**The Citizens of Our World – Unit 5**

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| **Title of Unit** | Citizens in Our World | **Grade Level** | 1st Grade |
| **Subject** | Social Studies and ELA | **Time Frame** | 2nd Term (4 weeks) |
| **Developed By** | Dina Ciccone and Tracy Dirkes | | |
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| **Stage 1 - Identify Desired Results** | | | |
| **Established Goals: CCSS / CCCS / Big Ideas / Big Themes** | | | |
| **Concept:** Participation and Responsibility  **Big Ideas:** We are all citizens in our world and we all need to participate and be responsible members in our communities.  **Topics:** Citizenship, Famous Americans, current U.S. President, George Washington, Abraham Lincoln, Martin Luther King, Jr., Susan B. Anthony, Past and Present, timeline  **Books:** My Teacher for President, A Chair for My Mother, Goldilocks and the Three Bears  **Reconceived Standards:**   * Students will explain how individuals need to participate in their community and be responsible citizens. (Comprehension) * Students will examine the diverse values and traditions that individuals and groups bring to historical events and to the present. (Synthesis) * Students will develop their personal identities in the context of the culture of their families, schools, and communities. (Analysis) * Students will identify the main idea and retell key details from both literary and informational texts in their own words. (Comprehension). Students will compare and contrast individuals, events, ideas or pieces of information and decided how these are linked together. (Analysis)   **Received Standards:**   * **New Jersey Social Studies Standards:**   + **6.3 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. (Comprehension)   + **6.1 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.     - 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Comprehension)     - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. (Comprehension)     - 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. (Comprehension) * **New Jersey Social Studies Skills:**   + **Chronological Thinking (K-4)**   ~ Place key historical events and people in historical eras using timelines. (Knowledge)  ~ Explain how the present is connected to the past. (Comprehension)   * **New Jersey Health Standards:**   + Character Development     - 2.2.2.C.1 Explain the meaning of character and how it is reflected in thoughts, feelings, and actions of oneself and others * **Common Core – ELA Standards:**  * + [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text. (Knowledge)  * + [CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Comprehension)  * + [CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details. (Comprehension)  * + [CCSS.ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text. (Knowledge)  * + [CCSS.ELA-Literacy.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text. (Knowledge)  * + [CCSS.ELA-Literacy.RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/) Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Comprehension)  * + [CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (Application)  * + [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (Analysis)  * + [CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Knowledge) | | | |
| **Cross-curricular Integration (Interdisciplinary Teaching and Learning)**  Will you integrate this unit with other curricular areas? If so, what areas? In what ways will you connect the curricular areas? | | | |
| Social Studies and Literacy (ELA):  Literacy strategies and skills will be applied as students acquire information and communicate their learning and understanding in Social Studies. Integration of Literacy and Social Studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within Social Studies instruction; i.e. planning for the literacy and social studies outcomes, differentiating, matching instruction to the learners, and in consideration of resources.  This unit connects to Health topics in Character Development.  This unit will transition into a Science unit that integrates Science and Literacy (ELA). The big idea of the next unit will be life science. | | | |
| **Enduring Understandings**  If a student spends time with you during this unit, what is  absolutely essential that the student understand and  be able to transfer as a result of the experience (Rigor: Quadrant “D”)? | | **Essential Questions**  What provocative questions will foster inquiry, understanding, and transfer of learning (Relevance)?(Often, open-ended questions that stimulate reflective thought and inquiry and connect the knowledge and skills to the enduring understanding are used.) | |

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| *Students will understand that...*   * A citizen is a person who belongs to a country. * Good citizens make our country a better place. They follow rules and laws so they get along. They vote and choose leaders * Citizens of the USA have songs, symbols and sayings that help celebrate our country. * Some Americans made important contributions to our country. | *Content specific…*  Big Idea:   * What makes a good citizen? * What is history? * How can you learn about your country’s history? * How do literary and informational texts (books) teach us about citizenship and famous Americans?   Topical:   * What is a symbol? * Why are some famous Americans considered good citizens? |
| **Knowledge:**  What knowledge (topics and facts) will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit. | **Skills**  What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. |
| *Students will know...*   * A good citizen makes his country and his community a better place. * A good citizen follows the rules. * History is the story of the past. * A symbol is something that stands for something else. | *Students will be able to…*   * Analyze characteristics of good citizenship * Identify responsibilities in the school and communities * Explain how the present is connected to the past. |

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| **Stage 2 – Assessment Evidence** | | |
| **Performance Task**  Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (Typically, the P.T. describes the learning activity in narrative form. The P.T. usually includes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in an authentic, real life situation {Relevance}. Describe your performance task scenario below)  By what criteria will performances of understanding be judged? | | |
| **GRASPS Elements of the Performance Task** | | |
| ***G*** *– Goal*  *What should students accomplish by completing this task?* | *Goals*:   * Identify 3 to 5 character traits of being a good citizen (Summative) * Label a timeline with 3 Famous Americans and explain their contributions to making the USA a better place (Summative) * Research with guided support how specific individuals and groups influence the world and present key details about each historical leader (Formative and Summative) | |
| ***R*** *– Role*  *What role (perspective) will your students be taking?* | *Roles:*   * Researchers * Historian | |
| ***A*** *– Audience*  *Who is the relevant audience?* | *Audiences*:   * Teacher and/or peers | |
| ***S*** *– Situation*  *The context or challenge provided to the student.* | *Situations*:   * Students will debate and discuss with peers who are good citizens and why * Students will present their knowledge to the teacher by creating a timeline, providing key details about a historical leader, and taking a written test. | |
| ***P*** *– Product, Performance*  *What product/performance will the student create?* | *Products*:   * Timeline with illustrations, good citizen graphic organizer, test, entries in the Famous American biography booklet | |
| ***S*** *– Standards & Criteria for Success*  *Create the rubric for the Performance Task* | *Standards*:   * Project grades * Grading key for test * Teacher observation for discussions   If it is developed as part of the plan, attach the rubric to the Unit Plan. | |
| **Performance Evidence**  Through what evidence (work samples, projects, surveys, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? What formative and summative assessments will be used throughout the unit to arrive at the outcomes? | | **Student Self-Assessment**  In what ways will students reflect upon or self-assess their learning? |
| * Pre-assessment (Formative) * Checks for Understanding (Formative) * Discussion (Formative) * Debate (Formative) * Student questions/comments (Formative) * Teacher questions and prompts (Formative) * Observation/Anecdotal records (Formative) * Interview (Formative) * Good citizen Graphic Organizer (Summative) * Timeline project (Summative) * Test (Summative) | | * Use reflective questions, prompts and responses * What do I know? What did I learn? How am I a good citizen? How can I contribute to our world in a positive way? |

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| **Stage 3 – Learning Plan**  What teaching and learning experiences (WHERETO) will you use to:   * achieve the desired results identified in Stage 1? * equip students to complete (with understanding) the assessment tasks identified in Stage 2? | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?**  **What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed? Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?** | |
| **W**  **H**  **E**  **R**  **E**  **T**  **O** | Where – We will start the unit with students understanding what a good citizen is and what traits a good citizen displays. Students will learn about citizens in general and then they will study famous Americans and their contributions to our country. Throughout the unit, students will learn about individuals of today and the past and how they had an impact on the world. We will use KWL charts for topics to determine student readiness. |
| Hook – Invite local police officer to the class to introduce how to be a responsible citizen. They can talk to the students about what they do and how they help our communities. This will set the stage for the unit and show awareness for participation, responsibility, and citizenship. |
| Equip -   * Class discussion about citizenship * Turn and share with a neighbor your ideas about being a good citizen * Develop vocabulary – citizen, leader, vote, mayor, flag, directions, governor, law, president, symbols, history, hero, timeline * Reviewing and adding to the KWL charts to help students retain information and ask new questions. * Practice identifying the main idea and key details in stories * Present one project (either timeline or good citizen graphic organizer) to class; practice oral presentation skills * Use age-appropriate resources to learn about influential leaders and use graphic organizers to record information about the leader. * Make a good citizenship badge |
| Rethink – Provide opportunities for students to discuss what they know and think. Ask students lots of questions to help them articulate their ideas. |
| Evaluate – Students will consider if they are good citizens. They should realize that they too can contribute to our world in positive ways. |
| Tailor – If needed, students will receive extra support in creating their projects, reading about their influential leader and/or recording facts about them. |
| Organization –   * Plan Centers * Prepare projects * Create end of the unit assessment with modifications |

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| **In what ways will you engage students at the beginning of the unit?** | | | | |
| Students will interact with a local citizen and make personal connections to what a good citizen is in their own community. Students will enjoy talking and sharing with a local good citizen. | | | | |
| **What activities / events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** | | | | |
| **#** | **Lesson Title** | **Lesson Activities** | **Cross-curricular** | **Resources** |
| 1 | Local Citizens  Good Citizenship | Meet a local police officer. Discuss their role in the community. How are they a good citizen? Make a KWL chart (This will serve as the pre-assessment.)  Read “A Good Helper” pg 112-117. Discuss this poem about citizenship.  Use Unit 3 launch to introduce Good Citizens, pg 118-123. Emphasize key words: Citizen, flag, vote, group, President.  Ask: What have you already learned about being a good citizen? How can you show that you care about your community and your country? Tell about a time you showed that you cared about your country with a group. What did you do? How did it make you feel? | Yes | People and Places Student Text by Macmillan/  McGraw Hill  Paper  Worksheets  Famous American of the Month Flip Chart  *Very First Biographies* by Scholastic  Possible resources:  Scholastic News  Reading A to Z books  *What Does the President Do?* By Amanda Miller  *16 Amazing People All Young Learners Should Know About Very First*  *Biographies* By: Ruth Culham |
| 2 | People Get Along and People Follow Laws | Read *People Get Along,* pg 124-127 Discuss different kinds of groups and explain the need for groups to have rules.  Read *People Follow Laws*, pg 130-131  Ask what is a law? How is different from a rule? Explain the need for rules and laws at home, school and community and give examples of rules or laws that establish order, provide security or manage conflict.  Watch video from Discovery Learning - *Introduction: Rules and Laws* (3:45)  Activities:   * Play *Red Light, Green Light* * Make a list of health rules you should follow (cover coughs, put trash in trashcan, etc.) * Complete pgs. 25 and 27 | Yes |
| 3 | What is a leader?  (Complete over 2 – 3 days) | Read *What is a leader?,* pg 132-135  Identify leadership roles in the community, state, and country. Explain who a mayor, governor, and president are. Describe the responsibilities and characteristics of a good leader. Use poster words to name leaders and good citizens.  Link to Shared Reading story, *My Teacher for President* and *What Does the President Do?* By Amanda Miller  Link to Shared Reading story, *A Chair for My Mother* by Vera Williams and *Goldilocks and the Three Bears*  Activities:   * Play *Follow the Leader* * Brainstorm actual character traits of a good citizen to add to list of poster words. * Complete pg 28 * Complete worksheet – Wanted: Good Citizen * Complete “I Am A Leader” reflection page | Yes |
| 4 | Voting | Read *Votes Count!,* pg 140-141 Identify and use voting as a way to make decisions. Make connections to graphing in math and recording data in Science.  Watch <http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/> This video discusses good citizenship and voting as a tool to be a citizen  Activities:   * Take a class vote on their favorite pet and/or color * Complete page 29 | Yes |
| 5 | Symbols  (Complete over 2-3 days) | Read *Our Symbols and Pledge,* pg 142-149  Identify symbols of national identify such as the flag and Pledge of Allegiance.  Use interactive powerpoint to describe additional patriotic symbols.  Activity:   * Use flashcards to name symbols in authentic settings * Complete symbols booklet * Play patriotic music * Complete page 30 * Create a class flag. Each student will contribute by making a symbol that represents themselves and put it on the flag. Students will explain how the picture is a symbol of themselves.   Watch <http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/> After the video, play the matching game. | Yes |

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| 6 | | Americans Long Ago: Native Americans, Columbus, Pilgrims and George Washington  (Complete over 2 – 3 days) | The Native Americans were among the 1st groups of people to live in America. Other people like Christopher Columbus and the Pilgrims came across the Atlantic Ocean. A new country was born. Remind students of vocabulary history, past, long ago. Refer to pages 223-224, 234-239, as needed.  Introduce the concept of a timeline and its use. Show examples. People have personal timelines and there are historical timelines. p 232  Read \**George Washington*, p 240-243; Read GW Poem/Mini-Biography in February Calendar in flipchart; Identify the contributions of historical figures such as George Washington who have influenced the nation and have exemplified good citizenship  Activity: Students need to give one example of how George Washington is a leader  \* *Very First Biographies* by Scholastic | | Yes |  |
| 7 | | Americans Long Ago: Abraham Lincoln  (Complete over 2-3 days) | Read \**Abraham Lincoln*, 248-251; Read AL Poem/Mini-biography in February Calendar in flipchart;  Learn why Abraham Lincoln is a great president  Students will read more in depth about Abraham Lincoln. They will add this famous American to their Famous American booklet. Students will need to write independently in their booklet.  Watch <http://www.brainpopjr.com/socialstudies/biographies/abrahamlincoln/>  Activity: Students will create a log cabin using popsicle sticks and they will label facts on the sticks.  Abraham Lincoln Log Cabin Craftivity  *Very First Biographies* by Scholastic | | Yes |  |
| 8 | | Americans Long Ago: Susan B. Anthony  (Complete over 2 days) | Read \**Susan B. Anthony*, p 252-255; Read SBA Poem/Mini-biography in March Calendar in flipchart; Identify ways Susan B. Anthony worked to help women. Describe how women’s rights have changed from long ago. Make connections to voting lesson.  Activities:   * Watch Susan B. Anthony video on Brainpop Jr. - <http://www.brainpopjr.com/socialstudies/biographies/susanbanthony/> * Complete pg 51 * Complete activity in packet   Students will read more in depth about Susan B. Anthony. They will add this famous American to their Famous American booklet. Students will need to write independently in their booklet.  *Very First Biographies* by Scholastic | | Yes |  |
| 9 | | Americans Long Ago: Dr. Martin Luther King | Read \**Martin Luther King, Jr.,* p 260-263; Read MLK Jr. Poem/Mini-biography in January Calendar in flipchart; Identify how the work of Martin Luther King changed America.  Watch part of Dr. MLK’s famous “I have a Dream” Speech [www.youtube.com/watch?v=XROT6WvdUwE](http://www.youtube.com/watch?v=XROT6WvdUwE). or watch [www.brainpopjr.com/socialstudies/biographies/martinlutherkingjr/](http://www.brainpopjr.com/socialstudies/biographies/martinlutherkingjr/) or watch video and featured game from the Scholastic News archives - [www.scholastic.com/sni](http://www.scholastic.com/sni)  Activities:   * Discuss what their dreams for the future are * Complete folder/graphic organizer All About Dr. King – students name 7 key details about him   *Very First Biographies* by Scholastic | | Yes |  |
| 10 | | Centers | The centers can be planned for a class period or two, or can be incorporated into Daily 3 centers.   * Good Citizen: Fact or Fiction * Create personal timeline * Read and write the room for vocabulary * Patriotic symbols worksheet * Character Quilt activity (Very First Biographies) | | Yes |  |
| 11 | | Culminating Activities | Take end of the unit assessment.  Identify 3 to 5 character traits of being a good citizen using the graphic organizer. (Being a Good Citizen pack)  Label a timeline with 4 Famous Americans and explain their contributions to making the USA a better place. | | Yes |  |
| **Special Considerations:**   * Each teacher has a library of books for various famous Americans. These can be used to enrich any lesson. * Each lesson will begin and end with an essential question * Several of the above lessons will be 2 to 3 periods long * Some of the instruction will occur during morning meeting, a Shared Reading block and/or during another Social Studies literacy block * Some of the teaching and work will be completed in small group during centers * Additional resources will be added | | | | | | |
| **Assess and Reflect (Stage 4)** | | | | | | |
| **Reflections / Considerations (Self-assessment)** | | | **Comments** | | | |
| **Unit and Areas of Study:**  **Did I maintain alignment and integrity between and among Stage 1, Stage 2, and Stage 3?** | | |  | | | |
| **Adaptive Dimension:**  **Did I make purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?** | | | For struggling students:  For students who need a challenge: | | | |
| **Instructional Approaches:**  **Did I use a variety of teacher directed and student centered instructional approaches?** | | |  | | | |
| **Resource-based Learning:**  **Did the students have access to various resources on an ongoing basis?** | | |  | | | |
| **Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** | | |  | | | |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.