Unit 3-Civics, Government, and Human Rights

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Published**

Essential Questions

- How can we treat people fairly?
- Who helps make decisions for our country?
- What qualities help us work with others?
- How does diversity help a community?

Big Ideas

- Certain character traits can help individuals become productive members of their community.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Two or more individuals can have a different understanding of the same event.

Cross-Curricular Integration

Integration Area: Language Arts

Black History Month

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Activity:

Students will write a sentence about Martin Luther King's Dream and their dream.

Diversity

Race and Ethnicity

Objective:

Students will be able to make connections to Dr. Martin Luther King Jr's dream.

Activity:

Students will listen/discuss MLK BrainPop and discuss what MLK's dream was. Students will share what their dream is to make the world a better place. Students will create a portrait of MLK and their dreams.

Social Justice

See Appendix C

February:

Theme: Black History Month

Mrs. Kim Reads The Story of Ruby Bridges (READ-ALOUD)

Question:

- What did Ruby Bridges do that was so important? (She attended a white school).

Activity: Discuss: What is something brave you have done?

I Am Martin Luther King Jr by Brad Meltzer| Books Read Aloud| StoryTimeWithMsMelange

Question:

- What did Dr. Martin Luther King Jr. want for all of us? (freedom for all)

Activity: Draw a picture about what freedom means to you.

I am Rosa Parks by Brad Meltzer | READ ALOUD

Question:

- What did Rosa Parks do on the bus? (She sat in the white section of the bus and refused to move)

Activity: Discuss: Why is it important to stand up for yourself and others?

March:

Theme: Read Across America:

We're Better Together/By Eileen Spinelli/Illustrated by Ekaterina Trukhan/Community/Teamwork/Leader

Question:

- How are we better together? (when we play together, when everyone helps)

Activity: Discuss: what are some things we can do to be better together?

The Lorax - Kids Books Read Aloud

Question:

- Who chops down the trees? (the Once-lers)
- Who speaks for the trees? (The Lorax)
- Why does the Lorax speak for the trees? (trees do not have tongues, he speaks about their needs)

Activity: color a Lorax tree. Lorax Tree

The Cat In the Hat by Dr. Seuss Read Aloud

Question:

- What happens when the Cat in the Hat shows up to the house? (he entertains the children in their home, they make a mess)
- What does the Cat in the Hat do in the house? (he made a mess!)
- What does the Cat in the Hat do to clean up? (he calls Things one and two to help clean)

Activity: Color the Cat in the Hat: Cat in the Hat coloring sheet

April:

Theme: Diversity and Autism Awareness

Read-Aloud of Whoever You Are by Mem Fox

Question:

- What makes us all so unique? (possible answers: We live in different places, we look different,

families are different, etc.)

Activity: Draw a self portrait.

Kids Read Aloud: "Same, Same but Different" by Jenny Sue Kostecki-Shaw

Question:

- What makes us the same? What makes us different? (possible answers: We might like the same things. We might come from different families)

Activity: Draw something you enjoy doing. Discuss how your pictures are the same and how they are different.

My Brother Charlie

Question:

- How are Charlie and Callie different? (different personalities and interests)
- What makes Charlie different? (possible answer: he didn't play with Callie, he didn't hug mommy or Callie, Charlies brain works differently, he has autism)

Activity: Draw a picture of you and your siblings.

CSDT Technology Integration

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Activity: Students will learn about Ruby Bridges and compare how her school was to ours.

Enduring Understandings

- 6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic

responsibilities in a democratic society.

- 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 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
- 6.1.2.CivicsHistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.CivicsHistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.

Climate Chnage

Career Readiness

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Activity: In this unit students will explore a Scholastic News article on Martin Luther King Jr. and use the digtial resources on the website of Scholastic News to define new terms.

Resources

PebbleGo:

- Culture and Awareness- Diversity, What is Culture? What are Beliefs?
- Us Government, Democracy, Presidents

BrainPop Jr:

- MLK Jr.

- Ruby Bridges
- Rosa Parks

Scholastic News Grade 1

Activities and Assessments:

MLK Jr. “I Have a Dream Writing

Abraham Lincoln DBQ

Anne Frank and Ruby Bridges Comparison.

Black History Month