Unit 4: People Everywhere

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

In thia unit the children will learn that culture is passed down to younger generations. Students will identify the things they learn at home, at school, or in the community.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions

- 1. How are the family roles of children and adults different? How are they alike?
- 2. Why is it important carry on family traditions?
- 3. How will reading maps be important later in life?
- 4. How are communities and families similar?
- 5. How can immigration change the culture of a community?

Application of Knowledge and Skills...

Students will know that...

- 1. A job is work that people do.
- 2. A family is a group of related people that care about each other.
- 3. Culture or tradition are ways of living that are passed down from one generation to another.
- 4. A map is a drawing of a place that shows where things are.
- 5. Map symbols are pictures that stand for real things.
- 6. A map key is a special spot on a map that explain what the map symbols stand for.
- 7. In a community people do different jobs that make the community a nice place to be.
- 8. People move to new communities usually for new job opportunities.
- 9. March is Women's History Month.

Students will be skilled at...

- a. Identify different jobs in the local community.
- b. Identify the people in most families and their roles. (Be sensitive to non-traditional family roles some children may have.)
- c. Distiguish between specific family traditions and traditions that most families practice.
- d. Locate a specific place on a map.
- e. Interpret map symbols and explain what they stand for.
- f. Use a map key to find the meaning of a certain map symbol.
- g. Explain how a variety of community jobs makes a community nicer or safer.
- h. Describe some results of people moving to new communities.
- i. Analyze the importance of a famous American woman.

Assessments

- Diagnostic: Activate Prior Knowledge - Read the story, "The Large Drum" (located in the textbook). Ask students to equate the terms rules and jobs to the terms laws and responsibilities from the previous unit

- Formative: "As the Crow Flies" - Students will label on a map the places the crow went in the story, "As the Crow Flies".
- Formative: "The Keeping Quilt" - Create a flow chart with five sections. In each section of the flow chart the students will write how the uses of the "keeping quilt" kept changing from generation to generation
- Formative: Community Roles - Identify different roles that people play in the community based on the community mural that the class created.
- Formative: Family Roles - Students will write down the people in their family. Ask them to write next to each person's name a role that person has in the family.
- Formative: Family Tradition - Write one sentence about a family tradition.
- Formative: Interview a Woman - Students will interview a woman they know and write a paragraph about that woman's life based on the interview.
- Formative: Map Key - Give the students a neighborhood map with houses, parks, streets, and a school. The students will create a map key for the neighborhood map with the correct symbols.
- Formative: Moving to a new Community - Complete a graphic organizer divided into two sections. One section will be titled, "Why People Move," the other section will be titled, "What New People Bring."
- Formative: Using the Map Key - By using the appropriate map symbols, the students will look at a map of North America and find the capitals of Canada, the United States, and Mexico.
- Summative: Biography Paragraph - Read a biography about a woman and write a paragraph about their life. Integrate the unit themes of family roles and traditions and community roles and traditions into the paragraph.

Activities

- 1. Discuss with students who are the people in their family, ask them to share what families do together
- 10. Students will cut out pictures and create a mural of life in a community
- 11. Discuss with the students how people moved all over America and started new communities; create a Venn diagram with the class comparing moving then and now
- 12. Read a biography to the class of Ellen Ochoa; discuss the themes of the unit (family and community) and how Ms. Ochoa received support and help on her way to becoming a successful astronaut
- 2. Read "Cherry Pies and Lullabies" to the class, ask the students to identify the traditions of the family in the story
- 3. Read "The Keeping Quilt" to the class, ask the students to identify the traditions of the family in the story and compare those traditions with their own family's traditions
- 4. Compare a picture of the San Diego Zoo with a map of the San Diego Zoo; students will be asked to find places in the photo on the map
- 5. Teach the students the terms map key and map symbol
- 6. Read "As the Crow Flies" to the class
- 7. Look at a map of the United States with the class, discuss with the class what is the compass rose and what it does
- 8. Show students a compass and explain that it points to the north, just like the compass rose on the map
- 9. Label the classroom with cards that show the directions north, south, east, and west

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide an exemplar for the passport activity

- Model for students how to draw pictures of natural resources people should preserve in nature
- Pair mixed ability students together for completing the clay models of plains and mountains
- Family Tradition - After writing a sentence about a family tradition, draw a picture to accompany the sentence
- Biography Paragraph - Students can write their biography paragraph about Ellen Ochoa

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: job, family, culture, tradition, map, map key, map symbols

Content specific modifications to extend learning for gifted students may include:

- Family Tradition - After writing a sentence about a family tradition draw a picture to accompany the sentence. Then the students will make an oral report to the class, in which they will explain which family member passed this tradition on to the student andfrom whom that older family member learned the tradition. (challenge activity)
- Biography Paragraph - Students can write their biography paragraph about Ruby Bridges, Helen Keller, Nellie Bly, or Harriet Tubman based on teacher supplied books (intermediate activity)
- Biography Paragraph - Students can write their biography paragraph about a woman based on a book they bring in on their own (challenge activity)

Integrated/Cross-Disciplinary Instruction

Students can complete a math extension activity based on the concept of early American pioneers. Teachers will create two sets of one through nine number cards showing items pioneers took with them on their western journey. (Examples: two bags of flour, six apples, four jars of jam, one stool, nine books, three pans.) Each card should include a simple drawing of the items, the numeral, and the name of the item. Each child turns over one card. The child with the greater number takes both cards.

Utilize balanced literacy read aloud techniques during Big Book read alouds.

Resources

- "As the Crow Flies: A First Book of Maps" book - Simon & Schuster Children's Publishing, (c)1993
- "Cherry Pies and Lullabies" book - Greenwillow Books, (c)1998
- "Social Studies-School and Family" teacher's edition - Houghton Mifflin Company, (c)2005

- "Social Studies-School and Family" textbook - Houghton Mifflin Company, (c)2005
- "The Keeping Quilt" book - Aladdin, (c)2001 Second Edition
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Leveled Readers

21st Century Skills

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.