be starred to signify it is an important question.

In an *SQPL* lesson the teacher creates a statement related to the material that will cause the students to wonder, challenge, and question. The statement does not have to be factually true as long as it provokes interest and curiosity.

Lead a discussion with the students on how every group needs a leader. Throughout the discussion make sure the starred questions posted from the *SQPL* are answered. Discuss how parents are the leaders at home and teachers are the leaders at school. Continue with the discussion helping students understand that leaders make rules to help people in the group. Help students formulate a definition of what a rule is.

Have students work in small groups to make rules for classroom centers and other areas of the school and classroom. Have each group role play their rules for the class. Make a list of the rules presented by each group. Discuss the importance of rules with the class. Post the list of rules in the classroom.

Activity 2: Consequences of Broken Rules (GLE: 20)

Materials List: *Little Red Riding Hood* by Candice Ransom or *The Three Bears* by Paul Galdone

Read aloud the book *Little Red Riding Hood* by Candice Ransom or *The Three Bears* by Paul Galdone. Have the students retell the story. Generate a list of the broken rules that students identified in the story. Using the list of broken rules from the story, have the students explain the consequence that occurred from the rule's being broken. Reread the story. Have the class brainstorm the class rules that they feel are needed to help them live and work together successfully. Using the list of class rules the students brainstormed, have the students explain why these rules are important to the class. A shared writing strategy can be used to create the rules list. Select the top five or six rules for the class. Post these rules in the classroom.

Activity 3: School Rules and Leaders (GLEs: 16, 17)

Lead a discussion with students about who are the leaders in different school locations (e.g., the cafeteria-manager, the gym-teacher, the playground-teacher, the classroom-teacher, the bus-driver) Review the discussion generated in Activity 1 on how a leader makes rules that help people. Have students role-play being different leaders (cafeteria manager, teacher, bus driver).

Have the students work in cooperative groups to create skits about different school locations (e.g., the cafeteria, the gym, the playground, the classroom, the bus). Each skit should show how students are following rules and being good citizens. Have the class discuss the rules being followed and the consequences of students not following rules shown in the skit.

Activity 4: Traits of a Good Classroom Citizen (GLE: 22)

Materials List: green and brown construction paper, *Three Kind Mice*, *My Grandma's the Mayor*, *Velveteen Rabbit*, *Nice New Neighbors*, *Katy and the Big Snow*, *Grouchy Ladybug*, *Corduroy*, *Bargain for Frances*, *Frog and Toad Are Friends*, *George and Martha*

Ask students to identify traits of good classroom citizens. Write their responses on the board. Read stories to students about positive character traits, including honesty, truthfulness, kindness, self-discipline, responsibility, and resourcefulness (e.g., *Three Kind Mice* by Vivian Sathre, *My Grandma's the Mayor* by Kathleen A O'Toole, *Velveteen Rabbit* by Margery Williams, *Nice New Neighbors* by Franz Brandenburg, *Katy and the Big Snow* by Virginia Lee Burton, *Grouchy Ladybug* by Eric Carle, *Corduroy* by Don Freeman, *Bargain for Frances* by Russell Hoban, *Frog and Toad Are Friends* by Arnold Lobel, and *George and Martha* by James Marshall).

Make a large tree for a bulletin board or wall display. Label branches with names of positive character traits. When students display positive character traits, place their names on the branches. In addition, send home notes to parents complimenting the students on their displays of positive character traits.

Activity 5: Good Citizens Share Responsibilities (GLEs: 21, 22, 24)

Materials List: pictures of good citizens sharing responsibilities at home, school, or in the community; chart paper; markers

Show students pictures of good citizens who are sharing responsibilities at home, school, or in the community. Make a chart with the headings: *Following Rules*, *Sharing with Others*, and *Helping Others*. Have the students decide which heading each picture belongs under. Then have students brainstorm ways they could be good citizens and write their examples under each heading. Encourage responses that include the home, the classroom, the school, and the community.

Call students' attention to the examples under the heading *Helping Others*. Discuss the idea of public service by helping within the community by volunteering, donating, or being a member of a community organization. Have students brainstorm things they could do to be a good helper in the community. Have students give examples of non-paid volunteers in their community.

Activity 6: Elections (GLEs: 18, 19,20)

Tell students they will have a say in deciding what will happen in the classroom. Have them suggest rules they think should apply to everyone in the room. Then ask for suggestions about activities they would like to do in class. After making lists on the board, tell students they can vote to "elect" a certain number of activities and a set of rules they will abide by. Be sure to involve students in discussing the rules and activities so everyone understands what they will be voting on. Students should also consider how rules can be used to resolve classroom issues. After the discussion, conduct an election by voice vote, count of hands, or written ballot. Explain to students that this process is similar to how we elect the U.S. President. Briefly discuss with them the similarities and have them name the current U.S. President.

Have the students locate a picture of the current president either in the newspaper, a magazine, or on the Internet.

Activity 7: Good Citizenship (GLEs: 19, 21, 24)

Have students play charades with characteristics that demonstrate good citizenship (e.g., playing fairly, helping others, and practicing self-control). Ask them to explain the importance of sharing responsibilities at home, in class, and at school. Discuss ways to participate in public service within the school and the community. List possibilities of ways to participate (e.g., litter patrol, canned food drive, recycling, sending cards to nursing homes). Discuss with students how to decide as a class in which activity they should participate. Bring in the process of voting during the discussion. Have the class vote on the activity.

Activity 8: American Symbols and Patriotic Songs (GLE: 23)

Materials List: books containing information on America’s national symbols and CD of patriotic songs, a large piece of paper to make a mural, dowel rods or paper towel rolls, Kid Pix software program (optional), computer (optional), chart paper, markers

Show the students pictures of national symbols (U.S. flag, bald eagle, Liberty Bell, Statue of Liberty). Make a *KWL chart* ([view literacy strategy descriptions](#)) of the things students already know about the symbols and what they want to learn about the symbols. Using informational books, read stories to the students about our national symbols. After a class discussion complete the KWL chart about what the students learned in the lesson.

National Symbols

K What I know	W What I want to know	L What I learned

Have the students use the information they learned and make a mural about America’s national symbols. Let the students listen to a variety of patriotic songs and choose the song they would like to use with their mural. Using dowel rods or paper towel rolls, have the students roll up their mural. Put on a class show and play each student’s patriotic selection as he/she unrolls his/her mural for the class. If the computer program *Kid Pix*® is available, the students can draw their pictures on slides on the computer. The slides can be combined to make a class show and patriotic music can be incorporated into the slide show.

Activity 9: Individuals as Consumers (GLE: 27)

Materials List: *The Berenstain Bears and Mama's New Job*, newspaper ads from different stores and business places, chart paper

Use the *DRTA* (*directed reading-thinking activity*) ([view literacy strategy descriptions](#))

- Introduce background knowledge by discussing personal experiences of students buying things they use or things they want. Record the students' responses on the board. Discuss the title of the book *The Berenstain Bears and Mama's New Job*.
- Have the students make predictions about the story.
- Read the book *The Berenstain Bears and Mama's New Job* by Stan Berenstain, which introduces the concept of goods (Mama creates quilts that people want to buy).
- Have students check their predictions about the story.

DRTA is an instructional approach that invites students to make predictions and then check their predictions during and after reading. *DRTA* provides a frame for self-monitoring because students should pause throughout the reading to ask students' questions.

Lead a discussion about the book bringing in the definition of goods. Have students work in small groups to generate lists of goods they use, want to have, and therefore want to buy. When complete, have the groups compare their lists. Create a chart of the top five items.

Show students newspaper ads from different stores and other places of business. Start a class discussion on the difference between goods and services. Have the students come up with a working definition for goods and services. On a chart help the students make a list of the kinds of goods and services each store or business can provide. Put the students in groups and have them role play being consumers by buying goods or services listed on the chart.

Activity 10: Jobs in the Community (GLEs: 28)

Materials List: index cards

Invite community members into the classroom to speak about their jobs. Prior to the visit have the students develop a list of questions to ask the community member about his/her job. Have students make trading cards about the community members by having them draw pictures of a person on an index card and write the person's job under the picture. (If a word processor is available, the students can make trading cards on the computer by copying and pasting a picture of a worker and typing the person's job under the picture.) Display the trading cards on a bulletin board depicting community workers.

Activity 11: Division of Labor (GLEs: 28, 29)

Materials List: *Uncle Jed's Barbershop*

While reading the book *Uncle Jed's Barbershop* by Margaree King Mitchell, identify and describe the work people do in the story and related work people do in the students' community. Encourage students to explain why people have different jobs by asking:

- What would happen if everyone in the school were the principal?
- What would happen if everyone in the community were a bus driver?
- Who would fight fires?
- Who would keep order?
- Who would deliver mail?
- Who would teach school?

Activity 12: Goods and Services (GLEs: 28, 29)

Materials List: *All about Things People Do*, chart paper

Put this SQPL (*Student Question for Purposeful Learning*) ([view literacy strategy descriptions](#)) on the board: **Some people have jobs making goods and other people have service jobs.** The students will turn to a partner and think of a good question they have about the statement. The students' questions will be written on the board. Questions that are asked more than once will be starred to signify they are important questions.

Read the book *All about Things People Do* by Melanie Rice. Involve students in a discussion about people producing goods or providing services, making sure to address the answers to the starred questions posted from the SQPL. Help the students come up with a list of questions to ask family members about their jobs. As a take-home assignment, have the students interview family members using the questions formulated in class.

The following day, have students identify a family member who produces goods or provides services. Ask them to illustrate and write about the family member's job. Use a T-chart to sort the illustrated writings into the categories of goods and services.

Activity 13: Consumer Choices (GLE: 27)

Materials List: *There Was an Old Woman Who Lived in a Shoe*

Brainstorm ([view literacy strategy descriptions](#)) with students a list of goods and services their family members might purchase. Tell them that a consumer is someone who spends money to obtain goods or services. Read the poem *There Was an Old Woman Who Lived in a Shoe*. Discuss the poem by bringing out the fact that the old woman was poor and

had many children. Have the students develop a list of items that would be good choices for the old woman's family. Have the students explain why their choices are good ones.

Have students make a shopping list of three things they would like to buy and write how much they think each item would cost.

Activity 14: The Impact of Recycling on Consumers (GLE: 27)

Lead a discussion on what makes a person a consumer. Have the students name ways people are consumers (e.g., People buy clothing, food, etc.). Continue the discussion and have the students name ways they are consumers. As the discussion progresses, explain how consumers can sometimes find ways to save money.

Discuss how recycling is one way to save both resources and money. Lead the students in a discussion of the importance of consumers helping to save both resources and money. Lead students to understand that by reusing items, they can use their money and resources for other purposes than replacing things they throw away. Show various items that can be recycled and have students generate a list of possible alternate uses. Have the students also generate a list of items they can reuse as they do their school "job."

Provide students with items that can be recycled into other meaningful uses (e.g., empty cans into pencil holders, plastic bottles made into bird feeders) and have them create alternate uses.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- Assess the center rules that each student helped develop.
- Assess a student dictation telling the difference between the center rules and the class rules.
- Have the students list items they can recycle.
- Assess student performance in cooperative learning groups with a rubric (See Cooperative Learning Behaviors rubric BLM)

Activity-Specific Assessments

- Activities 4, 5: Have the students write stories about a person who is a good citizen.
- Activity 8: Have the students design bumper stickers that show American symbols.
- Activity 11: Have the students write a story about two leaders in the school and include their responsibilities in the story.
- Activities 12, 13: Provide students with pictures of goods and services and have them sort them on a chart.
- Activity 13: Display pictures of items students might purchase. Have the students choose an item and explain why they chose to purchase the item. Then have the students explain if that choice would be considered a wise choice.

Resources

Websites

www.lpb.org/cyberchannel : if available (*All About Families, All About Neighborhoods, Going to School is Your Job*)

Grade 1
Social Studies
Unit 2: My School and My Community

Time Frame: Approximately 20 instructional periods at 45 minutes per period



Unit Description

The primary focus of Unit 2 is the school and local community. The unit introduces basic map skills, addresses seasonal changes in the local community, and discusses various land uses. Attributes of the local community (e.g., language, seasons, land use, and culture) are explored.

Student Understandings

Students will understand that a map is a tool to locate places. The students will understand that map symbols and legends help people understand features on the map. The students will understand the human and physical features in the school and the immediate area. Students will be able to describe how seasons affect the local community and compare land use between rural and urban areas. The students will be able to identify English as the major language and the basic elements of culture.

Guiding Questions

1. Can students identify familiar places on a map?
2. Can students recognize and relate to familiar locations?
3. Can students create simple maps and use map symbols and keys or legends?
4. Can students recognize and discuss differences in rural and city settlements?
5. Can students recognize cultural elements and explain their basic differences?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
1.	Identify and use simple map symbols and key/legend (G-1A-E1)
2.	Interpret a simple chart (G-1A-E1)
3.	Describe a map as a representation of a place (G-1A-E1)
4.	Locate places on the school campus and describe their relative location (G-1A-E2)

5.	Create simple maps to identify the relative location of places in the school and community (G-1A-E3)
Geography	
6.	Identify Earth's various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1)
7.	Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3)
8.	Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4)
9.	Describe how seasons affect the local community (G-1C-E1)
10.	Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2)
11.	Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4)
13.	Identify by name the town, parish, state, and country in which the student lives (G-1C-E6)

Sample Activities

Activity 1: Maps (GLEs: 3, 5)

Materials List: picture of a classroom or place, aerial picture of classroom or place, chart paper

Ask students to think of ways in which they could show what the classroom looks like and where things are in the classroom. (Students may respond by saying: taking a picture, drawing pictures of the classroom, or making a map).

Have students look around the classroom and describe where things are. Begin the discussion with a list of words students might use to describe location. (Examples: next to, above, below, right, and left).

Next, show students a picture of a classroom or a place and ask them to pretend they are a bird flying right above the picture. Ask what they think they would see.

Show students an aerial picture of a classroom or place and have them locate similar items in both pictures. Explain to students that a map is a drawing that shows what a place would look like if it could be seen from above. (Aerial pictures can be found at www.nationalgeographic.com and <http://terraserver.microsoft.com/address.aspx>.)

On the board or on chart paper, work together with students and draw a map of the classroom by drawing shapes.

Have the students make a map of their bedroom by drawing shapes. Let the students share their maps with their classmates.

Activity 2: Map Symbols and Keys/ Legends (GLEs: 1, 3, 4, 5)

Materials List: classroom map made in Activity 1, a variety of maps, blank outline map of the school

Have the students view the map of the classroom made in Activity 1 and recall how the map shows the view of the classroom from above. Ask the students how someone would know what the shapes on the map mean. Discuss how the shapes on the classroom map are symbols for real things in the classroom.

Have the students view different maps noting the symbols on the maps that stand for real things. Using the shapes on the classroom map made in Activity 1, write what each shape would stand for on the classroom map.

Draw the students' attention back to the maps they were viewing earlier and point out the map keys on each map. Explain the meaning of the map key. Have the students use the map key to identify the symbols on the map and locate those places on the map.

Give the students a blank outline map of the school (e.g., fire drill map) then take the students on a walk through the school. While walking through the school, have the students fill in the map by writing in the different locations (e.g., library, cafeteria, etc.). After returning to the classroom, have the students make a map key for their school map. Have the students share their maps and map keys with the class. During the sharing of the maps and map keys, have the students describe the locations of various places in the school (e.g., the library is next to the kindergarten class).

Activity 3: Earth's Physical Features (GLEs: 2, 6)

Materials List: pictures of land and water, chart paper, *Vocabulary Card* BLM, *Kidspiration*® software (optional)

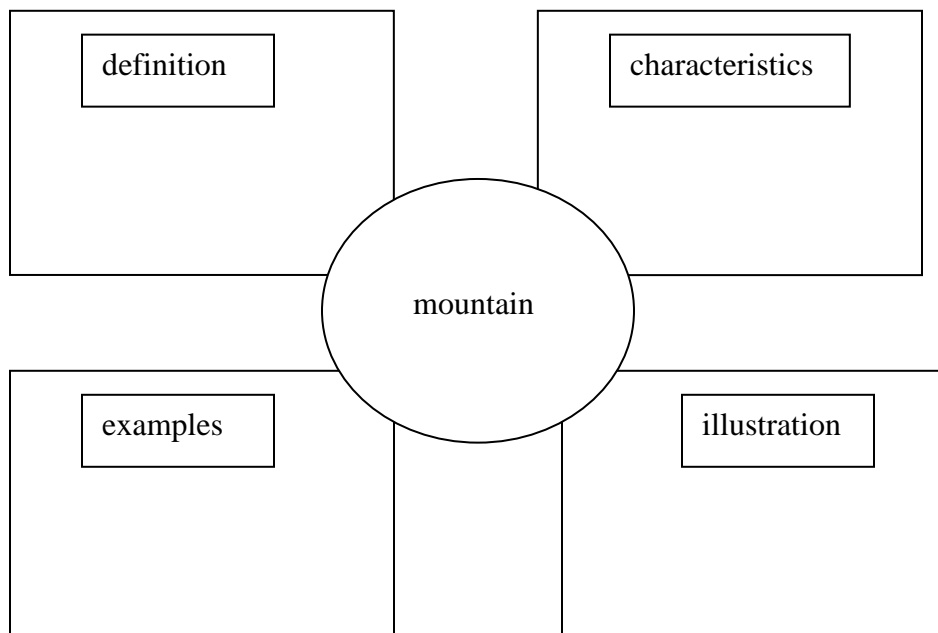
Show the students pictures of land and water (e.g., oceans, islands, mountains, plains, hills, rivers, lakes). Work with the students and label the landforms and bodies of water in the pictures.

While having students compare the landforms, work with them to come up with working definitions for each landform. Record these definitions on chart paper.

Then have the students compare the bodies of water and work with them to come up with working definitions for each body of water.

Have the students make *vocabulary cards* ([view literacy strategy descriptions](#)) for the landforms and bodies of water. Give the students copies of the *Vocabulary Card* BLM. (See BLM and sample below.) On the board, put the targeted word “mountains” in the middle of the card. Ask the students to provide a definition. Write the definition in the appropriate space on the card. Next, ask the students to list characteristics of mountains. Then, ask for examples of mountains. Finally, draw a simple illustration of a mountain. After completing this first card as a class, the students will create their own cards for the rest of the landforms and bodies of water.

Vocabulary cards are used to help students see the connections between words, examples of words, and the critical attributes associated with the word.



Make a T-Chart labeled “Land and Water.” Have the students list the landforms and the bodies of water on the chart. Ask the students to use the information on the chart to explain what they have just learned about Earth.

Using a computer program such as *Kidspiration*®, download the template from <http://www.northcanton.sparcc.org/~elem/kidspiration/tamargo/landwater.html> or create a template, whereby the students would be able to identify different landforms and bodies of water.

Activity 4: Human Features in Local Regions (GLE: 7)

Materials List: *The Little House*

Use the *directed reading – thinking activity* ([view literacy strategy descriptions](#))

- Introduce background knowledge by discussing with students information about different kinds of neighborhoods. Record the students' responses on the board. Discuss the title of the book *The Little House* by Virginia Lee Burton.
- Have the students make predictions about the story.
- Read *The Little House*, stopping occasionally to check the students' predictions and to revise their predictions when necessary.

Discuss with the students the kinds of neighborhoods in which the little house lived: farm, suburban, and city. Talk about the different kinds of houses shown in the pictures. Show the students additional pictures of farms, cities, buildings, and roads. Make a chart with the headings Farms, Cities, Buildings, Roads. Have students draw pictures to post under each heading.

Activity 5: Maps and Physical Features of Regions (GLEs: 1, 6)

Materials List: maps showing the world, United States, and Louisiana; globe; *Vocabulary Cards* BLM (see Activity 3); stickers

Locate the continents, the United States, Louisiana, and their local community on a simple map or a globe. (Maps can be found at www.worldatlas.com) Explain to students the meaning of colors on a map or globe and how to use a map key, or legend, to identify important information.

Create a class word bank and picture dictionary of geography terms (including continents, oceans, islands, mountains, rivers, equator, direction, and location).

Have the students make *vocabulary cards* ([view literacy strategy descriptions](#)) for the geography terms (continent, island, equator, direction and location). (See *vocabulary card* example in Activity 3.)

Give students opportunities to work with different maps as they search for and identify continents, oceans, islands, mountains, rivers, the United States, Louisiana, and their community. Play "Place a Sticker on the Map," by asking students to locate the United States, Louisiana, and their community on a map or a globe and placing a sticker on each location.

Activity 6: Types of Maps (GLEs: 2, 3)

Materials List: chart or graph paper, Maps Found BLM, *Graph Club*® software program (optional), various types of maps, textbooks

Use a brainstorming activity to determine the types of maps students might find and the places they might represent. List the types of maps that might be found on a check-off sheet similar to the one shown below. (See the Maps Found BLM and the sample below.) Have the students find the different types of maps on the list posted around the room and in various textbooks. Total the results and show students how to interpret the chart by graphing the results on a grid, piece of graph paper, or computer program such as *Graph Club*®.

Maps Found	
Type of Map	How Many
1. United States Map	
2. World Map	

Activity 7: The Globe Is a Model (GLEs: 3, 6)

Materials List: globe, matchbox car, modeling clay (optional), blue and green paint or markers, blank outline map of the world (optional)

Explain that a model is a small representation of something that in reality is larger. Use a matchbox car to compare the size of a model to an actual object. Discuss the relationship of a globe to Earth—a map and a globe are models that represent places.

Have students work in pairs or small groups to create a globe. A paper model of a globe can be found at www.korthalsaltes.com, or students can make a globe out of clay. Next, have students create paper land by drawing and then coloring the land green. Ask them to paint or color their globes blue and to paste paper land onto the globes.

As an alternative to making a globe, give the students a blank outline map of the world and have them color the land green and the oceans blue. (Blank outline maps can be found at www.worldatlas.com).

Activity 8: Local Town, Parish, State, and Country (GLE: 13)

Materials List: drawing paper, *Kid Pix*® computer program (optional), map of parishes in Louisiana, United States map.

Show students a map of the parishes in Louisiana. Discuss the local town and how the town is a part of the parish. Find the local parish on the map. Show students a United States map and help the students locate Louisiana.

Invite local people to talk to the class about the history of the community. Prior to the visit, have the students develop a list of questions about the town, parish, and state. Using drawing paper or the computer program *Kid Pix*®, have the students make drawings showing information they learned about their town, parish, state, and country.

Play *professor know-it-all* ([view literacy strategy descriptions](#)). Put students in groups of four. Tell them they will be called on to come in front of the room to be a team of *professor know-it-alls* about their town, parish, state, and country. Have the groups prepare by thinking up questions about what they learned about their town, parish, state, and country. Call on a group of students to come to the front of the class. Invite questions from the other groups. Demonstrate how the *know-it-alls* should answer each question. First, they should huddle as a team to talk about the answer, then return to their positions and give the answers in complete sentences. After about five minutes or so, ask a new group of *professor know-it-alls* to come in front of the class. This should be done until all the groups have had a chance to serve as the *know-it-alls*. Students asking the questions should hold the *know-it-alls* accountable for the correct answers.

The *professor know-it-all* strategy can be used once coverage of content has been completed. This strategy is appropriate after reading a story, a presentation, a field trip, a video, or any other information source.

Give the students an outline map of the United States. Have them color Louisiana on the map green and place a square where their parish would be and then put a dot inside the square to represent their town. Have the students write a sentence naming their town, parish, and state.

Activity 9: Mapping School and Community (GLEs: 4, 5)

Materials List: colored paper, chart paper, the movie *Math Monsters: Mapping* (optional)

If Internet access is available show the movie *Math Monsters: Mapping* found at: www.lpb.org/cyberchannel.

Take students on a tour of the school grounds. Ask students to identify items that could be mapped. Return to the classroom and have the students work in groups to draw a large picture map of the school grounds. Model for the students how to cut shapes, such as rectangles, out of colored paper to represent items on the school grounds. Have the groups share and explain their maps to the rest of the class, describing the relative location of items on the map.

Activity 10: Seasonal Changes (GLE: 9)

Materials List: stories and poems about the seasons, chart paper

Read stories and poems about the seasons to the students. Have students work in pairs or small groups to collect and record information about the four seasons. Each group can focus on one area, such as animals, clothes, trees, weather, or holidays. Lead class discussions and ask students to identify changes in trees and other things that happen with a change in season in their community (i.e., the change in the color of leaves, the types of clothing worn, special events unique to their local area). Help organize the information gathered by the groups in a chart such as the one below. Have the students illustrate changes in the different categories and place their pictures in the appropriate boxes.

Seasons	Weather	Animals	Trees	Clothing	Holiday
Fall					
Winter					
Spring					
Summer					

Activity 11: Seasons and the Local Community (GLE: 9)

Materials List: bulletin board or wall poster, photographs of seasons, drawing paper, crayons

Have students brainstorm words that describe what the weather is like during each of the four seasons. How would they describe July? (July in Louisiana is usually hot and humid; most rainfall occurs during thunderstorms and heavy downpours. There is a lot of sunshine and nice weather, especially as one travels away from the Gulf. The vegetation is a deep green.)

Create a bulletin board or wall poster at the beginning of the school year. Label it with the four seasons. During each season, have students bring in photographs, cutouts, or drawings of items that can be easily obtained in their community during that particular season. When changing from one season to the next, have students orally compare the similarities and differences among the seasons and how their community and vegetation are affected by each season. Have the students draw pictures of how trees, flowers, and other plants look during each season.

Activity 12: Communities and Land Use (GLE: 10)

Materials List: pictures of various types of communities (rural, suburban, urban), books about different communities (e.g., *On the Town: A Community Adventure*, *City Green*, *Homes Around The World*, *The Country Mouse and The City Mouse*), real estate ads

Show students pictures of various types of communities—rural, suburban, and urban—and read books about different communities (e.g., *On the Town: A Community Adventure* by Judith Caseley, *City Green* by Anne DeSalvo-Ryan, *Homes Around The World* by Mike Jackson, *The Country Mouse and The City Mouse* by Alan Benjamin). Ask students to talk about the similarities and differences in the landscapes. Classify the communities that go together. Make a class list of human and physical features found in various communities (e.g., cows, skyscrapers, farms). Use a Venn diagram to show the features that are the same and different from one community to another.

Ask students to draw a picture of a rural, a suburban, and an urban community. Have them write a few sentences describing the community in which they live and decide if it is rural, suburban, or urban.

Give each student real estate ads that have pictures of houses for sale. Let the student choose his/her favorite house, draw a neighborhood, and put his/her house in it. Have the students write a story about his/her house and the people who live in it. Then have the students tell if the neighborhood he/she drew is rural, suburban, or urban.

Activity 13: What Is Culture? (GLEs: 8, 11)

Materials List: world map, relevant books about various cultures, websites about various countries, posters, wire-hangers, pictures of activities in different cultures

Show students a world map and initiate a discussion about countries the students are familiar with or countries students would like to visit. Choose two or three of the countries students discussed to compare to the United States.

Read several books and information found at http://www.classbrain.com/art_cr/publish/ and http://en.wikipedia.org/wiki/Main_Page about the countries chosen. Compare the lives of families in these countries to families in the United States (e.g., people have jobs, children go to school, people speak different languages in each country, people celebrate different holidays). Collect and display pictures of the countries.

Have students create collages, posters, or simple wire-hanger mobiles identifying basic cultural elements. Have them compare a different culture to that of their own.

Use the *SPAWN writing prompt What If?* ([view literacy strategy descriptions](#)) to have students write about what it would be like if they lived in one of the countries they studied about.

SPAWN is an acronym that stands for five categories of writing options. Using these categories, teachers can create numerous thought-provoking and meaningful prompts related to various topics. These prompts should require critical written responses by the students.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- Provide the students with a map and have them use the map and the map key to answer questions.
- Give the students pictures of a city, a suburb, and an urban area. Have them label each picture and explain why it is a city, a suburb, or an urban area.
- Have the students draw a suitcase and inside the suitcase write the name of their town, parish, state, and country. Then have the students draw pictures of special things visitors would see if they visited their town, parish, city, or state.

Activity-Specific Assessments

- Activities 1, 2, and 9: Develop a rubric to score the classroom flat maps the students made. (See Flat Map Rubric BLM)
- Activity 3: Using the *Kidspiration*® template, assess if the students successfully identified the earth's physical features.
- Activity 5: Have the students use the word bank and class picture dictionary of geography terms to create questions for a class quiz.
- Activity 7: Develop a rubric to score the globe students constructed. The rubric should specify that the students have the continents on their globe. The students should be able to identify their town, city, parish, country, and continent on their globe. (See Globe Rubric BLM)
- Activity 10: Have the students draw pictures to depict the four seasons. Assess drawings for accurate information.

- Activities 11 and 12: Assess shared writing activities.
- Activity 13: Have students make a Venn Diagram to compare the United States to one of the countries studied. Assess the Venn Diagram for accuracy.

Resources

Software programs

Kidspiration[®] (graphic organizer software)

Kid Pix[®] (creative software that allows students to paint, stamp, write, and draw)

Neighborhood Map Maker[®] (This program can be used in addition to or instead of maps drawn on paper)

Graph Club[®] (graphing software)

Websites

www.lpb.org/cyberchannel (if available) (video and online teaching resources)

www.nationalgeographic.com (website that increases and diffuses geographic knowledge)

<http://teraserver.microsoft.com/address.aspx> (website with aerial maps)

www.korthalsaltes.com (paper globe model)

Grade 1
Social Studies
Unit 3: History and Family

Time Frame: Approximately 15 instructional periods at 45 minutes per period



Unit Description

This unit focuses on terminology about time and introduces the use of primary source material as it explores changes over time in students' families, methods of transportation in the community, and differences in and similarities of families over time.

Student Understandings

The students will understand the passage of time by using primary resources to learn about and describe the past, present, and future as they relate to their families, roles of family members, and transportation methods in their community.

Guiding Questions

- Can students identify changes in families over time?
- Can students describe time in terms of past, present, and future?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
32.	Use words to describe time (past, present, future) (H-1A-E1)
33.	Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2)
34.	Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)
35.	Identify transportation methods of the local community in the past (H-1B-E2)

Sample Activities

Activity 1: Past, Present, and Future (GLE: 32)

Materials List: list of past, present, and future statements about students' home and school lives; papers in a bag labeled past, present, and future; blank paper for students to fold in thirds

Write the words past, present, and future on the chalkboard. Have students talk about their lives in terms of events of the past, present, and future. Play a guessing game: Is it past, present, or future? Provide statements to students about their home and school lives; have them respond as a group by saying "past, present, or future." Use statements such as the following: I just learned to talk, I play with my friends at school, and I am driving a car. Extend the game by having students take turns selecting (from a paper bag) a piece of paper folded in half from a paper bag. They are to unfold the paper and read the word (past, present, or future) and say a statement that corresponds to the word on the paper.

Provide students with a piece of paper folded into thirds. Label each third at the top with the words "past, present, and future." Have students draw pictures that show each concept in the appropriately labeled column.

Put students in groups of three and have them write a *story chain* ([view literacy strategy descriptions](#)). The first student will write the opening sentence of the story chain by writing about the past. The student then passes the paper to the student sitting on the right and that student will write the next sentence in the story telling about the present. The paper is then passed again to the right to the next student who writes the third statement about what might happen in the future.

Story chains are useful in promoting reading and writing. The process involves a small group of students writing a story. Writing a story provides students the opportunity to reflect on their understanding of concepts learned.

Activity 2: Personal Information (GLEs 32, 34)

Materials List: *When I Was Little: A Four-Year-Old's Memoir of Her Youth*; timeline that depicts the past, present, and future; pictures and artifacts from the students' past and present; sample blank timeline (made of tagboard) for each student

Read the book *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jaime Lee Curtis. Use this or a similar book that shows the students a timeline that depicts the past, present, and possible future of someone's life. After a discussion about the sample timeline, have the students collect pictures and artifacts from their past and the present in order to create their own personal timeline.

In order for each student to create his/her own timeline, give each student a timeline made of tagboard that is labeled past, present, and future. The students can place their pictures and artifacts on the appropriate place on the timeline. Have the students draw a picture to depict their possible future (e.g., a picture of themselves as a doctor, fireman, teacher). Then have the students write a statement to explain each point on the timeline (e.g., When I was four, I played t-ball. In the future, I will be a policeman.). Have the students share their timelines with the class.

Activity 3: Discovering the Past (GLE: 32)

Materials List: antique tools, utensils, or toys

Write the word *past* on the chalkboard. Ask students about ways we can learn more about the past. Guide the discussion so that students suggest talking to older people. Have students write an invitation to an older person, such as a grandparent, a friend, or a resident in a retirement home. Have them ask the person to come and share what life and school were like when he or she was a child. If possible, have guests bring photos or items from their past. In addition to this activity, have students bring an antique tool, utensil, or toy to show the class. Ask students:

- What do you use this item for?
- How could you use this to play?
- Why do children not play with these any more?

Have students brainstorm ([view literacy strategy descriptions](#)) as many ideas as possible.

Have the students do a *RAFT* writing ([view literacy strategy descriptions](#)). *RAFT* is an acronym that stands for: R- Role of the writer; A-Audience to whom or what the *RAFT* is being written; F-Form the writing will take, as in a letter, song, etc.; T-Topic or subject focus of the writing. For this *RAFT*, the students' role in the writing will be an older person from the past. The students will write letters (the form of the writing) to the kindergarten students (the audience) and tell them about life and school (the topic) of the past. Allow time for students to share their writing with a partner or the whole class.

RAFT writing gives students the opportunity to rework, apply, and extend their understandings of information and concepts learned.

Activity 4: Comparing Past and Present (GLEs: 32, 35)

Materials List: *When I Was Young in the Mountains*, photographs of the community from the past, chart paper

Read the book *When I Was Young in the Mountains* by Cynthia Rylant, or a similar one. Look at photographs of the community from the past. Create a T-chart comparing then and now. Include such things as comparisons of past and present schools, clothing, lifestyles, housing, transportation, cooking, and family size. Have students identify

various transportation methods in the local community in the past and compare them to the present. Have the students describe how transportation and other things might change in the future. Have them illustrate two items from the “then and now” chart. Then have them illustrate something they think they may see in the future.

Put the students in groups of four and have them write a *story chain* ([view literacy strategy descriptions](#)). The first student will write the opening sentence describing a type of transportation they may see in the future. The student then passes the paper to the right to the second student who will add a second sentence. The paper will be passed again to the right to the third student who will add another descriptive sentence. The fourth student will then read the sentences and draw a picture about the sentences.

If time and space permit, the following enrichment activity can be undertaken.

Brainstorm ([view literacy strategy descriptions](#)) with students about creating a center area in the room that would resemble an old-time house or schoolhouse. Some suggestions include the following:

House

- Create a hearth out of bulletin board paper.
- Stuff sacks or pillow cases with pine needles for an old-fashioned bed.
- Make cast iron pots and pans from construction paper.
- Use an old refrigerator box for a barn or a smokehouse.
- Make a broom from a tree branch and pine needles.
- Make dolls from cornhusks.

Schoolhouse

- Make hornbooks.
- Make slates.
- Use tempura paint in a milk carton inkwell and feathers for quill pens.

If space is limited in the classroom, have students construct dioramas of the house or schoolhouse. In a journal entry, ask them to write their impressions of the house or school and to describe how they would be different from houses or schools today.

Activity 5: Families Long Ago (GLE: 33)

Materials List: books about the first Thanksgiving (e.g., *The Pilgrims' First Thanksgiving*), pictures of the first Thanksgiving, internet website (if available), books depicting families in the past (e.g., *Goody O'Grumpity*, *Annie and the Old One*, *My Grandmother's Patchwork Quilt*)

Read a story about the first Thanksgiving to the students (e.g., *The Pilgrims' First Thanksgiving* by Ann McGovern). Show the students pictures that depict the first Thanksgiving. If the Internet is available, the following website on the first Thanksgiving can be used: <http://teacher.scholastic.com/thanksgiving>. Have the students create a Venn diagram to compare and contrast families of today and families of long ago.

Guide students in a discussion of family. Read books depicting families in the past (e.g., *Goody O'Grumpity* by Carol Ryrie Brink, *Annie and the Old One* by Miska Miles and Peter Parnall, *My Grandmother's Patchwork Quilt* by Janet Bolton). Ask students to draw pictures depicting the things family members (men, women, and children) did long ago.

Continue the discussion on how families today are different from families of long ago. Engage students in a *brainstorming* activity ([view literacy strategy descriptions](#)). Ask them questions, such as what things about families are similar between the past and present, and what things about families are different? Put students in groups and have them role play a family from long ago and a family of today.

Activity 6: Transportation (GLE: 35)

Materials List: *Cars*, pictures of historic forms of transportation

Read the book *Cars* by Anne Rockwell, or a similar book. Have the students discuss the cars in the book. Show the students pictures of historic forms of transportation such as a horse-drawn carriage, an old-time train, or an old-time airplane. After selecting one form of transportation, have the students write a story about what it would have been like to use that form of transportation years ago. Have the students share their stories with the class.

Show students a picture of some type of transportation from the past such as a car from the 1920's and have them point out improvements made in transportation over time. Record their comments on a T-chart.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- Have the students explain the meaning of the terms *past*, *present*, and *future*.
- Have the students write a description of at least three lifestyle factors from a past time accurately.
- Have the students draw pictures to show how houses and schools now differ from those from the past.

- Have the students explain (in writing) the roles of men, women, and children in families from the past, in the present, and in the future.

Activity-Specific Assessments

- Activity 2: Use a rubric to assess the completed timeline. (See sample rubric in BLMs.)
- Activity 5: Assess the Venn diagram created to compare families of long ago to families of today.
- Activity 6: Show the students a picture of a type of transportation of today and long ago. Have the students complete a Venn diagram comparing and contrasting the pictures.

Resources

Websites

www.lpb.org/cyberchannel (*All About Families*)

Grade 1
Social Studies
Unit 4: Basic Needs and People Who Provide Them

Time Frame: Approximately 25 instructional periods at 45 minutes per period



Unit Description

This unit focuses on the basic human needs of food, clothing, and shelter. The economic concept of *needs* is distinguished from *wants*. The concept of economic activities (“jobs”) is explored, both in the roles of family members and in the school and community. The benefits of a voluntary exchange are demonstrated, as well as skills involved in this process.

Student Understandings

Students will understand the difference between basic human needs and wants. They will recognize the importance of the family and community in supplying wants and needs. Students will recognize the work people do in the local community and the skills needed to do the work.

Guiding Questions

1. Can students identify personal needs and wants?
2. Can students understand how to meet needs and wants?
3. Can students identify people who will help satisfy personal needs and wants?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
12.	Identify the types of economic activities in which family members participate (G-1C-E5)
14.	Identify the basic human needs of food, clothing, and shelter (G-1D-E1)
15.	Identify various types of human shelters and describe building materials used for construction (G-1D-E2)
25.	Identify the difference between basic human needs and wants (E-1A-E3)
26.	Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4)
28.	Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E4)

29.	Explain why people in a school and community have different jobs (E-1A-E7)
GLE #	GLE Text and Benchmarks
30.	Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8)
31.	Describe the benefits of a voluntary exchange (E-1A-E11)

Sample Activities

Activity 1: Family Economic Activities (GLEs: 12, 14)

Materials List: *General Store*, *Jennie’s Hat*, *My Town*

Create an *opinionnaire* ([view literacy strategy descriptions](#)) using the following statements:

- All goods that families buy are important for the families’ survival.
- It is just as important for families to buy food, clothes, and a house as it is for families to buy a swimming pool.
- Families can buy goods that they need as well as make some of the goods they need at their own home.

Invite the students to share their opinions about each of the above statements. Encourage each student to take a stand on each statement. Then, have the two groups briefly debate each statement.

Opinionnaires promote self-examination, value students’ points of view, and provide a vehicle for influencing others ideas.

Read one or more of the following books: *General Store* by Rachel Field; *Jennie’s Hat* by Ezra Jack Keats; and/or *My Town* by William Wegman. These books will help introduce the concept of goods. Lead the class to understand that goods and services can be produced at home or at other places of employment. Have students work in small groups to generate lists of goods family members buy or produce at home. Ask them to explain why members of their family need these goods. Have groups share their lists with the class.

As a class, review the lists of goods produced by the work of family members. Have students identify goods they use, want to have, and therefore would want to buy. When complete, have the groups compare their lists. Help students to distinguish between what they need and what they want.

Activity 2: Basic Needs (GLEs: 14, 15, 25)

Materials List: magazines or newspaper ad circulars, computers, and Internet access (optional)

Lead a discussion of *basic needs*. Provide magazines and/or newspaper ad circulars and ask students to cut out pictures of things that all people need to live. Have students share what they consider to be basic needs. Ask students to reconsider the magazine or ad pictures and eliminate the pictures of those items that are not basic needs. Have students discuss how their basic needs for food, water, shelter, and clothing are met. Ask them to draw a picture of a human shelter and write about their picture. Have them discuss the materials used for home construction and explain why certain materials are used.

Have students keep a *learning log* ([view literacy strategy descriptions](#)) on human shelters. In the *learning log* have students write observations they have made on different human shelters found in their neighborhood and explored on the Internet. These observations should include the types of structures and the materials used to build the structures. Invite students to share their log entries with a partner or the whole class so as to enlarge their understanding of human shelters.

A *learning log* is a tablet that students keep in order to record ideas, questions, reactions, and new understandings. By documenting ideas in a log about content, students put into words what they know or don't know. This process offers a reflection of understanding that can lead to further study and alternative learning paths.

Activity 3: Needs and Wants (GLE: 25)

Materials List: magazine and/or ad pictures from Activity 2, magazines and/or newspaper ad circulars, chart paper

Using the pictures students cut from magazines and/or newspaper ad circulars in Activity 2, have the students categorize the pictures by gluing them on a chart labeled: *Foods I Need, Clothes I Need, Shelter*.

Provide the students with magazines and/or newspaper ad circulars, and have them cut out pictures of things they would want. Have the students place these pictures on a chart labeled: *Things I Want*. Have the students explain why people need the items on the needs chart, and why the things they want are not necessary for survival on the wants chart.

Activity 4: Types of Human Shelters (GLE: 15)

Materials List: *Homes Around the World*, pictures of houses from around the world

Read the book *Homes Around the World* by Mike Jackson. Discuss with the students the materials the houses in the book are made of and why each type of house is well suited for its area by bringing in the climate and available resources.

Give the students pictures of houses from around the world. Have the students describe the houses and explain why each is well suited for the people who live in it. (Pictures can be found at http://www.shelterpub.com/_wonderful_houses/wh-toc.html.)

Activity 5: Types of Human Shelters (GLEs: 15, 28)

Materials List: guest speaker, chart paper

Invite a carpenter to visit the class to talk to the students about the materials used to build houses in the local area. Have the carpenter explain the many special features needed because of the land or weather conditions in the local area.

Have the students make a concept map showing materials and any special features used in building houses in the local area.

Activity 6: Why People Need Homes (GLEs: 14, 15)

Materials List: *The Three Little Pigs*, chart paper

Read the story *The Three Little Pigs* by Paul Galdone. Discuss the materials used to build each house. On chart paper create a *word grid* ([view literacy strategy descriptions](#)) like the one below.

	Withstands Wind	Withstands Rain	Chimney
Straw house			
Stick house			
Brick house			
Y = yes N = no			

The *word grid* can be used to study key terminology based on critical defining characteristics.

Have the students use the information from the *word grid* to write a paragraph explaining which pig they thought made the wisest choice. In addition, have the students explain why the materials used in the other two houses did not meet the pigs' need for a home.

Activity 7: Stores and Purchasing Power (GLEs: 26, 28, 29)

Materials List: pretend money, pretend store

To help students learn about money and how purchasing decisions are made, give each one a dollar amount of pretend money. Decide whether all students should get the same amount or if each amount should be different. If different, it might facilitate the discussion about jobs to introduce the idea that people who do different jobs earn different amounts of money. When every student has received a “*paycheck*,” he or she can go to a pretend store to spend their money. Ask students to name the items at the store and what the prices are. Then, talk about whether they have enough money to buy everything they'd like to have, and how they would decide which items to buy.

Next, move the discussion to the people who work in the store, and ask students to describe the work of a cashier, stockperson, manager, etc. Talk about how these jobs are similar to or different from other jobs in the community—perhaps the jobs their parents do. Ask them why people do different kinds of work and why some jobs are more highly paid than others. Finish the activity by having students write about what they would like to do when they get older and why they would choose that job.

Activity 8: Families Make Choices (GLE 26)

Materials List: *Benny's Pennies*

Read the book *Benny's Pennies* by Pat Brisson. Discuss with the students how Benny decided to spend his pennies. Discuss how families use money to buy the things they want. Lead the students in a discussion of how families cannot buy everything they want. They have to make choices. Make a list on the board of some things a family might want (e.g., a refrigerator, a DVD player, and a dog). Help the students come up with a list of questions the family needs to ask in order to make a purchase (e.g., What can we afford? What do we need the most?). Then have the students decide what choice the family probably made.

As an alternate activity, the students can take home the list and work with their parents to come up with the list of questions their family would ask in order to make the purchase.

Activity 9: Making a Purchase (GLE: 26)

Materials List: catalog

Have the students cut two items they would like to purchase out of a catalog. Help the students make a list of why they would buy one item over the other. The list should include why they need to have the item more than the other, the cost of each item, and if the item is good for the whole family or just for themselves.

Use the *SPAWN writing* prompt Alternative View ([view literacy strategy descriptions](#)) to have the students imagine they are the mom or dad of the family and write a letter telling why they should buy one of the items chosen from the catalog.

Activity 10: Voluntary Exchange (GLE: 31)

Materials List: *Buying a Pet from Ms. Chavez*, drawing paper, crayons, stickers

Read the students a book that illustrates the concept of exchange, such as *Buying a Pet from Ms. Chavez* by Alice K. Flanagan. Then use a simulation to further develop the concept of voluntary exchange, which is an exchange in which both parties benefit. Divide the students into three groups, call one student from each group to the front of the room, and announce that each group will make a project with drawing paper. Give the first student three pieces of drawing paper, the second student three boxes of crayons, and the third student three sets of stickers. Ask the three students how they will get the project made with only one of the needed items. When they suggest sharing the items among the three groups, let all the students know that they are suggesting a voluntary exchange, because all the groups will benefit from exchanging the extra items for other items that they need. Have the three students make the exchanges while the others watch. Then, have the students with the supplies join their groups. Next, have the students role play voluntarily exchanging something (e.g., exchanging money for a fish at a pet store).

Activity 11: Students' Strongest Skills (GLE: 30)

Materials List: chart paper

Have students work in small groups to generate lists of activities they enjoy. Ask them to explain why they like those activities. Then ask the students to make a list of things at which they are good. Create a chart and ask the students to explain why many of the things they enjoy are also things at which they are good. When complete, have the groups compare their lists and talk about how people are good at doing different things.

Have the students do a *RAFT writing* ([view literacy strategy descriptions](#)) activity. The students' role in the writing will be themselves. The students will write letters about their strongest skills to a potential employer. (R-role-themselves, A-audience-a potential

employee, F-format-letter, T-topic-students' strongest skills) Once students' *RAFTs* are completed, have them share with a partner or the class. Student *RAFTs* should make sense and be logical.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- Have the students make a list of three needs and three wants. Then have the students pick one need from the list and explain why it is a need and not a want.
- Have the students choose one job in the community and explain why that job is important to the people in the community.
- Display different sized packages of school supplies. Have the students pretend that their family is trying to make a wise choice about which school supplies they should buy so that they will have enough money left over to buy school uniforms. Have the students explain which package they would buy and why.
- Give the students a list of items and have the students categorize the items into wants and needs.

Activity-Specific Assessments

- Activity 2: Assess the drawing and story written about human shelters of today using a rubric. (See the Sample Rubric: Human Shelters Today BLM.)
- Activity 5: Using a rubric, assess the concept map. (See the Sample Rubric: Human Shelters Concept Map BLM.)
- Activity 9: Using a rubric, assess the students' lists explaining their purchasing reasons. (See the Sample Rubric: Making a Purchase BLM.)

Resources

Websites

www.lpb.org/cyberchannel if available (*Where We Live, Work, & Play: Business, If You Made a Million; Pike Place Market in Seattle; Everybody Needs Shelter; The Difference Between Wants and Needs; How Our Economy Works: All about Earning and Spending*)