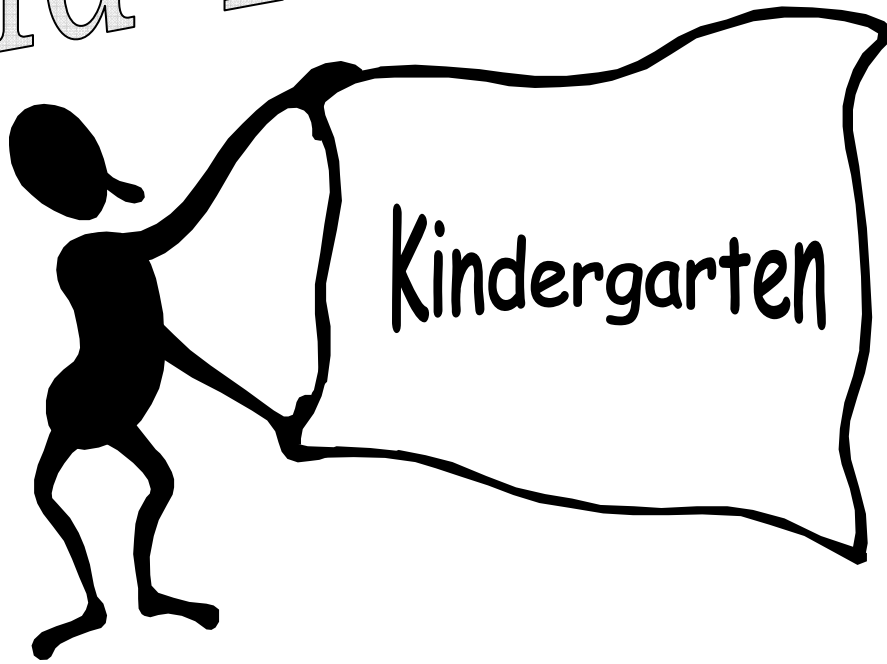


New York City Department of Education
Department of Social Studies

Field-Test Edition



Similarities and Differences

How Are We All Alike and Different?

A Sample Unit of Study

Teachers contributing to this unit are:

Krystal Rice
Kyle Haver

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**THE NEW YORK CITY DEPARTMENT OF
EDUCATION**

Carmen Fariña, Deputy Chancellor for Teaching and Learning

Elise Abegg, Director of Social Studies
52 Chambers Street New York, New York 10007
(212) 374-7843 eabegg@nycboe.net

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Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

Dear Reader,

Welcome to the kindergarten unit of study on "How are we all alike and different." This unit of study provides an important foundation for children as it offers young children an opportunity to learn about themselves and their families. As each child will be researching his or her own family, you as their teacher will have an essential role on helping your students to see "how we are alike and different." With your support and coaching, you can also assist in helping your students understand the importance of respecting differences among people. New words and vocabulary can be added to your word wall (or a separate social studies word wall) to help children gain sight vocabulary and support them during the writing process.

This unit also provides a unique opportunity to welcome families and caregivers into your classroom. As much of this work depends upon your students studying their families and interviewing family members, please encourage parents, grandparents and/or caregivers to participate in some of your classroom activities as well (e.g., bringing in pictures of when they were young children, bringing in cultural clothing/foods/songs, etc.).

Inside this unit of study you will find an overarching essential question, some focusing questions, a "*brainstorm of possibilities*," as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. We have purposely provided a few *SAMPLE* lesson plans to help you along the way, since there are many ways to help students understand the content and concepts in social studies. We hope that during your grade-level meetings and/or your extended professional development sessions you will meet with other grade-level teachers to discuss the classroom collections and to create additional social studies lessons as you help build a culture of professional learning and collegiality in your schools.

Social studies provides an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand how special they are, and how each child brings different strengths and interests into the classroom. With your help, this unit of study will help students gain essential learning skills and strategies as they come to understand that we have much more in common than our differences may suggest.

Learning and Performance Standards

New York State Social Studies Learning Standards	New York City New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below.
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <hr style="border: 1px solid black;"/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p><u>How are we all alike and different?</u></p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> E-1: Reading</p> <p><input type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage for the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <hr style="border: 1px solid black;"/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p style="text-align: center;">Listening, Speaking, Reading, Writing, and Illustrating</p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <hr style="border-top: 1px dashed black;"/> <p>What <i>specific</i> social studies strategies will this unit focus on?</p> <p>Students will listen to stories, work independently, interview family members, and create an informational picture book that incorporates their research with photographs/illustrations and that helps to tell their story.</p>

Brainstorm of Teaching Possibilities

Math

- Measurements.
- Pictorial timelines.
- Calendar.
- Street addresses.
- Making and discussing graphs.
- Concepts of same/different.
- Measuring how tall everyone is.
-

Diversity/Democracy/Civics

- Families are similar and different.
- We each have different roles and responsibilities at school and at home.
- Families may have different celebrations and special events.
-
-
-

Science/Technology

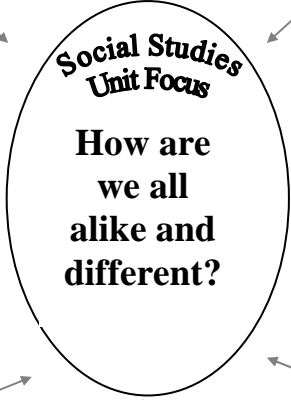
- How does a body grow?
- What makes things taste differently?
- What do I like/dislike?
- What makes our skin different colors?
-
-
-

Language Arts

- Listening to stories.
- Telling stories from home.
- Responding to literature.
- Writing stories about your family.
- Writing stories about things you like to do.
- Writing and illustrating stories.
- Putting pictures in correct sequence.
- Reading and learning poems about difference.
- Learning and singing songs.
-
-
-

Social Studies

- Use of photographs.
- Use of family-trees.
- Use of special toys and/or artifacts.
- Sharing family traditions.
- Who are the important people in our family?
- What does my family use to celebrate important events?
- Build structures from blocks and legos.
-
-
-
-



Physical Education/Health

- How many different ways can I move my body?
- What foods help my body to grow?
- What makes a body healthy?
- What kinds of games come from different countries?
-
-
-

Dance/Music/Drama

- What kinds of music do I like?
- What kinds of dance do I like?
- Sing songs from different cultures.
- View and/or participate in dances from different cultures.
- View and/or participate in different dramatizations.
-
-

Visual Arts

- Making self-portraits.
- Making family portraits.
- Making a series of pictures that illustrate a correct sequence and/or map.
- Create block-building structures.
- Tracing bodies.
-
-
-

Essential Question

How are we all alike and different?



Focusing Questions

- What do we like? What do we not like?
- Where do our names come from?
- How are we all alike?
- How have I changed since I was a baby?
- How do we change and grow?
- How are we alike and different?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

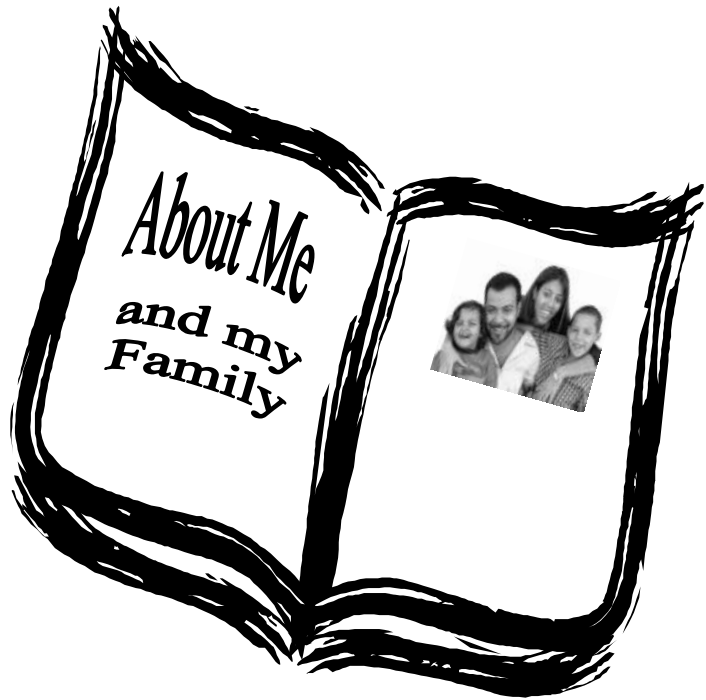
Content	Process	Skills
<ul style="list-style-type: none"> • Children are similar and different. • There are similar and different families. • Families come from different places and live in different places. • Some families speak different languages. • Some families celebrate special days and events in different ways. 	<ul style="list-style-type: none"> • Participate in reading and writing workshops. • Engage in journal writing. • Use graphic organizers. • Talk in group about the differences and similarities. • Explore maps and create a map together. • Sketch, illustrate, and map. 	<ul style="list-style-type: none"> • Looking at pictures for information. • Listening to books for information. • Using various resources to gain understandings. • Comprehension skills. • Creating timelines. • Comparing and contrasting ideas. • Reading, writing, and illustration skills. • Drawing inferences and making conclusions.

Possible student project:

Each child will create an informational picture book that tells a story all about them. This book might include a brief timeline, self-portrait, illustrations, and student writing.

About the Suggested Final Project

By the end of this unit of study, each child will create an informational picture book that tells a personal story about each child and how unique he or she is. This book can include a range of topics and page headers. As the kindergarten teacher, please select a few from the suggestions below. As with any other project that uses a backwards-planning model, please make sure that you provide multiple examples through read-alouds, big books, etc. to help students see what is possible. Each student's book should look different as it reflects the "big idea" that we are all alike and different. You may also want to plan a writer's celebration at the end of this unit when books are completed, and invite families to attend.



Suggested book contents: Please select a few from this list for your class project.

- A self-portrait.
- A family portrait.
- Photographs and/or illustrations.
- Students writing about what makes them special.
- Students writing about what makes their family special.
- Writing about the child's likes and dislikes.
- Have students write about what they notice we all have in common with others.
- Writing about a special family celebration.
- A timeline and/or pictorial timeline.
- A story about the student's name.
- Something about parents, grandparents, etc.

Activity Grid

Essential Question: How are we all alike and different?

Culminating Project: About me and my family book

What is the focusing question?	Specific Activity	What resources will you need? Books? Web sites? Primary Documents? Art Materials?	What <i>specific</i> content will be covered?	What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used?	How will you integrate the ELA standards (reading, writing, speaking, listening and viewing)? How might you integrate mathematics, science, and the arts?	Is this an independent, small group or whole-class activity? Please indicate.	How will you differentiate this activity to meet a range of learners?	How will the students exhibit their understanding of this activity? How will this lead to the culminating project?
<i>What do we like? What do we not like?</i>	Read Aloud with Students. Record interview questions (3) 1. <i>What do we like?</i> 2. <i>What do we not like?</i> 3. <i>What is your favorite thing to do</i> And then interview the children.	<i>Select a book to read to the class.</i> <i>Select one like: All about you; What can I do? My five senses</i> Chart pad and markers.	To learn about what each child likes and dislikes. Children will begin to see how their classmates are similar and/or different from them.	Students will respond to literature; make “text-to-self” connections.	This activity includes speaking, listening and viewing. The teacher may chart information so that the class can “read” the data” Children will also create illustrations to help convey meaning.	This is a whole class activity with possible small group and/or pair extensions.	All the students will be involved in this activity. Children can contribute by writing, illustrating and/or being interviewed by the teacher.	This helps the student gain contents for their final project. It may also give them additional ideas to explore.
<i>Where did our names come from?</i>	Read aloud and Researching each child’s name via interviews and the letter from the child’s family.	<i>Select a book to read to the class.</i> <i>Select one like: All about you; Tikki Tikki Tembo, My Name Is Yoon, What’s Your Name?: From Ariel to Zoe</i>	To learn that names have personal meaning.	Students will respond to literature; make “text-to-self” connections; children will begin to see that names may have other meanings, too.	This activity includes speaking, listening and viewing.	This is both a whole class and independent activity.	Each child and each child’s name will be included in this activity. Families may also be included to help provide information about the student’s name.	Students may illustrate where their name came from and/or if it has special meaning. This will become part of the child’s final project.

What is the focusing question?	Specific Activity	What resources will you need? Books? Web sites? Primary Documents? Art Materials?	What <i>specific</i> content will be covered?	What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used?	How will you integrate the ELA standards (reading, writing, speaking, listening and viewing)? How might you integrate mathematics, science, and the arts?	Is this an independent, small group or whole-class activity? Please indicate.	How will you differentiate this activity to meet a range of learners?	How will the students exhibit their understanding of this activity? How will this lead to the culminating project?

Sample

Focusing Question: What do we like? What do we not like?

Teacher Note: Depending upon the needs of your class, you may want to customize this lesson to first focus the students on “What can you do?” By doing this, you help your students build a solid understanding of themselves. You may want to use some of the books from the 2005 core social studies collection (*All About You*, *My Five Senses*, *My School Day*, *What Can I Do Today?* *I am an artist*, etc.) as read-alouds for a springboard to additional classroom activities.

Objective:

Students will begin to learn more about themselves, their likes and dislikes, as well as learning about other students' likes and dislikes, by taking part in interviews.

Students will also learn more about how they are like each other, in what ways they are different, and how to accept and celebrate it.

Materials Needed:

A read-aloud that helps you learn more about a character through asking questions (e.g., *All About You*.)

Chart paper and markers for group writing.

Preparation:

Create charts with the following headings: “What is an interview?” “What is a question?” “Possible Interview Questions” and “Interview Questions.”

You should decide how many questions will be asked and which ones will get the answers we are looking for. You could also let the students decide on the number of questions and which ones give us the answers we want.

You need to decide how the students are going to conduct the interviews. You could have each student interviewed by the class, or you could partner them up or split them up into small groups and have the children share what they learned about their partner or another person in the group. If you choose to have them work in partners or small groups, you should think of a way to have students record their findings—maybe by drawing a picture that will help them to remember what they've learned.

You also need to decide how long you want this activity to last if you are interviewing each student one at a time. Do you want to have an interview once a day or twice a day?

Procedure:

Gather students for a group meeting to talk about the work they are going to do to help find out more about each other. You could start your discussion with asking the students if they know what an interview is. Chart their responses and come up with an answer together.

Next, you could ask the students if they know what a question is. Chart their responses and come up with an answer.

After this discussion you should talk about how to ask a question that is going to give the responses you are looking for, and then begin to make a list of possible interview questions.

You could read aloud *All About You* to help frame the discussion and to help students with the list of possible interview questions.

You could decide the interview questions and chart them, or you could have the students help figure out which questions to ask.

You should think about how many questions each student is going to be asked.

Once you have figured out the questions, begin the interviews and chart the findings. When all the interviews are finished, write/type the answers and post around the room.

Assessment/Reflection:

You could have students draw and write about one thing they learned about themselves and/or another student

You could choose to chart what the students have found out by doing this study.

You could also have each student talk about what they learned about another student from their interview.

Focusing Question: Where do names come from?

Objective:

Students will begin to learn each other's names by taking a closer look at their own name and the names of the other students in their class, and by talking about the similarities and differences they notice.

Students will also find out the history of their name by talking with their parents/guardians about where their name came from.

Materials Needed:

Read-aloud: *All About You* (or another book specifically about names).
Chart Paper and markers for writing down observations.

Preparation:

Write a student's name at the top of a piece of chart paper. There should be one chart paper for each student.

You should think about how you want to introduce the charts. You can choose to display the chart papers around the classroom a day or two before having the lesson so that children can start to talk about what they notice, or you can display them one at a time either before you talk about a student's name or after.

You should also think about the order in which you are going to study the names of the students. You could do it alphabetically, from A to Z or from Z to A, which would allow students to predict which name will come next. You could put each student's name in a "hat" and have the previous student pick the name of the next student. If you are doing a study of the sounds initial consonants make, you could choose students' names that go along with the sounds you are currently studying and organize them along an alphabetical timeline.

Depending upon your time frame, you may want to study a name a day or two names a day as part of your morning meeting.

Procedure:

Gather students for a group meeting to talk about the work you are going to do around their names. You could start by using a read-aloud to focus the discussion.

You could start by exploring a name of a previous student and/or someone you know, and jot down a few things about where this name came from, if he/she was named after someone in their family, if his/her name has a special meaning, etc. As part of your class discussion, you can ask the children to talk about what they notice, and begin charting what they say. You could choose to write down all comments or maybe the first five to 10 comments, and then move on. It all depends on the amount of time you want or have to spend on each name.

If it seems that the discussion is moving slowly, you could ask the students to think about or look at their own name and talk about the similarities between their name and the name being studied. You could make a comment about what you notice and then let the students take it from there.

Once you have discussed all the names in the class, you should then talk to your students about having them find out why their name was chosen for them. You could then share why your name was chosen to give the students an idea as to what information they need to find out, or you could wait and share later.

Be sure to write a note home to families letting them know what you are asking the students to do. (See attached letter.)

You can choose to have the children share their name story when they come in, because they might forget it if they have to wait, or you can choose to have a name-story share day/time.

Make sure to write/type each story and post it in your classroom. You can post it along with the child's picture and a name card that was designed by each student. You could also write/type the comments made from the name study and add that to the display.

Assessment/Reflection:

You could choose a day to chart what the students have found out by doing this study.

You could also have each student talk about what he/she learned about another student just by studying his/her name.

Dear Families:

Sample Letter

Our class is doing a Name Study. We have looked closely at each other's names and charted what we have noticed. To end our study in a fun and exciting way, we are asking you to talk with your child about his or her name, why it was chosen, and if he or she was named after someone in your family.

Please talk to your child about his or her name, and write down what you and your child talked about. Send it back in by _____.

Thank you.

=====

About my name

Focusing Question: How are we all alike?

Objective:

Students will begin to learn more about themselves physically and about the other students in the class.

Students will begin to discover physical commonalities and differences, and start the process of accepting and celebrating them.

Students will also produce a portrait that is reflective of them.

Materials Needed:

A read-aloud that talks about the physical commonalities and differences of people (e.g., *Two Eyes, a Nose, and a Mouth*).

Chart Paper and markers for writing down observations.

Drawing paper, drawing tools (crayons, makers, pencils), and mirrors.

If possible, get a roll of brown butcher paper to trace children's bodies.

Preparation:

You need to decide how you are going to talk about commonalities and differences and for how long, because this topic could lend itself to a number of wonderful discussions.

You could take two pieces of chart paper and write "Ways We Are Alike" on one piece and "Ways We Are Different" on another. Or you could use one piece of chart paper and draw a line down the middle and chart, with "Ways We Are Alike" on one side and "Ways We Are different" on the other. Be sure to leave room for discussion.

You can put students in pairs and have them discuss the ways they notice they are the same and different, and then have the partners report back to the group with their findings.

You could divide the class into boys and girls, and create a venn diagram showing how they are different on the outside circles and how they are they same on the inside circle.

For the portrait, you could create your own face portrait before having the students draw theirs, and show it to them as a guide. Or you could wait and draw it during a group meeting time and send the students off to work on their own; or you could draw your portrait when the students are drawing theirs.

Procedure:

Gather students for a group meeting to talk about the work you are going to do on how we are alike and different. You could start by using a read-aloud (e.g., *Two Eyes, a Nose and a Mouth* or *We Are All Alike, We Are All Different*) to focus the discussion.

Once you have decided how you are going to talk about commonalities and differences, begin the work.

If it seems that the discussion or activity is moving slowly, you could give each student a mirror. Have the students look at themselves for a while. You could have them talk about what they see and chart their responses, or you could ask them a general question (e.g., "Does everyone have eyes?"), followed by a more specific question (e.g., "Does everyone have green eyes?").

Assessment/Reflection:

After wrapping up the discussion, you should talk to the students about creating a face portrait that is reflective of them. You could also have the students create face portraits of each other and talk about ways they are physically like their partners and ways they are different.

As an extension, have children work in pairs to trace each other's body on brown butcher paper. (You may need to cut out an outline of each child's body.) Have each child paint, draw and/or paste-on of these body outlines to make them come alive. Finished products should about the same size of the child. Look for wall space and/or hallway space to install these figures during this unit of study.

You could choose a day to chart what the students have found out through these discussions.

Focusing Question: How have I changed since I was a baby?

Lesson:

Me, Myself and I!
(My Timeline)

Objective:

Students will learn more about themselves and other students through gathering information from their parents/guardians about special events in their lives.

Students will use this information to create a simple picture timeline (with dictation or writing done by students), from birth to the present.

Materials Needed:

A read-aloud that helps you learn more about a character through asking questions (e.g., *All About You*), and a read-aloud that uses a timeline as the basis for its story.

Chart paper and markers for group writing, charts of "What Is an Interview?" "What Is a Question?" and "Interview Questions" from the *All About You* lesson.

For the timeline: Long rectangular pieces of paper with a line drawn lengthwise in the middle of the paper. Cut out pieces of paper for students to draw pictures on. You can cut out different shapes or only one shape. You could have your students draw and cut out their own shapes, using your pre-cut shapes as a guide for size.

Preparation:

Prepare a chart with the headings "What is a Timeline?" and "Interview Questions for Our Timelines"

You might want to create your own timeline, from birth to the present or from birth to the age of the students in your class, to show as an example.

You should decide how many questions will be asked and which ones will get the answers we are looking for. You could also let the students decide on the number of questions and which ones give us the answers we want.

You need to decide how the students are going to conduct the interviews. You could have each student be interviewed by the class, or you could assign partners or divide them into small groups and have the children share what they learned about their partner or another person in the group. If you choose to have them work in partners or small groups, you should think of a way to have students record their findings, maybe by drawing a picture that will help them to remember what they've learned.

You also need to decide how long you want this activity to last if you are going to interview each student one at a time. Do you want to have an interview once a day or twice a day?

Procedure:

Gather students for a group meeting to talk about the work they are going to do to help find out more about themselves and each other through timelines.

You could start your discussion by talking about what a timeline is. Chart the students' responses and come up with an answer together. You might need to give the students some background information about what timelines are and what they are used for.

Review the charts "What is an Interview?" "What is a Question?" and "Interview Questions" from the *All About You* lesson.

Then have the students begin brainstorming a list of questions to ask their families to get information for their timelines (e.g., "When did I get my first tooth?" or "When did I take my first step?").

You could use the list to decide the interview questions and chart them, or you could have the students help figure out which questions to ask.

You should think about how many questions each family is going to be asked.

Once you have figured out the questions, invite another adult into your class for a "practice" interview. Collect these answers as you would for your family interviews.

On another day, send a note to parents/guardians, explaining what they need to do. (See attached sample.)

As the interviews start coming in, you could have the students begin working on their timelines.

Assessment/Reflection:

You could have students draw and write about one thing they learned about themselves and/or another student from their timeline.

Chart what the students have found out by doing this activity.

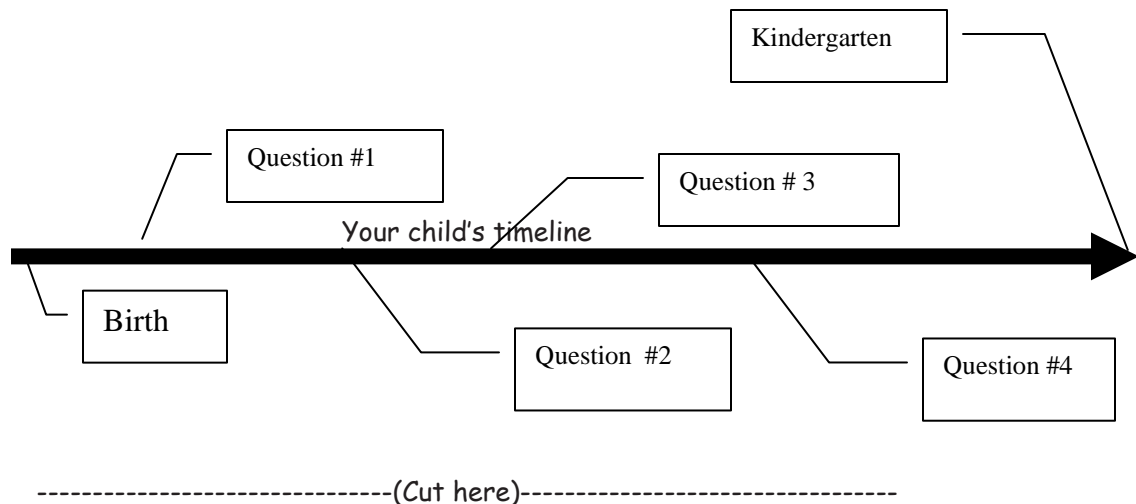
You could also have each student talk about what he/she learned about another student from his/her timeline.

Dear Families,

Sample Letter

As part of our social studies unit, we are making timelines of our lives. We are making special events on the timeline, and we need your help. Your child will be coming home with some questions about important times and events in his or her life. Please read the questions with your child and talk about your answers. Have your child illustrate a picture of the answer, and then please write down the answer for him or her. Please be sure to send back the answers by _____

Thank you,

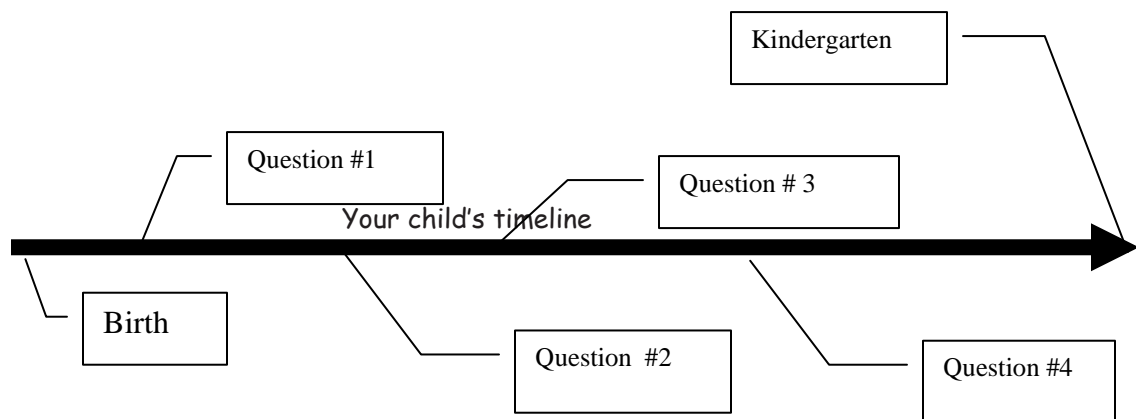


Dear Families,

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Thank you,



Other possible lesson ideas:

- Set up full-length mirrors to allow children to identify visible body parts.
- Have students work in pairs to draw and compare outlines of their bodies on large sheets of paper.
- How are people alike and different?
- How am I special?
- What happens when I grow?
- Record students' heights and/or weights at least quarterly, and discuss these measurements with them.
- Write each student's first and last names on a shape or symbol. Display these shapes on a table, and have children find the shape with their name on it and place it in an attendance basket.
- Help students make a class quilt featuring a student drawing or photo in each square.
- Help students make a class memory book to share regularly at group time.
- Have each student compile *A BOOK ABOUT ME*.
- Ask families to send in pictures of the students as infants and toddlers. Compare and discuss the photos, and see if the class can guess who is pictured.
- Make picture timelines of events in children's lives.
- Have a tasting party to compare fresh fruits and/or vegetables with the baby food variety of the same foods. Students could sort labels from baby food jars by fruit or vegetable, and paste them on a graph.
- Install a clothesline across one wall of the classroom. Arrange baby clothes on the line by size, color, or purpose.
- Have students interview each other or take a survey.
- Ask students to draw self-portraits using a mirror from the dramatic play area.
- Ask students to draw a portrait of another student in the class.
- Create a basic timeline from birth to now.
- Have students write/illustrate individual books about what children have learned about themselves.
- Have the students contribute to creating a big book for the class about what they have learned about themselves and/or what they have learned about another classmate.
- Create an "All About Us" photo album with photos collected from children.
- Create a "About Me and My Family" museum with artifacts from each student.

- Write a song or poem about some aspect of what students have learned about themselves.
- Have children create "maps" of where they live.
- Have children construct apartment houses and/or apartments in the block area.
- Use a "world map" (Massachusetts, China, Puerto Rico, etc.) to help students understand that many families moved to New York City from elsewhere.
- Invite parents and caregivers in to share special foods.
- Invite parents and caregivers in talk about different family celebrations and share part of the celebration with the children.
- Have parents and caregivers come in for class interviews. This may include showing traditional clothes and/or artifacts to help children understand.
- Have children share their favorite children's book; talk about similarities and differences.
- Have children talk (and chart) their favorite foods; analyze the data.
- Invite parents and caregivers in for special class "breakfasts" and/or "pot-luck suppers" so everyone can meet each other.
- Have children bring in photographs of their families that can be used as a class bulletin board.
- If you have a dramatic play area, include some traditional clothing that children can use. (NOTE: Make sure families understand that these items might get dirty, stained, and even ripped by accident.)
- Have children create/illustrate a A-B-C book about themselves and their families (e.g., A is for Aunt Barbara, B is from my brother Lance, etc.).

Some Key Kindergarten Social Studies Terms

(from the New York State Learning Standards in Social Studies)

adult	family	needs	teacher
airplane	firefighter	neighborhood	temperature
ambulance	five senses	nurse	today
animal	flag	parent	tomorrow
apartment	flower	pet	tools
baby	food	plant	traffic light
bank	friend	principal	train
birthday	furniture	police officer	tree
boat	game	playground	trips
body part	girls	responsibilities	truck
boys	globe	rights	uniform
bridge	good	river	van
brother	grow	road	vote
building	gymnasium	routine	wants
bus	helicopter	rule	water
cafeteria	hospital	same/different	weather
car	house/habitat	school	week
change	human	season	work(er)
child	land	secretary	year
citizenship	leaf	seed	yesterday
city	library	service	
classroom	like/dislike	shape	
clothing	mail carrier	sister	
community	map	sky (air)	
country	money	store	
day	month	street	
dentist	moon	stem	
doctor	mother	taxi	
	mountain		

This list of key terms from the New York State Social Studies Learning Standards is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

SOCIAL STUDIES SKILLS* (PreK- 6)



Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks



Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities



Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

(*This comes from the New York State Learning Standards in Social Studies.)

NYC Kindergarten Social Studies Classroom Core Collection 2005

Title	Copies
How My Parents Learned to Eat	6
Families	6
It's Dinner Time	6
My School Day	6
Our Clubhouse	6
What Can I Do Today?	6
I am an artist	6
All About You	6
Families are Different	2
My Five Senses	2

Additional Book Suggestions

New York State Learning Standards in Social Studies (sample)

- Adoff, Arnold. **Black Is Brown Is Tan**. HarperCollins Juvenile Books. 1992. ISBN: 0064432696.
- Aliki. **I'm Growing! (A Let's-Read-And-Find-Out Book)**. HarperTrophy. Reprint ed. 2001. ISBN: 006445116X.
- Bang, Molly. **When Sophie Gets Angry, Really, Really Angry**. Caldecott Honor Books 2000. Scholastic Trade. 1999. ISBN: 0590189794.
- Carlson, Nancy L. **I Like Me**. Pearson Learning. 1990. ISBN: 0140508198.
- Cartwright, Sally. **What's in a Map?** Coward, McCann, & Geoghegan. n.d. ISBN: 0698203836.
- Caseley, Judith. **On the Town: A Community Adventure**. Greenwillow. 2002. ISBN: 0060295848.
- dePaola, Tomie. **Andy: That's My Name**. Aladdin Library. 1999. ISBN: 0689826974.
- Dooley, Norah. **Everybody Bakes Bread**. Carolrhoda Books. 1996. ISBN: 087614895X.
- _____. **Everybody Cooks Rice**. Scott Foresman (Pearson K-12). 1992. ISBN: 0876145918.
- _____. **Everybody Serves Soup**. Carolrhoda Books. 2000. ISBN: 1575054221.
- Eastman, P.D. **Are You My Mother?** Random House. 1960. ISBN: 0394800184.
- Falwell, Cathryn. **Feast for Ten**. Clarion Books. 1995. ISBN: 0395720818.
- Fanelli, Sara. **My Map Book**. HarperCollins Juvenile Books. 2001. ISBN: 006026455.
- Feelings, Muriel. **Jambo Means Hello: Swahili Alphabet Book**. Dial Books for Young Readers. 1992. ISBN: 0140546529.
- Flournoy, Valerie. Jerry Pinkey (Illustrator). **The Patchwork Quilt**. Pearson Learning. 1985. ISBN: 0803700970.
- Garza, Carmen Lomas. Rosalma Zubizarreta (Translator). **Family Pictures/Cuadris de Familia**. Children's Books. 1993. ISBN: 0892391081.
- Goffstein, M.B. **Neighbors**. HarperCollins Juvenile Books. 1979. ISBN: 006022018X.
- Greenfield, Eloise, and Jessie Jones Little. **I Can Do It by Myself**. HarperCollins Children's Books. 1987. ISBN: 0690038518.
- Guthrie, Woody. Kathy Jakobsen (Illustrator). **This Land Is Your Land**. Little Brown. ISBN: 0316392154.
- Havill, J. **Jamaica Tag Along**. Scott Foresman (Pearson K-12). 1990. ISBN: 0395549493.
- Hoban, L., and Cohen, M. **Will I Have a Friend?** Aladdin Library. 1989. ISBN: 0689713339.
- Hoban, Russell. **Bedtime for Frances**. HarperTrophy. 1995. ISBN: 0064434516.
- Hoberman, Mary Ann. **A House Is a House for Me**. Puffin. 1982. ISBN: 0140503943.
- Hoffman, Mary. **Amazing Grace**. Scott Foresman (Pearson K-12). 1991. ISBN: 0803710402.
- Hutchins, Pat. **You'll Soon Grow into Them, Titch**. Mulberry Books. 1992. ISBN: 0688115871.
- Hutchins, Pat. **Rosie's Walk**. Scott Foresman (Pearson K-12). 1971. ISBN: 0020437501.
- Keats, Ezra Jack. **Goggles**. Puffin. 1998. ISBN: 0140564403.
- _____. **Over in the Meadow**. Puffin. 1999. ISBN: 0140565086.
- Kissinger, K. **All the Colors We Are**. Redleaf Press. 1997. ISBN: 0934140804.
- Lapsley, Susan. **I Am Adopted**. Bradbury Press. 1992. ISBN: 0878880755.
- Lionni, Leo. **Inch by Inch**. Scott Foresman (Pearson K-12). 1995. ISBN: 0688132839.
- _____. **It's Mine**. Dragonfly. 1996. ISBN: 0679880844.
- _____. **Tillie and the Wall**. Knopf. 1989. ISBN: 0394821556.
- Lobel, Arnold. **Frog and Toad Are Friends**. HarperCollins Juvenile Books. 1979. ISBN: 0064440206.
- Marzollo, Jean. **I Am Fire (Soy El Fuego)**. Scholastic Trade. 2002. ISBN: 0439173094.
- Mayer, Mercer. **The New Baby**. Golden Books Pub. Co. Inc. 2001. ISBN: 0307119424.

Maynard, Chris. **Jobs People Do**. DK Publishing. 2001. ISBN: 0789414929.

Nolan, Madeen Spray. **My Daddy Don't Go to Work**. Carolrhoda Books. 1978. ISBN: 0876140932.

Numeroff, L.J. **What Mommies Do Best/What Daddies Do Best**. Simon & Schuster. 1998. ISBN: 0060283289.

Pfanner, L. **Louise Builds a House**. Orchard Books. 1989. ISBN: 0531057968.

Polacco, Patricia. **Chicken Sunday**. Paper Star. 1998. ISBN: 0698116151.

Polacco, Patricia. **The Keeping Quilt**. Simon & Schuster Children's. 1901. ISBN 0689844476.

Pryor, B. **The House on Maple Street**. Mulberry Books. 1992. ISBN 0876283318.

Rockwell, Anne. **I Like the Library**. EP Dutton. 1977. ISBN: 052532528X.

Rockwell, Harlow. **My Doctor**. Aladdin Library. 1992. ISBN: 0689716060.

Rogers, Fred. **Going to the Dentist**. Putnam Publishing Group. 1989. ISBN: 0399216367.

Rylant, Cynthia. **The Relatives Came**. Pearson Learning. 1993. 0689717385.

Sammis, Fran. **Cities and Towns**. Discovering Geography Series. Benchmark Books. 1998. ISBN: 0761405402.

Schweitzer, Bryd Baylor. **Amigo**. Atheneum. 1987. ISBN: 002044950X.

Shortall, Leonard. **One Way: A Trip with Traffic Signs**. Prentice Hall Trade. 1981. ISBN: 0136361420.

Spencer, Eve. **A Flag for Our Country**. Raintree/Steck-Vaughn. 1999. ISBN: 0811472116.

Stieneaker, David L. **Maps**. Discovering Geography Series. Marshall Cavendish. 1998. ISBN: 0761405380.

Sweeney, Joan. **Me on the Map**. Dragonfly. 1998. ISBN 0517885573.

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. Aladdin Library. 1987. ISBN: 0689711735.

_____. **Alexander, Who Used to Be Rich Last Sunday**. Scott Foresman (Pearson K-12). 1980. ISBN: 0689711999.

Walker, Niki, and Kalman, Bobbie D. **Community Helpers: From A to Z**. Crabtree Pub. 1997. ISBN: 0865054045.

Wells, Rosemary. **The World Around Us**. Puffin. 2001. ISBN: 0140568441.

Williams, Vera B. **A Chair for My Mother**. William Morrow & Co. 1984. ISBN: 0688040748.

Winch, M. **Come by Chance**. Crown Pub. 1990. ISBN: 051757666X.

Ziefert, Harriet. **A New Coat for Anna**. Knopf. 1988. ISBN: 0394898613.

Zolotow, Charlotte. **The Quarreling Book**. HarperTrophy. 1982. ISBN: 0064430340.




_____. **William's Doll**. HarperTrophy. 1985. ISBN: 0064430677.




For more suggestions:

- Contact your school librarian-media specialist
- Contact your local public library
- Go to local book stores
- Look at Bank Street College bookstore's Web site:
<http://www.bankstreetbooks.com/>
- Visit the New York City Department of Education's Social Studies Web site for additional support materials and the New York State Standards in Social Studies:

www.nycsocialstudies.org

Bloom's Taxonomy as Applied to Social Studies and Student Projects

<i>Level of Taxonomy</i>	<i>Definition</i>	<i>Teacher Roles</i>	<i>Student Roles</i>	<i>Process Verbs</i>				<i>Projects/Products</i> <small>(Note: Student projects can vary according to the level of engagement and innovation.)</small>	
Evaluation 	<i>Judging the values of ideas, materials, and methods by developing and applying standards and criteria.</i>	<ul style="list-style-type: none"> -Clarifies -Accepts -Harmonizes -Guides 	<ul style="list-style-type: none"> -Judges -Disputes -Develops -Active participant 	Judge rate validate predict assess score revise infer referee determine	evaluate compare defend select measure choose conclude deduce debate justify	appraise value probe argue decide estimate criticize rank/rate award support	reject use criteria recommend discriminate prioritize tell why explain rule on determine prove dispute	<ul style="list-style-type: none"> -Investigation of a topic and/or issue. -Opinion polls and projections. -Produce a survey, make a prediction and explain rationale. -Editorial cartoon that provides a specific point of view on a select topic. -Make recommendation based on data. 	<ul style="list-style-type: none"> -Produce a report that addresses a concern and/or topic. -Write an editorial and/or op-ed. -Critique a book and offer a review. -Defend an issue and/or action taken. -PowerPoint with point of view. -Exhibition w/defense. -Decide and explain a new policy.
Synthesis 	<i>Putting together constituent elements or parts to form a whole requiring original, creative thinking.</i>	<ul style="list-style-type: none"> -Reflects -Extends -Analyzes -Evaluates 	<ul style="list-style-type: none"> -Discusses -Generalizes -Relates -Compares -Contrasts -Abstracts -Active participant 	compose assemble manage pretend arrange organize invent generalize systematize show compile	propose construct plan revise collect prepare develop originate imagine generate	formulate set up design blend create produce hypothesize predict concoct infer act	improve reorganize role play predict combine write suppose forecast modify devise	<ul style="list-style-type: none"> -Create a film. -Create a story/play, design/blueprint, problem/solution. -Create a game/song. -Role-play w/point of view. -Produce an iMovie/video. -Create a newspaper. -Create a PSA. -Build a PowerPoint presentation. 	<ul style="list-style-type: none"> -Create a poem that depicts a point of view. -Invent a machine. -Participate in mock debates. -Political cartoon. -Create a collage. -Create a media production. -Photo essay with digital camera/slide show. -Make predictions based upon data trends.
Analysis 	<i>Breaking information down into its constituent elements.</i>	<ul style="list-style-type: none"> -Probes -Guides -Evaluates -Acts as a resource -Questions -Organizes -Dissects 	<ul style="list-style-type: none"> -Discusses -Uncovers -Lists -Active participant 	distinguish question research appraise experiment inspect examine probe separate inquire	calculate solve sequence interpret compare inventory scrutinize discover survey detect	test analyze discriminate diagram contrast relate dissect categorize point out classify	organize differentiate deduce group order sort sift investigate arrange	<ul style="list-style-type: none"> -Diagram an issue/system. -Investigate an issue. -Classify data/graph. -Categorize info. -Illustration. -Inventory. -Create/analyze. spreadsheets/charts/tables and compare (Excel). 	<ul style="list-style-type: none"> -Create a plan of action -Survey an issue. -Create and compare a database, sort data. -Investigate an issue. -Write an abstract of a book or document. -Compare gestures/songs/dances. -Conduct interviews and collect information.

Level of Taxonomy	Definition	Teacher Roles	Student Roles	Process Verbs				Projects/Products <i>(Note: Student projects can vary according to the level of engagement and innovation.)</i>	
Application 	<i>Using methods, concepts, principles and theories in new situations.</i>	-Shows -Facilitates -Observes -Evaluates -Organizes -Questions	-Solves problems -Demonstrates use of knowledge -Constructs -Active participant	teach manipulate exhibit illustrate calculate sketch interpret prepare make choose	apply adapt relate operate interview paint change record utilize identify	employ show solve schedule collect demonstrate dramatize construct build collaborate	translate produce compute experiment practice use sequence list model select	-Make a prediction. -Create a scrapbook. -Label pictures. -Show illustration. -Dramatize a scene. -Produce historic sculpture. -Sequence a new timeline. -Interview new participants. -Build a scale model. -Sequence events.	-Make jigsaw/ word puzzle. -Dramatize a process/action/job. -Write a diary entry. -Construct diorama. -Illustrate poster. -Prepare a diagram. -Teach a lesson. -Produce a journal. -Prepare a map. -Make a presentation. -Record/collect data.
Comprehension 	<i>Understanding information given.</i>	-Demonstrates -Listens -Questions -Compares -Contrasts -Examines	-Explains -Translates -Demonstrates -Interprets -Actively participates	restate paraphrase discuss locate retell research convert translate	describe report recognize review observe locate outline account for	explain tell express summarize list identify illustrate	give main idea give examples of expand upon annotate demonstrate	-Re-tell story. -Summarize a passage. -List events/dates. -Give main idea. -Explanation. -Dramatize/show & tell. -Illustrate/draw	-Provide an example. -Define in own words. -Take a test. -Identify/label on maps. -Nonfiction passage. -Expand upon an idea.
Knowledge 	<i>Recall or recognition of specific information.</i>	-Directs -Tells -Shows -Examines -Questions -Evaluates	-Responds -Absorbs -Remembers -Recognizes -Memorizes -Takes passive role	define name record match select underline tell re-tell	repeat label recall locate group recite choose repeat	list memorize relate show quote distinguish copy/paste	give example reproduce describe cite sort spell find	- Take a quiz. - Write a definition. - List facts. -Complete worksheet. -Copy from chart/overhead. -Copy from book/Internet.	-Label items. -List items. -Take a test. -Name titles. -Spell words. -Copy diagram. -Copy timeline. -Memorize dates/events.

Note: Possible Kindergarten projects are highlighted in Yellow.

Working Copy

Notes!