

# First Grade 2020 Unit 5 Social Studies : It Happened in America

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **March-April-May**  
Status: **Published**

## Established Goals/Standards

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SOC.6.1	U.S. History: America in the World
SOC.6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.

## Essential Questions

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- How can we learn about our country's history?
- How do you think life in early days of North America was different from the way it is now?
- What are settlers?

- What are some ways Columbus's trip changed the world forever?
- What are some ways you can learn about the past?
- What is a time line and how can it be like a story?
- Why do you think people want to learn about their past?
- Why do you think we still celebrate Thanksgiving today?

## Enduring Understanding

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- A time line shows orders of things that happened and can tell about a beginning, middle, and end, or what happened first, next, last (like a story).
- Columbus's trip helped people in Europe learn about North America and Columbus's trip changed the life of Native Americans such as the Taino by bringing Europeans to their land.
- Different: There were no cars; cities were smaller; people dressed differently. Same: People still worked, went to school, raised families, and shopped.
- Learning about your past and the people you are connected with makes you proud of your heritage.
- Settlers are people who move from one place to live in a different place.
- We can visit historical places, read about history in books, see films, go to museums, or learn history from listening to others.
- We want to remember the Pilgrims and Native Americans who are an important part of our history; we want to give thanks for everything that is good in our own lives.
- You can learn about the past from stories told by adults, photographs, home videos, personal memories, baby books, and growth charts.

## Content

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Students will be able to:

- Understand that both people and countries have a past.
- Recall aspects of one's own past.
- Investigate ways to learn about our country's history.
- Recognize sequences in time lines organized by different time spans.
- Understand a procedure for reading a time line.
- Recognize Native Americans as the first Americans.
- Locate groups of Native Americans on a map.
- Compare aspects of Navajo life long ago to ways of life today.
- Use a map to trace Columbus's journey.
- Identify the Native Americans who welcomed Columbus to America.
- Recognize that Columbus's journey opened the way for others to travel to the Americas.
- Learn who the early settlers were.
- Recognize that Pilgrims were settlers who came to North America and built a town called Plymouth.
- Investigate why the Pilgrims came to America.
- Understand how Native Americans helped the Pilgrims survive in their new home.
- Understand that ancestors of Americans came from places such as Europe, Asia, and Africa.
- Recognize that the ancestors of many African Americans came to America as slaves.
- Understand that people from other countries are still coming to the United States today.

## **Assessment**

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## **Resources**

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My World :Adventures in Time and Place Series

My World Project book

My World Outline Maps book

My World Practice Book

My World Assessment Book

World and United States Maps

Mailbox Magazine

Teacher's Helper

Brain Pop Jr.

Discovery Education

Active Board Flipcharts

Promethean Planet

Nonfiction books

Fiction books

Leveled Non-fiction readers

graphic organizers

Studies Weekly

