

GRADE 1

My Family and Other Families, Now and Long Ago

The grade 1 social studies core curriculum:

- helps students learn about their roles as members of a family and school community.
- develops a sense of individual identity and social interaction.
- explores an understanding of self, family, and school across the five social studies standards.
- helps students to learn about families now and long ago.
- investigates different kinds of families that have existed in different societies and communities.
- enables students to locate places on maps and globes.
- helps students to understand that maps are representations of physical features and objects.
- builds on the kindergarten-level program, encourages interdisciplinary learning, and assists in the development of content, concepts, and skills for the prekindergarten through grade 12 social studies program.

FOCUS QUESTIONS

- What is a family?
- How have families changed over time?
- How do members of a family help each other?
- What is a community?
- How have communities changed over time?
- What are the responsibilities of an individual?
- Why do we have rules and laws?
- What is the meaning of such terms as *representative democracy*, *citizenship*, *power*, *nation-state*, and *justice*?

Content Understandings

My family and other families

Different kinds of families exist in all communities and societies.
Families have beliefs, customs, and traditions.
Families have roles and responsibilities.
Families are interdependent.
Families lived in other places and at different times.

History of my family

Families have a past and they change over time; my family timeline illustrates my family's history.
Some family beliefs, customs, and traditions are based on family histories.
People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
Folktales, biographies, oral histories, and legends relate family histories.

My community and local region

Different events, people, problems, and ideas make up my community's history.
Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
Monuments and important places are located in my neighborhood.
Communities are connected economically and geographically.
People exchange elements of their cultures.

Places in my community and local region

Places can be located on maps and globes.
Maps and diagrams serve as representations of places, physical features, and objects.
Cardinal directions can be used to locate places and physical features.
Symbols represent places and can be used to locate geographic features and physical characteristics.
People depend on and modify their physical environments to meet basic needs.

Challenge of meeting needs and wants

Scarcity means that people's wants exceed their limited resources.
Communities provide facilities and services to help satisfy the needs and wants of people who live there.
People use tools, technologies, and other resources to meet their needs and wants.
People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.
Through work, people in communities earn income to help meet their needs and wants.

Economic decision making

People make decisions about how to spend the money they earn.
People work to earn money to purchase the goods and services they need and/or want.

Symbols of citizenship

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Rights, responsibilities, and roles of citizenship

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

People making and changing rules and laws

People form governments in order to develop rules and laws to govern and protect themselves.
Key terms related to the study of government include: *democracy*, *power*, *citizenship*, *nation-state*, and *justice*.
People plan, organize, and make decisions for the common good.
Students can participate in problem solving, decision making, and conflict resolution.

My Family and Other Families

- Different kinds of families exist in all communities and societies.
- Families have beliefs, customs, and traditions.
- Families have roles and responsibilities.
- Families are interdependent.
- Families lived in other places and at different times.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity Culture Interdependence Places and Regions	<p>Classroom Activities</p> <p>Read aloud stories about families and discuss them with the class. The following are suggested:</p> <p>The Relatives Came by Cynthia Rylant</p> <p>I Love My Family by Wade Hudson</p> <p>The Trees of the Dancing Goats by Patricia Polacco</p> <p>Follow the reading with one or more suggested activities:</p> <ul style="list-style-type: none"> • Post a list of family words for writing and other activities. • Create a HOLIDAY CUSTOMS chart that can be added to throughout the year. Chart should include national holidays. • Have students create a family crest or coat of arms to illustrate how families are alike and different. • Have students connect to a world map by having students mark the country of their family’s origin, including Native American Indians, who will identify the United States or Canada as their country of origin. <ul style="list-style-type: none"> - What is a family? - How are families alike and different? - How do members of a family help each other? <p>Teacher Notes</p> <ul style="list-style-type: none"> • Over the course of the year, take time to talk with students about federal holidays as they approach, including New Year’s Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas. Discuss the importance of remembering September 11th. Read related books and teach children about the history of holidays and why holidays are celebrated in our country. • Be sure to address different types of families—nuclear family, single-parent family, step family, and extended family.

Interdisciplinary Connections

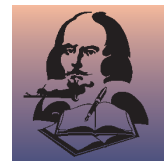


ARTS

After reading **The Trees of the Dancing Goats** by Patricia Polacco, have students create brightly colored cards, decorations, and paper chains in the Ukrainian style to bring home to their families. Encourage students to talk about the families in the story.

ENGLISH LANGUAGE ARTS

Have students create a **BOOK OF HOLIDAYS**. Over the course of the year, as holidays are celebrated, ask students to write about their own families' traditions and customs related to that holiday. Encourage students to bring in photos from home to add to their books.



MATHEMATICS

Graph the number of people in students' families and have students make statements about family size by studying the graph.

Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines
Items that illustrate a family's heritage (e.g., clothing, recipes)

Trade Books:

Books about families:

- Families Are Funny** by Nan Hunt
- I Love My Family** by Wade Hudson
- One Hundred Is a Family** by Pan Munoz Ryan
- The Relatives Came** by Cynthia Rylant
- Song and Dance Man** by Karen Ackerman
- What Families Do** (Newbridge Discovery Links - Early Set A)
- Who's Who in My Family** by Loreen Leedy

Stories about families in different places:

- Amazing Grace and Boundless Grace** by Mary Hoffman
- How My Parents Learned to Eat** by Ina R. Friedman
- New Shoes for Sylvia** by Johanna Hurwitz
- Tar Beach** by Faith Ringgold
- The Trees of the Dancing Goats** by Patricia Polacco
- Too Many Tamales** by Gary Soto

Stories about families in different times:


- More Than Anything Else** by Marie Bradby
- My Great Aunt Arizona** by Gloria Houston
- The Ox-cart Man** by Donald Hall
- The Quilt Story** by Tony Johnston and Tomie dePaola
- Yonder** by Tony Johnston

Teacher Resources:

- Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- Early Literacy Profile: Facilitator's Guide** by the New York State Education Department
- Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department
- Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

History of My Family

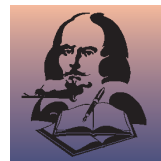
- Families have a past and they change over time; my family timeline illustrates my family's history.
- Some family beliefs, customs, and traditions are based on family histories.
- People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
- Folktales, biographies, oral histories, and legends relate family histories.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Change Culture	<p>Classroom Activities</p> <p>Have students create timelines of their lives, of the school year, and of family events by working with family members and using family photos. Make sure that students understand that their family has changed over time. Students will place their timelines on a larger timeline of history.</p> <p>Family History My Birth Events of My Life</p>  <p>Read stories about families passing down an item from generation to generation. The following are suggested:</p> <p>The Keeping Quilt by Patricia Polacco The Copper Tin Cup by Carole Lexa Schaefer The Always Prayer Shawl by Sheldon Oberman</p> <p>Follow the reading with one or more suggested activities:</p> <ul style="list-style-type: none"> • Students can interview family members to locate family artifacts. • Students can create a classroom museum or display by labeling and sharing individual family treasures. • Students can create a classroom BOOK OF TREASURES by writing about their family's treasures/artifacts. <p>Have students create a classroom quilt (one panel per student, depicting heritage) to show how, even though they are individuals, they make up a class.</p> <p>In evaluating the effects of change on families, ask students to share with the class or write about how they think their families might change or remain the same in the future, and how their beliefs, customs, and traditions will be transmitted to future generations.</p> <ul style="list-style-type: none"> • How have other families changed over time? <p>Teacher Notes</p> <ul style="list-style-type: none"> • Use folktales and legends to discuss with children how traditions, customs, beliefs, and rules of behavior are passed from generation to generation. See Resources. • Use biographies to focus on a person's family background and the impact it had on his/her life. See Resources. • Choose an area of culture (food, clothing, entertainment) to measure the changes that have occurred from generation to generation.

Interdisciplinary Connections

ENGLISH LANGUAGE ARTS

Students should interview, or write a letter to, a grandparent or older relative or friend asking for a description of what that person's life was like when he/she was in first grade. How do families pass their culture and traditions on to the next generation?



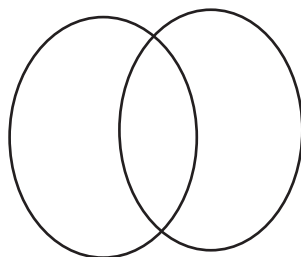
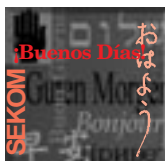
MATHEMATICS

Help students make a graph of their immediate family. Then have students find out how many people were in their parents'/guardians' families when their parents/guardians were in first grade. Have students graph this finding and identify the change in family size over time. Students should hypothesize about reasons for the change.

LANGUAGES OTHER THAN ENGLISH

Asks students what their favorite celebrations are. Tell the students that one of his/her favorites is his/her birthday and explain why by showing pictures or objects of things associated with birthdays such as birthday cake, candles, presents, or decorations. Asks students how they celebrate their birthday, then explains how birthdays are celebrated in the target culture (TC). On the overhead projector or on a large chart, the students and teacher complete the Venn diagram comparing and contrasting birthday celebrations in the United States and in the TC.

BIRTHDAY CELEBRATIONS



United States

Target Culture

The teacher may also wish to introduce the concept of the saint's feast day or name day if it exists in the TC.

Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines

Items that illustrate a family's customs, traditions, or beliefs (e.g., clothing, recipes, or religious artifacts)

Trade Books:

Nonfiction books about then and now:

Old and New by Steck-Vaughn (Social Studies Series - Level A)

School Then and Now (Newbridge Discovery Links - Emergent Set B)

Then and Now (Scholastic Learning Center Series - Emergent Readers)

Transportation over the Years (Newbridge Discovery Links - Early Set A)

Stories about passing items down through the generations:

The Always Prayer Shawl by Sheldon Oberman

The Copper Tin Cup by Carole Lexa Schaefer

The Keeping Quilt by Patricia Polacco

Folktales/Legends:

Anansi the Spider by Gerald McDermott

Baba Yaga and the Wise Doll by Hiawyn Oram

Borreguita and the Coyote by Verna Aardema

Flossie and the Fox by Patricia McKissack

Johnny Appleseed by Steven Kellogg

The Legend of the Poinsettia by Tomie dePaola
Legends of the World Series Troll Books
Maii and Cousin Horned Toad by Shono Begay
Mufaro’s Beautiful Daughters by John Steptoe
The Seven Chinese Brothers by Margaret Maht
The Snow Child by Freya Littledale
Why Mosquitoes Buzz in People’s Ears by Verna Aardema

Biographies :

A Picture Book of... Series by David A. Adler
My First Little House Book Series by Laura Ingalls Wilder (adapted from the Little House books)
Snowflake Bentley by Jacqueline Briggs Martin
Steamboat! The Story of Captain Blanche Leathers by Judith Heide Gilliland

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
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Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

My Community and Local Region

- Different events, people, problems, and ideas make up my community’s history.
- Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
- Monuments and important places are located in my neighborhood.
- Communities are connected economically and geographically.
- People exchange elements of their cultures.

Standard	Concepts/ Themes	CONNECTIONS
<p>History of the United States and New York State</p> <p>Geography</p>	<p>Culture</p> <p>Change</p> <p>Places and Regions</p>	<p>Classroom Activities</p> <p>Have students brainstorm about their community and determine what makes it special in terms of geography. Help them learn how the community is affected by its geographic location. Have them draw a class map illustrating the community’s major physical features.</p> <p>Ask students to choose a building or place in the community (e.g., school, park, post office) and research that place in detail. They should find its location on a map, look at photos of it from the past and present and in different seasons, and interview people who remember how it looked long ago. Have students describe what has changed over time.</p> <p>Read Madlenka by Peter Sis, a book about a little girl who walks around her block visiting neighbors and merchants of different cultural backgrounds. Follow this reading by taking students on a walk or short bus ride to gather information about the immediate neighborhood. Students should carry clipboards and sketch what they see. Back in the classroom, discuss the economics, people, architecture, and cultures they experienced.</p> <p>Identify a problem in the community. Have students plan and participate in a community service project that will help solve the problem.</p> <p>Engage students in a research project focusing on local monuments. Visit the monuments, or display photographs of them in the classroom. Ask who, what, when, where, and why questions to help children relate what they have learned about the history of each monument.</p> <p>Make a classroom museum displaying pictures of important people and places in the community, memorabilia, and other artifacts. If possible, invite a guest speaker to talk to the children about the community.</p> <p>Have students learn the alma mater of the school or district. Discuss its meaning with the students and ask them how the song could bring students in the school, or residents of the neighborhood or community, closer together.</p> <p>Have students sketch an important place or monument in their neighborhood and describe it to the class, telling where it is located and why it is important.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have the class make a travel brochure, pamphlet, or book that advertises their community to people who might consider moving there.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> The study of community in first grade should have a limited focus, since a more in-depth study of community takes place in second grade. In first grade, the focus should be on the school and local community.

Interdisciplinary Connections



ARTS

When learning about or visiting local monuments, have students make observational drawings, including as much detail as possible. Help students to construct three-dimensional models of monuments.

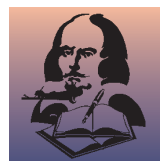
HEALTH/MATHEMATICS

Collect menus from restaurants in the community or neighborhood, and use them for different activities. Help students understand that the community's restaurants often reflect its cultural makeup. Have students use the menus to plan healthy meals. Have students do simple math problems with the prices on the menus.



ENGLISH LANGUAGE ARTS

Read **The Best Town in the World** by Byrd Baylor. Ask students to make a list of the attributes of the town in which they live. Let each student choose something from the list to write about and illustrate. Create a class book about the community.



Suggested Documents and Other Resources Selected by New York State Teachers

Menus from local restaurants
 Local newspapers and circulars
 Brochures describing places of interest
 Local railroad or bus schedules
 School song

Trade Books:

Madlenka by Peter Sis
People, People, Everywhere by Nancy Van Laan
The Best Town in the World by Byrd Baylor, Ron Himler (illustrator)
Wolf's Favor by Fulvio Testa

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
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Early Literacy Profile: Facilitator's Guide by the New York State Education Department
Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department
Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

Check with the chamber of commerce for age-appropriate Internet sites in your local communities.

Places in My Community and Local Region

- Places can be located on maps and globes.
- Maps and diagrams serve as representations of places, physical features, and objects.
- Cardinal directions can be used to locate places and physical features.
- Symbols represent places and can be used to locate geographic features and physical characteristics.
- People depend on and modify their physical environments to meet basic needs.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State Geography	Places and Regions Human Systems	<p>Classroom Activities</p> <p>Read aloud Me on the Map by Joan Sweeney, As the Crow Flies by Gail Hartman, or My Map Book by Sara Fanelli. Teach mapping and geography skills by having the students make a map of the classroom. Introduce keys, cardinal directions and symbols and place them on the classroom map. Have students draw floor plans and maps of their bedrooms and homes, and of the playground and school. Use these maps to reinforce mapping and geography skills.</p> <ul style="list-style-type: none"> • What are some ways maps and charts can be used? • How do you locate places on a map? <p>Read aloud I Read Symbols by Tana Hoban and discuss how symbols are pictures used to represent real things or ideas. Explain that symbols are often used on maps to indicate specific places. Give students a variety of maps. Let students examine them and identify symbols that are used. Make a class chart of common symbols used on maps with a description of what they indicate.</p> <ul style="list-style-type: none"> • What are some important features of maps? <p>Ask students to take a field trip through their local neighborhood with their parent or guardian. Have them draw a picture of three interesting sites. At school, have students work in small groups to locate these sites on the community map.</p> <p>In school, provide students with copies of a map of the community. With students, examine the map, taking time to find important directions, symbols, and community sites. Ask them to label North, South, East, and West. Students should be asked to locate and identify local landforms and waterforms (e.g., rivers, lakes, mountains).</p> <p>Give students a short list of places in the community such as the school, neighborhood, shopping area, or ice cream shop. Students should locate these places on the local map and mark each with an appropriate symbol.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • As a connection to economics, invite local businesspeople to talk about their businesses and the relationship of that business to the neighborhood or community. Have students locate these businesses on a local map.

Interdisciplinary Connections



ARTS

Have students draw a picture of their classroom, cafeteria, gymnasium, or playground. Afterward, talk with students about how their drawings are representations of the real places. Then show students a globe and talk with them about how a globe is a representation of Earth. Let students share what they know about the globe and its features. Encourage students to ask questions about what they see. Use this opportunity to introduce and review important features such as continents, oceans, and poles.

Suggested Documents and Other Resources Selected by New York State Teachers

Assorted maps

- School
- Neighborhood
- Community
- State

Floor plans

- School or local buildings

Trade Books:

As the Crow Flies by Gail Hartman

I Read Symbols by Tana Hoban

Me on the Map by Joan Sweeney

My Map Book by Sara Fanelli

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Community Field Trips:

Parents or guardians can take students on field trips of their local neighborhood. While on the field trip, students should draw pictures of at least three interesting sites. (When planning social studies field trips, keep in mind the social studies standards and the “Linking Cultural Resources to Social Studies” section of the introduction.)

Using the Internet

<http://www.mapquest.com>

locating and printing local maps

<http://www.nationalgeographic.com/maps>

locating and printing local maps

Challenge of Meeting Needs and Wants

- *Scarcity* means that people’s wants exceed their limited resources.
- Communities provide facilities and services to help satisfy the needs and wants of people who live there.
- People use tools, technologies, and other resources to meet their needs and wants.
- People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.
- Through work, people in communities earn income to help meet their needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Scarcity Science and Technology Needs and Wants Environment	<p>Classroom Activities</p> <p>Introduce the concepts of <i>needs</i> and <i>wants</i>. To help students distinguish between needs and wants, have them look through newspaper circulars, flyers, and catalogs for pictures of items representing both concepts. Ask students to cut the pictures out and glue them on a two-part collage: use one side for NEEDS and the other side for WANTS. Let students share their collages with classmates and encourage them to discuss similarities and differences in their choices.</p> <p>Show students pictures of various items and ask them to tell you if the item represents a need or a want.</p> <p>Explain to students that scarcity exists when people’s wants exceed their limited resources. Give students an example of scarcity they can relate to: Set up a candy shop in the classroom. Limit the number of popular candies and price them higher than the other candies. Tell students how much they can spend and let them make their purchases. If they want to buy the popular candies, they won’t be able to afford as many. After the activity, discuss with students how they decided to spend their money. What was the cost of their choice? Was it worth it?</p> <p>Discuss with students the concept of <i>work</i> and explain how people earn income through work to meet their needs and wants. Let students share what kinds of work members of their families or extended families do. Help students identify different jobs and tell what goods/services people who do these jobs provide. Post a running list of jobs in the classroom and refer to it during your discussions of economics.</p> <p>Brainstorm a list of services the community provides to help meet the needs and wants of its residents (e.g., fire fighting, police protection, garbage collection, library, recreational facilities).</p> <p>Invite community workers and/or local business owners to talk to the class about their responsibilities. Ask them to share information about the goods and services they provide for the community, and to explain how these goods/services meet important needs and wants. Be sure to have students practice asking their questions ahead of time.</p>

Interdisciplinary Connections



SCIENCE

Review the concept of *scarcity* by brainstorming with students things that are scarce (e.g., a favorite toy or other item, food, event). Read **The Lorax** by Dr. Seuss and explain that certain things that we rely on from the environment, such as trees, water, and oil, are scarce. Brainstorm with students ways that they can help conserve some of our natural resources.

MATHEMATICS

Help students start a classroom business. Ask them to gather information about what people in the school need or want and develop a business to sell such items (e.g., pencils, popcorn). Work with students to identify what they need for their business, what they have to do, and what they should charge (i.e., a fair price) for their product. Have students determine how to spend their *income*.



Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs
Local maps

Trade Books:

Little Nino's Pizzeria by Karen Barbour
The Lorax by Dr. Seuss
Mr. Griggs' Work by Cynthia Rylant

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
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Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Community Field Trips:

Take students on a walking field trip in the neighborhood. Student should carry clipboards. Ask them to sketch and label places in the neighborhood that help to meet their needs and wants (e.g., markets, stores, roads, houses). After returning to the classroom, create a large Venn diagram. Have students place their sketches in the circles to show whether the place sketched provides for people's needs, wants, or both. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

Using the Internet

<http://www.ncee.net>

website of the National Council on Economic Education (includes online lesson plans for grade 1 and access to the NCEE's publications catalog)

Economic Decision Making

- People make decisions about how to spend the money they earn.
- People work to earn money to purchase the goods and services they need and/or want.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Needs and Wants	<p>Classroom Activities</p> <p>Explore with students that income is used to provide for needs and wants, not just wants. Ask parents to share examples of times when scarce resources affected their decisions about how to spend their income.</p> <ul style="list-style-type: none"> • How do people earn a living? <p>Read Uncle Jed’s Barbershop by Marjorie King Mitchell, A Chair for My Mother by Vera B. Williams, and/or Alexander, Who Used to Be Rich Last Sunday by Judith Viorst. Discuss with students the main characters’ decisions about how to save and spend money. Ask students to draw a picture of something they might like to buy or do with the money they have saved. Then, have them develop a savings plan.</p> <ul style="list-style-type: none"> • What influences people’s decisions about spending money? <p>Have the class vote on a need or want for the classroom such as a game or book, or art supplies. Brainstorm with students different ways to earn income to pay for that item, and then help student carry out their plan. Possible ideas include holding a craft sale or collecting and returning bottles.</p> <p>Provide students with newspapers, circulars, catalogs, and coupon books, and let them choose items to buy. Remind students they must provide for their needs and wants. Encourage students to compare prices from store to store and to use coupons if available. Have students tell why and where they chose to buy the items they selected. Did buying certain items involve making a sacrifice due to their limited budget? What was the cost of buying the items?</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • When asking questions about earning a living and spending one’s income, teachers should take care not to be intrusive. Questions should remain general.

Interdisciplinary Connections



MATHEMATICS

Help students start a classroom business. Have them gather information about what people in the school want or need (e.g., popcorn, pencils) and then develop a business to sell those items. Work with students to identify what they need for their business, what they have to do, and what they should charge (i.e., a fair price) for their product. Have students determine how they should spend their *income*.

Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs

Trade Books:

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst

A Chair for My Mother by Vera B. Williams

Uncle Jed's Barbershop by Marjorie King Mitchell

Teacher Resources:

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Symbols of Citizenship

- Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
- Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Culture Citizenship Civic Values	<p>Classroom Activities</p> <p>Read aloud I Read Symbols by Tana Hoban to the class. Tell students what a symbol is and show examples of symbols that appear in their school or community. Talk with the students about how the American flag is a symbol of our country. Give some background information about the flag, explaining the meanings of the stars and stripes. Have students color in a flag diagram or draw their own replica of the flag with the appropriate number of stars and stripes.</p> <p>Ask students to brainstorm a list of places where the American flag is displayed. Ask them to think about why the flag is displayed at those places. What do people mean when they display the flag?</p> <p>Have students interview the person responsible for raising and lowering the flag in your school, local post office, or town/city municipal buildings. Students should prepare questions ahead of time about what the person does, how the flag is cared for, and what the rules are for flag display.</p> <p>Help students learn and recite the Pledge of Allegiance. Focus on one line at a time, explaining the meaning of each word.</p> <p>Introduce other symbols of citizenship to the class, such as the bald eagle and the Statue of Liberty. Discuss the meaning of each symbol.</p> <p>Have students investigate the significance of patriotic songs and then sing them aloud.</p> <p>Have students make a collage of patriotic American symbols.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • New York State law requires instruction about the correct use and display of the flag of the United States (see Appendix A: Patriotic Customs and the Pledge of Allegiance). • Contact the American Legion for information on the proper display of the United States flag. In addition, you may wish to have someone visit the classroom to show how to fold the flag correctly. • The recitation of the Pledge of Allegiance should not be mandatory. Families may have religious or other objections.

Suggested Documents and Other Resources Selected by New York State Teachers

American flag

Pledge of Allegiance

American symbols: bald eagle, Statue of Liberty, Mount Rushmore, Lincoln Memorial

Trade Books:

America: A Patriotic Primer by Lynn Cheney

Fireworks and Picnics and Flags: The Story of the Fourth of July Symbols by James Griblin and Ursula Arndt

I Read Symbols by Tana Hoban

Honor Our Flag: How to Care For, Fly by David Singleton

Living Together Under the Law: An Elementary Education Law Guide by Arlene F. Gallagher

The Story of the Statue of Liberty by Betsy and Giulio Maestro

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.ushistory.org/betsy/flagpics.html>

picture galley of flags from 1775 to the present (classroom and student use)

<http://www.nps.gov/stli/>

<http://www.ellisland.org>

Rights, Responsibilities, and Roles of Citizenship

- Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

Standard	Concepts/ Themes	CONNECTIONS								
Civics, Citizenship, and Government	Civic Values Decision Making	<p>Classroom Activities</p> <p>Make a classroom chart with four columns entitled JOBS, ROLES, RESPONSIBILITIES, and RIGHTS. Have students interview school personnel who perform various functions and record their responses in appropriate columns on the chart. Ask students to compare and contrast the different responses on the chart.</p> <table border="1" data-bbox="459 999 1524 1337"> <thead> <tr> <th data-bbox="459 999 716 1050">JOBS</th> <th data-bbox="716 999 992 1050">ROLES</th> <th data-bbox="992 999 1263 1050">RESPONSIBILITIES</th> <th data-bbox="1263 999 1524 1050">RIGHTS</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1050 716 1337"></td> <td data-bbox="716 1050 992 1337"></td> <td data-bbox="992 1050 1263 1337"></td> <td data-bbox="1263 1050 1524 1337"></td> </tr> </tbody> </table> <p>Elaborate on the concept of <i>roles</i> and have students make a book entitled THE ROLES I PLAY. Ask them to write about and illustrate the different roles they play as students, friends, family members, members of the school, and members of the community.</p> <p>Talk with students about rights. Ask them to share with classmates what they feel their rights are. Have students compare their lists of rights with the rights articulated in the Bill of Rights. Read The Story of Ruby Bridges by Robert Coles, or Through My Eyes by Ruby Bridges, to illustrate how, in the past, it was not so easy for everyone in our country to exercise his or her rights.</p> <ul style="list-style-type: none"> • What rights did Ruby Bridges have in Tylerton, Mississippi? <p>Have groups of students write a letter to Ruby Bridges describing their reaction to her story. As an alternative, they may draw pictures illustrating what happened to her.</p>	JOBS	ROLES	RESPONSIBILITIES	RIGHTS				
JOBS	ROLES	RESPONSIBILITIES	RIGHTS							

Standard	Concepts/ Themes	CONNECTIONS
		<p>Read aloud Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport to the class.</p> <ul style="list-style-type: none"> • What was the dream of Dr. Martin Luther King, Jr.? • In what ways did Ruby Bridges and Dr. King work for the same cause? <p>Explain to students that when you are a citizen and a member of a community, you not only have rights, you also have responsibilities. One responsibility is to try to make your own community (family, classroom, school, town) a better place. Read Miss Rumphius by Barbara Cooney and/or The Lorax by Dr. Seuss and discuss with students how to take responsibility to make your community better. Help students explore and identify ways to make their classroom, school, or community a better place. If possible, help students design a community service project to implement their idea(s).</p> <ul style="list-style-type: none"> • What are the responsibilities of a citizen? <p>Read Leo Lionni’s Swimmy, a story about fish working together to solve a problem and do something for the common good. Use classroom problems/conflicts as opportunities to teach about how people can come together to solve problems and make decisions for the common good.</p> <p>Hold class meetings when problems arise. Students should identify the problem and explore possible solutions. Students can debate the pros and cons of the problem and vote on a solution.</p> <p>Work with students to create a class <i>compact</i>. Perhaps they could create a homework compact. Ask each student to contribute to a list of classroom rights and responsibilities. Have all students sign the compact and let this serve as the <i>rules</i> for your classroom.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Students enjoy the role-playing aspect of learning; the activities mentioned above provide these kinds of opportunities. • Grade 1 is a key time for starting to develop an awareness of community through classroom responsibilities.

Suggested Documents and Other Resources Selected by New York State Teachers

Student handbook
 Street signs
 United States Constitution

Trade Books:

Arnie and the Stolen Markers by Nancy Carlson
I Read Symbols by Tana Hoban
It’s Mine by Leo Lionni
Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport
Miss Rumphius by Barbara Cooney
Officer Buckle and Gloria by Peggy Rathman
The Story of Ruby Bridges by Robert Coles
Swimmy by Leo Lionni
Through My Eyes by Ruby Bridges

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator’s Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

Check with the chamber of commerce for Internet site for local communities.

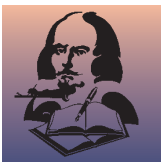
People Making and Changing Rules and Laws

- People form governments in order to develop rules and laws to govern and protect themselves.
- Key terms related to the study of government include: *democracy, power, citizenship, nation-state, and justice.*
- People plan, organize, and make decisions for the common good.
- Students can participate in problem solving, decision making, and conflict resolution.

Standard	Concepts/ Themes	CONNECTIONS				
Civics, Citizenship, and Government	Civic Values Government Decision Making	<p>Classroom Activities</p> <p>Tell the class the story of the growth of our country, and make a classroom timeline showing the most important events: the Pilgrims’ arrival in America, the American Revolution, the Constitutional Convention, the Civil War. Mention how rules have always played a role in history.</p> <p>Introduce the need for rules or laws by making up a new game, complete with board and pieces. Ask students to play the game, but do not tell them the game rules. They will quickly get stuck when they realize they do not know the rules. Ask students to talk about the problem they face. Explain that rules and directions help people to know what to do, how to be safe, and how to play fairly. Relate this to the rules and laws they have to follow in school. Ask students to brainstorm some rules and laws and explain why they have been created. Help them focus on the ideas of safety, protection, and fairness/justice. Then give them the rules for the game.</p> <p>Play a version of “telephone” called “pass the rule.” Have students sit in a circle. Whisper a rule into a student’s ear and have him/her turn and whisper it into the next person’s ear. Continue until the rule goes around the circle. Have the last person say the rule. It will probably be very different from the rule you originally whispered. Use the game as an opportunity to talk about the importance of writing down rules/laws.</p> <p>Read aloud Strega Nona by Tomie dePaola, a story which illustrates that there are consequences for breaking a rule. Have students brainstorm a list of places in the school where there are certain rules to follow: gymnasium, playground, library, cafeteria, classroom. Break students into groups and give each group one area. Have students identify rules for that area and draw conclusions about why the rules were made and what the consequences are if the rules are broken. Have students create a chart of classroom rules and corresponding consequences.</p> <table border="1" data-bbox="511 1621 1458 1858"> <thead> <tr> <th data-bbox="511 1621 831 1675">Rule</th> <th data-bbox="831 1621 1458 1675">Consequence</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 1675 831 1858"></td> <td data-bbox="831 1675 1458 1858"></td> </tr> </tbody> </table>	Rule	Consequence		
Rule	Consequence					

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students dictate a simple constitution for the class. Include provisions for electing classroom leaders and for making classroom rules. Have the class discuss the process and elect the leaders. Be sure to rotate the roles held by students on a regular basis. This will allow students to experience the roles of leader and participating citizen.</p> <p>Review with students the class compact created in the last unit. Ask each student to evaluate the classroom rights and responsibilities. Discuss how effective the <i>rules</i> for your classroom are and if they should be revised.</p> <p>Using magazines and newspapers, have students cut out pictures that show people following rules/laws as well as pictures that show people breaking rules/laws. Include, for example, pictures of people using the crosswalk to cross the street, driving the wrong way down a one-way street, or cutting in front of someone in line. Show students the various pictures and ask them to tell if the person in the picture is obeying or breaking the rule/law. Ask students to explain why they think the rule/law was created in the first place.</p> <p>Have students break into two groups: One will act the “right” way and the other will act the “wrong” in dealing with a difficult situation. Students should act out right way and wrong way solutions. After they act them out, they should discuss their solutions.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Student participation is a key element in presenting this content understanding. • Students should be provided with opportunities to problem solve, make decisions, and engage in conflict resolution activities. • Classroom bulletin boards should include material on the United States Constitution and the Bill of Rights. • Help students understand that the qualities of a good leader are not always the same as those of a friend. • Avoid emphasis on competition among students when completing projects.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students write a classroom constitution and post it on the bulletin board.

ARTS

Have students do art projects related to national holidays.



Suggested Documents and Other Resources Selected by New York State Teachers

- Student handbook
- Street signs
- United States Constitution
- Bulletin board materials on government

Trade Books:

Arnie and the Stolen Markers by Nancy Carlson

I Read Symbols by Tana Hoban

It's Mine by Leo Lionni

Living Together Under the Law: An Elementary Education Law Guide by Arlene F. Gallagher

Officer Buckle and Gloria by Peggy Rathman

Strega Nona by Tomie dePaola

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Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Community Field Trips:

Take students on a walking field trip in the neighborhood and have them sketch the street signs. Explain that some of the pictures they see on street signs are symbols representing rules/laws for the community. Look at different signs and ask students: Does the sign use pictures or words or both? Talk to students about why it is important to do what the sign says and what the consequences are for not doing it. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

Using the Internet

Check with the chamber of commerce for Internet site for local communities.

Key Terms

GRADE 1

alike/different	geography	needs	then/now
allegiance	generation	neighborhood	tradition
	globe		
belief	government	past/present	United States of America
	govern/rule	physical feature	
cardinal directions		problem	voting
change	history	problem solving	
citizen	holidays	protect	wants
citizenship			water
community	income	region	work
continent	interdependent	resource	
culture		responsibility	
custom	justice	rights and responsibilities	
		role	
decision	land		
decision making	laws/rules	scarcity	
democracy	liberty	society	
		stars and stripes	
family	map	symbol	
	monument		

This list of key terms 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.

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