

History

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **Marking Period 2**
Length: **4 - 5 weeks**
Status: **Published**

Unit Overview

Essential Questions

What is history?

Content

History is the story of the past. We can learn from the past. Learn how famous Americans influence our country.

Who were the first people in North America?

Who are Native Americans? Native Americans were first people in North America.

Who is Christopher Columbus? Columbus was first European to reach US. He sailed 3 ships. He started the first trade with the Native Americans.

Who are the Pilgrims? Who is Squanto? What happened the first Thanksgiving? The Pilgrims were fleeing England from religious persecution. They sailed in one ship, Mayflower. Many others followed for the promise of freedom. After a harsh winter, Squanto and other Native Americans helped the pilgrims grow food and hunt. The Pilgrims were thankful for their help and invited them to a week long party of feasting and games.

Who were American settlers? Settlers came for many reasons. People in US come from all over the world.

Who is George Washington? What was the Revolutionary War? Washington was the first president of the United States of America.

Who were Lewis, Clark, and Sacajawea? Sacajawea guided Lewis and Clark to the Pacific Ocean.

Who is Sam Houston? Houston fought in the Alamo for Texas' freedom from Mexico.

Who is Abraham Lincoln? Lincoln freed the slaves as president.

Who is Susan B. Anthony? Anthony fought for women's right to vote.

Who is Martin Luther King, Jr.? King wanted all people to be equal.

Vocabulary: past, long ago, history, Native American, Columbus, Nina, Pinta, Santa Maria, Pilgrim, Mayflower, Squanto, Thanksgiving, settler, settlement, timeline, hero, freedom, vote

Skills

Compare and contrast past vs. present.

Use basic map skills.

Compare and contrast Indian children life to today.

Locate Italy, Spain, India, US and Atlantic Ocean on map. Explain importance of goods. Locate England, Atlantic Ocean and US on map.

Show thankfulness to those who help us.

Understand that Native Americans did not have a written language but rather a pictorial language.

Make a timeline and sequence of events

Identify famous Americans and explain why they are important

Assessments

Student Participation

Teacher Observation

Worksheets

Sequence of Pictorial Timeline

Holiday celebrations – Columbus Day, Veterans, Thanksgiving, Winter Holidays, Martin Luther King Day, Famous American Day

Unit Test

Projects – Native American writing, Mayflower craft, Abraham Lincoln Home, Dr. MLK dream activity

Culminating Activity – Hold Famous American Day for students to dress as their favorite American. Have students write or present facts they know about their historical figure.

Lessons/Learning Scenarios

Materials: People and Places Student Text by Macmillan/McGraw Hill

Lesson 1: Read p. 220-224. Discuss what history is and what we have learned from our families. Chart Past vs. Present.

Lesson 2: Read p. 226-231. Show on map how Native Americans came to North America.

Introduce Timelines – p 232-233

Lesson 3: Read p. 234-237. Discuss Christopher Columbus and why the need for trade vs. going to store for goods. Complete worksheet. What happens after Columbus discovers America?

Lesson 4: Read p. 238-239. Discuss importance of freedom and thankfulness. Do Mayflower craft. Do Native American writing and

Squanto. Make a Native American necklace. Teach the meaning of thanks by making invitations to those who thank our class.

Lesson 5: Read p. 240-243. Discuss what a hero is and who George Washington is. Why is he important to the USA? Sing Yankee Doodle Dandy.

Lesson 6: Read p. 244-245. Discuss, chart and show on map where students came from. Play Explorer game. Learn about Lewis, Clark, and Sacajawea.

Lesson 7: Read p 246-247 and learn about Sam Houston. Look at map. Complete connect the dot activity.

Lesson 8: Read p 248-251. Discuss Abe Lincoln. Create Log Cabin craft

Use pictures of famous Americans to create timeline of events. Draw a timeline.

Lesson 9: Read p 252-255. Discuss Susan B. Anthony's role in history. Why is she a hero? Complete worksheet and decorate coin.

Lesson 10: Read p260 -263. What did Dr. MLK Jr. do to change America? Why? Depending on group, conduct Brown Eyes, Blue Eyes activity to model how unfair life was at the time of MLK. Complete special writing activity.

Standards

SOC.K-4.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.K-4.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
SOC.K-4.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
SOC.K-4.6.1.4.A.b	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.K-4.6.1.4.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.K-4.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
SOC.K-4.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.K-4.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.K-4.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.K-4.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.K-4.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the

reasons for changes.

SOC.K-4.6.1.4.D.16

Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

SOC.K-4.6.3.4.D.1

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Resources
