Unit 5: Our Country

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 4**
Length: **Throughout the Marking Period**
Status: **Published**

Unit Overview

In the Our Country unit the children will learn that there are special symbols that stand for the United States, that people have come from all over the world to the United States, and that there are many American heros from the past and from today.

Standards

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.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
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.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
SOC.6.1.P.D.4	Learn about and respect other cultures within the classroom and community.

Essential Questions

- 1. In what ways do Americans honor their country?

Application of Knowledge and Skills...

Students will know that...

- 1. There are many different cultures within the classroom and community.
- 2. The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

- 3. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- 4. In a representative democracy, individuals elect representatives to act on the behalf of the people.

Students will be skilled at...

- A. Explain the importance of American symbols.
- B. Recognize the American flag and the bald eagle as symbols for American values.
- C. Explain that people in the United States come from all over the world.
- D. Retell the story of an American hero.
- E. Identify the leader of the United States.

Assessments

- Diagnostic: Group Question - What is a symbol? What are some symbols of this country?
- Formative: (symbols, cultures, heros) - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave
- Summative: Benchmark Assessment - written test
- Summative: Benchmark Review - 3 column chart; graphic organizer

Activities

- Calendar and Holidays: Look at a calendar and review the important local events and state and national holidays.
- Daily Message: 1. Name the places where you can see a United States flag.
- Daily Writing Prompts: 1. Draw a picture of someone being brave. Tell about your picture.
- Daily Writing Prompts: 2. Tell about a time you worked hard to help others.
- Daily Writing Prompts: 3. Write / dictate words that tell about the American flag.
- Look at a Map: Display a map of North America. Locate the United States and the state we live in. If the map is large enough, locate what part of the state we live in.
- Make a United States Symbol: Draw and color a symbol of the United States

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
- Where do we live? - Use markers and a blank map to identify and locate your town, state, and the country

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
- Vocabulary Match Up - Review vocabulary words with the children. Page through the Big Book matching the written words with pictures.
- Content specific vocabulary important for ELL students to understand include: flag, eagle, America,

state, country, election, vote

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

- US Symbols Accordion Book - Make an accordion book of U.S. symbols.

Integrated/Cross-Disciplinary Instruction

- Art: Flags from many countries - Have children draw and label the flag of a country from which their family emigrated.
- Create shared writing stories related to the unit's topics.
- Math: Thirteen Stripes - Use strips of red, white, or blue paper to make as many combinations of 13 as possible. Write the equations (6 + 7 = 13, 3 + 10 = 13, etc).
- Music: Drawing to Patriotic Songs - Listen to a patriotic song. Have the children draw images they think of when listening to the song or make marks along with the rhythm and beat of the song.
- Utilized balanced literacy read alouds techniques during Big Book read alouds.

Resources

- American Symbols: The American Flag by Debbie Yanuck, The Bald Eagle by Debbie Yanuck, The White House by Debbie Yanuck, The Statue of Liberty by Marc Tyler Nobleman, I Pledge of Allegiance by Bill Martin Jr
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying assessment book
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Leveled Readers: Flags Everywhere, Save Our Tree, George Washington
- Scholastic - "Let's Find Out" - paper and online resources
- Special Americans: I Am America by Charles Smith Jr, The Buck Stops Here by Alice Provensen, Pearl by Debbie Atwell
- 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.