

1st Grade Unit:

History, Geography and Civics Integration

Amy Kish

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Overview/Introduction

The primary focus of this unit is to have student's learn Symbols of the U.S., U.S. celebrations and components of culture throughout the year. History can be addressed through students learning about National Holidays, why we celebrate them and who/what they honor. The Geography expectation will have students looking at the differences in culture between two families. Finally Civics will address the symbols of the U.S and what they stand for. This unit integrates elements of History, Geography and Civics into one Social Studies Unit.

Rationale

This Unit familiarizes students with the national holidays and symbols of the United States as well as the differences in family life between cultures. As a citizen it is very important to know not only when each holidays happens but what each one stands for. Knowing about the national holidays will help students learn about the traditions and values that are cherished in our country. Students should also know about the symbols in order to understand that they represent the United States and that they are important to our country. Students will also be learning about different components of culture and how they make us special. They will start with a lesson on what makes them different from their classmates. They will then look at the bigger picture and move on to learning about another culture. Students will compare the two in order to understand the differences. This will show them that not everyone is the same and it will help them start to look at things beyond the classroom.

Time

With all components completely developed this lesson plan would last a full year.

Michigans Grade Level Content Expectations

First grade: History, Geography and Civics Integration

1-H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them.

1-C2.0.2 Identify important symbols of the United States (e.g. Statue of Liberty, Uncle Sam, White House, Bald Eagle)

1-G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life

Unit Objectives

As a result of this unit, students will know:

- what a national holiday is.
- the name and date of each United States national holiday.
- the people or events associated with each national holiday.
- why we celebrate each national holiday.
- what each U.S. symbol represents.
- the components of culture.

As a result of the unit students will understand:

- that because of cultural differences we are not all the same.
- why we have national holidays.
- why we have U.S. symbols.

As a result of this unit, students will be able to:

- use the components of culture to describe differences in families.
- identify important symbols of the U.S.
- name each U.S. national holiday.

Students "I can" Statements:

- I can say what event or person goes with each holiday.
- I can tell what the United States' important symbols are and why they are important.
- I can tell about the differences between families.

Vocabulary Words:

- Anniversary - the date each year that is the same date on which an important event happened.
- Government - the group of people that have power to make laws and important decisions for a community, state, or nation.
- United States - country that we live in, it has fifty states.
- Identify - to find out or show who someone is or what something is.
- National Holiday - a day to remember or celebrate something. Businesses close and people do not go to school or work on these holidays.
- Symbol - an object or picture that represents something else.

- Culture - the language, ideas, inventions, and art of a particular group of people.
- Component - a part of something.
- Diversity - the state or condition of being different; a variety
- Traditions - the beliefs and ways of doing things that are passed down from parents to children.

Assessment Ideas:

- Students will be evaluated through informal checking for understanding, teacher observation, writing, class participation, and artwork.
- Students will complete a U.S. Symbols worksheet.
- Students will complete a “Museum Notebook” summarizing eight different national symbols, landmarks and monuments.
- Students will make a four-door diorama foldable with two different families and explain ways they are different.
- “I Can” sheets. Students will color a happy face under each statement as they prove they can complete it or a clock if they need more time.

KUDs and I Can Statements

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand?	Vocabulary	I Can
<p>1-H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them.</p>	Identify	<p>National holidays are established by the government and are based on events that are significant to our history e.g. Independence day, Martin Luther King Jr. Day, Presidents Day, New Years Day, Christmas Day, Constitution Day. They become holidays because they celebrate an anniversary of an important event or person in our nations history e.g Independence Day became a national holiday because it celebrates when the United States of America became free from the British. Students need to know the event or person associated with each holiday e.g. Pilgrims and Thanksgiving.</p>	<p>Students will understand that national holidays are days of celebration ; the anniversary of a significant event or person in history.</p>	<p>Given a worksheet students will be able to match the event or person associated with each holiday.</p>	<p>National holiday</p> <ul style="list-style-type: none"> -Independence Day - Constitution Day -MLKJ Day -Presidents Day -Memorial Day -New Years -Labor Day -Veterans Day -Christmas Day -Thanksgiving Day <p>Anniversary Government British Nation Established United States Identify</p>	<p>I can say what event or person goes with each holiday.</p>

<p>1-C2.0.2</p> <p>Identify important symbols of the United States (e.g. Statue of Liberty, Uncle Sam, White House, Bald Eagle)</p>	Identify	<p>Symbols are things that represent something. There are symbols of the United States that represent meaning e.g. Statue of Liberty, represents when we became free. Students should be able to know and recognize the important symbols of the United States and why they are important.</p>	<p>Students will understand that the United States have symbols that represent meaning. Also they will understand what these symbols are associated with and why they are important.</p>	<p>Using a foldable students will identify the important United States symbols and the significance they have e.g. Bald Eagle is the national bird. They will make each U.S. symbol and write facts about them.</p>	<p>Identify Symbols</p> <ul style="list-style-type: none"> -Liberty Bell -Statue of Liberty -Uncle Sam -White House -Flag 	<p>I can tell what the United States' important symbols are and why they are important .</p>
<p>1-G4.0.1</p> <p>Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life</p>	Use Describe	<p>Components of culture are the attitudes, beliefs, customs, traditions, art, clothing, food, language and achievements of society that are passed on to each generation. Diversity is a point of difference or unlikeness. Parts of culture can describe diversity in family life by showing how they are different and special (e.g. In Egypt the official language is Arabic, In Peru the official language is Spanish).</p>	<p>Students will understand that different components of culture lead to diversity in family life. They will be able to describe how it makes families different.</p>	<p>Students will read two stories then tell about the differences.</p>	<p>Culture Components Diversity Religion Traditions Generation Achievements Society Customs</p>	<p>I can tell about the differences between many different families.</p>

KUD for Lesson One & Lesson Two

GLCE	Verbs	Know - What will students know upon learning this?	Understand that - What will students understand?	Do - What will students do to show they understand?	Vocabulary	I Can
<p>1-H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them.</p>	Identify	<p>National holidays are established by the government and are based on events that are significant to our history e.g. Independence day, Martin Luther King Jr. Day, Presidents Day, New Years Day, Christmas Day, Constitution Day. They become holidays because they celebrate an anniversary of an important event or person in our nations history e.g Independence Day became a national holiday because it celebrates when the United States of America became free from the British. Students need to know the event or person associated with each holiday e.g. Pilgrims and Thanksgiving.</p>	<p>Students will understand that national holidays are days of celebration; the anniversary of a significant event or person in history.</p>	<p>Given a worksheet students will be able to match the event or person associated with each holiday.</p>	<p>National holiday</p> <ul style="list-style-type: none"> -Independence Day - Constitution Day -MLKJ Day -Presidents Day -Memorial Day -New Years -Labor Day -Veterans Day -Christmas Day -Thanksgiving Day <p>Anniversary Government British Nation Established United States Identify</p>	<p>I can say what event or person goes with each holiday.</p>

Lesson One: National Holidays

- I. Benchmark/Standard:
1-H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them.
- II. Behavioral Objective: The student will be able to identify a national holiday with 100% accuracy
- III. Anticipatory Set: Students will watch a video on National Holidays. They will write one thing they liked from the video and one question they had.
- IV. Objective/Purpose: "Today we will be learning what a National Holiday is. We will make a timeline of all the national holidays we have in the United States. This will help you learn and remember the days that we celebrate them."
- V. Input:
 - A. Task Analysis
 1. State the objective and purpose for lesson.
 2. Show students "I Can" Statements. Explain that we will move them to our "I CAN..." board once we complete each one. The board is currently empty but it will get filled with everything we learn throughout the year.
 3. Using a Think-Pair-Share ask students, "What is a National Holiday?" Have students think about it on their own, then talk about it with a neighbor, then share with the class.
 4. Vocabulary Instruction: Teacher will talk about/explain what a "National Holiday" is and give examples. The teacher will describe/explain "Identify", "United States", "Anniversary" and "Government" to help reinforce what a national holiday is.
 5. Place these words on the class word wall
 6. Put a list of national holidays on the board or overhead. Go through each one and explain when it is and who/what it honors.
 7. Read National Holidays by Karen Spies to students.
 8. Give each student a big paper with a line drawn horizontally across the middle and 10 evenly spaced marks on line. Pass out colored popsicle sticks, 10 to each student. Each popsicle stick will be one national holiday on our timeline.
 9. Walk students through the order and where each stick goes. Start on the left of paper (January) and end on right (December). Label the paper next to each stick.
 10. Vocabulary Instruction Part 2: Whole Group Game: Name That National Holiday (Attachment A). Teacher will slowly reveal the phrases/words about each holiday. Students try to guess what holiday it is.
 - B. Thinking Levels:
 1. Knowledge: What is a national holiday?
 2. Comprehension: Why do we have national holidays?
 3. Analysis: What makes a holiday a national holiday.
 4. Synthesis: Make timeline of national holidays.

- C. Learning Styles and/or Accommodations
 - 1. Visual: Making a visual representation of when the holidays are
 - 2. Logical and Mathematical: Students make a timeline, making sure it's in the correct order and in a line.
 - 3. Extension – Students who finish early will receive a national holiday coloring page.
- D. Methods and Materials
 - 1. Ways of presenting: Lecture, discussion, Visuals
 - 2. Materials
 - a. Popsicle sticks – 10 for each student
 - b. Large paper with timeline drawn on.
 - c. Glue
 - d. National Holiday by Karen Spies
 - e. National Holiday video.
<http://www.youtube.com/watch?v=mNYh80FAWOY>
- VI. Modeling
 - A. Show students what it will look like at the end.
 - B. Show step-by-step where each popsicle stick needs to go.
- VII. Checking for Understanding
 - A. Check that students have sticks placed and labeled correctly.
- VIII. Guided Practice
 - A. Individually, students will review each holiday on their timeline.
- IX. Closure
 - A. What is a national holiday?
 - B. Pass out “I Can” sheet.
 - C. Add “I Can” Statement to “I CAN...” board.
- X. Assessment
 - A. Observe and check that students have sticks placed correctly.
 - B. Using the spinner, have students pick one holiday from timeline. Tell what is it's called, when it's celebrated and why.

Attachment A Name That National Holiday!

Thanksgiving

Turkey
Cranberry Sauce
Pilgrims
Pie
Eating
Giving thanks

Labor Day

Celebrates economic and social
contributions of workers
1st Monday in September
Matthew Maguire

Independence Day

Freedom
United States' Birthday
July 4th
Fireworks

Christmas

Jesus' Birthday
Santa
Reindeer
Snow

New Years Day

January 1st
End of Calendar
1st day of the year

Constitution Day

Honor constitution of the United
States
Day constitution was signed
September 17th

Memorial Day

Remembering men and women
who died while serving in the
United States war
Last Monday in May
Originated after Civil War

Martin Luther King Jr. Day

Birthday of Rev. Martin Luther
King Jr.
3rd Monday of January
Protested racial discrimination
Nonviolent
Assassination in 1968

Veterans Day

Honors armed service veterans
(person who has served a long
time in the military)
November 11th
All United States Military
*Memorial Day – People who
died
*Veterans Day – All military

Presidents Day

Honor of George Washington
Abe Lincoln?
3rd Monday of February

Lesson Two: Labor Day

*This lesson can be changed according to the holiday that's being focused on.

- I. Benchmark/Standard
1-H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them.
- II. Behavioral/Objective: The learner will be able to identify what Labor Day is, who it celebrates and why we celebrate it will 100% accuracy.
- III. Anticipatory Set: Read *Curious George Take a Job*. Discuss with students.
- IV. Objective/Purpose: "Today we will be learning about a National Holiday coming up called Labor Day. We will learn why we have it and who it honors. It's important for us to know this holidays so we can remember the people that have an impact on our country."
- V. Input
 - A. Task Analysis
 1. State Objective and Purpose
 2. Talk about "I Can" statement.
 3. Ask students to think back to our National Holiday Timeline. Discuss that Labor Day is one of them.
 4. Discuss with students that Labor Day is a special day for all of the people who work. Teacher will talk about date and background of Labor Day.
 5. Use Alphabet Graffiti, have students think of a job for every letter of the alphabet.
 6. Read the story "Carpenter, Carpenter, What Do You See"
 7. Go back over each page, discuss with students each job and ask if they would like to do that job.
 8. Let students draw themselves doing the job they want. If they don't like one from the book they can choose their own.
 9. Let students share their drawings. Have them explain why they chose that job.
 - B. Thinking Levels
 1. Knowledge: What is Labor Day? Who does in honor?
 2. Understanding: Why do we have Labor Day?
 3. Synthesis: Students will draw themselves doing the job they want
 4. Evaluation: Do I know what Labor Day is?
 - C. Learning Styles and/or Accommodations
 1. Extensions – Students will receive a Labor Day coloring page if they finish early.
 - D. Method and Materials
 1. Teachers prepare a big book in the style of "Brown bear, brown bear" for careers. For example, one page might say, "Carpenter, carpenter, what do you see? I see a singer looking at me." Pictures of the respective workers are pasted on the corresponding page.
 2. *Curious George Takes a Job*

3. Crayons, Paper, Pencil

- VI. Modeling
 - A. Show students example of drawing.
 - B. Show pictures from both books
- VII. Checking for Understanding
 - A. Observe students while they are working
- VIII. Guided Practice
 - A. Independently, students will work on drawing themselves doing the job they like.
- IX. Closure
 - A. Using the card trick teacher will call on students to answer the questions.
 - 1. Why do we have Labor Day?
 - 2. Who does it celebrate?
 - B. Ask for volunteers to explain their drawing and why they chose it
 - C. Pass out "I Can" sheet.
 - D. Add "I Can" statement to "I CAN..." board.

KUD for Lesson Three & Lesson Four

GLCE	Verbs	Know - What will students know upon learning this?	Understand that - What will students understand?	Do - What will students do to show they understand?	Vocabulary	I Can
<p>1-C2.0.2</p> <p>Identify important symbols of the United States (e.g. Statue of Liberty, Uncle Sam, White House, Bald Eagle)</p>	Identify	<p>Symbols are things that represent something. There are symbols of the United States that represent meaning e.g. Statue of Liberty, represents when we became free. Students should be able to know and recognize the important symbols of the United States and why they are important.</p>	<p>Students will understand that the United States have symbols that represent meaning. Also they will understand what these symbols are associated with and why they are important.</p>	<p>Using a foldable students will identify the important United States symbols and the significance they have e.g. Bald Eagle is the national bird. They will make each U.S. symbol and write facts about them.</p>	<p>Identify Symbols</p> <ul style="list-style-type: none"> -Liberty Bell -Statue of Liberty -Uncle Sam -White House -Flag 	<p>I can tell what the United States' important symbols are and why they are important.</p>

Lesson Three: Symbols of the U.S.

- I. Benchmark/Standard
1-C2.0.2 Identify important symbols of the United States (e.g. Statue of Liberty, Uncle Sam, White House, Bald Eagle)
- II. Behavioral/ Objective: The learner will identify important symbols of the United States with 100% accuracy
- III. Anticipatory Set: Students will watch a Brain Pop Jr. Symbols video.
<http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/>
- IV. Objective/Purpose: "Today we will be learning about symbols of the United States. We will be learning what they stand for and why they are important to us and our country."
- V. Input
 - A. Task Analysis
 1. State Objective and Purpose
 2. Discuss "I Can statement"
 3. Ask students: "What is a symbol?"
 4. Vocabulary Instruction: Teacher will talk about/explain what a "Symbol" is and give examples. Teacher will describe/explain "Represents"
 5. Using a Think-Pair-Share, ask students to name people, places, and things that they believe represent the United States.
 6. After they have brainstormed as a class, display pictures of U.S. symbols on the board. Symbols: Statue of Liberty, Liberty Bell, American Flag, American Bald Eagle, White House
 7. Discuss each only briefly at first to keep students interested.
 8. Students will make a 6-tab foldable with a symbol on each tab. When the tab is open it will have the name on left and what it means on the right.
 9. As teacher is instructing what goes on each tab of foldable, he/she will further explain each symbol. American flag will be the last one to go on the foldable in order to prepare students to make the handprint flag
 10. Students will make a handprint flag. Each student will add their handprint to create a red strips, blue square and white stars. When finished it will be hung around the classroom. Explain to
 11. Vocabulary - Bingo. Students will fill in bingo sheet with vocabulary and symbol names.
 - B. Thinking Levels
 1. Knowledge: What is a United States Symbol?
 2. Comprehension: What are the symbols associated with and why are they important?
 3. Application: Students will be able to identify U.S. symbols and the significance they have.

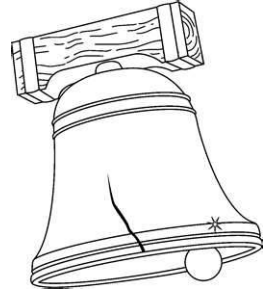
4. Create: Students will create their own U.S. symbols foldable.
 5. Evaluation: Do you know what a U.S. symbol is?
- C. Learning Styles
1. Intrapersonal: Students will work alone to complete
 2. Visual: Students will make a foldable and see the symbols.
- D. Method and Materials
1. Ways of presenting: lecture, discussion, video, examples.
 2. Materials:
<http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/>,
Big paper (for flag), red, blue and white paint, paper towels
- VI. Modeling
- A. Show students how to make a 6-tab foldable. Show step-by-step and what it looks like when finished.
 - B. Go over with them what needs to be on each tab. When everyone is finished with one, then move.
 - C. Model how worksheet should be done
- VII. Checking for Understanding
- A. Observe and check student's 6-tab foldable
 - B. Collect and grade U.S. symbols worksheet.
- VIII. Guided Practice
- A. Students will make 6-tab foldable with teachers guidance.
- IX. Closure
- A. "What is a U.S. symbol?", "Can you name some?" , "What do they mean?"
 - B. Pass out "I Can" sheet.
 - C. Move "I Can" statement to "I CAN..." board.
- X. Assessment
- A. Independently, students will complete a U.S. Symbols worksheet.
(Attachment A)

Attachment A

Name: _____ Date: _____

Match the words with the pictures.

1. American Bald Eagle



2. White House



3. American Flag



4. Liberty Bell



5. Statue of Liberty



Lesson Four: U.S. Symbols Folder

- I. Benchmark/Standard
1-C2.0.2 Identify important symbols of the United States (e.g. Statue of Liberty, Uncle Sam, White House, Bald Eagle)
- II. Behavioral Objective: The learner will identify important symbols of the United States with 100% accuracy.
- III. Anticipatory Set: “Give some examples of United States symbols and what they mean.” Using the Card Trick students will respond verbally.
- IV. Objective/Purpose: “Today we will be starting to create some of the United States symbols we learned about. Once you are done you will have some U.S. symbols all in one place to make it easy to remember them. We will also be looking deeper into why and how each symbol started so you can get a better understanding of them.
- V. Input
 - A. Task Analysis
 1. State Objective and Purpose.
 2. Pass out coloring sheet with outline of United States on it and have students color, then cutout the symbols. Once they have completed, paste onto the front of folded black piece of construction paper with “American Symbols” written as title in white crayon on front cover. Teacher should collect and keep where they can be readily available to the students.
 3. **Project 1: The American Flag**
 - a. Read *The American Flag* by Lloyd Douglas
 - b. Talk about it with students. Have them generate facts and sentences they comprehend from the book. Teacher will write facts down on the board.
 - c. Show an example of a finished flag they will be making and explain that they will be making it out of construction paper.
 - d. Pass out 1 white sheet, 7 strips of red and 1 blue rectangle to each student.
 - e. After students have glued on the strips and rectangle pass out 50 cutout stars for students to glue on, or have them draw their own.
 - f. Students will pick 3 facts from the board or chart paper and write them down. This will be stapled to their flag.
 - g. Students will put it in their folder. Teacher will collect folders.
 4. **Project 2: Bald Eagle**
 - a. Read *The Bald Eagle* by Lloyd Douglas
 - b. Have students generate facts and sentences they comprehend from the book. Teacher will write the facts on the board.
 - c. Show students example of the bald eagle puppet they will be making.
 - d. Pass out eagle coloring sheet and brown lunch bag.

- e. Have students color bald eagle, cut it out, and paste to bag to create puppet.
- f. Students will review the facts written on the board and pick 3 facts to write down. This will be folded and stapled inside their puppet.

5. Project 3: Liberty Bell

- a. Read *The Liberty Bell* by Lloyd Douglas
- b. Have students generate facts and sentences they comprehend from the book. Teacher will write the facts on the board.
- c. Show students example of finished project.
- d. Pass out the Liberty Bell handout and distribute the brushes and paint to each group.
- e. Have each student paint liberty bell. When the paint is dry have students cut out their bell and glue it on a red, white or blue piece of construction paper.
- f. Students will review the facts written on the board and pick 3 facts to write down. This will be stapled to the back of their Liberty Bell

6. Project 4: Statue of Liberty

- a. Read *Statue of Liberty* by Lloyd Douglas
- b. Have students generate facts and sentences they comprehend from the book. Teacher will write the facts on the board.
- c. Show students example of finished project
- d. Pass out statue of liberty paper model. Show students step by step how to fold it. <http://Papertoys.com/statue.htm>
- e. Students will review the facts written on the board and pick 3 facts to write down. This will be put in the symbols folder

7. Project 5: White House

- a. Read *The White House* by Lloyd Douglas
- b. Have students generate facts and sentences they comprehend from the book. Teacher will write the facts on the board.
- c. Show students example of finished project
- d. Prepare background paper. Glue a small strip of green paper onto the bottom of a full sheet of sky blue paper.
- e. Cut out the printed paper White House. Cut around each piece of the building itself, and don't forget to cut out the flag! Have a look at the smaller cut out, you'll notice some small rectangles with the words "cut out" in them. Make sure students cut out all of these rectangles to make the "pillars" on your White House.
- f. Glue the biggest (or back of the White House) onto the construction paper - as if the building is sitting on the green grass.
- g. Now students will need to put on the front "pillar" section of the building. There is a dotted line at either end of the smaller

part of the building, fold along the dotted line in the direction of the arrows.

- h. Glue each folded end onto the White House where it says "Glue here". It is made to stick out in an arch and be three-dimensional. Lastly, glue on the American Flag
- i. Students will review the facts written on the board and pick 3 facts to write down. This will be glued to back of white house

B. Thinking Levels

1. Knowledge – Know more in-depth information about each symbol
2. Synthesis – Create each symbol.

C. Learning Styles and /or Accommodations

1. Visual
2. If students finish early they can look at other books related to the symbol

D. Methods and Materials

1. Ways of presenting: lecture, discussion, visuals, examples
2. White craft glue, stick glue scissors
3. American Flag: American Flag book, white paper (1 for each student, 8.5x11), strips of red paper (7 for each student), blue rectangle (1 for each student), stars (50 for each student)
4. Bald Eagle: Book, coloring sheets, brown paper bags
5. Liberty Bell: Liberty Bell coloring page, red, white and blue construction paper
6. Statue of Liberty: *Naming Liberty*, Paper model
<http://Papertoys.com/statue.htm>
7. White House: <http://www.busybeekidscrafts.com/support-files/paperwhitehouse.pdf>,
<http://www.busybeekidscrafts.com/Paper-White-House.html>, Blue and green construction paper

VI. Modeling

- A. Show what each symbol is going to look like.
- B. Explain step by step how to put it together

VII. Checking for Understanding

- A. Teacher should look for:
 - Listening during group reading
 - Participation during culmination of facts from books
 - Working during art production
 - Creativity in art projects
 - Recognizes each symbol visually
 - Writes complete sentences
 - Eagerness during duration of lesson

VIII. Guided Practice

- A. Students will make each symbol with teachers guidance

IX. Closure

- A. Using inventive spelling students will do a quick write answering the following questions. What is a symbol? Can you tell me some facts about one?

- B. Pass out “I Can” sheet.
- C. Move the rest of “I Can” statements to “I CAN...”board.
- X. Assessment
 - A. Students will complete a “Museum Notebook” summarizing eight different national symbols, landmarks and monuments. Students will have descriptions of all 8 symbols. Each includes the name, what it represents, and one or more distinct, clear facts.

KUD for Lesson Five & Lesson Six

GLCE	Verbs	Know – What will students know upon learning this?	Understand that – What will students understand?	Do – What will students do to show they understand ?	Vocabulary	I Can
<p>1-G4.0.1</p> <p>Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life</p>	<p>Use</p> <p>Describe</p>	<p>Components of culture are the attitudes, beliefs, customs, traditions, art, clothing, food, language and achievements of society that are passed on to each generation. Diversity is a point of difference or unlikeness. Parts of culture can describe diversity in family life by showing how they are different and special (e.g. In Egypt the official language is Arabic, In Peru the official language is Spanish).</p>	<p>Students will understand that different components of culture lead to diversity in family life. They will be able to describe how it makes families different.</p>	<p>Students will read two stories then tell about the differences.</p>	<p>Culture</p> <p>Components</p> <p>Diversity</p> <p>Religion</p> <p>Traditions</p> <p>Generation</p> <p>Achievements</p> <p>Society</p> <p>Customs</p>	<p>I can tell about the differences between many different families.</p>

Lesson Five: The Crayon Box That Talk

- I. Benchmark/Standard
1-G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life
- II. Behavioral Objective: The learner will use components of culture to describe diversity in family life.
- III. Anticipatory Set:
Display a box of crayons. Ask students how each of the crayons are the same and different.
- IV. Objective/Purpose: “Today we will be talking about us and our families. We will learn how they are the same and how they are different. This helps us learn that we aren’t all the same but that’s what makes everyone unique and special.”
- V. Input
 - A. Task Analysis
 1. State Objective and Purpose
 2. Discuss I can statements.
 3. Vocabulary Instruction: Teacher will talk about/explain “Culture”, “Components”, “Diversity”. Teacher will talk about/explain “Traditions”, “Generation”, “Achievements”, “Society” and “Religion” to help students understand the components of culture.
 4. Gather students to read the book The Crayon Box That Talked by Shan DeRolf. Before beginning, ask students to listen carefully to discover what the problem is in the book.
 5. Read the book as a class
 6. Reflect with students. Why do you think the crayons didn’t like each other? Does that ever happen to you? What are reasons for not getting along?
 7. Point out to students that sometimes we don’t get along because we may have different opinions or ways of doing something.
 8. Ask students to think about their family. Explain that each family is diverse and they have different traditions and a different culture.
 9. Brainstorm with the students what types of traditions that they may have within their families. Explain that students should choose a specific tradition that makes their family unique. Give examples.
 10. Distribute the crayon template (Attachment A). Guide student’s in completing the sentence, “My favorite family tradition is...”. Explain that each of us is unique, just like the crayons we read about. So each one will be represented as a crayon.
 11. Students may draw a picture and/or color their crayons.
- VI. Modeling
 - A. Read students The Crayon Box That Talked
 - B. Have a discussion with students and ask about traditions
 - C. Show students how to fill in the crayon template

- VII. Checking for Understanding
 - A. Observe students as they complete tradition worksheet
- VIII. Guided Practice
 - A. Independently, students will complete worksheet describing their favorite tradition.
- IX. Closure
 - A. Read students crayons and reflect as a class on the differences.
 - B. Pass out "I Can" sheet.
 - C. Move "I Can" statement to "I CAN..." board.
- X. Assessment
 - A. Using a four-door diorama, students will draw pictures of two families in different cultures and explain why they are different

Attachment A: Crayon Template

My favorite family tradition is...

My favorite family tradition is...

Lesson Six: Cultural Differences

- I. Benchmark/Standards
- II. Behavioral/Objective
- III. Anticipatory Set:
Teacher will read this poem to students.
Our School Family
Our family comes from many towns:
Our hair is straight, Our hair is brown,
Our hair is curled, Our eyes are blue,
Our skins are different colors, too.
We're girls and boys, We're big and small,
We're young and old, We're short and tall.
We're everything that we can be
And still we are a family.
We laugh and cry, We work and play,
We help each other Every day.
The world's a lovely place to be
Because we are a family.
- IV. Objective/Purpose: "Today we will be reading two stories. One is Cinderella, a famous fairytale that is known throughout America. The other is The Rough-Face Girl, which is a legend from the Eastern Woodland Indian Tribe."
- V. Input
 - A. Task Analysis
 1. Who has heard of the story Cinderella? Ask students to share their own short version.
 2. State Objective and Purpose
 3. Explain to students that the fairy tales that we are familiar with today were first told long ago by storytellers. The basic framework of the story was passed down through generations. These stories were not written down, so they changed as new people told them. As each story traveled, it changed to reflect the culture and customs of the new tellers. As a result, there are many versions of popular fairy tales throughout the world.
 4. Read aloud *The Rough-Face Girl*. After reading, ask students to tell you what they learned from the story about the culture of the Eastern Woodland Indians. Ask them to define terms such as *wigwam*, *buckskin*, *runner of his sled*, *leggings*, and *lakeshore*. Help them define if needed.
 5. Then read the classic tale of *Cinderella*. Ask students to look for things that the story of Cinderella has in common with *The Rough-Face Girl*.
 6. Next, draw a Venn diagram on a board or chart. Ask students to identify one thing that was different between the stories. For example, students might point out that Cinderella had yellow hair and the Rough-Face Girl had black hair. Write black hair in the circle devoted to *The Rough-Face Girl* and write yellow hair in the circle devoted to Cinderella.

7. Ask students to identify one thing that the stories *Cinderella* and *The Rough-Face Girl* have in common. Students might say both girls had mean sisters. Write mean sisters in the area where the two circles intersect.
 8. Challenge students to continue the work the class has started. They might work on their own, with a partner, or in small groups to list on the Venn diagram worksheet at least five things in each of the three areas of the diagram (For example, in *The Rough-Face Girl*, the Cinderella character expects to make her own clothing and only asks for materials, and she helps to prepare the evening meal when she visits her bridegroom-to-be. How does this differ from Cinderella at the Prince's ball?).
 9. Ask students why these two books are different. Explain that they come from different cultures and because of that they have different ways of living. Help students understand that different components of culture lead to diversity in family life.
- B. Thinking Levels
1. Knowledge – What are the cultural differences between the two stories
 2. Understand – Students will understand that families live in cultures that are different from them.
 3. Application – Students will use a Venn diagram to show the differences.
 4. Evaluation – Did you successfully determine the differences in the stories?
- C. Learning Styles and/or Accommodations
1. Visual – Books
 2. Extension – cultural coloring page
- D. Methods and Materials
1. Ways of presenting: Discussion, Reading, Presentation
 2. Materials: *Cinderella*, *The Rough-Face Girl*, Venn Diagram
- VI. Modeling
- A. Read the stories to the students
 - B. Show how to use Venn diagram
- VII. Checking for Understanding
- A. Observe students while they complete Venn diagram
- VIII. Guided Practice
- A. Students will complete Venn diagram under guidance of teacher
- IX. Closure
- A. What did these stories tell us about different cultures?
 - B. Have students place magnets on a chart telling how they believed they performed that day.
- X. Assessment
- A. Students will use their completed Venn diagrams to write a few statements that compare or contrast the two stories they heard in this lesson.

Resource 1: Vocabulary Instruction

1-H2.0.7 Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)	Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i>	Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
Vocabulary instruction	<p>Teacher will talk about/explain what a “National Holiday” is and give examples. Teacher will describe/explain “Identify,” and “United States,” “Anniversary” and “Government”</p> <p>We will read Hurray for Today by Bonnie Worth as a class. Students will each write a definition of their own in a 5-tab foldable using inventive spelling.</p> <p>Add to class word wall</p>	<p>Vocabulary list:</p> <p>National Holiday Identify United States Anniversary Government</p> <p>In class word wall</p> <p>Hurray for today! by Bonnie Worth</p>
Vocabulary instruction	Whole group game	Name That National Holiday (Attachment A)
1-C2.0.2 Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)	Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i>	Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
Vocabulary instruction	<p>Teacher will talk about/explain what a “Symbol” is and give examples. Teacher will describe/explain “Represents”</p> <p>Show students examples of Symbols of the United States. Bring in American Flag, Statue of Liberty, etc. Students will each write a definition of their own in a 2-tab foldable using inventive spelling.</p> <p>Add to in class word wall</p>	<p>Vocabulary list:</p> <p>Symbol Represents</p> <p>In class word wall</p> <p>Flag, Statue of Liberty, Liberty Bell etc</p>

Vocabulary instruction	Whole Group Game	Bingo
1-G4.0.1 Lessons: How will you take them where they need to go? (Step-by-Step plan from A-Z)	Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i>	Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
Vocabulary instruction	Teacher will talk about/explain "Culture", "Components", "Diversity", "Traditions", "Generation", "Achievements", "Society" and "Religion" Students will watch a video showing the diversity in two families lives. Students will use two four-door dioramas and draw two family scenes showing the differences. They will use a envelope fold foldable and write the definitions using inventive spelling Add to in class word wall	Vocabulary list: Culture Components Diversity Traditions Religion Generation Achievements Society Customs In class word wall
Vocabulary instruction	Whole group game	Spot the differences. Each student will draw two pictures of families with a different component of culture in each. Classmates will then try and stop the difference and tell what the component is.

Resource 2: 2012 US National Holidays List

Date	Day	Holiday
January 1	Sunday	New Year's Day: Observed on the first of January, New Year's Day marks the start of the year according to both the ancient Julian calendar and the modern Gregorian calendar.
January 16	Monday	Martin Luther King Day: The third Monday every year is observed as a national holiday, celebrating Martin Luther King Day. This day honors Martin Luther King Jr.
February 20	Monday	President's Day: Every third Monday of February is celebrated as Washington Day in honor of George Washington. It is also called President's Day in quite a few states of the country.
April 8	Sunday	Easter: An important religious holiday worldwide, Easter Sunday marks the end of Lent and the resurrection of Jesus Christ.
May 28	Monday	Memorial Day: Memorial Day, the last Monday in May, is an important national holiday that is observed in the United States as a symbol of respect and honor for those who lost their lives in the American Civil War.
July 4	Wednesday	American Independence Day: As the name American Independence Day suggests, this day represents the day the United States of America was born.
September 3	Monday	Labor Day: This day is celebrated to pay respects to the working class of the country as can be concurred from its history.
October 8	Monday	Columbus Day: Columbus Day is celebrated on the second Monday in October every year to signify the day that the great explorer, Christopher Columbus made his foray into America.
November 11	Sunday	Veteran's Day: Veteran's Day falls on the same day every year. On this day, we pay our respects to the veterans of all wars. Though initially it was just for World War I veterans, today it honors the soldiers of all wars.
November 22	Thursday	Thanksgiving Day: Thanksgiving Day is a national holiday that falls on the fourth Thursday of November, every year. On this day, people offer their thanks and gratitude to God for everything that they have.
December 25	Tuesday	Christmas Day: Christmas Day is celebrated on the same day every year to commemorate the birth of Jesus Christ, and also marks the end of the Advent season.

Resource 3: Cultural Awareness Bulletin Board

Staple a large world map on a "Cultural Awareness Board". Use a red ribbon with one end pinned to where you live and the other end pinned to the place you are learning about. Then, above the ribbon, place a picture of the mode of transportation you could use to get there. Also put other pictures pertaining to the culture on the board, and each child has the opportunity to make something to put on the board.

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