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ROCHESTER CITY SCHOOL DISTRICT

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# Social Studies Instructional Strategies and Curriculum Supplement

## Grade 1

## January 2004

This section is part of the new Social Studies Instructional Strategies & Resources document written by the New York State Education Department. To view the whole document please visit <http://www.emsc.nysed.gov/ciai/pub/pubss.html> or <http://socialstudietimes.tripod.com> .

# Introduction

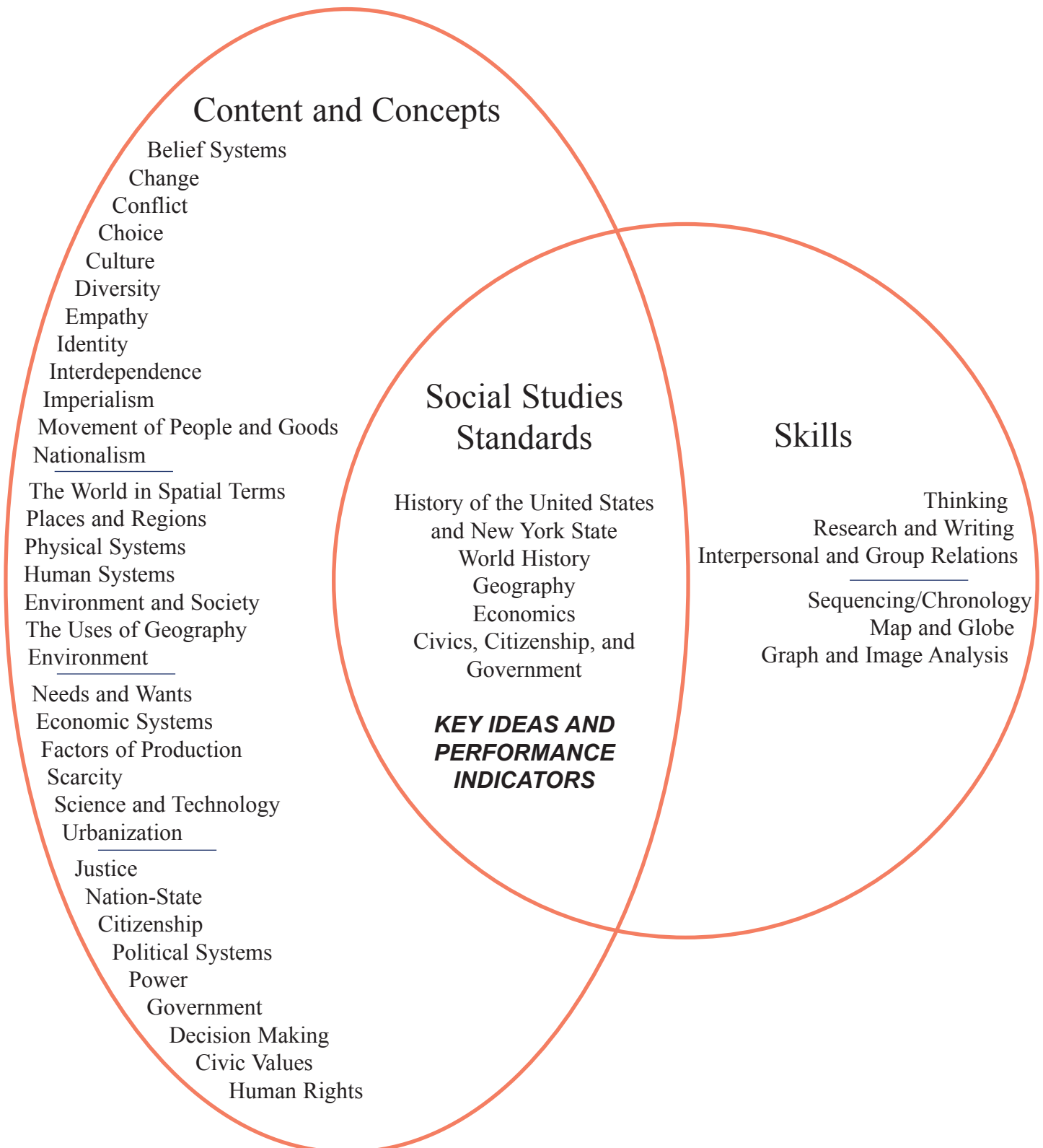
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity*, *conflict*, *interdependence*, *diversity*, and *culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places*, *location*, *scarcity*, *needs*, and *wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

# NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



# Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

## A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

## The key concepts of the prekindergarten through grade 12 social studies program are:

### ***HISTORY***

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***Belief Systems*** means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

***Change*** involves the basic alterations in things, events, and ideas.

***Conflict*** is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

***Choice*** means the right or power to select from a range of alternatives.

***Culture*** means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

***Diversity*** means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

***Empathy*** means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

***Identity*** means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

***Interdependence*** means reliance upon others in mutually beneficial interactions and exchanges.

***Imperialism*** means the domination by one country of the political and/or economic life of another country or region.

***Movement of People and Goods*** refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

***Nationalism*** means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

## ***GEOGRAPHY***

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The six essential elements of geography:

***The World in Spatial Terms***—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

***Places and Regions***—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

***Physical Systems***—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

***Human Systems***—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

***Environment and Society***—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

***The Uses of Geography***—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

***Environment*** means surroundings, including natural elements and elements created by humans.

***Urbanization*** means movement of people from rural to urban areas.

## ***ECONOMICS***

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***Needs and Wants*** refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

***Economic Systems*** includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

***Factors of Production*** are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

***Scarcity*** means the conflict between unlimited needs and wants and limited natural and human resources.

***Science and Technology*** means the tools and methods used by people to get what they need and want.

# ***CIVICS, CITIZENSHIP, AND GOVERNMENT***

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**Justice** means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

**Nation-state** means a geographic/political organization uniting people by a common government.

**Citizenship** means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

**Political Systems** refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

**Power** refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

**Government** means the

*“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”*

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

**Decision Making** means the processes used to

*“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”*

(Taken from: *Civics Framework*, pp. 18.)

**Civic Values** refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

**Human Rights** refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

# Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

# **SOCIAL STUDIES SKILLS**

## **PREKINDERGARTEN THROUGH GRADE 6**

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### ***Thinking Skills***

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

### ***Research and Writing Skills***

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

### ***Interpersonal and Group Relation Skills***

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

### ***Map and Globe Skills***

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

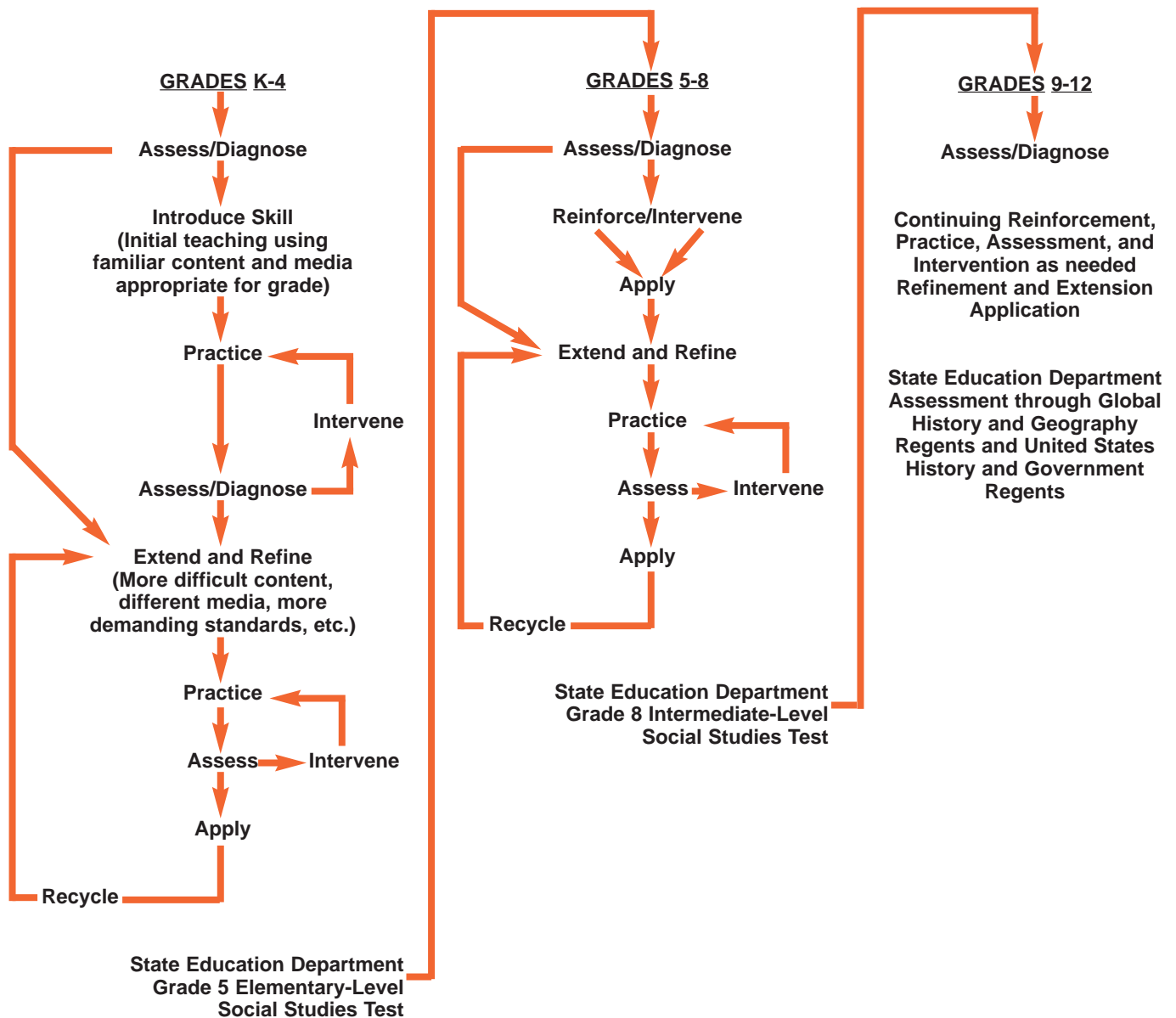
### ***Graph and Image Analysis Skills***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions



# Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



# Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
  - <http://www.artcom.com/museums>
  - <http://www.nyhistory.com/>
  - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
  - Historic Document Inventory (New York State organizations that have documents)  
<http://www.nysl.nysed.gov/uhtbin/cgisirsi/pAw2j4ytMP10/49>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
  - Identify your goal. What resources are you looking for?
  - Using the Internet or local library, conduct background research about organizations and topics.
  - Call ahead to make an appointment.
  - Develop a list of questions to ask.
  - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
  - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
  - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
  - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

# Linking Literature to Social Studies

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a children's author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

# Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- ☐ observations
- ☐ rating scales and checklists
- ☐ conferences with individuals or groups
- ☐ group discussions
- ☐ anecdotal records
- ☐ teacher-made objective tests
- ☐ problem solving and values clarification
- ☐ higher level analytical questioning
- ☐ standardized tests
- ☐ student criteria setting and self-evaluation
- ☐ student peer evaluation
- ☐ role play and simulations
- ☐ culminating projects.

# Explanation of Format

Indicates the grade level with a content heading

## GRADE 3

### Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

## FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

# Content Understandings

## Cultures and civilizations

What is a culture? What is a civilization?  
How and why do cultures change?  
Where do people settle and live? Why?

## Communities around the world

People of similar and different cultural groups often live together in world communities.  
World communities have social, political, economic, and cultural similarities and differences.  
World communities change over time.  
Important events and eras of the near and distant past can be displayed on timelines.  
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

## The location of world communities

World communities can be located on maps and globes (by latitude and longitude).  
The spatial relationships of world communities can be described by direction, location, distance, and scale.  
Regions represent areas of Earth's surface with unifying geographic characteristics.  
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

# Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p><b>Classroom Activities</b></p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.</li> </ul>

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

## Interdisciplinary Connections



### MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Postcards  
Holiday artifacts

### Trade Books:

*Everybody Cooks Rice* by Norah Dooley

### Teacher Resources:

### Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

## Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

# Key Terms

## GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

# Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

# Social Studies

## Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

### FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

**P**REKINDERGARTEN  
Self

**K**INDERGARTEN  
Self and Others

**G**RADE 1  
My Family and Other Families, Now and Long Ago

**G**RADE 2  
My Community and Other United States Communities

**G**RADE 3  
Communities Around the World—Learning About People and Places

**G**RADE 4  
Local History and Local Government

**G**RADE 5  
The United States, Canada, and Latin America

**G**RADE 6  
The Eastern Hemisphere



# GRADE 1

## My Family and Other Families, Now and Long Ago

The grade 1 social studies core curriculum:

- helps students learn about their roles as members of a family and school community.
  - develops a sense of individual identity and social interaction.
  - explores an understanding of self, family, and school across the five social studies standards.
  - helps students to learn about families now and long ago.
  - investigates different kinds of families that have existed in different societies and communities.
  - enables students to locate places on maps and globes.
  - helps students to understand that maps are representations of physical features and objects.
  - builds on the kindergarten-level program, encourages interdisciplinary learning, and assists in the development of content, concepts, and skills for the prekindergarten through grade 12 social studies program.
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## FOCUS QUESTIONS

- What is a family?
- How have families changed over time?
- How do members of a family help each other?
- What is a community?
- How have communities changed over time?
- What are the responsibilities of an individual?
- Why do we have rules and laws?
- What is the meaning of such terms as *representative democracy*, *citizenship*, *power*, *nation-state*, and *justice*?

# Content Understandings

## **My family and other families**

Different kinds of families exist in all communities and societies.  
Families have beliefs, customs, and traditions.  
Families have roles and responsibilities.  
Families are interdependent.  
Families lived in other places and at different times.

## **History of my family**

Families have a past and they change over time; my family timeline illustrates my family's history.  
Some family beliefs, customs, and traditions are based on family histories.  
People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.  
Folktales, biographies, oral histories, and legends relate family histories.

## **My community and local region**

Different events, people, problems, and ideas make up my community's history.  
Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.  
Monuments and important places are located in my neighborhood.  
Communities are connected economically and geographically.  
People exchange elements of their cultures.

## **Places in my community and local region**

Places can be located on maps and globes.  
Maps and diagrams serve as representations of places, physical features, and objects.  
Cardinal directions can be used to locate places and physical features.  
Symbols represent places and can be used to locate geographic features and physical characteristics.  
People depend on and modify their physical environments to meet basic needs.

## **Challenge of meeting needs and wants**

*Scarcity* means that people's wants exceed their limited resources.  
Communities provide facilities and services to help satisfy the needs and wants of people who live there.  
People use tools, technologies, and other resources to meet their needs and wants.  
People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.  
Through work, people in communities earn income to help meet their needs and wants.

## **Economic decision making**

People make decisions about how to spend the money they earn.  
People work to earn money to purchase the goods and services they need and/or want.

## **Symbols of citizenship**

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.  
Citizenship includes a pledge of allegiance or loyalty to the United States of America.

## **Rights, responsibilities, and roles of citizenship**

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

## **People making and changing rules and laws**

People form governments in order to develop rules and laws to govern and protect themselves.  
Key terms related to the study of government include: *democracy*, *power*, *citizenship*, *nation-state*, and *justice*.  
People plan, organize, and make decisions for the common good.  
Students can participate in problem solving, decision making, and conflict resolution.

# My Family and Other Families

- Different kinds of families exist in all communities and societies.
- Families have beliefs, customs, and traditions.
- Families have roles and responsibilities.
- Families are interdependent.
- Families lived in other places and at different times.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Culture  Interdependence  Places and Regions	<p><b>Classroom Activities</b></p> <p>Read aloud stories about families and discuss them with the class. The following are suggested:</p> <p><b>The Relatives Came</b> by Cynthia Rylant</p> <p><b>I Love My Family</b> by Wade Hudson</p> <p><b>The Trees of the Dancing Goats</b> by Patricia Polacco</p> <p>Follow the reading with one or more suggested activities:</p> <ul style="list-style-type: none"> <li>• Post a list of family words for writing and other activities.</li> <li>• Create a HOLIDAY CUSTOMS chart that can be added to throughout the year. Chart should include national holidays.</li> <li>• Have students create a family crest or coat of arms to illustrate how families are alike and different.</li> <li>• Have students connect to a world map by having students mark the country of their family's origin, including Native American Indians, who will identify the United States or Canada as their country of origin.               <ul style="list-style-type: none"> <li>- What is a family?</li> <li>- How are families alike and different?</li> <li>- How do members of a family help each other?</li> </ul> </li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Over the course of the year, take time to talk with students about federal holidays as they approach, including New Year's Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas. Discuss the importance of remembering September 11th. Read related books and teach children about the history of holidays and why holidays are celebrated in our country.</li> <li>• Be sure to address different types of families—nuclear family, single-parent family, step family, and extended family.</li> </ul>

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## Interdisciplinary Connections

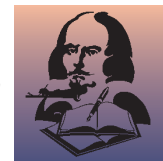


### ARTS

After reading **The Trees of the Dancing Goats** by Patricia Polacco, have students create brightly colored cards, decorations, and paper chains in the Ukrainian style to bring home to their families. Encourage students to talk about the families in the story.

### ENGLISH LANGUAGE ARTS

Have students create a **BOOK OF HOLIDAYS**. Over the course of the year, as holidays are celebrated, ask students to write about their own families' traditions and customs related to that holiday. Encourage students to bring in photos from home to add to their books.



### MATHEMATICS

Graph the number of people in students' families and have students make statements about family size by studying the graph.



## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines  
Items that illustrate a family's heritage (e.g., clothing, recipes)

### Trade Books:

Books about families:

**Families Are Funny** by Nan Hunt  
**I Love My Family** by Wade Hudson  
**One Hundred Is a Family** by Pan Munoz Ryan  
**The Relatives Came** by Cynthia Rylant  
**Song and Dance Man** by Karen Ackerman  
**What Families Do** (Newbridge Discovery Links - Early Set A)  
**Who's Who in My Family** by Loreen Leedy

Stories about families in different places:

**Amazing Grace and Boundless Grace** by Mary Hoffman  
**How My Parents Learned to Eat** by Ina R. Friedman  
**New Shoes for Sylvia** by Johanna Hurwitz  
**Tar Beach** by Faith Ringgold  
**The Trees of the Dancing Goats** by Patricia Polacco  
**Too Many Tamales** by Gary Soto

Stories about families in different times:


**More Than Anything Else** by Marie Bradby  
**My Great Aunt Arizona** by Gloria Houston  
**The Ox-cart Man** by Donald Hall  
**The Quilt Story** by Tony Johnston and Tomie dePaola  
**Yonder** by Tony Johnston

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
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# History of My Family

- Families have a past and they change over time; my family timeline illustrates my family's history.
- Some family beliefs, customs, and traditions are based on family histories.
- People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
- Folktales, biographies, oral histories, and legends relate family histories.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Change  Culture	<p><b>Classroom Activities</b></p> <p>Have students create timelines of their lives, of the school year, and of family events by working with family members and using family photos. Make sure that students understand that their family has changed over time. Students will place their timelines on a larger timeline of history.</p> <div> <div>Family History</div> <div>My Birth</div> <div>Events of My Life</div> </div>  <p>Read stories about families passing down an item from generation to generation. The following are suggested:</p> <p><b>The Keeping Quilt</b> by Patricia Polacco  <b>The Copper Tin Cup</b> by Carole Lexa Schaefer  <b>The Always Prayer Shawl</b> by Sheldon Oberman</p> <p>Follow the reading with one or more suggested activities:</p> <ul style="list-style-type: none"> <li>• Students can interview family members to locate family artifacts.</li> <li>• Students can create a classroom museum or display by labeling and sharing individual family treasures.</li> <li>• Students can create a classroom BOOK OF TREASURES by writing about their family's treasures/artifacts.</li> </ul> <p>Have students create a classroom quilt (one panel per student, depicting heritage) to show how, even though they are individuals, they make up a class.</p> <p>In evaluating the effects of change on families, ask students to share with the class or write about how they think their families might change or remain the same in the future, and how their beliefs, customs, and traditions will be transmitted to future generations.</p> <ul style="list-style-type: none"> <li>• How have other families changed over time?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use folktales and legends to discuss with children how traditions, customs, beliefs, and rules of behavior are passed from generation to generation. See Resources.</li> <li>• Use biographies to focus on a person's family background and the impact it had on his/her life. See Resources.</li> <li>• Choose an area of culture (food, clothing, entertainment) to measure the changes that have occurred from generation to generation.</li> </ul>

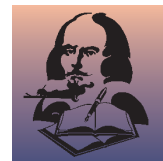
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## Interdisciplinary Connections

### ENGLISH LANGUAGE ARTS

Students should interview, or write a letter to, a grandparent or older relative or friend asking for a description of what that person's life was like when he/she was in first grade. How do families pass their culture and traditions on to the next generation?



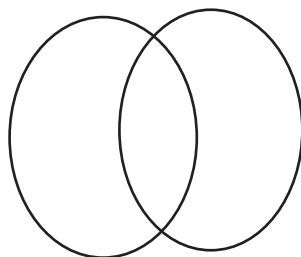
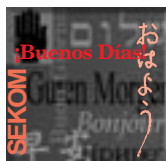
### MATHEMATICS

Help students make a graph of their immediate family. Then have students find out how many people were in their parents'/guardians' families when their parents/guardians were in first grade. Have students graph this finding and identify the change in family size over time. Students should hypothesize about reasons for the change.

### LANGUAGES OTHER THAN ENGLISH

Asks students what their favorite celebrations are. Tell the students that one of his/her favorites is his/her birthday and explain why by showing pictures or objects of things associated with birthdays such as birthday cake, candles, presents, or decorations. Asks students how they celebrate their birthday, then explains how birthdays are celebrated in the target culture (TC). On the overhead projector or on a large chart, the students and teacher complete the Venn diagram comparing and contrasting birthday celebrations in the United States and in the TC.

#### BIRTHDAY CELEBRATIONS



United States

Target Culture

The teacher may also wish to introduce the concept of the saint's feast day or name day if it exists in the TC.

## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines

Items that illustrate a family's customs, traditions, or beliefs (e.g., clothing, recipes, or religious artifacts)

### Trade Books:

Nonfiction books about then and now:

**Old and New** by Steck-Vaughn (Social Studies Series - Level A)

**School Then and Now** (Newbridge Discovery Links - Emergent Set B)

**Then and Now** (Scholastic Learning Center Series - Emergent Readers)

**Transportation over the Years** (Newbridge Discovery Links - Early Set A)

Stories about passing items down through the generations:

**The Always Prayer Shawl** by Sheldon Oberman

**The Copper Tin Cup** by Carole Lexa Schaefer

**The Keeping Quilt** by Patricia Polacco

Folktales/Legends:

**Anansi the Spider** by Gerald McDermott

**Baba Yaga and the Wise Doll** by Hiawyn Oram

**Borreguita and the Coyote** by Verna Aardema

**Flossie and the Fox** by Patricia McKissack

**Johnny Appleseed** by Steven Kellogg

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**The Legend of the Poinsettia** by Tomie dePaola  
**Legends of the World Series** Troll Books  
**Maii and Cousin Horned Toad** by Shono Begay  
**Mufaro's Beautiful Daughters** by John Steptoe  
**The Seven Chinese Brothers** by Margaret Maht  
**The Snow Child** by Freya Littledale  
**Why Mosquitoes Buzz in People's Ears** by Verna Aardema

Biographies :

**A Picture Book of...** Series by David A. Adler  
**My First Little House Book** Series by Laura Ingalls Wilder (adapted from the Little House books)  
**Snowflake Bentley** by Jacqueline Briggs Martin  
**Steamboat! The Story of Captain Blanche Leathers** by Judith Heide Gilliland

Teacher Resources:

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# My Community and Local Region

- Different events, people, problems, and ideas make up my community's history.
- Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
- Monuments and important places are located in my neighborhood.
- Communities are connected economically and geographically.
- People exchange elements of their cultures.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State  Geography	Culture  Change  Places and Regions	<p><b>Classroom Activities</b></p> <p>Have students brainstorm about their community and determine what makes it special in terms of geography. Help them learn how the community is affected by its geographic location. Have them draw a class map illustrating the community's major physical features.</p> <p>Ask students to choose a building or place in the community (e.g., school, park, post office) and research that place in detail. They should find its location on a map, look at photos of it from the past and present and in different seasons, and interview people who remember how it looked long ago. Have students describe what has changed over time.</p> <p>Read <b>Madlenka</b> by Peter Sis, a book about a little girl who walks around her block visiting neighbors and merchants of different cultural backgrounds. Follow this reading by taking students on a walk or short bus ride to gather information about the immediate neighborhood. Students should carry clipboards and sketch what they see. Back in the classroom, discuss the economics, people, architecture, and cultures they experienced.</p> <p>Identify a problem in the community. Have students plan and participate in a community service project that will help solve the problem.</p> <p>Engage students in a research project focusing on local monuments. Visit the monuments, or display photographs of them in the classroom. Ask who, what, when, where, and why questions to help children relate what they have learned about the history of each monument.</p> <p>Make a classroom museum displaying pictures of important people and places in the community, memorabilia, and other artifacts. If possible, invite a guest speaker to talk to the children about the community.</p> <p>Have students learn the alma mater of the school or district. Discuss its meaning with the students and ask them how the song could bring students in the school, or residents of the neighborhood or community, closer together.</p> <p>Have students sketch an important place or monument in their neighborhood and describe it to the class, telling where it is located and why it is important.</p>



Standard	Concepts/ Themes	CONNECTIONS
		<p>Have the class make a travel brochure, pamphlet, or book that advertises their community to people who might consider moving there.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>The study of community in first grade should have a limited focus, since a more in-depth study of community takes place in second grade. In first grade, the focus should be on the school and local community.</li> </ul>

## Interdisciplinary Connections



### ARTS

When learning about or visiting local monuments, have students make observational drawings, including as much detail as possible. Help students to construct three-dimensional models of monuments.

### HEALTH/MATHEMATICS

Collect menus from restaurants in the community or neighborhood, and use them for different activities. Help students understand that the community's restaurants often reflect its cultural makeup. Have students use the menus to plan healthy meals. Have students do simple math problems with the prices on the menus.



### ENGLISH LANGUAGE ARTS

Read **The Best Town in the World** by Byrd Baylor. Ask students to make a list of the attributes of the town in which they live. Let each student choose something from the list to write about and illustrate. Create a class book about the community.

## Suggested Documents and Other Resources Selected by New York State Teachers

Menus from local restaurants  
Local newspapers and circulars  
Brochures describing places of interest  
Local railroad or bus schedules  
School song

### Trade Books:

**Madlenka** by Peter Sis  
**People, People, Everywhere** by Nancy Van Laan  
**The Best Town in the World** by Byrd Baylor, Ron Himler (illustrator)  
**Wolf's Favor** by Fulvio Testa

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
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## Using the Internet

Check with the chamber of commerce for age-appropriate Internet sites in your local communities.

# Places in My Community and Local Region

- Places can be located on maps and globes.
- Maps and diagrams serve as representations of places, physical features, and objects.
- Cardinal directions can be used to locate places and physical features.
- Symbols represent places and can be used to locate geographic features and physical characteristics.
- People depend on and modify their physical environments to meet basic needs.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State  Geography	Places and Regions  Human Systems	<p><b>Classroom Activities</b></p> <p>Read aloud <b>Me on the Map</b> by Joan Sweeney, <b>As the Crow Flies</b> by Gail Hartman, or <b>My Map Book</b> by Sara Fanelli. Teach mapping and geography skills by having the students make a map of the classroom. Introduce keys, cardinal directions and symbols and place them on the classroom map. Have students draw floor plans and maps of their bedrooms and homes, and of the playground and school. Use these maps to reinforce mapping and geography skills.</p> <ul style="list-style-type: none"> <li>• What are some ways maps and charts can be used?</li> <li>• How do you locate places on a map?</li> </ul> <p>Read aloud <b>I Read Symbols</b> by Tana Hoban and discuss how symbols are pictures used to represent real things or ideas. Explain that symbols are often used on maps to indicate specific places. Give students a variety of maps. Let students examine them and identify symbols that are used. Make a class chart of common symbols used on maps with a description of what they indicate.</p> <ul style="list-style-type: none"> <li>• What are some important features of maps?</li> </ul> <p>Ask students to take a field trip through their local neighborhood with their parent or guardian. Have them draw a picture of three interesting sites. At school, have students work in small groups to locate these sites on the community map.</p> <p>In school, provide students with copies of a map of the community. With students, examine the map, taking time to find important directions, symbols, and community sites. Ask them to label North, South, East, and West. Students should be asked to locate and identify local landforms and waterforms (e.g., rivers, lakes, mountains).</p> <p>Give students a short list of places in the community such as the school, neighborhood, shopping area, or ice cream shop. Students should locate these places on the local map and mark each with an appropriate symbol.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• As a connection to economics, invite local businesspeople to talk about their businesses and the relationship of that business to the neighborhood or community. Have students locate these businesses on a local map.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Have students draw a picture of their classroom, cafeteria, gymnasium, or playground. Afterward, talk with students about how their drawings are representations of the real places. Then show students a globe and talk with them about how a globe is a representation of Earth. Let students share what they know about the globe and its features. Encourage students to ask questions about what they see. Use this opportunity to introduce and review important features such as continents, oceans, and poles.

## Suggested Documents and Other Resources Selected by New York State Teachers

Assorted maps

- School
- Neighborhood
- Community
- State

Floor plans

- School or local buildings

### Trade Books:

**As the Crow Flies** by Gail Hartman

**I Read Symbols** by Tana Hoban

**Me on the Map** by Joan Sweeney

**My Map Book** by Sara Fanelli

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

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### Possible Community Field Trips:

Parents or guardians can take students on field trips of their local neighborhood. While on the field trip, students should draw pictures of at least three interesting sites. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

## Using the Internet

<http://www.mapquest.com>

locating and printing local maps

<http://www.nationalgeographic.com/maps>

locating and printing local maps

# Challenge of Meeting Needs and Wants

- *Scarcity* means that people's wants exceed their limited resources.
- Communities provide facilities and services to help satisfy the needs and wants of people who live there.
- People use tools, technologies, and other resources to meet their needs and wants.
- People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.
- Through work, people in communities earn income to help meet their needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Scarcity	<p><b>Classroom Activities</b></p> <p>Introduce the concepts of <i>needs</i> and <i>wants</i>. To help students distinguish between needs and wants, have them look through newspaper circulars, flyers, and catalogs for pictures of items representing both concepts. Ask students to cut the pictures out and glue them on a two-part collage: use one side for NEEDS and the other side for WANTS. Let students share their collages with classmates and encourage them to discuss similarities and differences in their choices.</p> <p>Show students pictures of various items and ask them to tell you if the item represents a need or a want.</p> <p>Explain to students that scarcity exists when people's wants exceed their limited resources. Give students an example of scarcity they can relate to: Set up a candy shop in the classroom. Limit the number of popular candies and price them higher than the other candies. Tell students how much they can spend and let them make their purchases. If they want to buy the popular candies, they won't be able to afford as many. After the activity, discuss with students how they decided to spend their money. What was the cost of their choice? Was it worth it?</p> <p>Discuss with students the concept of <i>work</i> and explain how people earn income through work to meet their needs and wants. Let students share what kinds of work members of their families or extended families do. Help students identify different jobs and tell what goods/services people who do these jobs provide. Post a running list of jobs in the classroom and refer to it during your discussions of economics.</p> <p>Brainstorm a list of services the community provides to help meet the needs and wants of its residents (e.g., fire fighting, police protection, garbage collection, library, recreational facilities).</p> <p>Invite community workers and/or local business owners to talk to the class about their responsibilities. Ask them to share information about the goods and services they provide for the community, and to explain how these goods/services meet important needs and wants. Be sure to have students practice asking their questions ahead of time.</p>
	Science and Technology	
	Needs and Wants	
	Environment	

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## Interdisciplinary Connections



### SCIENCE

Review the concept of *scarcity* by brainstorming with students things that are scarce (e.g., a favorite toy or other item, food, event). Read **The Lorax** by Dr. Seuss and explain that certain things that we rely on from the environment, such as trees, water, and oil, are scarce. Brainstorm with students ways that they can help conserve some of our natural resources.

### MATHEMATICS

Help students start a classroom business. Ask them to gather information about what people in the school need or want and develop a business to sell such items (e.g., pencils, popcorn). Work with students to identify what they need for their business, what they have to do, and what they should charge (i.e., a fair price) for their product. Have students determine how to spend their *income*.



## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs  
Local maps

### Trade Books:

**Little Nino's Pizzeria** by Karen Barbour  
**The Lorax** by Dr. Seuss  
**Mr. Griggs' Work** by Cynthia Rylant

Teacher Resources:

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### Possible Community Field Trips:

Take students on a walking field trip in the neighborhood. Student should carry clipboards. Ask them to sketch and label places in the neighborhood that help to meet their needs and wants (e.g., markets, stores, roads, houses). After returning to the classroom, create a large Venn diagram. Have students place their sketches in the circles to show whether the place sketched provides for people's needs, wants, or both. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

## Using the Internet

<http://www.ncee.net>

website of the National Council on Economic Education (includes online lesson plans for grade 1 and access to the NCEE's publications catalog)

# Economic Decision Making

- People make decisions about how to spend the money they earn.
- People work to earn money to purchase the goods and services they need and/or want.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Needs and Wants	<p><b>Classroom Activities</b></p> <p>Explore with students that income is used to provide for needs and wants, not just wants. Ask parents to share examples of times when scarce resources affected their decisions about how to spend their income.</p> <ul style="list-style-type: none"> <li>• How do people earn a living?</li> </ul> <p>Read <b>Uncle Jed's Barbershop</b> by Marjorie King Mitchell, <b>A Chair for My Mother</b> by Vera B. Williams, and/or <b>Alexander, Who Used to Be Rich Last Sunday</b> by Judith Viorst. Discuss with students the main characters' decisions about how to save and spend money. Ask students to draw a picture of something they might like to buy or do with the money they have saved. Then, have them develop a savings plan.</p> <ul style="list-style-type: none"> <li>• What influences people's decisions about spending money?</li> </ul> <p>Have the class vote on a need or want for the classroom such as a game or book, or art supplies. Brainstorm with students different ways to earn income to pay for that item, and then help student carry out their plan. Possible ideas include holding a craft sale or collecting and returning bottles.</p> <p>Provide students with newspapers, circulars, catalogs, and coupon books, and let them choose items to buy. Remind students they must provide for their needs and wants. Encourage students to compare prices from store to store and to use coupons if available. Have students tell why and where they chose to buy the items they selected. Did buying certain items involve making a sacrifice due to their limited budget? What was the cost of buying the items?</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• When asking questions about earning a living and spending one's income, teachers should take care not to be intrusive. Questions should remain general.</li> </ul>

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## Interdisciplinary Connections



### MATHEMATICS

Help students start a classroom business. Have them gather information about what people in the school want or need (e.g., popcorn, pencils) and then develop a business to sell those items. Work with students to identify what they need for their business, what they have to do, and what they should charge (i.e., a fair price) for their product. Have students determine how they should spend their *income*.

## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs

### Trade Books:

**Alexander, Who Used to Be Rich Last Sunday** by Judith Viorst

**A Chair for My Mother** by Vera B. Williams

**Uncle Jed's Barbershop** by Marjorie King Mitchell

Teacher Resources:

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## Using the Internet

<http://www.ncee.net>

website of the National Council on Economic Education (includes online lesson plans for grade 1 and access to the NCEE's publications catalog)

# Symbols of Citizenship

- Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
- Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Culture  Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Read aloud <b>I Read Symbols</b> by Tana Hoban to the class. Tell students what a symbol is and show examples of symbols that appear in their school or community. Talk with the students about how the American flag is a symbol of our country. Give some background information about the flag, explaining the meanings of the stars and stripes. Have students color in a flag diagram or draw their own replica of the flag with the appropriate number of stars and stripes.</p> <p>Ask students to brainstorm a list of places where the American flag is displayed. Ask them to think about why the flag is displayed at those places. What do people mean when they display the flag?</p> <p>Have students interview the person responsible for raising and lowering the flag in your school, local post office, or town/city municipal buildings. Students should prepare questions ahead of time about what the person does, how the flag is cared for, and what the rules are for flag display.</p> <p>Help students learn and recite the <b>Pledge of Allegiance</b>. Focus on one line at a time, explaining the meaning of each word.</p> <p>Introduce other symbols of citizenship to the class, such as the bald eagle and the Statue of Liberty. Discuss the meaning of each symbol.</p> <p>Have students investigate the significance of patriotic songs and then sing them aloud.</p> <p>Have students make a collage of patriotic American symbols.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• New York State law requires instruction about the correct use and display of the flag of the United States (see Appendix A: Patriotic Customs and the Pledge of Allegiance).</li> <li>• Contact the American Legion for information on the proper display of the United States flag. In addition, you may wish to have someone visit the classroom to show how to fold the flag correctly.</li> <li>• The recitation of the Pledge of Allegiance should not be mandatory. Families may have religious or other objections.</li> </ul>



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## Suggested Documents and Other Resources Selected by New York State Teachers

American flag

Pledge of Allegiance

American symbols: bald eagle, Statue of Liberty, Mount Rushmore, Lincoln Memorial

### **Trade Books:**

**America: A Patriotic Primer** by Lynn Cheney

**Fireworks and Picnics and Flags: The Story of the Fourth of July Symbols** by James Giblin and Ursula Arndt

**I Read Symbols** by Tana Hoban

**Honor Our Flag: How to Care For, Fly** by David Singleton

**Living Together Under the Law: An Elementary Education Law Guide** by Arlene F. Gallagher

**The Story of the Statue of Liberty** by Betsy and Giulio Maestro

Teacher Resources:

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## Using the Internet

<http://www.ushistory.org/betsy/flagpics.html>

picture galley of flags from 1775 to the present (classroom and student use)

<http://www.nps.gov/stli/>

<http://www.ellisland.org>

# Rights, Responsibilities, and Roles of Citizenship

- Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

Standard	Concepts/ Themes	CONNECTIONS								
Civics, Citizenship, and Government	Civic Values  Decision Making	<p><b>Classroom Activities</b></p> <p>Make a classroom chart with four columns entitled JOBS, ROLES, RESPONSIBILITIES, and RIGHTS. Have students interview school personnel who perform various functions and record their responses in appropriate columns on the chart. Ask students to compare and contrast the different responses on the chart.</p> <table><tr><th>JOBS</th><th>ROLES</th><th>RESPONSIBILITIES</th><th>RIGHTS</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Elaborate on the concept of <i>roles</i> and have students make a book entitled THE ROLES I PLAY. Ask them to write about and illustrate the different roles they play as students, friends, family members, members of the school, and members of the community.</p> <p>Talk with students about rights. Ask them to share with classmates what they feel their rights are. Have students compare their lists of rights with the rights articulated in the <b>Bill of Rights</b>. Read <b>The Story of Ruby Bridges</b> by Robert Coles, or <b>Through My Eyes</b> by Ruby Bridges, to illustrate how, in the past, it was not so easy for everyone in our country to exercise his or her rights.</p> <ul style="list-style-type: none"><li>• What rights did Ruby Bridges have in Tylerton, Mississippi?</li></ul> <p>Have groups of students write a letter to Ruby Bridges describing their reaction to her story. As an alternative, they may draw pictures illustrating what happened to her.</p>	JOBS	ROLES	RESPONSIBILITIES	RIGHTS				
JOBS	ROLES	RESPONSIBILITIES	RIGHTS							

Standard	Concepts/ Themes	CONNECTIONS
		<p>Read aloud <b>Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.</b> by Doreen Rappaport to the class.</p> <ul style="list-style-type: none"> <li>• What was the dream of Dr. Martin Luther King, Jr.?</li> <li>• In what ways did Ruby Bridges and Dr. King work for the same cause?</li> </ul> <p>Explain to students that when you are a citizen and a member of a community, you not only have rights, you also have responsibilities. One responsibility is to try to make your own community (family, classroom, school, town) a better place. Read <b>Miss Rumphius</b> by Barbara Cooney and/or <b>The Lorax</b> by Dr. Seuss and discuss with students how to take responsibility to make your community better. Help students explore and identify ways to make their classroom, school, or community a better place. If possible, help students design a community service project to implement their idea(s).</p> <ul style="list-style-type: none"> <li>• What are the responsibilities of a citizen?</li> </ul> <p>Read Leo Lionni’s <b>Swimmy</b>, a story about fish working together to solve a problem and do something for the common good. Use classroom problems/conflicts as opportunities to teach about how people can come together to solve problems and make decisions for the common good.</p> <p>Hold class meetings when problems arise. Students should identify the problem and explore possible solutions. Students can debate the pros and cons of the problem and vote on a solution.</p> <p>Work with students to create a class <i>compact</i>. Perhaps they could create a homework compact. Ask each student to contribute to a list of classroom rights and responsibilities. Have all students sign the compact and let this serve as the <i>rules</i> for your classroom.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Students enjoy the role-playing aspect of learning; the activities mentioned above provide these kinds of opportunities.</li> <li>• Grade 1 is a key time for starting to develop an awareness of community through classroom responsibilities.</li> </ul>

## Suggested Documents and Other Resources Selected by New York State Teachers

Student handbook  
Street signs  
United States Constitution

### Trade Books:

**Arnie and the Stolen Markers** by Nancy Carlson  
**I Read Symbols** by Tana Hoban  
**It’s Mine** by Leo Lionni  
**Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.** by Doreen Rappaport  
**Miss Rumphius** by Barbara Cooney  
**Officer Buckle and Gloria** by Peggy Rathman  
**The Story of Ruby Bridges** by Robert Coles  
**Swimmy** by Leo Lionni  
**Through My Eyes** by Ruby Bridges

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Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

Check with the chamber of commerce for Internet site for local communities.

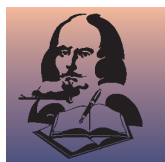
# People Making and Changing Rules and Laws

- People form governments in order to develop rules and laws to govern and protect themselves.
- Key terms related to the study of government include: *democracy, power, citizenship, nation-state, and justice.*
- People plan, organize, and make decisions for the common good.
- Students can participate in problem solving, decision making, and conflict resolution.

Standard	Concepts/ Themes	CONNECTIONS				
Civics, Citizenship, and Government	Civic Values  Government  Decision Making	<b>Classroom Activities</b>  Tell the class the story of the growth of our country, and make a classroom timeline showing the most important events: the Pilgrims’ arrival in America, the American Revolution, the Constitutional Convention, the Civil War. Mention how rules have always played a role in history.  Introduce the need for rules or laws by making up a new game, complete with board and pieces. Ask students to play the game, but do not tell them the game rules. They will quickly get stuck when they realize they do not know the rules. Ask students to talk about the problem they face. Explain that rules and directions help people to know what to do, how to be safe, and how to play fairly. Relate this to the rules and laws they have to follow in school. Ask students to brainstorm some rules and laws and explain why they have been created. Help them focus on the ideas of safety, protection, and fairness/justice. Then give them the rules for the game.  Play a version of “telephone” called “pass the rule.” Have students sit in a circle. Whisper a rule into a student’s ear and have him/her turn and whisper it into the next person’s ear. Continue until the rule goes around the circle. Have the last person say the rule. It will probably be very different from the rule you originally whispered. Use the game as an opportunity to talk about the importance of writing down rules/laws.  Read aloud <b>Strega Nona</b> by Tomie dePaola, a story which illustrates that there are consequences for breaking a rule. Have students brainstorm a list of places in the school where there are certain rules to follow: gymnasium, playground, library, cafeteria, classroom. Break students into groups and give each group one area. Have students identify rules for that area and draw conclusions about why the rules were made and what the consequences are if the rules are broken. Have students create a chart of classroom rules and corresponding consequences. <table><tr><th>Rule</th><th>Consequence</th></tr><tr><td></td><td></td></tr></table>	Rule	Consequence		
Rule	Consequence					

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students dictate a simple constitution for the class. Include provisions for electing classroom leaders and for making classroom rules. Have the class discuss the process and elect the leaders. Be sure to rotate the roles held by students on a regular basis. This will allow students to experience the roles of leader and participating citizen.</p> <p>Review with students the class <b>compact</b> created in the last unit. Ask each student to evaluate the classroom rights and responsibilities. Discuss how effective the <i>rules</i> for your classroom are and if they should be revised.</p> <p>Using magazines and newspapers, have students cut out pictures that show people following rules/laws as well as pictures that show people breaking rules/laws. Include, for example, pictures of people using the crosswalk to cross the street, driving the wrong way down a one-way street, or cutting in front of someone in line. Show students the various pictures and ask them to tell if the person in the picture is obeying or breaking the rule/law. Ask students to explain why they think the rule/law was created in the first place.</p> <p>Have students break into two groups: One will act the “right” way and the other will act the “wrong” in dealing with a difficult situation. Students should act out right way and wrong way solutions. After they act them out, they should discuss their solutions.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Student participation is a key element in presenting this content understanding.</li> <li>• Students should be provided with opportunities to problem solve, make decisions, and engage in conflict resolution activities.</li> <li>• Classroom bulletin boards should include material on the United States Constitution and the Bill of Rights.</li> <li>• Help students understand that the qualities of a good leader are not always the same as those of a friend.</li> <li>• Avoid emphasis on competition among students when completing projects.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students write a classroom constitution and post it on the bulletin board.

### ARTS

Have students do art projects related to national holidays.



## Suggested Documents and Other Resources Selected by New York State Teachers

Student handbook  
 Street signs  
 United States Constitution  
 Bulletin board materials on government

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### **Trade Books:**

**Arnie and the Stolen Markers** by Nancy Carlson

**I Read Symbols** by Tana Hoban

**It's Mine** by Leo Lionni

**Living Together Under the Law: An Elementary Education Law Guide** by Arlene F. Gallagher

**Officer Buckle and Gloria** by Peggy Rathman

**Strega Nona** by Tomie dePaola

### **Teacher Resources:**

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### **Possible Community Field Trips:**

Take students on a walking field trip in the neighborhood and have them sketch the street signs. Explain that some of the pictures they see on street signs are symbols representing rules/laws for the community. Look at different signs and ask students: Does the sign use pictures or words or both? Talk to students about why it is important to do what the sign says and what the consequences are for not doing it. (When planning social studies field trips, keep in mind the social studies standards and the [“Linking Cultural Resources to Social Studies”](#) section of the introduction.)

## **Using the Internet**

Check with the chamber of commerce for Internet site for local communities.

# Key Terms

## GRADE 1

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alike/different	geography	needs	then/now
allegiance	generation	neighborhood	tradition
	globe		
belief	government	past/present	United States of America
	govern/rule	physical feature	
cardinal directions		problem	voting
change	history	problem solving	
citizen	holidays	protect	wants
citizenship			water
community	income	region	work
continent	interdependent	resource	
culture		responsibility	
custom	justice	rights and responsibilities	
		role	
decision	land		
decision making	laws/rules	scarcity	
democracy	liberty	society	
		stars and stripes	
family	map	symbol	
	monument		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.



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