Unit 3: A Big Wide World / Winter Holidays

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **Throughout the marking period**
Status: **Published**

Unit Overview

In the Big Wide World unit the children will learn that there are different kinds of land, water, seasons, and communities, that people have needs and wants, and that people work to earn money to spend, share, or save. They will also learn that there are special days that many citizens of this country recognize / celebrate.

Standards

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.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.P	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
SOC.6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community workers.
SOC.6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
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 is the earth like a big home?
- 2. How are the world's landforms, resources, and people used?
- 3. What is the difference between needs and wants?
- 4. Why are Martin Luther King, George Washington, and Abraham Lincoln important?

Application of Knowledge and Skills...

Students will know that...

- 1. Everyone is part of a larger neighborhood and community.
- 10. The need for fairness and take appropriate action against unfairness.
- 2. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on earth.
- 3. Places are jointly characterized by their physical and human properties.
- 4. People make decisions based on their needs, wants, and the availability of resources.
- 5. The availability of resources affects enonomic outcomes.
- 6. Understanding financial instruments and outcomes assists citizens in making sound decisions about money, savings, and investments.
- 7. Individuals and their familes have unique characteristics.
- 8. Key historical events, documents, and individuals led to the development of this nation.
- 9. Historical symbols and the ideas and events they represent play a role in understanding and evaluating this history.

Students will be skilled at...

- A. Recognize the globe as a model of the earth.
- B. Compare a globe to a world map.
- C. Recognize that a map is a picture of a real place as seen from above.
- D. Recognize picture symbols on a map.
- E. Describe and identify different bodies of water.
- F. Compare different types of land formations.
- G. Identify human characteristics of landscapes.
- H. Identify and explain how the 4 seasons affect people, animals, and plants.
- I. Compare the shelters of families from different parts of the world.
- J. Identify the differences between needs and wants.
- K. Name and describe jobs in a neighborhood.

- L. Understand that people work to pay for basic needs and other things.
- M. Identify important winter events / holidays.

Assessments

- Diagnostic: Group Questions: How is our earth like a big home? Describe some different kinds of places one could visit - which were made by people and which weren't? What is the difference between wants and needs? Tell about (as they are taught) George Washington / Abraham Lincoln / Martin Luther King.
- Formative: Quick Checks: (maps, resources, wants and needs, special days) - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave
- Summative: Benchmark Assessment: written test
- Summative: Unit Review: 3 column chart; graphic organizer

Activities

- Calendar and Holiday: Page through a calendar and read aloud the months. What is the weather like in the winter? Spring? Summer? Fall?
- Daily Message: 1. Where can you go to swim?
- Daily Message: 2. Tell about your favorite season.
- Daily Message: 3. What are some jobs people do?
- Daily Writing Prompt: 1. Draw your favorite season. Write / dictate what you like to do in that season.
- Daily Writing Prompt: 2. Draw a story about a boat on a river. Tell about your drawing.
- Daily Writing Prompt: 3. Draw pictures of your home and the people who live there. Label the people in your drawing.
- Daily Writing Prompt: 4. Draw and write / dictate about something you would like to buy.
- Look at a Map: Display a topographical map of the United States. Find part of this map that looks bumpy. What do you think the bumpy parts stand for? Find some water on this map. Look at the place where where we live. Do we live near an ocean or some mountains?
- Make a Collage: Make a collage to show things that you might see on the land or in the water.

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
- Shaping the Earth Have children use clay to build landforms on blue paper. Label the landforms.

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
- Where Is It? Review the vocabulary words. Demonstrate meanings as needed. One child places an object such as a book or block, in different locations around the activity table. Another child uses the vocabulary word to tell where the object is located. Have children switch roles and play again
- Content specific vocabulary important for ELL students to understand include: earth, landform, mountain, river, ocean, needs, wants, map, globe, spring, summer, winter, autumn, neighborhood

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

- Big Picture Dictionary Make dictionary pages by drawing or cutting out pictures to illustrate different landforms.

Integrated/Cross-Disciplinary Instruction

- Create shared writing stories related to the unit's topics.
- Drama: Puppets at Work Make a list of jobs people do, such as librarians, bus drivers, or letter carriers. Make a bag puppet of someone who does that job. Act out their job.
- Math: Play Store Choose a familiar place to go shopping. Have children take turns buying and selling items, acting as customers and store clerks.
- Science: Rock, Sand, and Dirt Examine some of the earth's materials. How are they the same or different?
- Utilized balanced literacy read alouds techniques during Big Book read alouds.

Resources

- Books about our Our World: Mommies at Work / Daddies at Work by Eve Merriam, Houses and Homes by Ann Morris, The Little House by Virginia Lee Burton, The Town Mouse and The Country Mouse, Where is My Home? by Robin Nelson, Where Do I Live? by Neil Chesanow
- Books about People and Holidays: Martin Luther King Jr. by Courtney Baker, Happy Birthday Martin Luther King by Jean Marzollo, Two Eyes, a Nose, and a Mouth by Roberta Grobel Intrater, All the Colors of the Earth by Sheila Hamanaka, The Colors of Us by Karen Katz, Black, White, Just Right by Marguerita Davol, Black is Brown is Tan by Arnold Aduff, Rosa Parks by Courtney Baker, Ruby Briges by Ruby Bridges and Grace Maccarone, George Washington by Kimberly Weinberger, Abraham Lincoln by Sonia Black, Festival Time: Chinese New Year - Lanterns and Firecrackers by Jonny Zucker, Sam and the Lucky Money by Karen Chinn, Lion Dancer by Katie Waters and Madeline Slovenz-Low, The Dancing Dragon by Marcia Vaughan
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying assessment book
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Junior Achievement Materials
- Leveled Readers: At Work, A Trip Across the Country, What Season Is It?
- Scholastic - "Let's Find Out" - paper and online resources
- Teacher's Manual: Houghton Mifflin Social Studies My World

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.