

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE



Kindergarten

Commonwealth of Virginia
Department of Education
2010

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by the

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Organizing Topics

Related Standards of Learning

Citizenship: Home, School, and Community	K.8a, b, c, d, e, f, g
National Symbols and American Holidays	K.9; K.1b
Relative Location: Using Positional Words	K.3
Introduction to Maps and Globes	K.4a, b, c; K.5a, b, c
People of Other Times and Places.....	K.1a, b
Changes in Life Over Time	K.2
Jobs in a Community	K.6
Making Choices and Working to Earn Money	K.7a, b

Introduction

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

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

The Enhanced Scope and Sequence contains the following:

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

Organizing Topic

Citizenship: Home, School, and Community

Standard(s) of Learning

- K.8 The student will demonstrate that being a good citizen involves
- a) taking turns and sharing;
 - b) taking responsibility for certain classroom chores;
 - c) taking care of personal belongings and respecting what belongs to others;
 - d) following rules and understanding the consequence of breaking rules;
 - e) practicing honesty, self-control, and kindness to others;
 - f) participating in decision making in the classroom;
 - g) participating successfully in group settings.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

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

Explain cause-and-effect relationships.

Participate in groups and democratic society.

Content

Understand that a community is a place where people live.

Recognize the following examples of being a good citizen:

- Taking turns
- Sharing
- Completing classroom chores
- Taking care of one's things
- Respecting what belongs to others
- Being honest
- Practicing self-control
- Being kind to others
- Participating in making classroom decisions
- Working well with classmates in groups

Realize that good citizens participate in home, school, and community activities and take responsibility for their own actions.

Realize that good citizens participate in making decisions in the classrooms.

Realize that good citizens work well in groups with their classmates.

Understand the results of following rules and the consequences of breaking them, as depicted in the following chart:

	<i>Rule</i>	<i>Results of following the rule</i>	<i>Consequences (if rule is not followed)</i>
<i>Home</i>	Put toys away.	Toys are safe. Know where toys are located.	Toys can be broken or lost.
<i>School</i>	Line up to go to the playground.	Everyone gets there safely.	Someone can get lost or hurt.
<i>Community</i>	Look both ways before crossing the street.	Cross the street safely.	Someone can get hurt.

Sample Resources

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

Cross-Curricular Connections. “That’s Not Fair! How Do We Share?” *EconoEdLink*. National Council on Economic Education and MarcoPolo Consortium.

<<http://www.econedlink.org/lessons/index.cfm?lesson=EM252&page=teacher>>. This online lesson plan offers activities that teach students how to decide the fairest way to share.

Daly, Mary. “I Am Responsible.” *Scholastic Teachers*. Scholastic, Inc.

<<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/respk1.htm>>. This unit on responsibility offers a variety of activities, a responsibility reflection sheet, and a list of books that help teach responsibility.

Kids Next Door. United States. Department of Housing and Urban Development.

<<http://www.hud.gov/kids/index.html>>. This Web site offers information and activities that teach students about citizenship and communities.

Learning Adventures in Citizenship: From New York to Your Town. Public Broadcasting Service.

<<http://www.pbs.org/wnet/newyork/laic/>>. On this Web site, students can explore the history of New York and take part in activities that encourage participation in their own community; the site also includes a section for teachers.

Patrick, John. “How Can We Help Children Learn to Be Responsible Citizens?” *Educational Resources Information Center (ERIC)*. United States Department of Education.

<<http://www.ed.gov/parents/academic/help/citizen/citizen.pdf>>. This brochure gives teachers and parents ideas for teaching responsible citizenship and offers resources for additional information and materials.

Session 1: Our Community of Learners

Materials

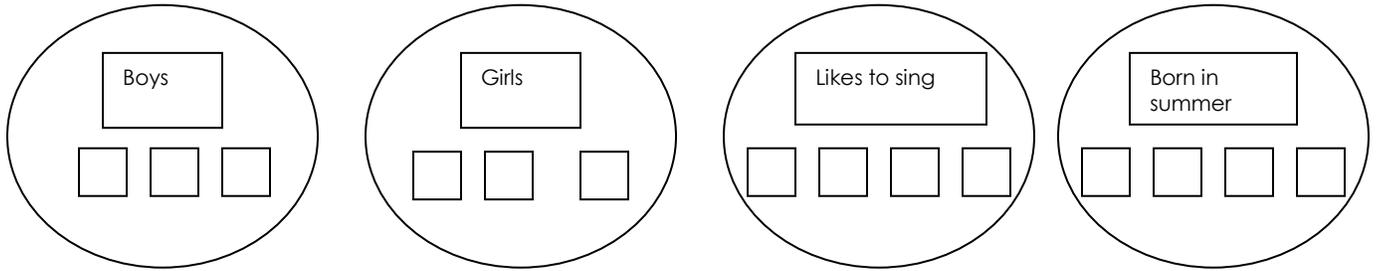
- Chart paper and markers
- Pencils and crayons
- Self-stick notes
- Pictures of various communities

Instructional Activities

1. Post the word *community* on chart paper, and explain the concept of a community as it relates to membership in the classroom, school, and neighborhood.
2. Give each student a self-stick note, and direct students to draw a self-portrait with eyes, nose, mouth, ears, and hair. Have students color in their features.
3. Create a class chart labeled “Our Community of Learners,” and have each student place his or her self-stick note on the chart. Draw out responses from students about the many people who make up the class community. Encourage students to share reasons why all the students make up the classroom community.

Our Community of Learners

4. Use the self-stick notes to create smaller communities within the class community, based upon categories such as gender, interest (e.g., drawing, singing), or season of birth.



5. Have students draw and color full-length self-portraits, and collect them to create a class book about “Our Community of Learners.”
6. Explain that a community is also a place where people live. Have students share similarities of the communities where they live.
7. Show pictures of different communities, and have students describe the common characteristics of the communities.

Session 2: Communities Where We Live

Materials

- Construction paper in a variety of colors, cut into 8½" x 5½" pieces
- Paper and pencils
- Chart paper and markers
- Crayons
- Scissors
- Tape
- Stapler

Instructional Activities

NOTE: The following Web resource may be helpful:

- *Kids Next Door* <<http://www.hud.gov/kids/index.html>>

1. Review the concept of community from Session 1.
2. On chart paper, make a list of places in the neighborhood that are shared by community members (e.g., schools, parks, libraries).
3. On chart paper, make a list of people in the community who can be called on for help. Ask students who in their community helps them with certain problems or situations, using questions such as the following:
 - Who would you call if you needed to find a book?
 - Who would you call if you needed a ride home?
 - Who would you call if you saw smoke in your house?(Neighbors could be included in some of the answers.)
4. Invite community speakers to come and talk about what they use when they help people in the community. Ask the speakers to share what time, talents, and items they use to help the community and to discuss why the students can trust them to do their job. If community speakers are not available, read teacher-selected books about the people in the community who support the students and their families.
5. After the community speakers visit, create a class chart summarizing the information that students learned from each community speaker. Have students dictate statements about each speaker. Also have them illustrate actions of the speakers. Collect the statements and illustrations into a book for the class library. Later, write a class thank you note to the speakers.
6. Ask the students, “Who needs to help in our community?” Allow the students to brainstorm, and remind them that “Everyone is a community helper in our community!”
7. Through class discussion, compile a list of jobs that need to be done in the classroom to make it the best place to learn. Ask each student to choose one job on the class list to do and attach his or her hand to the list near that job. Set a time for the classroom jobs to be done.
8. Provide students with the pre-cut pieces of construction paper, and have each student trace his or her hand, cut out the hand shape, and label it with his or her name.

Session 3: Classroom Quilt of Good Citizenship

Materials

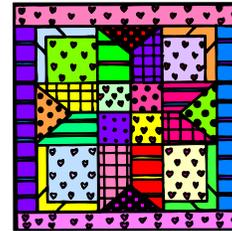
- Chart paper and markers
- Paper, pencils, and crayons
- Cut-out squares for classroom quilt

Instructional Activities

NOTE: The following Web resource may be helpful:

- *Learning Adventures in Citizenship: From New York to Your Town* <<http://www.pbs.org/wnet/newyork/laic/>>

1. Read to students a story in which characters display good citizenship.
2. After reading the story, discuss examples of the characters being good citizens. Look for examples such as the following:
 - taking turns
 - sharing
 - completing classroom chores
 - taking care of one's things
 - respecting others' belongings
 - being honest
 - practicing self-control
 - being kind to others
 - participating in decision making in the classroom
 - participating successfully in group settings
3. On chart paper, list the examples of good citizenship, and write the characters' names next to the appropriate example. Ensure that the students understand terms such as *chores*, *respect*, *honesty*, and *self-control*.
4. Discuss the examples of being a good citizen, and suggest how the students can practice these examples in the classroom.
5. After a class discussion of these examples, have each student draw a picture of one of the examples in action. The pictures should be drawn on the pre-cut squares and show the students taking turns, sharing, completing classroom chores, taking care of one's things, respecting others', being honest, practicing self-control, or being kind to others.
6. Have students share and tell about their examples of good citizenship. Add each student's drawing to a large bulletin board or display labeled "Our Classroom Quilt of Good Citizenship." (A variation on this project could be the use of photographs of each student portraying good citizenship.)
7. Label each student's drawing or photo with the act of good citizenship illustrated, such as taking turns, sharing, completing classroom chores, taking care of one's things, respecting what belongs to others, being honest, practicing self-control, or being kind to others.
8. Encourage students throughout the year to add squares to the quilt as they show examples of being good citizens.



Session 4: Rules at School

Materials

- Chart paper and markers
- Pencils and crayons
- Pictures of school places

Instructional Activities

1. Explain that the class is going to develop classroom rules, and talk about the importance of rules. The rules at school help keep students safe, help students get along and work together, and help students learn.
2. Encourage students to share their ideas of rules needed in the classroom to help keep them safe, to help them get along and work together, and to help them learn. Keep the responses positive, focusing on what students should do instead of what they should not do.
3. Write the student responses on chart paper, and discuss each rule with the class. Use small pictures to help students recognize words they may not understand.
4. Have students write about or illustrate the class rules in their journals. Students could also draw pictures of class rules to post in the classroom. Allow students the opportunity to discuss and share their pictures and the rules they illustrated.
5. Allow students a chance to role-play the situation of a new student coming to their class and the ways they would help him or her learn about the rules in their classroom.
6. Ask students, “What should we do if someone breaks the classroom rules?” Solicit responses, and guide the discussion in a positive manner. Discuss with students the consequences for breaking each of these rules. Record the responses on chart paper.
7. Communicate with the parents/guardians of the students the rules of the classroom and consequences when they are not followed.
8. Post the rules and consequences in the classroom, and refer to the chart as necessary during the year.
9. Complete this session by reading a teacher-selected book about rules in the classroom.

Session 5: Rules at Home

Materials

- Chart paper and markers
- Pencils and crayons

Instructional Activities

NOTE: The following Web resource may be helpful:

- “How Can We Help Children Learn to Be Responsible Citizens?”
<<http://www.ed.gov/parents/academic/help/citizen/index.html>>
1. Read a teacher-selected book about families, and discuss the different roles of family members.
 2. Encourage students to consider the different roles of members in their own families and to share some of their families’ rules. As the students discuss the rules, ask what happens when rules are followed.
 3. Post family rules that students share, and group them together in categories.
 4. Ask students to discuss the consequences of not following rules at home.
 5. Have each student illustrate one of the rules at home, and create a class book of “Rules at Home.”
 6. Read additional teacher-selected stories about following rules at home.

Session 6: Rules in the Community

Materials

- Chart paper and markers
- Pencils and crayons

Instructional Activities

NOTE: The following Web resource may be helpful:

- *I Am Responsible* <<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/respk1.htm>>
1. Review rules at school and rules at home from the past sessions with the students.
 2. Introduce rules in the community by reading a teacher-selected book about community rules. While reading the book, point out the different rules, and ask if they are similar to the rules in the students' community.
 3. Have students recall community rules from the book, and list them on chart paper.
 4. Have students create pictures that illustrate the rules in the community, and post them on a bulletin board, or create a class book.
 5. Guide students in a discussion about the responsibilities of good citizens in the community, such as
 - obeying the laws
 - respecting the rights and property of others
 - voting.
 6. Have students draw pictures of the responsibilities of good citizens in the community, and have them share their responses.

Session 7: Consequences When Rules Are Not Followed

Materials

- Self-stick notes
- Pencils and crayons
- Chart paper

Instructional Activities

1. Review the examples of rules at school, rules at home, and rules in the community from the previous sessions.
2. Ask students to suggest the possible consequence of a person not following a classroom rule, such as lining up to go to the playground. Guide the students' responses to help them realize that a student who does not line up with the class might get left behind. Explore other consequences of not following the rules. For example, if students run to line or push others to get there first, someone might get hurt.
3. Read aloud each rule from the class-created chart, and ask students to suggest consequences of not following the rule.
4. Have each student illustrate on a self-stick note the consequence of not following one of the classroom rules. As students complete their responses, have them explain the rules and consequences.
5. Post each consequence self-stick note beside the related rule, and review the cause-and-effect relationship.
6. Complete the same process to review the consequences for not following rules at home and rules in the community. Encourage students to discuss the cause-and-effect relationship between rules and the possible consequences when the rules are not followed.

Session 8: Making Decisions in Our Classroom

Materials

- Decision-making model grid posted on the board or an overhead
- Pencils, crayons, and chalk
- Chart paper

Instructional Activities

1. Begin the session by telling the students that individuals and groups make decisions every day. Some important decisions affect many people, whereas other decisions affect only one or two people. A decision-making process based on facts leads to good decisions. Students can demonstrate decision-making skills (e.g., identify alternatives, reflect, vote, accept majority rule) while demonstrating respect for the rights of self and others.
2. Tell students that by using a decision-making model, they can be sure to make a decision that is fair. The model has four steps: select choices, rate what is important, evaluate, and make a decision. Draw a decision-making grid on the board or overhead projector (like the one below). Talk about some of the issues that should be considered as students rate their choices.

Decision-Making Model

Choices	What’s Important to Us?			
	taste	texture	color	smell
apples				
bananas				

Decision-Making Model Steps

1. Select choices.
 2. Rate (What is really important to you?)
 3. Evaluate
 4. Make a decision.
3. Tell the students that, in order to make a decision that everyone can support, the class will need to answer some questions about each choice. Fill in the top row with questions that are important to you and your class.
 4. Rate each choice with the class. Ask each question (1–4) and count the number of students who respond yes. Write that number in the appropriate box.
 5. Evaluate the number of positive responses for each question and choice. Compare and discuss the results and make a decision together. The decision should be based on the highest number of positive responses.
 6. Debrief after you make a decision: “What do you think of the process used?” Copy the decision-making grid from the classroom discussion. Then make enough copies for each student. Send home the copy with a request that parents ask their child about the process.

Session 9: Our Classroom Community Chain

Materials

- Strips of red, white, and blue construction paper cut into 8½" x 2" strips
- Pencils and crayons
- Chart paper
- Glue

Instructional Activities

1. Review the concept of community from the previous sessions.
2. Tell the class that they are going to make a classroom community chain. Explain that the classroom community is held together as each student does his/her part and acts as a good citizen.
3. Show the students a picture of a chain, and explain that chains are made of many links attached together. Explain that a chain is difficult to break when its links are strong. Help students see that the classroom community is like a chain made of links (i.e., students) held together by good citizenship on the part of all students.
4. Pass out red, white, and blue strips of construction paper to the students. Each student should receive one strip and write his/her name on it. Once the students have labeled the strips, begin making the classroom community chain by gluing each link together to form a circle of loops. Post the completed classroom community chain where each student can see how his/her link contributes to the strength of the classroom chain.
5. Encourage students to give examples of being a good citizen at school, and post responses on a chart near the classroom chain.

Additional Activities

- Provide background knowledge by reading teacher-selected books that include examples of good citizenship.
- Have students illustrate examples of good citizenship by drawing pictures and cutting pictures out of magazines.
- Have students role-play the traits of being a good citizen in the home, school, and community.
- Recognize students as good citizens by posting their names on a “Super Citizen” bulletin board.
- Have students illustrate examples of home, school, and community rules by drawing or coloring pictures that show students following these rules.
- Have students explain cause-and-effect relationships by recognizing rules, results of breaking rules, and consequences for breaking rules in the home, school, and community using a chart.
- Have students role-play examples of recognizing rules, results of breaking rules, and consequences for breaking rules in the home, school, and community.

Organizing Topic

National Symbols and American Holidays

Standard(s) of Learning

K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

K.1 The student will recognize that history describes events and people of other times and places by
b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr., Day, Presidents’ Day, and Independence Day (Fourth of July).

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

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

Participate in groups and democratic society.

Read and use a calendar.

Content

Know that the United States has a national flag.

Recognize that the American flag has white stars on a blue rectangle. It also has red and white stripes.

Know that the United States has a national pledge to the flag.

Know that the pledge to the American flag is called the Pledge of Allegiance.

Know that the president is the leader of the United States.

Identify the people and events honored on the following holidays:

- Thanksgiving Day is a day to remember the sharing of the harvest among the pilgrims and American Indians. It is observed in November.
- Martin Luther King, Jr., Day is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.
- Presidents’ Day is when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.
- Independence Day (Fourth of July) is a day to remember when the United States became a new country. It is sometimes called America’s birthday. It is observed in July.

Sample Resources

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

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.enchantedlearning.com/history/us/pres/lincoln/index.shtml>>. There is a brief biography of Lincoln on this Web page, as well as links to a timeline, quizzes, and a line drawing of Lincoln.

“American Icons.” *Kidport*.

<<http://www.kidport.com/RefLib/UsaHistory/AmericanIcons/AmericanIconIndex.htm>>. This Web page has links to information about several national symbols, including George Washington, Abraham Lincoln, Independence Day, the Pledge of Allegiance, and the American flag.

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

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page provides arts and crafts projects, activities, games, coloring pages, and more about Independence Day.

“George Washington.” *EnchantedLearning.com*.

<<http://www.enchantedlearning.com/history/us/pres/washington/index.shtml>>. This Web page offers a Washington timeline, activities, and coloring printouts.

“History of the flag of the United States.” *Embassy of the United States of America: Stockholm, Sweden*. United States. Department of State. <<http://stockholm.usembassy.gov/usflag/>>. This Web page offers many links to information regarding the history of the flag and historical figures related to the flag.

“Martin Luther King, Jr.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/history/us/MLK/>>. This Web page provides a biography, a timeline, activities, and quizzes about Martin Luther King, Jr., as well as information about other famous African Americans.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.”

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include similar language contained in the Curriculum Framework for kindergarten.

Plimoth Plantation. The museum offers background information on the first Thanksgiving in Plymouth, Massachusetts. <<http://www.plimoth.org/kids/homeworkHelp/thanksgiving.php>>.

Simmons, Sheila A. “President’s Day.” *Schools of California Online Resources for Education (SCORE): History/Social Science*. San Bernadino County Superintendent of Schools.

<<http://score.rims.k12.ca.us/activity/presidentsday/>>. This Web page offers information about George Washington and Abraham Lincoln, along with activities and a list of resources for further reading.

Streufert, Duane. “The Original Pledge of Allegiance.” *The Flag of the United States of America*.

<<http://www.usflag.org/pledgeofallegiance.html>>. This Web page contains the Pledge of Allegiance in its original form, as well as a brief history of the Pledge.

“Symbols of America.” *Kidport*. <<http://www.kidport.com/GradeK/SocialStudies/AmericanSymbols.htm>>. This is an online quiz about several national symbols.

“Symbols of U.S. Government.” *Ben’s Guide to U.S. Government for Kids*. United States. Government Printing Office. <<http://bensguide.gpo.gov/k-2/symbols/index.html>>. This Web site includes information about the U.S. flag, the Pledge of Allegiance, and other patriotic symbols.

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“USA Flag Printout.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/usa/flags/usa/usafalg.shtml>>. This Web page has a line drawing of the modern (50 stars) American flag.

www.whitehousekids.gov. <<http://www.whitehouse.gov/kids>>. This Web site provides information about the White House and U.S. Presidents.

Session 1: Introduction to the Concept of Symbols

Materials

- Collection of environmental prints that have symbols for products or businesses the students would see in their community

Instructional Activities

1. Show the class one of the environmental prints. Ask students to point out the symbols and identify what each might represent.
2. Explain to students that a symbol is used to make the viewer think of something that the symbol represents.
3. If the school has a mascot, connect the word *symbol* to the school mascot. The same could be done with a local sport team.
4. Close out the lesson by asking the students to think of other symbols.

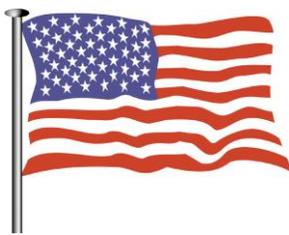
Session 2: The American Flag

Materials

- Drawing paper and crayons
- Teacher-selected book about the American flag
- Several American flags of different sizes

Instructional Activities

1. A few days before you begin the lesson on the American flag, ask the students to look for the American flag both at home and at school. Tell them the class will be compiling a list of all of their flag sightings. Their sightings can include actual flags or pictures of an American flag.
2. Compile the class list of flag sightings. Have students draw a picture of where they saw the American flag. Create a class book of the students' drawings. Follow with a discussion about the flag.
3. Hold an American flag and have the students describe the flag. Tell them that the flag is a symbol of our country. Explain that a symbol stands for an idea. Over the years, a symbol tends to take on a meaning related to its history, function, or appearance. Over the course of our country's history, the flag has become more important as a symbol of our country. The United States flag has 13 stripes. Seven are red and 6 are white. It also has 50 white stars on a blue background. The stripes represent the 13 original colonies. The 50 stars represent the 50 states that make up the U.S. today. The first American flag was designed in 1777. The flag has been changed many times since then. New stars are added each time new states join the union.
4. Have the class compare a contemporary flag in your classroom with a historical flag such as the one Betsy Ross is believed to have sewn. Create a chart of similarities and differences.
5. Read the teacher-selected book about the American flag. Discuss the students' reactions to the story.
6. Have each student draw a picture of the American flag, and display the flags on a bulletin board.



Session 3: The Pledge of Allegiance

Materials

- Teacher-selected book about the Pledge of Allegiance
- Several American flags of different sizes
- Poster-size copy of the Pledge of Allegiance

Instructional Activities

1. Review the previous lesson on the American flag. Hold an American flag and have the students describe the flag. Tell them that the flag is a symbol of our country.
2. Explain that the Pledge of Allegiance is a promise of loyalty to the United States. Invite the students to stand and say the Pledge of Allegiance as a group. If necessary, show the students how to be respectful. Be sensitive to students whose cultural background may prevent them from participating in the pledge.
3. Read the teacher-selected book about the Pledge of Allegiance.
4. Lead the class in a discussion about why we say the Pledge every day and what the words mean. Ask, “What is the name of the pledge to the American flag?”

I pledge allegiance to the flag
of the United States of America
and to the republic
for which it stands,
one nation under God,
indivisible,
with liberty
and justice
for all.

Session 4: The President is the Leader of Our Country

Materials

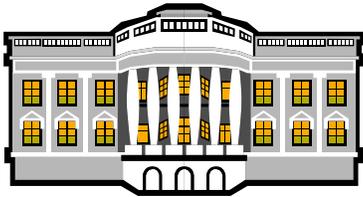
- Picture of the current president
- Teacher-selected book about the president of the United States
- Poster-size paper

Instructional Activities

1. Lead a discussion about leaders. Help the class to realize that a teacher is the leader of the class, the principal is the school's leader, and parents are the leaders of families.
2. Ask the class what the leader of our country is called. Be sure they understand that the leader is called the president but that his name is (current president's name) just like they each have a name. Show a picture of the current president and share a few fun facts such as hobbies or pets.
3. Read the teacher-selected book. If an American flag is in a picture, point it out as an American symbol.
4. Talk together as a class about questions they would like to ask the president. Compose a letter on large poster-size paper so the students can follow along.
5. Rewrite the letter in proper form, and send it to the following address:

The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

6. When a response arrives, post it next to a picture of the president, and send copies of the letter home to each family.



**The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500**

Session 5: Thanksgiving Day

Materials

- Teacher-selected book about Thanksgiving Day
- Construction paper
- Crayons
- Calendar

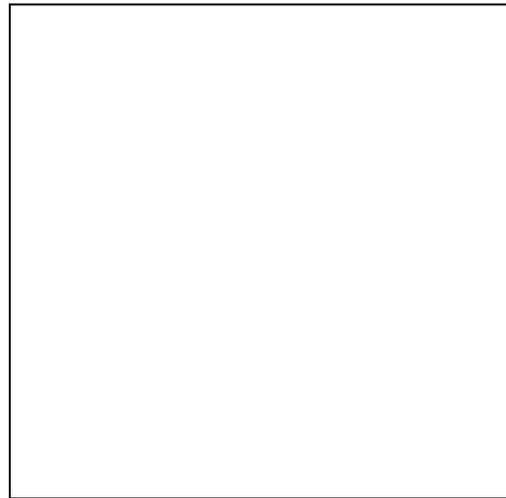
Instructional Activities

1. Have the students share their knowledge of Thanksgiving on a KWL chart. Encourage the students to share family traditions that take place on Thanksgiving. Tell the students that Thanksgiving Day is observed on the fourth Thursday in November.
2. Use the students' background knowledge to introduce the history of Thanksgiving Day.
3. Read a teacher-selected book about Thanksgiving. Allow the students time to respond to both the pictures and the text. Ask questions about the observations they make about the book.
4. Explain that the first Thanksgiving was celebrated less than a year after the settlers arrived on the new land they called their home. The first winter was long and hard. The following fall brought a good harvest, and there was reason to celebrate. The settlers had much to be thankful for and celebrated with the American Indians (First Americans), who helped the settlers get through that first winter.
5. Tell the students that Thanksgiving Day is a day to remember the sharing of the harvest with the American Indians. It is observed in November.
6. Assist the students to locate Thanksgiving Day on a November calendar.
7. Have the students draw a picture of how they observe Thanksgiving Day.

Thanksgiving Long Ago



Thanksgiving Day in the Present



Session 6: Happy Birthday, Dr. King!

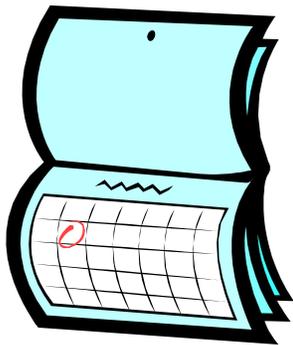
Materials

- Teacher-selected book about Dr. Martin Luther King, Jr.
- 9" x 12" drawing paper
- Large picture of Dr. Martin Luther King, Jr., or a small photo of Dr. Martin Luther King, Jr., glued to the front cover of what will become a class-created book

Instructional Activities

NOTE: The following Web resources may be helpful for information on Martin Luther King, Jr.:

- “Martin Luther King, Jr.” <<http://www.enchantedlearning.com/history/us/MLK/>>
1. Tell the class that Dr. Martin Luther King, Jr., was a famous African American man who worked so that all people would be treated fairly. We celebrate Martin Luther King, Jr., Day in January.
 2. Lead a discussion about what being treated fairly means. For example, ask the students if it would be fair to let only the boys go out for recess or allow only the girls to eat lunch. Tell them that Martin Luther King, Jr., would not have thought those rules were fair. Go on to explain that Dr. King did not think it was right to treat someone unfairly because of the color of their skin, or where they lived, or what type of clothes they wear.
 3. Read a teacher-selected book. Be sensitive to the appropriateness of a book for a young child. Put strong emphasis on any examples of people being treated fairly as the book is read.
 4. Have the students share examples of how they treat people fairly and then draw pictures to show their ideas. Write down what the students dictate about their illustrations, or have the students phonetically spell their ideas.
 5. Display a picture of Martin Luther King, Jr., in the middle of a bulletin board titled “My Gift to Martin Luther King, Jr.” Place the students’ drawings around the picture of Martin Luther King, Jr., or collect the students’ drawings in a class book entitled “My Gift to Martin Luther King, Jr.”



Session 7: Presidents' Day

Materials

- Calendar showing Presidents' Day
- Pictures of George Washington, Abraham Lincoln, and the current president

Instructional Activities

1. Show a picture of George Washington, and have the students share what they know about George Washington.
2. Repeat the process with Abraham Lincoln.
3. Show the picture of the current president, and have the students give his/her name and tell what the president does.
4. Tell the students about Presidents' Day, and locate the day on the calendar.
5. Guide them to understand that being the president is a very important job and that we honor all of our presidents on Presidents' Day.
6. Teach the students the following song. Sing it to the tune of "The Wheels on the Bus."

February has a special day
A special day,
A special day,
February has a special day,
A day to celebrate.

Our presidents were very great,
Very great,
Very great,
Our presidents were very great,
Thank you for leading us.



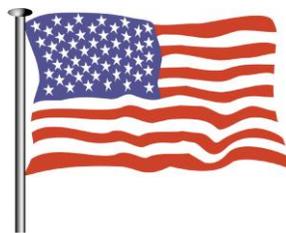
Session 8: George Washington, “The Father of Our Country”

Materials

- Teacher-selected book about George Washington
- Black construction paper (3 sheets per student)
- Pattern in the shape of one side of a tricornered hat
- Black line master that reads *George Washington was called “The Father of Our Country.” We honor him on Presidents’ Day, which we celebrate in February.*
- Recording of marching music
- Several American flags of varying sizes

Instructional Activities

1. Read the book and discuss why George Washington is called “The Father of Our Country.”
2. Show students a picture in the book of Washington’s tricornered hat.
3. Have each student trace and cut out the three sides of the hat. Then have them paste a copy of the black line master on the inside of their hat. Staple the hat together.
4. Tell students to put their hats on, and play a recording of marching music. Have the students take turns leading the marching while waving the American flag.
5. Each time a different student holds the flag, ask the class to tell whose hat they are wearing and what it is called.



Session 9: Abraham Lincoln, an Honest Man

Materials

- Teacher-selected book about Lincoln (Look for a book that has pictures of Lincoln wearing a stove pipe hat.)
- 9" x 12" black construction paper
- Pattern shaped like a stove pipe hat for each student
- Strips of black paper cut to be used as hatbands
- Small white envelopes with the flaps cut off
- Copies of a note that reads *Abraham Lincoln was a president of the United States. He is often called "Honest Abe." We honor him on Presidents' Day, which we celebrate in February.*
- Glue

Instructional Activities

1. Talk with the class about being honest. What does it mean? Do you like honest people? Is it important to be honest?
2. Tell the class they will be learning about a president of the United States who lived a long time ago. Help them to understand that Lincoln was a president just like the current president.
3. Introduce the story by telling the students Lincoln's nickname. Ask them to listen for his nickname.
4. Tell the students that Lincoln would put important papers in the brim of his hat.
5. Make the paper hats. Glue the envelope to the inside of the hat.
6. Distribute the small note for each child to fold and store in the envelope.



Session 10: Happy Birthday, America!

Materials

- Small American flags
- Rhythm instruments
- Marching music
- 9" x 12" blue construction paper (one sheet per student)
- Red paper cut in the shape of a firework (one sheet per student)
- White crayon
- Yellow paint
- Gold glitter
- Note to parents explaining the Standard of Learning taught in this lesson

Instructional Activities

1. Encourage the students to wear red, white, and blue to school on the day this lesson will be taught.
2. Allow the students to share their knowledge about the Fourth of July.
3. Introduce the term Independence Day. Show a July calendar, and locate Independence Day. Add to the calendar whichever term, Independence Day or Fourth of July, is not printed on the calendar.
4. Pass out the blue construction paper and have the students glue the red firework near the bottom of the paper. Use the yellow paint to make streaks coming out of the firework to give the appearance of an explosion. As the paint dries, add the gold glitter.
5. Have students write "Happy Birthday, America!" with a white crayon at the top of the paper. Attach the note to parents at the bottom of the paper.
6. Distribute the flags and rhythm instruments, and have a parade around the room.



Additional Activities

- Read selected books about the flag, the Pledge of Allegiance, and the president as the leader of the United States of America.
- Make an American flag by using strips of red and white paper, a blue rectangle, and white stars.
- Sing songs about the flag.
- Color pictures of the America flag.
- Share pictures of George Washington, who was the first president of the United States and is often called the “Father of Our Country.”
- Share pictures of Abraham Lincoln, who was a United States president and is often called “Honest Abe.”
- Share pictures of the current president of the United States.
- Mark the holidays of Thanksgiving Day, Martin Luther King, Jr., Day, Presidents’ Day, and Independence Day (Fourth of July) on a calendar.
- Read selected books about the first Thanksgiving.
- Create booklets about Thanksgiving, providing facts about the early American settlers, American Indians, and the first Thanksgiving.
- Read selected books about Martin Luther King, Jr., and draw pictures of events in his life.
- Read selected books about Independence Day (Fourth of July), and draw pictures of different Independence Day (Fourth of July) celebrations and activities.

Organizing Topic

Relative Location of People, Places, and Things

Standard of Learning _____

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Describe the location of people, places, and things.

Develop beginning map skills through the manipulation of objects.

Develop fluency in the use of positional words.

Content

Understand that the location of people, places, and things can be described in terms of their relationship to other people, places, and things.

Know that there are certain words that help describe where people, places, and things are located.

Understand that the following terms are used daily to describe where people, places, and things are located:

- Near/far
- Above/below
- Left/right
- Behind/in front

Sample Resources

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

“Free Blank Outline Map of Virginia.” *About.com*. <<http://geography.about.com/library/blank/blxusva.htm>>. This Web page provides a line drawing of Virginia and links to other geography information.

“Geography Crafts.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/crafts/geography/>>. This Web page offers various arts and crafts projects related to geography.

“Geography Home Page.” *About.com*. <<http://geography.about.com/>>. This Web page provides links to information about geography, as well as state maps, U.S. maps, and world maps.

“Helping Your Child Learn Geography.” *KidSource Online*. United States. Department of Education. <<http://www.kidsource.com/kidsource/content/geog.html>>. This Web page offers many teaching activities including suggestions for teaching students about direction.

“Helping Your Child Learn History.” *KidSource Online*. United States. Department of Education. <<http://www.kidsource.com/kidsource/content/history.html>>. This Web page provides suggestions about teaching history and includes some specific history activities.

“Learning Partners—Let’s Do History!” *KidSource Online*. United States. Department of Education. Office of Educational Research and Improvement. <<http://www.kidsource.com/kidsource/content2/history.lp.html>>. This Web page provides an activity for teaching history called “Our Heroes,” as well as resources and links to related articles on teaching history.

“Virginia Map.” *50states.com*. <<http://www.50states.com/maps/virginia.htm>>. This page provides a line drawing of Virginia.

Session 1: Doggie, Doggie, Where's Your Bone?

Materials

- Plastic dog bone toy
- Index cards labeled with the following terms:
 - Near
 - Far
 - Above
 - Below
 - Left
 - Right
 - Behind
 - In front

Instructional Activities

NOTE: The following Web resource may be helpful:

- *Map Adventures* < <http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/>>

1. Show the index cards, and have the students demonstrate the meaning of each of the words.
2. Select two students. Direct one to play the part of a dog by sitting blindfolded in a chair with a bone underneath. Direct the second student to take the bone and hide it in the room according to the location word drawn from a pile. For example, the bone might be placed “in front” of the closet.
3. Have the “dog” take off the blindfold and hunt for the bone by following the directional clue given by the other student (e.g., “The bone is in front of the closet.”).
4. Repeat the game until everyone has had a chance to play.
5. To finish the lesson, stand in the middle of the room while the students are seated. Call on small groups to show their understanding of the positional words by standing “near” the teacher, “to the left” of the teacher, etc.



Session 2: Play “Show Me”

Materials

- Six small stuffed animals
- Three boxes (big enough to hold one stuffed animal) stacked on top of each other

Instructional Activities

1. Place the boxes in a location where all of the students can see from the same viewpoint.
2. Give a student a stuffed animal with the direction to “Put the rabbit in front of the boxes,” or “Put the puppy to the left of the boxes.”
3. Continue until every student has had a turn. This can serve as a simple assessment to determine students who are struggling with these words.

Session 3: Where is the Treasure Chest?

Materials

- Teacher-selected book that shows someone using a map
- Simple treasure maps—one poster sized and enough small ones for each pair of students to have a copy
- Small drawing of a treasure chest
- Tape

Instructional Activities

1. Give the students a chance to tell what they already know about maps.
2. Tell them that maps help people locate places.
3. Using a large map of the United States, have students tell about out-of-state trips they have taken, and locate the states on the map.
4. Show the students the treasure map. Tell the students that it will be their job to tell the location of the treasure chest.
5. Put tape on the back of the treasure chest and stick it on the map. Select a child to tell the location of the treasure chest (e.g., “The treasure chest is below the tree” or “the treasure chest is near the lake”).

Session 4: Near vs. Far

Materials

- Teacher-selected book that contains positional words, including *near* and *far*
- Binoculars

Instructional Activities

NOTE: The following Web site provides art ideas for teaching geography.

- *Geography Crafts* <<http://www.enchantedlearning.com/crafts/geography/>>
1. Read a teacher-selected book that shows the location of objects and includes the positional words *near* and *far*.
 2. Ask students to define *near* and *far*.
 3. Ask a student to stand near the door. Ask another student to stand far from the door. Ask a student in the group to make a statement about the positions of the two students standing near and far from the door.
 4. Review the terms *near* and *far*. If the day is nice, do this review at the start of the recess time. Stand in a spot, and, after setting boundaries, tell the students to go far away. Move to another spot, and tell students to come near. Repeat several times.
 5. Show the binoculars and ask students how binoculars are helpful. Guide them to use the words near and far.
 6. Give each student the chance to use the binoculars. Before looking, have the student name an object that is far and then look to see how near it looks.

Session 5: Near vs. Far on a Map

Materials

- Map of the world
- Map of the school

Instructional Activities

NOTE: The following Web resource offers a variety of maps:

- “Geography Home Page” <<http://geography.about.com/>>
1. Locate the United States on the map, and then help students locate Virginia. Put a bright piece of paper on the map to help them locate Virginia.
 2. Give each student the chance to name a place (city, state, country). Help the student point to the place while the class decides if it is near to or far from Virginia.
 3. Look at the map of the school. Point to places on the map such as the library, and have the students decide if it is far from or near to the classroom.
 4. Take a walk and go to the various places on the school map. When the class arrives at each spot, ask if they still think that the place is far or near. Be ready to guide their thinking so that the concept of near and far on a map is supported by what they discover on the walk.

Session 6: Review of Positional Words

Materials

- Attachment A: Positional Words
- Teacher-selected book

Instructional Activities

1. Read a teacher-selected book that includes positional words.
2. Pass out the sheet containing the positional words.
3. Have students find the first positional word on the sheet, and ask students to demonstrate the word. For example, for *near* a student might stand near another student or an object in the classroom. Repeat this exercise for all eight words.
4. Review positional words and content covered in this unit about the relative location of people, places, and things.

Additional Activities

Materials

- Read selected books that include positional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Locate objects in the classroom by using *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Sing songs that describe the positional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Draw pictures of objects to illustrate *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Play games such as “Hokey Pokey,” “Follow the Leader,” and “Simon Says” to reinforce positional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Explore maps and globes using positional words *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.
- Have the class line up by placing students behind and in front of one another.
- Label objects in the classroom *near* and *far*, *above* and *below*, *left* and *right*, and *behind* and *in front*.

Attachment A: Positional Words

near	far
above	below
left	right
behind	in front

Introduction to Maps and Globes

Standard(s) of Learning

- K.4 The student will use simple maps and globes to
- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
 - b) describe places referenced in stories and real-life situations;
 - c) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
- a) show a view from above;
 - b) show things in smaller size;
 - c) show the position of objects.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*
Identify and locate features on maps and globes.

Use resource materials.

Differentiate color symbols on maps and globes.

Develop concepts of space by actively exploring the environment.

Develop beginning map skills through manipulation of objects.

Use maps of familiar objects or areas.

Content

Develop an awareness that maps and globes represent the Earth.

Describe that the location of places referenced in stories and real-life situations can be shown on maps or globes.

Locate land and water features found on maps and globes.

Know the terms of:

- Map: A drawing that shows what a place looks like from above
- Globe: A round model of the Earth
- Model: Something that stands for something else

Understand that maps or globes can show the location of places referenced in stories and real-life situations.

Realize that maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.

Kindergarten

Identify land and water features on maps and globes as shown by different colors.

Understand that basic map concepts will help students use maps and globes.

Develop awareness about maps and globes using the following information as a guide:

- They show a view from above.
- They show things/objects as they are, only smaller.
- They show the position/location of things/objects.

Sample Resources

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“Virginia Map.” *50states.com*. <<http://www.50states.com/maps/virginia.htm>>. This page provides a line drawing of Virginia.

Session 1: What Is a Map?

Materials

- Chart paper
- A variety of colored markers
- A variety of maps of familiar surroundings (e.g., neighborhood, playground, classroom, school)
- Teacher-made map of the classroom
- Textbook, trade books, or other instructional materials

Instructional Activities

NOTE: The following Web resource may be helpful:

- “Helping Your Child Learn Geography” <<http://www.kidsource.com/kidsource/content/geog.html>>
1. Read a teacher-selected book about maps.
 2. Discuss the book, and have students share what they learned about maps.
 3. Spread the teacher-made map of the classroom out on the floor, and have the students sit around it. Point out the door and windows. Then point to one of the student’s desk and ask what that might be on the map. Do the same with the teacher’s desk.
 4. Ask the students what else in the room could be represented on the map. Allow the students to suggest what symbol might be used to represent each suggestion.
 5. Have the students stand up around the map. Tell them that they are looking at the map from above the map.
 6. Have them imagine what it would be like to look at the map if they were stuck to the ceiling. Reinforce the idea that a map shows what a place looks like from above.
 7. Have the students draw a simple map of their bedroom. As they draw, make a map on the board to help them understand. Place the door and windows first. Then draw a rectangle for the bed. Draw a pillow on top to help them remember what the rectangle shows. Draw another rectangle, and draw a shirt on it to show a dresser. Draw the rug. Draw a circle for the trash can.
 8. Have the students share their maps.
 9. Close out the lesson by having the students tell what they know about maps. Be sure they say that maps show what a place looks like from above.

Session 2: Let's Look at Maps

Materials

- Several books showing maps (simple maps are best)
- Several maps of tourist attractions or shopping malls
- Map of the school

Instructional Activities

1. Review the classroom map from session 1.
2. Share maps from the books, and ask the students to look for land and water on the maps. Guide them to discover that the land and water features are represented by different colors.
3. Spread a map on the floor and ask the students to stand around the map. Ask whether they are looking at the map from above. Ask whether a map shows what a place looks like from above.
4. Repeat the process with another map.
5. Spread the map of the school on the floor. Point to the cafeteria or library. Let students guess which room fills that space. Ask if anyone can find the gym or office. Locate their classroom. See if they can locate the door used to go out to recess. Continue pointing and helping them read the map.
6. Draw a line on the map going from the classroom to the library. Line the class up and take the map to show the way. Point out places on the map passed on the way to the library.
7. At the library, draw another line that goes to the cafeteria. Again, use the map to show the way and point out places shown on the map as the class walks.
8. Draw one more line going from the cafeteria to the playground. Once there, show a simple map of the playground and then draw a follow-the-leader line on the map. Allow several students to lead the group around the playground using the map.

Session 3: Globes Show Land and Water Features

Materials

- Teacher-selected book about globes
- One inflatable globe
- One globe for every pair of students
- Trade books about globes
- One copy of “Black Line of the Earth—Land and Water” for each student (Attachment A)
- Crayons, markers, or colored pencils

Instructional Activities

1. In this lesson, students will become familiar with a globe and will locate land and water features on the globe. Inform students that not all maps are flat, and that some—globes—are round models of the Earth.
2. Have students sit in a circle. Read a teacher-selected book about globes, emphasizing that colors are used on the globe to represent different areas. Explain that blue represents water and green (or brown) represents land.
3. After reading and discussing the book, have students play a game using an inflatable globe, according to the following directions.
 - Gently toss the inflatable globe to a student who is not sitting beside you.
 - The student who catches the globe should close his/her eyes and put his/her thumb somewhere on the globe.
 - With eyes open, the student should tell the class whether his/her thumb is on land or water, depending on the color.
 - Each student in the circle should have a turn.
4. After all class members have had a turn, divide the class into pairs. Each pair will then practice the same game with a standing globe. Direct each student to take turns with his/her partner, spinning the globe before putting his/her thumb on it. The student again should identify whether his/her thumb is on land or water.
5. Give each student a copy of Attachment A: “Black Line of the Earth—Land and Water.” Have students color the land green and the water blue.

Session 4: “X” Marks the Spot

Materials

- Classroom map (one per student) with an X on it marking a place where you have hidden “treasure”
- Classroom map (one per student) without an X
- Teacher-selected book about maps
- Inexpensive treats for your students (e.g., stickers, pencils, erasers)

Instructional Activities

NOTE: The following Web resources may be helpful:

- *Map Adventures* <<http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/>>
 - “Helping Your Child Learn Geography” <<http://www.kidsource.com/kidsource/content/geog.html>>
1. Review previous activities and the terms *map*, *globe*, and *model*. Ask students who they think might use maps, and record the answers on the board.
 2. Read a teacher-selected book about maps.
 3. After reading and discussing the book, tell students that they will be using a map to find a hidden treasure.
 4. Distribute the classroom maps marked with an X, and have students work independently or in small groups to find the “treasure” hidden by the teacher. (If additional adult help can be obtained, consider hiding several treasures and having the adults help a small group of students as they read the map to locate the treasure for their group. Make several copies of the classroom map with the specific treasure location for each group marked only on each group’s map.)
 5. If additional adult help is used, have each group hide and then mark another map so the students can have one more chance to read maps. If not, perhaps this activity could be repeated for several days with a new treasure location each time. The treasure could be a small inexpensive treat or more recess time or the principal reading a story to the class.

Additional Activities

- Introduce a globe as a round model of the Earth.
- Read selected library books about maps and globes.
- Create a globe out of a round object and label the land and water features.
- Locate the places on the globe referenced in stories read aloud to the class.
- Show a variety of maps of the world, the United States, and Virginia.
- Make a map of the classroom, playground, or neighborhood.
- Use maps of the classroom, playground, or neighborhood to locate a certain place.
- Create a model of a familiar object in the classroom.
- Define *map* and create a class list of different kinds of maps.
- Create maps of familiar places using food or other manipulatives.
- Create a map of your classroom on paper and distribute to each student to keep.
- Supply students with various maps, as well as books about maps in the classroom.

Attachment A: Black Line of the Earth—Land and Water



Organizing Topic

People of Other Times and Places

Standard of Learning

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr., Day, Presidents’ Day, and Independence Day (Fourth of July).

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

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

Use information from print and nonprint sources.

Separate fact from fiction.

Identify primary ideas expressed in data.

Use a calendar.

Content

Recognize that history relates events that have already happened, and teaches us about the interesting lives of people long ago.

Know that we celebrate holidays to remember people and events of long ago.

Know the terms:

- Long ago/past/present
- Real and make-believe
- History: Events that have already happened.

Identify the following people:

- Powhatan: He was an Indian leader when the settlers came to Jamestown. He ruled over many tribes.
- Pocahontas: She was an Indian girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settlers receive food from the Indians.
- George Washington: He was the first president of the United States and was often called the “Father of Our Country.”
- Betsy Ross: She is believed to have sewn one of the first flags for our country.
- Abraham Lincoln: He was a United States president and was often called “Honest Abe.”

Identify the following holidays:

- Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.

- Martin Luther King, Jr., Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.
- Presidents' Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.
- Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July.

Sample Resources

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

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.enchantedlearning.com/history/us/pres/lincoln/index.shtml>>. There is a brief biography of Lincoln on this Web page, as well as links to a timeline, quizzes, and a line drawing of Lincoln.

“Abraham Lincoln.” *The Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/lincoln>>.

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

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page provides arts and crafts projects, activities, games, coloring pages, and more about Independence Day.

“Betsy Ross Homepage.” *ushistory.org*. Independence Hall Association. <<http://www.ushistory.org/betsy/>>. This Web page offers links to information about Betsy Ross and the American flag.

Egloff, Nancy. “Pocahontas and the Powhatans of Virginia.” <<http://www.historyisfun.org/pocahontas-and-the-powhatans-of-virginia.htm>>. This Web page offers information about the Powhatan Indians, Pocahontas, and Powhatan.

The First Thanksgiving. Scholastic, Inc. <<http://teacher.scholastic.com/thanksgiving/index.htm>>. This interactive Web site provides an illustrated timeline of the early settlers’ first year in America, “interviews” with members of the *Mayflower’s* crew, depictions of life in Plymouth, and an online game that teaches facts about Thanksgiving.

“George Washington.” *The Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash>>. This Web site includes information from the Library of Congress about George Washington. The Library of Congress is the nation’s oldest federal cultural institution and serves as the research arm of Congress.

“George Washington.” *EnchantedLearning.com*.

<<http://www.enchantedlearning.com/history/us/pres/washington/index.shtml>>. This Web page offers a Washington timeline, activities, and coloring printouts.

Jamestown History - Background Essays <<http://historyisfun.org/Background-Essays.htm>>.

“Martin Luther King, Jr.” *The Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/king>>.

This Web site includes information from the Library of Congress about Martin Luther King, Jr. The Library of Congress is the nation’s oldest federal cultural institution and serves as the research arm of Congress.

“Martin Luther King, Jr.” *EnchantedLearning.com*. <<http://www.enchantedlearning.com/history/us/MLK/>>. This

Web page provides a biography, a timeline, activities, and quizzes about Martin Luther King, Jr., as well as information about other famous African Americans.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.”

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

“Pocahontas.” *Jamestown Rediscovery*. Association for the Preservation of Virginia Antiquities.

<<http://www.apva.org/history/pocahont.html>>. This is a biography of Pocahontas that includes resources for further reading.

Pocahontas.” *The Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/leaders/pocahonta>>.

This Web site includes information from the Library of Congress about Pocahontas and Powhatan. The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress.

“Powhatan and Pocahontas.” *Quadricentennial Minutes Videos*. <<http://www.historyisfun.org/quadricentennial-videos.htm>>. This video explores the life of Powhatan and his daughter, Pocahontas.

Simmons, Sheila A. “President’s Day.” *Schools of California Online Resources for Education (SCORE): History/Social Science*. San Bernadino County Superintendent of Schools.

<<http://score.rims.k12.ca.us/activity/presidentsday/>>. This Web page offers information about George Washington and Abraham Lincoln, along with activities and a list of resources for further reading.

“The World of 1607.” <<http://www.historyisfun.org/Educational-Audio.htm>>. This audio file explores the founding of Jamestown in a global context and focuses on worldwide cultural developments during the late 16th and early 17th centuries.

Triantafillos, Anastasia. “Passionality: Clay.” <<http://www.historyisfun.org/clay.htm>>. This first-person video interview, with historical interpretive staff at Jamestown Settlement and the Yorktown Victory Center, talks about using clay to engage visitors.

Wood, Karenne. “The Virginia Indian Heritage Trail.”

<http://virginiaindians.pwnet.org/lesson_plans/Heritage%20Trail_2ed.pdf>. It is a landmark publication, created by members of the Virginia tribes and reflects Virginia Indian perspectives on their own history and how that history is interpreted.

Session 1: Powhatan, Indian Leader

Teacher Background Information

At the time English colonists arrived in the spring of 1607, coastal Virginia was inhabited by the Powhatan Indians, an Algonquian-speaking people. The Powhatan were comprised of about thirty tribal groups, with a total population of about 14,000, under the control of Wahunsonacock, sometimes called Powhatan.

The Powhatan lived in villages with houses built of sapling frames covered by reed mats or bark. Villages within the same area belonged to one tribe. Each tribe had its own *werowance* or chief, who was subject to Wahunsonacock.

Agricultural products—corn, beans, and squash—contributed about half of the Powhatan diet. Men hunted deer and fished, while women farmed and gathered wild plant foods. Women prepared foods and made clothes from deerskins. Tools and equipment were made from stone, bone, and wood.

The Powhatan participated in an extensive trade network with Indian groups within and outside the chiefdom. With the English, the Powhatan traded foodstuffs and furs in exchange for metal tools, European copper, European glass beads, and trinkets.

In a ranked society of rulers, great warriors, priests and commoners, status was determined by achievement, often in warfare, and by the inheritance of luxury goods like copper, shell beads, and furs.

As English settlement spread in Virginia during the 1600s, the Powhatan were forced to move inland away from the fertile river valleys that had long been their home. As their territory dwindled, so did the Indian population, falling victim to English diseases, food shortages and warfare. The Powhatan people persisted, however, adopting new lifestyles while maintaining their cultural pride and leaving a legacy for today, through their descendants still living in Virginia. <http://www.historyisfun.org/pocahontas-and-the-powhatans-of-virginia.htm>

Materials

- Teacher-selected book about Powhatan
- Chart paper
- Markers or crayons
- Manila paper

Instructional Activities

1. Read a teacher-selected book about Powhatan, and explain to students the following ideas:
 - Powhatan was an Indian leader when the settlers came to Jamestown. He ruled over many tribes.
 - The name “Powhatan” refers to the Algonquian-speaking tribes of the Virginia Tidewater or coastal plain.
 - By the time the English arrived in 1607, Powhatan was acknowledged as the paramount chief of about thirty districts, with more than 150 villages. The native Tidewater population numbered around 14,000.
 - This paramount chief came from the town of Powhatan, near the falls of the James River and he used his hometown name to refer to himself and his chiefdom.
 - The tribes under Powhatan’s leadership paid tribute to his treasury in food and goods, which were then used for redistribution, trade, rewards, and ceremonial display.
 - Powhatan played a leading role in early relations between the English and the Virginia Indians.
 - He was the father of Pocahontas.
 - Powhatan died in 1618.
2. Review the story of Powhatan. Write on chart paper facts learned from the story.

3. Have students list ways in which Powhatan helped and served his people.
4. After reading trade books, text books, or other sources about the life of Powhatan, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive white board to help students complete the Bio-Cube as a class (see http://readwritethink.org/materials/bio_cube/).
5. Explain to the students that history relates events that have already happened, and teaches people about the interesting lives of people long ago.
6. Introduce the terms *long ago*, *past*, and *present*. Explain that Powhatan lived long ago in the past.



Session 2: Pocahontas, Visitor at Jamestown

Teacher Background Information

Born about 1596, Pocahontas was the daughter of Powhatan, chief of about thirty tribes in coastal Virginia. As a child, Pocahontas probably helped her mother with daily chores, learning what was expected of her as a woman in Powhatan society. Even the daughter of a chief would be required to work. In late 1607 Pocahontas, then about age 11, met John Smith in an event he described years later. Samuel Argall found her in a village and kidnapped her for ransom. Thereafter, Pocahontas lived among the settlers. The Reverend Alexander Whitaker, living up the James River near Henrico (Henricus), taught her Christian principles, and she learned how to act and dress like an English woman. In 1614, she was baptized and given the name Rebecca. Soon after her conversion, Pocahontas married John Rolfe, a planter who had introduced tobacco as a cash crop in the Virginia colony. In 1616 the Rolfes and their young son Thomas traveled to England to help recruit new settlers for Virginia. As the Rolfes began their return trip to Virginia, Pocahontas became ill and died at Gravesend, England, in March 1617. She was able to bring the Virginia colony to the attention of prominent English men and women.

As English settlement spread in Virginia during the 1600s, the Powhatan were forced to move inland away from the fertile river valleys that had long been their home. As their territory dwindled, so did the Indian population, falling victim to English diseases, food shortages, and warfare. The Powhatan people persisted, however, adopting new lifestyles while maintaining their cultural pride and leaving a legacy for today, through their descendants still living in Virginia. <http://www.historyisfun.org/pocahontas-and-the-powhatans-of-virginia.htm>

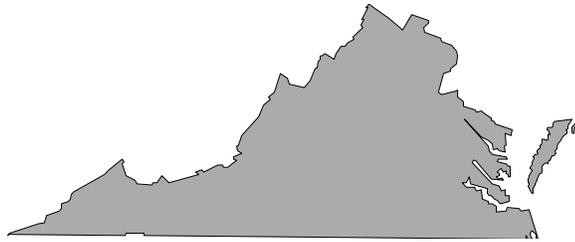
Materials

- Teacher-selected book about Pocahontas
- Chart paper
- Markers or crayons
- Manila paper

Instructional Activities

1. Read a teacher-selected book about Pocahontas and explain to students the following ideas:
 - Pocahontas was an Indian girl.
 - She was the daughter of Powhatan.
 - Pocahontas came with her father's people to visit the settlers at Jamestown.
 - She worked to help the settlers receive food from the Indians.
 - She was noted for being bright and curious.
 - Opinions differ as to whether the famous "rescue of John Smith" incident actually happened, but if it did, it was most likely a form of ritual misunderstood by Smith.
 - Children were frequently used as interpreters, so she probably helped with translations.
 - She married John Rolfe and took the English name of Rebecca.
 - Pocahontas and John Rolfe visited England.
2. Review the story of Pocahontas. Write on chart paper facts learned from the story.
3. Have students state ways in which Pocahontas might have helped the settlers receive food in Jamestown. Post student responses on chart paper.
4. After the teacher reads trade books, text books, or other sources about the life of Pocahontas, they could use an interactive white board or classroom computer to help students complete a Bio-Cube as a class (see http://readwritethink.org/materials/bio_cube/).

5. Explain to students that history relates events that have already happened and teaches people about the interesting lives of people long ago.
6. Introduce the terms *long ago*, *past*, and *present*. Explain that Pocahontas lived long ago in the past. Pocahontas was already a young lady when the first European settlers arrived looking for a new land. Have the students describe the pictures in the book that show Pocahontas lived long ago as compared to how students live today.



Session 3: What Is a Wood-and-Bark Shelter?

Materials

- Illustration of a wood-and-bark house, or longhouse
- Teacher-created worksheet for each student: Divide a paper into eighths, and draw a longhouse in each section.
- Dried corn kernels
- Glue

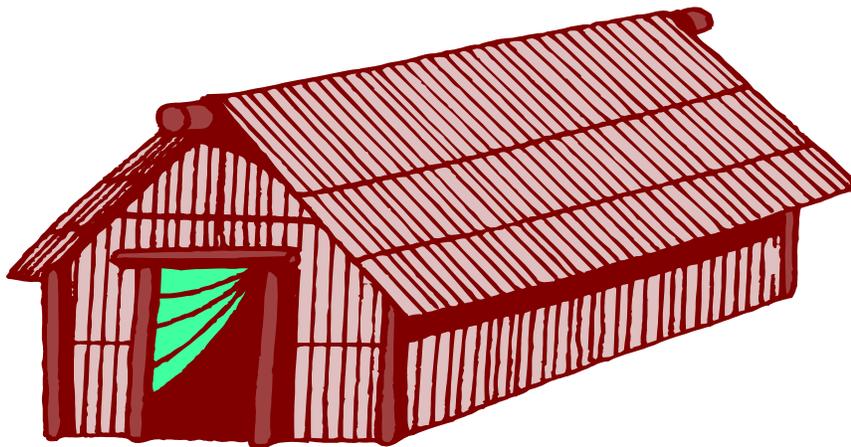
Instructional Activities

NOTE: The following Web resources may be helpful for information on Pocahontas and Powhatan:

- “Pocahontas” <<http://www.apva.org/history/pocahont.html>>
- “Pocahontas” <<http://www.historyisfun.org/pocahontas-and-the-powhatans-of-virginia.htm>>
- “Powhatan” <<http://www.apva.org/ngex/chief.html>>

1. Review students’ knowledge of Powhatan and Pocahontas.
2. Review the teacher-selected books about Powhatan and Pocahontas from sessions 1 and 2. Ask the students to recall the type of shelter found in the books. The Powhatan people used wood and bark from nature to create shelters that would protect them from the weather.
3. Show the students the illustration of a wood-and-bark house (longhouse). Explain that a wood-and-bark house (longhouse) would hold up to twenty families.
4. Pass out a teacher-created sheet with eight illustrated longhouses on it. Instruct students to number the longhouses 1–8. Then have students glue the corresponding number of corn kernels onto the roof of each longhouse.
5. Divide the class into two groups—settlers and American Indians. Have the American Indians bring corn to the settlers. Discuss how the American Indians traded corn with the settlers and helped the settlers plant corn for food.

Wood-and-bark shelter



Session 4: George Washington, First President of the United States _____

Materials

- Teacher-selected book about George Washington
- Front and back covers for a class book about George Washington
- Blank pages for the class book
- Crayons

Instructional Activities

NOTE: The following Web resources may be helpful for information on George Washington:

- “George Washington” <<http://www.enchantedlearning.com/history/us/pres/washington/index.shtml>>
 - “George Washington” <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash>
1. Ask students what they know about George Washington. Display pictures of George Washington. Explain that he was the first president of the United States and did many important things for the young nation.
 2. Read a teacher-selected book about George Washington. After reading trade books, text books, or other sources about the life of George Washington, teachers could also use an interactive white board or computer to help students complete the Bio-Cube as a class (see http://readwritethink.org/materials/bio_cube/).
 3. Have the students share what they have learned about George Washington from the book, and illustrate the information on chart paper.
 4. Pass out the blank pages to create a class book. Have the students draw a picture of George Washington and write down one thing they learned about Washington.

What We Learned About George Washington



Session 5: George Washington, Father of Our Country

Materials

- Teacher-selected book about George Washington, different from the one read in Session 4
- Tri-cornered paper hat made to look like the one George Washington wore
- Song about George Washington (optional). Check with the music teacher to locate a song, or teach the song listed under step 4.

Instructional Activities

1. Ask the students to recall the facts they learned about George Washington in the previous session. Review the chart.
2. Read aloud the class book made in the previous session.
3. Let the students take turns wearing George Washington’s hat, and have them tell one thing that they know about George Washington.
4. Teach a song about George Washington. The words below can be sung to the tune of “The Wheels on the Bus.”

George Washington, the first president,
President, president,
George Washington, the first president,
And “The Father of Our Country.”

Session 6: Betsy Ross

Materials

- Teacher-selected book about Betsy Ross
- Fifty-star American flag and a picture of the thirteen-star flag
- Small American flags
- Recording of marching music
- Rhythm instruments

Instructional Activities

NOTE: The following Web resource may be helpful for information on Betsy Ross:

- “Betsy Ross Homepage” <<http://www.ushistory.org/betsy/>>
1. Hold up an American flag, and ask the students what the flag represents. Show a picture of a thirteen-star American flag. Ask if they know what it represents. Tell the students that the thirteen-star flag comes from a time in history long ago when America was just beginning to be a country.
 2. Read a teacher-selected book about Betsy Ross. After reading trade books, text books, or other sources about the life of Betsy Ross, teachers could use an interactive white board or computer to help students complete the Bio-Cube as a class (see http://readwritethink.org/materials/bio_cube/).
 3. Have a small Betsy Ross parade. Play the marching music, and let the students take turns waving the American flags, holding up their stars, and playing rhythm instruments.

Session 7: Independence Day

Materials

- Teacher-selected book about Independence Day
- One black line drawing per student of a birthday cake

Instructional Activities

NOTE: The following Web resource may be helpful for information on Independence Day:

- “American Independence Day: Fourth of July Theme”
<<http://www.atozteacherstuff.com/themes/july4th.shtml>>
1. Lead the students in a discussion about birthdays. Have them share how they like to celebrate birthdays.
 2. Tell the students that, just like they do, America has a birthday every year, and that Americans like to celebrate America’s birthday. Show them a calendar with Independence Day marked. Tell them that America’s first birthday was a long time ago on July 4, 1776. Let them guess how old they think America is before telling them.
 3. Read the teacher-selected book about Independence Day.
 4. Discuss the book and guide the students to understand that America’s birthday is called Independence Day and July Fourth. Talk about how the people in the book celebrated. Let the students share how they celebrate.
 5. Pass out the birthday cake drawings. Ask the students to write “Independence Day” on the top of the cake and draw a picture of a way to celebrate on July Fourth. The birthday cakes could be used to create a class display or a class book.



Session 8: Abraham Lincoln, A United States President

Materials

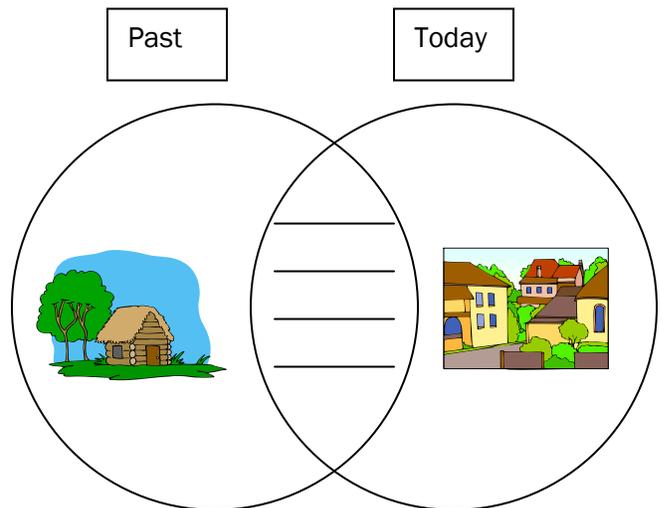
- Teacher-selected book about Abraham Lincoln
- Chart paper
- Markers

Instructional Activities

NOTE: The following Web resources may be helpful for information on Abraham Lincoln:

- “Abraham Lincoln” <<http://www.enchantedlearning.com/history/us/pres/lincoln/index.shtml>>
 - “Abraham Lincoln” <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/lincoln>>
1. Explain to students that Abraham Lincoln, like George Washington, was a president of the United States. Abraham Lincoln was president many years after George Washington was. Ask students to recall things that George Washington did as the first president of the United States.
 2. Show the students the likeness of Abraham Lincoln on a penny.
 3. Read the teacher-selected book about Abraham Lincoln. After reading trade books, text books, or other sources about the life of Abraham Lincoln, teachers could also use an interactive white board or computer to help students complete the Bio-Cube as a class (see http://readwritethink.org/materials/bio_cube/).
 4. Tell students that Abraham Lincoln is often called “Honest Abe.” Explain that it is believed he was given this nickname when, as a young man, he worked as a clerk in a small store. One day a man came to buy an item, and Abraham Lincoln did not give him the correct amount in change. Abraham Lincoln walked a far distance to give this person the correct amount of change. Since that incident, Abraham Lincoln has been called “Honest Abe.” Have students share a time when they were honest.
 5. Display a picture of a log cabin. Discuss with the students the type of house Abraham Lincoln lived in when he was a boy.
 6. On chart paper, make a Venn diagram with a picture of a log cabin and a picture of a modern house. Discuss the differences and similarities between the two houses.

I was honest when...	
Abe	Me



Session 9: Dr. Martin Luther King, Jr., Day _____

Materials

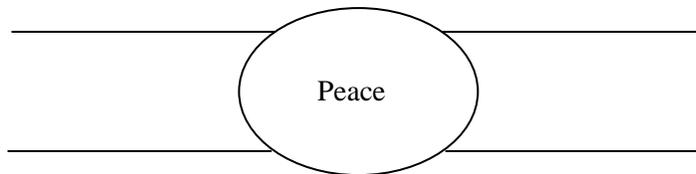
- Teacher-selected book about Martin Luther King, Jr.
- Chart paper
- Markers

Instructional Activities

NOTE: The following Web resources may be helpful for information on Martin Luther King, Jr.:

- “Martin Luther King, Jr.” <<http://www.enchantedlearning.com/history/us/MLK/>>
- “Martin Luther King, Jr.” <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/king>>

1. Ask students what they think “peace” means. Write their ideas in an idea web format. Write the word “peace” in the middle.



2. Display a picture of Martin Luther King, Jr.
3. Explain that Martin Luther King, Jr., was an African American who worked to gain fair treatment for all people.
4. Read a teacher-selected book about Martin Luther King, Jr. After reading trade books, text books, or other sources about the life of Martin Luther King, Jr., teachers could use an interactive white board or computer to help students complete the Bio-Cube as a class (see http://readwritethink.org/materials/bio_cube/).
5. Ask the students to discuss the accomplishments of Martin Luther King, Jr. Review the reasons we still celebrate his accomplishments on his birthday.

Additional Activities

- Read selected books about life long ago.
- Compare life in the past and present by sharing family pictures and stories.
- Read selected books about Powhatan and Pocahontas.
- Make a booklet about Pocahontas, identifying her as an American Indian who worked to help bring food to the settlers in Jamestown.
- Read books that give historical accounts of George Washington.
- Identify George Washington on a quarter and a dollar bill.
- Read selected books about Betsy Ross.
- Separate fact from fiction by describing the story of Betsy Ross as a legend.
- Read selected books about Abraham Lincoln.
- Identify Abraham Lincoln on the penny and a five-dollar bill.
- Mark the holidays of Thanksgiving Day, Martin Luther King, Jr., Day, Presidents' Day, and Independence Day (Fourth of July) on a calendar.
- Read selected books about the first Thanksgiving.
- Create booklets about Thanksgiving, providing facts about the early American settlers, American Indians, and the first Thanksgiving.
- Read selected books about Martin Luther King, Jr., and draw pictures of events in his life.
- Read selected books about Independence Day (Fourth of July), and draw pictures of different Independence Day (Fourth of July) celebrations and activities.

Changes in Life Over Time

Standard(s) of Learning _____

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Collect information from print and non-print sources.

Gather and classify information.

Compare information.

Describe a picture.

Content

Understand that everyday life today is different from life long ago.

Recognize that stories and families can describe events from the past.

Understand the following:

- The *past* has already happened.
- The *present* is happening now.

Know that information about life in the past is gained through the study of Thanksgiving and the stories of Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.

Understand that descriptions of life in the past and present can be shared by families through pictures and stories.

Sample Resources

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

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.enchantedlearning.com/history/us/pres/lincoln/index.shtml>>. There is a brief biography of Lincoln on this Web page, as well as links to a timeline, quizzes, and a line drawing of Lincoln.

“Betsy Ross Homepage.” *ushistory.org*. Independence Hall Association. <<http://www.ushistory.org/betsy/>>. This Web page offers links to information about Betsy Ross and the American flag.

Egloff, Nancy. “Pocahontas and the Powhatans of Virginia.” <<http://www.historyisfun.org/pocahontas-and-the-powhatans-of-virginia.htm>>. This Web page offers information about the Powhatan Indians, Pocahontas, and Powhatan.

“George Washington.” *EnchantedLearning.com*.

<<http://www.enchantedlearning.com/history/us/pres/washington/index.shtml>>. This Web page offers a Washington timeline, activities, and coloring printouts.

The First Thanksgiving. Scholastic, Inc. <<http://teacher.scholastic.com/thanksgiving/index.htm>>. This interactive Web site provides an illustrated timeline of the early settlers’ first year in America, “interviews” with members of the *Mayflower’s* crew, depictions of life in Plymouth, and an online game that teaches facts about Thanksgiving.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.”

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include similar language contained in the Curriculum Framework for kindergarten.

“National/Historical American Flags.” University of Oklahoma College of Law.

<<http://www.law.ou.edu/hist/flags/fedflag.shtml>>. This Web page depicts sixteen versions of the American flag as it appeared at various times during the nation’s history.

“Pocahontas.” *The Library of Congress*. <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/pocahonta>>. This Web site includes information from the Library of Congress about Pocahontas and Powhatan. The Library of Congress is the nation’s oldest federal cultural institution and serves as the research arm of Congress.

“Powhatan and Pocahontas.” *Quadricentennial Minutes Videos*. <<http://www.historyisfun.org/quadricentennial-videos.htm>>. This video explores the life of Powhatan and his daughter, Pocahontas.

Triantafillos, Anastasia. “Passionality: Clay.” <<http://www.historyisfun.org/clay.htm>>. This first-person video interview, with historical interpretive staff at Jamestown Settlement and the Yorktown Victory Center, talks about using clay to engage visitors.

Session 1: Introduction to Past and Present

Materials

- Drawing paper
- Crayons
- Chalk

Instructional Activities

1. Ask students to tell some of the things they did when they left school the previous day. Write these ideas on the board. Make a T chart, and write the word “past” above these activities.
2. Ask students to tell some activities they have done in school the current day. Write these activities on the right side of the T chart, and write “present” above these activities. A sample T chart follows:

Past	Present
played outside	listening to the teacher
ate dinner	drawing a picture
looked at a book	talking with a friend
brushed teeth	walking in the hall

3. Read the word “past” and the activities listed beneath. Ask for a volunteer to explain what they think the word “past” means.
4. Explain to students that “past” means a time before now and that something that happened in the past has already happened. Explain that “present” means now and that something that is happening in the present is happening now.
5. Pass out drawing paper to each student, and tell students to fold the paper in half. Have them draw or write on one side something that happened in the past. Have them draw or write on the other side something happening in the present.
6. Collect papers, and have students share their ideas of past and present.

Time

Past	Present

Session 2: Calendars Show Past, Present, and Future _____

Materials

- Classroom calendar
- Sentence strips, each containing one of the following incomplete sentences:
 - Today is _____.
 - Yesterday was _____.
 - Tomorrow will be _____.
- Index cards, each labeled with one of the following:
 - Past
 - Present
 - Future

Instructional Activities

1. Have students look at the calendar and give the current date and day of the week, the date and day of the week of the previous day, and the date and day of the week of the next day.
2. Post the sentence strips, and ask students to place the “Past,” “Present,” and “Future” cards next to the corresponding statements.
3. Repeat daily during the unit and periodically through the year.

Session 3: Events on a Timeline

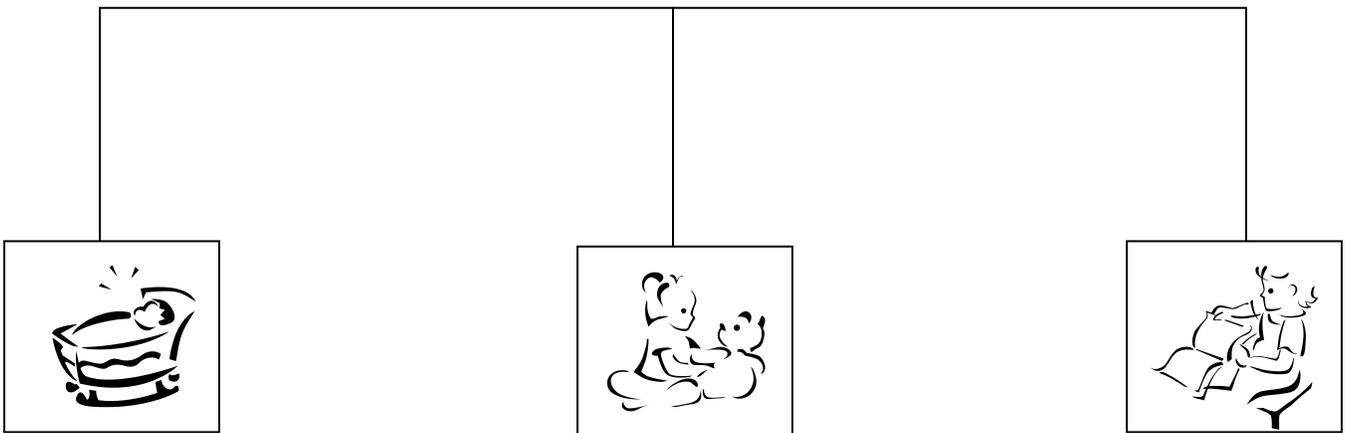
Materials

- Timeline (one per student) with 3 blank lines: one under the left side, one under the middle, and one under the right side
- Crayons
- Chalk

Instructional Activities

1. Tell the students that a timeline is used to organize things that have happened in the past.
2. Pass out the timelines to students. On the chalkboard draw a similar timeline. Label the left side of the timeline “past,” and above it draw or place a picture of you as a baby. Say to the class, “In the past I was a baby.” Label the middle of the timeline “past,” and above it draw or place a picture of you as a child. Say to the class, “In the past I was a child.” Label the right side of the timeline “present,” and above it draw or place a picture of you as an adult. Say to the class, “Presently, I am an adult.”
3. Have the students complete their own timelines by drawing or pasting pictures of themselves.
4. Have students share their timelines, and encourage them to describe the events using phrases such as “in the past” and “in the present.”

Sample Student Timeline



Session 4: Powhatan and Pocahontas

Materials

- Chart paper
- Markers
- Teacher-selected book about Powhatan and Pocahontas
- One sheet per student, labeled “My life is the same” on one side and “My life is different” on the other.

Instructional Activities

NOTE: The following Web resources may be helpful for information on Powhatan and Pocahontas:

- “Pocahontas” <<http://www.apva.org/history/pocahont.html>>
- “Powhatan and Pocahontas” <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/leaders/pocahonta>>

1. Draw a KWL chart, and explain its purpose.

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

2. Have students share facts they **know** about Powhatan and Pocahontas.
3. Continue by allowing students time to think about what they **want** to know about Powhatan and Pocahontas.
4. Read a teacher-selected book about Powhatan and Pocahontas.
5. After reading the book, ask students to share what they have **learned** about Powhatan and Pocahontas.
6. Ask students to draw or write examples of how Powhatan’s and Pocahontas’ lives differed from students’ lives today on the provided sheet.
7. Ask students to draw or write examples of how their lives are the same as Powhatan’s and Pocahontas’ on the provided sheet.
8. Discuss the students’ responses.

Session 5: A Long Journey

Materials

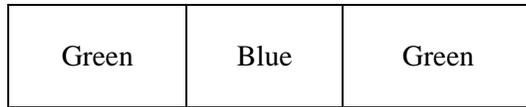
- Bulletin board paper (2 3-foot sections of green, 1 3-foot section of blue)
- Paint
- Picture of a settler boy/girl
- Picture of an American Indian boy/girl
- Teacher-selected book about the settlers' journey to Jamestown

Instructional Activities

NOTE: The following Web resources may be helpful for information on Jamestown:

Jamestown Settlement <http://www.historyisfun.org/>

1. Hang bulletin board paper.



2. Decorate the left side of the bulletin board paper with longhouses and other things you may find in an Indian village. Consider adding a picture of Pocahontas and Powhatan. Decorate the right side as an English village. The center signifies the Atlantic Ocean.
3. Read students a teacher-selected book about the settlers coming to Jamestown. Discuss the long journey and what happened to the settlers on the ships, what they could bring with them, and where their journey took them.
4. Give students different pictures of settlers and Indians to color and place on the different sections of the paper. Find a few students to draw three ships sailing on the ocean.
5. After completing the bulletin board, review the story one more time with the students to reinforce the concept of the settlers traveling to a new land far from home and meeting the Indians.

Session 6: Thanksgiving of Today

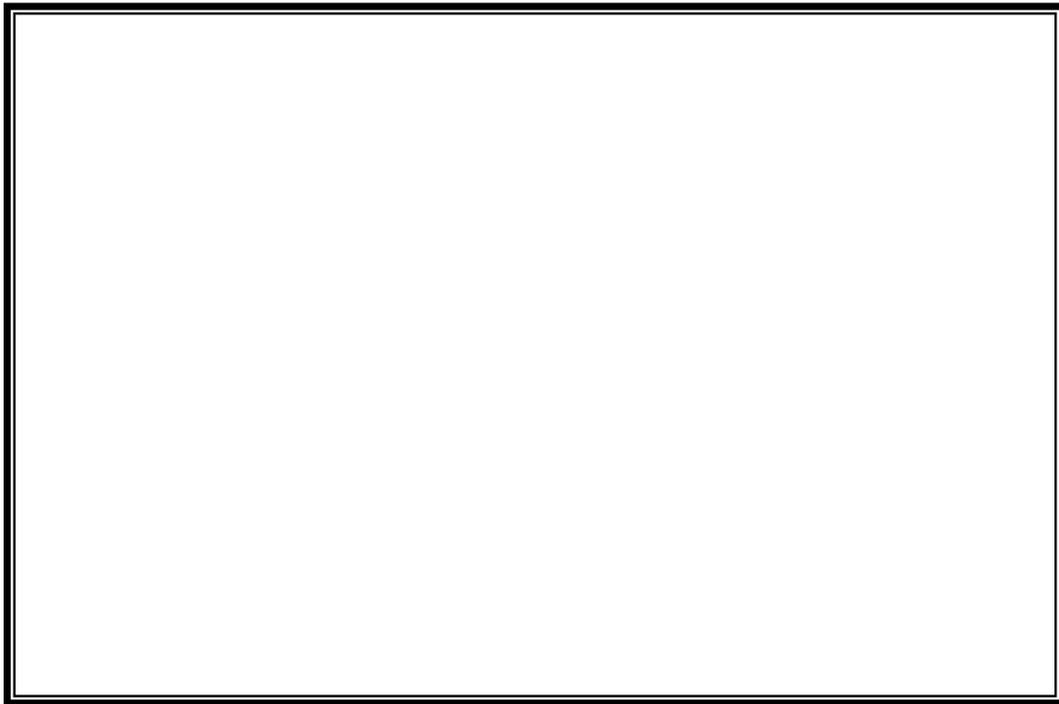
Materials

- Teacher-selected book on the holiday of Thanksgiving
- Pre-collected photos of students' families sharing Thanksgiving
- Chart paper
- Markers

Instructional Activities

1. Read a teacher-selected book about Thanksgiving, as it is celebrated today.
2. Discuss the ways people in the book celebrate Thanksgiving.
3. Ask students to share their photos showing how their families celebrate Thanksgiving today.

Thanksgiving Today



4. Compile the pictures in a class book. Have students write one sentence about their picture.

Session 7: Betsy Ross—Fact or Fiction?

Materials

- Teacher-selected book about Betsy Ross
- Cut-out stars with holes punched around the edges
- Red yarn
- Red and blue markers

Instructional Activities

NOTE: The following Web resources may be helpful for information on Betsy Ross:

- “Betsy Ross Homepage” <<http://www.ushistory.org/betsy/>>
 - “Betsy Ross House” <<http://betsyrosshouse.org/>>
1. Explain to the students that important people and events in the past influence life in the present.
 2. Tell students that you are thinking of a red, white, and blue object that was made in the past. Presently, it can be found in classrooms, at baseball games, and many other places. Ask students to identify it.
 3. Tell students a person named Betsy Ross made one of the first American flags. Read a teacher-selected book about Betsy Ross.
 4. Ask students to note the differences in the “Betsy Ross flag” and the flag we have today.
 5. Pass out stars and lengths of red yarn to students. Instruct students how to “sew” the yarn through the holes. Students can decorate the star with stars and stripes using the red and blue markers.

Session 8: George Washington

Materials

- Teacher-selected book about George Washington
- KWL chart
- Markers
- One quarter per student
- Crayons
- Paper

Instructional Activities

1. Display the KWL chart, and ask students to consider George Washington. Have students complete the “What We Know” and “What We Want to Know” sections of the chart.

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

2. Read to students the teacher-selected book.
3. Ask students to help complete the “What We Learned” section of the KWL chart by illustrating facts learned from the book.
4. Explain that George Washington did many important things in the past, so the United States honored him by putting his face on the quarter.
5. Pass out quarters, and have each student make a crayon rubbing of the quarter. Discuss the features of the coin.

Session 9: Abraham Lincoln

Materials

- Teacher-selected biography of Abraham Lincoln that includes a depiction of his childhood
- One sheet of paper per student with “Abraham Lincoln liked to _____” written on the left half and “I like to _____” written on the right half
- Crayons

Instructional Activities

NOTE: The following Web resources may be helpful for information on Abraham Lincoln:

- “Abraham Lincoln” <<http://www.enchantedlearning.com/history/us/pres/lincoln/index.shtml>>
- “Abraham Lincoln” <<http://www.educationalsynthesis.org/famamer/ALincoln.html>>

1. Read to students the book about Abraham Lincoln.
2. Discuss the activities and hobbies he enjoyed as a child. Ask students to consider whether those activities are still enjoyed by students today.
3. Pass out the sheets of paper. Have students complete the two sentences and draw appropriate pictures to illustrate the statements.

Abraham Lincoln liked to	I like to

Session 10: Review of Timelines

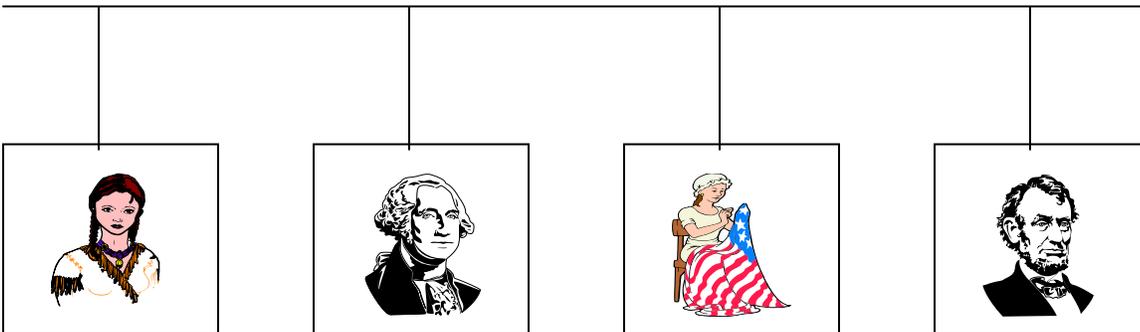
Materials

- Timeline labeled with “past” and “present”
- Pictures of Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln
- Class photo
- Magnets

Instructional Activities

1. Provide students with clues to help them determine which historical figure lived first. (For example, “She was the daughter of an American Indian chief.”)
2. When the students provide the correct answer, place Pocahontas’ picture on the timeline near the word “past.” Continuing in chronological order, provide clues for the other figures.
3. When students answer the clue for the class photo, emphasize that the photo goes near the word “present.”
4. Display the completed timeline.

Timeline of People We Have Studied



Additional Activities

- Create charts and Venn diagrams to compare life today with life long ago.
- Compare life in the past and present by sharing family pictures and stories.
- Read selected books about the first Thanksgiving.
- Create booklets that provide information about the early American settlers, American Indians (First Americans), and the first Thanksgiving.
- Read selected books about Pocahontas.
- Make a booklet about Powhatan and Pocahontas.
- Separate fact from fiction by describing the story of Betsy Ross as a legend.
- Read selected books about Betsy Ross.
- Make a flag with thirteen stars and stripes.
- Read books that give historical accounts of George Washington.
- Identify George Washington on a quarter and a dollar bill.
- Separate fact from fiction by describing factual and fictional anecdotes about George Washington.
- Read selected books about Abraham Lincoln.
- Identify Abraham Lincoln on the penny and a five-dollar bill.
- Create and display timelines of selected Americans and events.
- Complete a simple picture timeline of a few events in students' lives.

Jobs in a Community

Standard of Learning _____

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Gather and classify information.

Use and explain simple charts.

Content

Understand that people work at many jobs.

Match examples of jobs with the names of those jobs using the following information as a guide:

- Doctors are people who take care of other people when they are sick.
- Builders are people who build houses and other buildings.
- Teachers are people who help students learn.
- Cooks are people who prepare meals.
- Farmers are people who grow crops and raise animals.
- Firefighters are people who put out fires.

Sample Resources

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

“Community Helpers.” *A to Z Kids Stuff*. <<http://www.atozkidsstuff.com/comm.html>>. This Web page provides songs, art projects, and other teaching activities related to carpenters, chefs, mail carriers, and painters.

“Community Helpers.” *The Perpetual Preschool*. <http://www.perpetualpreschool.com/preschool_themes/community/community.html>. This Web page provides songs, snacks, art projects, games, and other resources for teaching about community helpers.

Matusevich, Melissa. “Social Studies Curriculum Resources Poster Sets.” <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. These visual posters include exact language contained in the Curriculum Framework for kindergarten.

Van Velzen, Kathy. “Community Helpers.” *Early Childhood Thematic Units*. San Bernardino County Schools. <<http://163.150.1.5/sbcss/specialeducation/ecthemat/index.htm>>. This Web page includes sample lesson plans, ideas for bulletin boards, and other suggestions and resources for teaching about community helpers.

Session 1: Identifying Jobs Within a Community

Materials

- Teacher-selected book that includes clear examples of jobs within a community
- Chart paper
- Markers
- Felt or paper cut-outs of community helpers mentioned in the teacher-selected book (e.g., cook, teacher, doctor, builder, farmer, and firefighter)

Instructional Activities

1. Read aloud the teacher-selected book that includes clear examples and descriptions of jobs and helpers within a community.
2. Prepare a large chart with the heading “Community Helpers.” Ask the students to help identify community helpers mentioned in the book. Be sure to lead the students to six helpers that will be discussed during this unit (e.g., cook, teacher, doctor, builder, farmer, and firefighter). Note: This chart should be referred to often during this unit of study.
3. Students may name many community helpers, but keep the focus on six helpers. Name the six that will be the focus, and place a felt or paper cutout beside those words to serve as a visual cue for the students.
4. Visit the *Kid’s Econ Poster* Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on jobs.

Session 2: Let's Pretend Today...

Materials

- Supplies to make a post office, restaurant, store, veterinary office
- Teacher-selected books about different community helpers and the places they work
- Paper
- Crayons
- Camera

Instructional Activities

1. Introduce the dramatic play area and how to use the tools they find there.
2. Advise the students on the different jobs available. For example, if you set up a restaurant, the students can have jobs like waiter, cook, hostess, or customer.
3. Take pictures of the students playing in their different jobs. Compile the pictures into a book, and have the students help write the words of the story.
4. After playing in the dramatic play area, encourage the students to reflect on what they played by giving them paper and crayons to draw a picture.

Session 3: Let's Cook

Materials

- Teacher-selected story about a cook
- Slice-and-bake sugar cookie dough
- Knife to cut the cookie dough
- Sprinkles and/or other decorations to top the cookies
- Cookie sheets
- Cooling racks
- Spatula
- Construction paper
- Crayons or markers
- Bags or other containers for distributing the cookies

Instructional Activities

Note: You will need to ask the cafeteria manager for permission to use the school kitchen's oven for this activity.

1. Read aloud the teacher-selected story about a cook. Review the tools that a cook might need to do his/her job.
2. Tell the students about a special occasion at your school (e.g., School Nurse's Day, Secretary's Day). Ask students to suggest ways a cook might contribute to the celebration. Lead them to the answer of cooking for the special people in your school.
3. Encourage students to decorate their cookies with sprinkles and other available toppings.
4. Bake the cookies. While cookies are baking, distribute construction paper and markers or crayons, and have the students make cards for a special person in the school.
5. When the cookies have baked and cooled, distribute one cookie to each student. Remind them not to eat the raw dough! Have students distribute the remainder of the cookies and cards in honor of the person being celebrated.

Session 4: Tools of the Trade

Materials

- Teacher-selected book about firefighters, teachers, builders, and doctors
- Four tools representing the four occupations mentioned above (e.g., a piece of chalk to represent a teacher; a tape measure to represent a builder)
- Large container for all of the tools
- Floor space to sort tools
- Textbook, trade books, or other instructional materials

Instructional Activities

1. Have the students sit in a large circle on the floor. Together, read and discuss an interesting story about one of the following community helpers: firefighter, teacher, builder, or doctor.
2. Show the students the tools that represent the community helpers. Allow the students to touch and safely handle each of the tools.
3. Ask students to help you sort the tools according to the community helper that uses each tool.
4. As you sort together, discuss the tool and how the community helper would use it to do his or her job.
5. If time allows, have the students sort the tools using another attribute such as size or color.
6. Visit the *Kid's Econ Poster* Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on community helpers.

Session 5: Picture Perfect Community Helpers

Materials

- 11" x 17" white construction paper—one per student
- Crayons
- Pencil
- Glue
- Sentence strip (see below)—one per student
- Community helpers poster

Instructional Activities

1. Tell the students that they will be making pictures of themselves as specific community helpers of their choice.
2. Review the community helpers poster that you made at the beginning of the unit to remind the students about the different options from which they have to choose.
3. Help the students draw a step-by-step portrait with a circle head, square neck, rectangle body, etc. Once they have the basic outline, let the students continue by adding details to their portraits. Remind them to include tools in their portraits.
4. Pass out a slip of paper that will attach to the bottom of the portrait (see below).
5. Have the students complete the sentences based on their portraits using pencils.

I am a

I use

Session 6: Community Helper Dress-Up Day

Materials

- Teacher-selected book about community helpers
- Attachment A: Community Helper Research Report (given to students approximately one week before presentations)
- Digital camera, if available

Instructional Activities

NOTE: Students will need approximately one week to prepare for this research project and presentation.

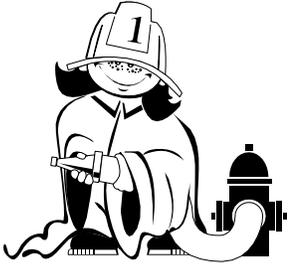
The following Web resources may be helpful:

- “Community Helpers” <<http://163.150.1.5/sbcss/specialeducation/ecthemat/index.htm>>
 - “First Community Helpers Preschool Activities and Crafts” <<http://www.first-school.ws/theme/commhelpers.htm>>
1. Explain to the class that each student will give a report about one community helper that they would like to be. Tell them that they should talk about this community helper with their parents and should dress up like that community helper on the day of the presentation.
 2. Give to each student a copy of Attachment A: Community Helper Research Report, and read the sentence starters. Explain that each student should work with someone at home to complete the sentences based on the community helper he/she has chosen. The student will use the form to tell the class about the community helper on “Community Helper Dress-Up Day.”
 3. On “Community Helper Dress-Up Day,” encourage students to speak loudly and confidently in front of the class. Use each student’s completed research report as a guide to prompt the student as he/she gives his/her brief presentation.
 4. If your school has access to a digital camera, take a picture of each student as he/she presents the information about his/her chosen community helper. Display pictures and research reports in your classroom or on your hallway bulletin board.

Additional Activities

- Read selected books about the jobs of doctors, builders, teachers, cooks, farmers, and firefighters.
- Create and sort pictures depicting the jobs of doctors, builders, teachers, cooks, farmers, and firefighters.
- Create a booklet of the jobs of doctors, builders, teachers, cooks, farmers, and firefighters.
- Gather and classify pictures of workers performing various jobs.
- Host a career day where people from your community talk about their jobs.
- Provide an opportunity for students to research and present information on a specific job.

Attachment A: Community Helper Research Report _____



by

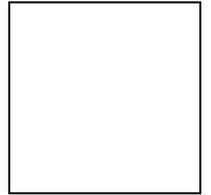
Name



Today I am a _____.
(Draw a picture to help you remember the sentence.)

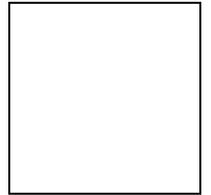
This job is important because

_____.



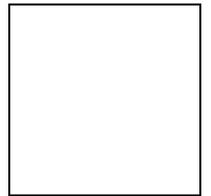
When I am doing this job, I use the following tools:

_____.



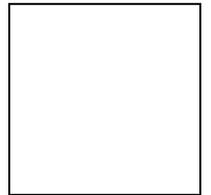
Here are some things this person does to help other people:

_____.



I would like this job because

_____.



Making Choices and Working to Earn Money

Standard(s) of Learning _____

K.7 The student will

- a) recognize that people make choices because they cannot have everything they want;
- b) explain that people work to earn money to buy the things they want.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Gather and classify information. _____

Explain simple charts. _____

Content

Know that people have to make choices about things they want. _____

Know that people cannot have everything they want. _____

Realize that people work to earn money to buy the things they want. _____

Know the following terms:

- Choice—choosing between two or more things _____
- Wants—things people would like to have and include basic needs such as food, clothing, and shelter _____
- Money—what people use to buy the things they want. Paper bills and coins are examples of money _____

When people cannot have everything they want, they must choose something and give up something else. _____

Sample Resources

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

“A Perfect Pet.” <http://www.econedlink.org/lessons/index.php?lesson=EM468&page=teacher>. A lesson about not being able to have everything we want.

“This Little Piggybank Went to Market.”
<http://www.econedlink.org/lessons/index.php?lesson=EM318&page=teacher>. This lesson includes an interactive activity that shows the connection between work and income.

“Toys for Me: A Lesson on Choice.”
<http://www.econedlink.org/lessons/index.php?lesson=EM517&page=teacher>. This is a lesson on choices because we can't have everything we want.

Session 1: Making Choices

Teacher Background Information

We teach that people can't have everything they want. Why can't they have it all? Because there are not enough resources in the world for everyone to have everything they want (scarcity). Because people have limited resources (e.g., time, money, skills, tools, natural resources), they can't have everything they want; they must make choices. It's important to make careful choices. People want the thing they choose to be more valuable/important/useful/satisfying to them than the next best thing they would have chosen (opportunity cost).

While it is true that people must have food to survive, one person might be able to survive on a peanut butter sandwich while another might say they "need" a milkshake, a hamburger, and fries, or perhaps, grilled salmon, garlic potatoes, and Caesar salad. It really is not possible to decide for another person that one thing is a need and another is not.

Instead of grouping items into "sets" of needs and wants, encourage students to think about the results of their choices. For example, pretend you are coming to school on a very cold day. You may only bring three items to school. Which of the following will you choose? Your choices are a coat, lunch, a toy, or homework. Look at each item and think about what will happen if you do not choose it. Students need to learn to think about their choices and ask themselves what they are giving up. They want to be sure that what they are getting is going to be better for them than what they are giving up.

While people have basic "needs" (e.g., food, shelter, clothing, freedom from disease) these are included in wants. The economic goods that satisfy these needs and wants may all be lumped together as they all consume limited resources. Therefore we have scarcity.

Materials

- Teacher-prepared graphic organizer (Attachment A)
- Teacher-prepared activity sheets (Attachments B and C)
- Crayons
- Teacher-selected book about making choices and that uses the term "wants"

Instructional Activities

1. Read a teacher-selected book about wanting things and making choices. After completing the story, share the definitions about choice (choosing between two or more things) and wants (things people would like to have).
2. Ask students to recall events and characters in the story. Discuss examples of wants in the story and what choice the characters made.
3. Go to the EconEdLink Web page, <http://www.econedlink.org/lessons/index.php?lesson=EM461&page=teacher>, and scroll down and read aloud the story "Josh Has Many Wants."
4. Ask the students to name the things that Josh wanted and the things that Josh's mother wanted. Then ask why Josh can't have everything he wants. (He doesn't have enough money.) He must make a choice.
5. Have the students complete the first Making Choices Graphic Organizer (Attachment A).
6. Have the students complete the second Making Choices Activities (Attachments B and C).
7. Review the Making Choices Worksheets with the students.

Session 2: Let's Make a Mural of Wants

Materials

- Teacher-selected book that provides clear examples of wants
- Several large pieces of chart paper for each group
- Glue sticks
- Scissors
- Markers or pre-cut letters that spell the word “wants”
- Magazines for each group

Instructional Activities

1. Begin this session by reading the teacher-selected book about choices and wants. Review the terms.
2. Discuss the story. What did the characters choose? What did the characters give up? Why do you think the characters made those choices? Did the characters make careful choices? Did the characters choose the most important thing, the most fun thing, the thing that would last the longest, or the thing that would help someone else?
3. Explain that since we can't have everything we want, it is important to make thoughtful choices.
4. For assessment on making thoughtful choices, go to the online lesson “Every Penny Counts” and scroll down to the assessment (see <http://www.econedlink.org/lessons/index.php?lesson=EM461&page=teacher>).
5. Review with the students what they have learned about wants. They will demonstrate what they know by drawing a picture or cutting out pictures. Each student will draw a picture of something they want on one side of the paper and something else they want on the other side of the paper.
6. Tell the students they will be creating a mural by pasting pictures on chart paper. Tell them to pretend they may have one of the things they want and not the other. Tell them to make a careful choice and be ready to explain why they chose one and why they gave up the other. Have each student put glue on the item they are giving up and put the picture on the chart paper so the item they are keeping is face-up. Respect students' answers.
7. As the groups complete the task, allow time for groups to present their charts. Display all work on a classroom wall or in the hallway.
8. Visit the *Kid's Econ Poster* Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on making choices and wants.

Session 3: Let's Sort!

Materials

- Teacher-selected book that provides clear examples of wants
- Index cards (one per student)
- One marker for the teacher

Instructional Activities

1. Begin by reading the teacher-selected story about wants. Review the terms *wants*. Also present the idea that we use money to purchase the things we want and we earn money to buy the things we want.
2. Give each student an index card and assign homework: each student should glue or draw a picture on the index card that illustrates a want. Tell students to keep their want a secret. Send a note to parents with each student explaining the activity.
3. As students return the next day, collect the index cards. You may choose to have a few extra made for those who forget their homework.
4. To complete the activity, lay the cards on a table face-up. Invite the students to come up, look at the pictures and see how many things they would like to have. Ask a student which ones he/she would like to have. Give that student \$1 in play money and explain that the money was earned by doing his or her homework of making the card. The money will buy one card. Remind the student that it is important to make careful choices. Ask which item the student will choose and which will be given up. Ask the student to explain why he/she made that choice. Respect their responses.
5. Visit the *Kid's Econ Poster Web* site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on wants.

Session 4: You Are an Author!

Materials

- Trade books that provide illustrations of examples of wants
- Prepared eight-page books (one per student) made by folding and stapling together four pieces of construction paper
- Pencils
- Magazines
- Scissors
- Glue
- Markers
- Parent volunteers (optional)

Instructional Activities

1. Distribute to each student one prepared eight-page book, and explain that each student will write and illustrate the book to show what they have learned about wants.
2. If possible, have parent volunteers assist students in writing the books. Suggestions for each page are as follows:
 - Title
 - I want food because_____.
 - I want clothing because _____.
 - I want a place to live because ____.
 - I want _____ because _____.
 - I want _____ because _____.
 - I want _____ because _____.
 - About the Author
3. Students should also create illustrations for each page. Allow the students a choice of drawing their own illustrations or finding magazine pictures to illustrate each page.
4. Visit the *Kid's Econ Poster* Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on making choices.

Attachment A: Making Choices Graphic Organizer _____

Name _____

Make a Choice

I want...

--	--

I can't have both so I choose...

--

Attachment B: Making Choices Discussion Outline

Procedure:

1. Give students the handout, Attachment C.
2. Tell students: Suppose you had a chance to participate in any activities pictured, circle all the ones you would want to do—even those you have never tried.
3. Next, tell students to imagine that they have the opportunity on Saturday afternoon to do one of those activities for an hour.
4. Tell students to pick their top two choices and cross out the others.
5. Tell students to put a star by their choice and write “OC” on their second choice.
6. Ask students why they can’t do all of the things they want? Possible Answers: not enough time, not enough money, not enough skills, not enough students available to make a team, no swimming pool, no ice skating rink, no river, no transportation.
7. Explain that because resources are limited (scarce), people can’t have everything they want. Review the things that might have been scarce in this example (not enough time, not enough money, not enough skills, not enough students available to make a team, no swimming pool, no ice skating rink, no river, no transportation).
8. Ask students what people have to do when they can’t have everything they want. Answer: Make a choice.
9. Ask students to explain why they made the choices they did. Discuss why it is important to make careful choices. Answer: So you choose the alternative that is most valuable, useful, important, or satisfying to you. Notice that different people make different choices because they prefer different things or think different things are important. Stress that it is important to make careful choices.

For an online assessment about making careful choices go to:

<http://www.econedlink.org/lessons/index.php?lesson=EM461&page=teacher>

Scroll down to the Assessment Activity “Smart Choice.”

10. Give each student a ticket or “dollar” to buy something (a choice of small treats, or a choice of several fun activities).
11. SOL K7b Explain that the students have “earned” this ticket or money by some work they have done. Explain that people work to earn money so they can buy the goods and services they want. K7a. Let each student come forward, pay, and make his/her choice while saying “I can’t have everything I want. This _____ is my choice.”

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Attachment C: Making Choices Activities

Circle all of the activities you would like to do.



Additional Activities

- Collect and sort magazine pictures of student wants.
- Make a collage of goods that people make or grow and that can be purchased.
- Create a mural of pictures of goods that people make or grow and that can be purchased.
- Demonstrate the practice of exchanging money for goods.
- Create a class book about wants members of the class would like to purchase.
- Discuss money and coin value.
- Use problem-solving skills to determine what needs and wants to purchase given a set amount of money.
- Create a flipbook of wants, where students describe those things they want.
- Allow students time to write in a “Money Journal” where they describe either a need or a want they have purchased that day. (This works well after snack/lunch time.)