

## First Grade-Tennessee’s Place in America: Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Fact or Fiction	Fact or Fiction	Students will distinguish between fact and fiction and recognize the difference between real people and fictional characters.	1.29, 1.39, 1.40
American Indians	The First Thanksgiving	Students will expand their knowledge of the history of this American holiday. They will discuss reasons the pilgrims came to America and what life was like for them in a new land.	1.3, 1.15, 1.17, 1.20, 1.38, 1.39, 1.42
American Indians	American Indians of Tennessee	Students will discuss the way of life of the early American Indians of Tennessee and will learn about famous Cherokee leaders Sequoyah and Nancy Ward.	1.6, 1.7, 1.15, 1.17, 1.23, 1.28, 1.29, 1.41, 1.43
Maps	Maps	Students will learn about the parts and purposes of maps. They will identify physical features on maps and globes.	1.15, 1.17, 1.18, 1.19, 1.20, 1.22, 1.24
Maps	Earth	Students will learn about landforms and bodies of water found on Earth. They will become familiar with a globe and be able to point out the continent, country, and state where they live.	1.15, 1.16, 1.17, 1.18, 1.19, 1.20
Responsibility	Who’s in Charge?	Students will learn about authority figures at home, in school and in the community. They will also discuss examples of power without authority.	1.28, 1.29, 1.30
Responsibility	I am Responsible	Students will describe the characteristics of responsible citizenship. They will discuss ways decisions can be made and conflicts can be resolved fairly.	1.1, 1.29, 1.30, 1.31
The United States of America	Celebrate America	Students will expand their knowledge of how American symbols and patriotic activities reflect the shared values, principles and beliefs of Americans. They will discuss how diversity and respect for others help make America a great place to live.	1.1, 1.2, 1.26, 1.39, 1.40
The United States of America	American Monuments	Students will expand their knowledge of important buildings, statues, and monuments associated with American history. They will identify people from the past who have shown character, ideals and principles.	1.15, 1.26

## First Grade-Tennessee's Place in America: Quarter 2 Curriculum Map Introduction

### What Will First Grade Students Learn This Year?

First grade students will build upon knowledge of major historical events, holidays, symbols, and individuals associated with Tennessee and the United States. Students will listen to and read folktales and non-fiction texts from across the United States to gain a better understanding of the importance of these historical concepts. They will also discuss cultures and human patterns of places and regions in Tennessee. Students will demonstrate an understanding of how individuals, families, and communities live and work together in Tennessee, the United States, and around the world. An emphasis will be placed on goods and services that originate in Tennessee. Students will demonstrate an understanding of how people interact with the environment locally and globally, which will be accomplished by building on previously learned geographic skills and concepts.

### Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

### Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

### Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

### Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and login with username: **shelby\_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

**Support Strategies**

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

<a href="#">Studies Weekly Resources (Found Under the General Resources Tab)</a>	<a href="#">Expeditionary Learning: Protocols and Resources</a>
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Fact or Fiction			
<b>Essential Question(s)</b>	How can you tell if something is fact or fiction?		
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America		
<b>Vocabulary</b>	fact, fiction, peaceful, brave		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Fact or Fiction</b></p> <ul style="list-style-type: none"> <li>• What did Dr. Martin Luther King, Jr. believe?</li> <li>• He found peaceful ways to do what?</li> <li>• He found ways to change how some people treated whom?</li> </ul>	<p><b>The Story of Goldilocks</b></p> <ul style="list-style-type: none"> <li>• Was Goldilocks a real person?</li> <li>• What in the picture lets you know she is not a real person?</li> </ul> <p><b>The Story of Aladdin</b></p> <ul style="list-style-type: none"> <li>• What are some things in the picture that could be real?</li> <li>• What are the fictional things happening in the picture?</li> </ul>	<p><b>Abraham Lincoln</b></p> <ul style="list-style-type: none"> <li>• What was his role in the United States of America?</li> <li>• How long ago was the first Labor Day celebrated?</li> <li>• Is he a real person or is he fictional?</li> <li>• How does the picture help you know?</li> </ul> <p><b>Dr. Martin Luther King, Jr.</b></p> <ul style="list-style-type: none"> <li>• What is a fact?</li> <li>• What kind of American was Dr. King?</li> <li>• What did Dr. King help people get?</li> </ul>
<b>Suggested Protocols and Resources</b>			
<b>Activities</b>	1) Students will draw/color a picture of Dr. King or Abraham Lincoln and write facts about them. 2) Students will categorize fact or fiction pictures using magazine and comic strip cut-outs.		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Explain fact and fiction by matching pictures with the word labels <i>Fact</i> or <i>Fiction</i> .		
<b>Standards</b>	1.26 Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette. 1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live		

Week 2: The First Thanksgiving			
<b>Essential Question(s)</b>	Why did Pilgrims come to America? Describe the relationship between the Wampanoag and the Pilgrims.		
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America		
<b>Vocabulary</b>	Plymouth, survive, journey, community		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>The First Thanksgiving</b></p> <ul style="list-style-type: none"> <li>• When did Pilgrims come to America?</li> <li>• Why did they come to America?</li> </ul> <p><b>The Journey</b></p> <ul style="list-style-type: none"> <li>• How was their journey to America</li> <li>• What was the name of the boat they came to America on?</li> <li>• Why did some people not survive the journey?</li> </ul>	<p><b>The 66 Day Journey</b></p> <ul style="list-style-type: none"> <li>• How long did it take the Pilgrims to travel from England?</li> <li>• How does transportation today differ from in the time of the Pilgrims?</li> </ul> <p><b>Building their Community</b></p> <ul style="list-style-type: none"> <li>• What did Pilgrims do when they got to America?</li> </ul>	<p><b>Trading to Survive</b></p> <ul style="list-style-type: none"> <li>• Who did the Pilgrims trade with?</li> <li>• What did the pilgrims give the American Indians in trade?</li> <li>• What did the American Indians trade?</li> </ul> <p><b>Wampanoag Indians</b></p> <ul style="list-style-type: none"> <li>• What did the Wampanoag Indians do in the spring?</li> </ul>
<b>Suggested Protocols and Resources</b>			
<b>Activities</b>	1) The teacher and students will complete a cause and effect chart to detail why the Pilgrims left England? 2) The teacher will provide students with different pictures. Students will circle the items that were traded.		
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: Why did the Pilgrims come to North America?		
<b>Standards</b>	1.15 Recognize basic map symbols, including references to land, water, cities, and roads. 1.17 Identify the shapes of Tennessee and the United States on maps and globes. 1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.		

Week 3: American Indians of Tennessee		
<b>Essential Question(s)</b>	How did the Cherokee and Chickasaw survive? What contributions did we gain from the American Indian culture?	
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America	
<b>Vocabulary</b>	Cherokee, Chickasaw, Principal People, alphabet	
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>American Indians in Tennessee</b></p> <ul style="list-style-type: none"> <li>• Where did the Cherokee live long ago?</li> <li>• They mostly lived in what part of Tennessee?</li> <li>• What did the Cherokee call themselves?</li> <li>• Where does the name of our state come from?</li> </ul>	<p><b>The Cherokee</b></p> <ul style="list-style-type: none"> <li>• What were Cherokee villages near?</li> <li>• Compare Cherokee homes in winter and summer?</li> </ul> <p><b>Cherokee Women</b></p> <ul style="list-style-type: none"> <li>• Cherokee women wove what?</li> <li>• What kind of farmers where the Cherokee?</li> <li>• What did they grow?</li> <li>• What was the name of their three major crops?</li> </ul> <p><b>Cherokee Men</b></p> <p>What did Cherokee men make?</p> <ul style="list-style-type: none"> <li>• What did they carve?</li> </ul>
		<p><b>Stickball</b></p> <ul style="list-style-type: none"> <li>• What is the name of a game the Cherokee liked to play?</li> <li>• Look at the picture. What do you see?</li> </ul> <p><b>Nanye-hi</b></p> <ul style="list-style-type: none"> <li>• Who was Nanye-hi?</li> <li>• Who did she fight against?</li> <li>• How long was she the leader?</li> </ul> <p><b>Sequoyah</b></p> <ul style="list-style-type: none"> <li>• What did the Cherokee not do for a long time?</li> <li>• Sequoyah was a member of what nation?</li> <li>• What did he create for his people?</li> </ul> <p><b>The Chickasaw</b></p> <ul style="list-style-type: none"> <li>• Where did the Chickasaw live?</li> <li>• Who did the Chickasaw fight?</li> <li>• Why did they fight?</li> <li>• What were the Chickasaw good at?</li> </ul>
<b>Suggested Protocols and Resources</b>		
<b>Activities</b>	<ol style="list-style-type: none"> <li>1) Students will draw and label pictures of Cherokee women and men with the items they used or the actions the preformed.</li> <li>2) Students will write sentences and draw pictures to explain or describe the Three Sisters.</li> <li>3)</li> </ol>	
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: Why do you think the Cherokee call themselves The Principle People?	
<b>Standards</b>	<p>1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture.</p> <p>1.15 Recognize basic map symbols, including references to land, water, cities, and roads.</p>	

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|  | <p>1.17 Identify the shapes of Tennessee and the United States on maps and globes.</p> <p>1.18 Use cardinal directions on maps.</p> <p>1.19 Locate Washington, D.C. and Nashville on a United States map.</p> <p>1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.</p> <p>1.22 Construct a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reelfoot Lake, and Clingmans Dome.</p> <p>1.23 Identify the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.</p> <p>1.34 Create a visual representation, such as a graphic organizer, of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail.</p> <p>1.41 Identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.</p> |
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Week 4: Maps			
<b>Essential Question(s)</b>	How do maps help us?		
<b>Texts</b>	<b>Required Texts:</b> First Grade Studies Weekly: Our Place in America		
<b>Vocabulary</b>	map, boundary, cardinal direction		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Maps</b></p> <ul style="list-style-type: none"> <li>• What are maps?</li> <li>• What do maps help people do?</li> </ul> <p><b>Boundaries of States</b></p> <ul style="list-style-type: none"> <li>• What do some maps show?</li> <li>• What are boundaries?</li> </ul>	<p><b>Map Keys</b></p> <ul style="list-style-type: none"> <li>• What do most maps have that help you read them?</li> <li>• What does a map key tell you?</li> <li>• Looking at the picture, what is the symbol for water, airport?</li> </ul> <p><b>Cardinal Directions</b></p> <ul style="list-style-type: none"> <li>• What are the cardinal directions?</li> <li>• What is the star on the map?</li> <li>• How does it help us?</li> </ul>	<p><b>Land on Earth</b></p> <ul style="list-style-type: none"> <li>• What are landforms?</li> </ul> <p><b>Bodies of Water</b></p> <ul style="list-style-type: none"> <li>• What are some large bodies of water called?</li> <li>• What are some small bodies of water called?</li> </ul>
<b>Suggested Protocols and Resources</b>			
<b>Activities</b>	1) The teacher and students will review a map and label water and land. Students will independently label land and water on a blank map. 2) The teacher and students will review cardinal directions. The teacher will label the classroom with cardinal directions and students will identify or list objects using cardinal directions.		
<b>Assessment</b>	Using this week's text and class discussions as a reference, students will explain how maps help us.		
<b>Standards</b>	1.1 Explain with supporting details the culture of a specific place, including a student's community and state. 1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.		

Week 5: Earth								
<b>Essential Question(s)</b>	What makes up the Earth?							
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America							
<b>Vocabulary</b>	continent, planet, Earth							
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Earth</b> • What makes Earth a planet? • What makes a continent? • Where do we live?	<b>North America</b> • What is North America? • A continent is a large area of what? Why is North America considered a continent?	<b>Cities and Towns</b> • Explain what maps show and why.	<b>The Plains</b> • What is the middle area of the United States sometimes called? • What characteristics make up the Plains?	<b>The Rocky Mountains</b> • Why can the Rocky Mountains be seen from far away?	<b>Bodies of Water</b> • What different bodies of water can be found throughout the world?	<b>Deserts</b> • What is the main characteristic of a desert?	<b>Mississippi River</b> • What river flows from Minnesota to the Gulf of Mexico? • About how many kinds of fish are in that river? • What animals live in the wetlands around that river?
<b>Suggested Protocols and Resources</b>								
<b>Activities</b>	1) The teacher and students will review maps and globes to emphasize land and water. The teacher will show images of deserts, oceans, mountains, and plains and students will categorize the pictures.							
<b>Assessment</b>	Students will use evidence from the week’s texts to complete the prompt: What makes up the Earth?							
<b>Standards</b>	1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings. 1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live. 1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.							

Week 6: Who's In Charge			
<b>Essential Question(s)</b>	Why do we need rules and laws?		
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America		
<b>Vocabulary</b>	elect, authority, consequences, property		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Who's In Charge</b></p> <ul style="list-style-type: none"> <li>• Who has the authority to makes rules and laws?</li> <li>• What does authority mean?</li> </ul> <p><b>Rules and Laws</b></p> <ul style="list-style-type: none"> <li>• Who elects leaders to make laws?</li> <li>• What is an example of something that has happened in the past?</li> </ul>	<p><b>Making and Enforcing Laws</b></p> <ul style="list-style-type: none"> <li>• What is the present time?</li> <li>• What is an example of something happening in the present time?</li> </ul>	<p><b>Rules at School</b></p> <ul style="list-style-type: none"> <li>• What is an example of something that happens in the future?</li> </ul> <p><b>Rules and Consequences</b></p> <ul style="list-style-type: none"> <li>• What happens when we break rules?</li> </ul>
<b>Suggested Protocols and Resources</b>			
<b>Activities</b>	<p>1) The teacher and students will make a list of reasons we need rules and laws. From the list, students will choose the rule or law they feel is most important and draw a picture of someone obeying the rule or law.</p> <p>2) The teacher and students will review what rules and laws are. The teacher and students will make a Venn diagram of rules and law. Students will justify what is considered a rule and a law.</p>		
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why do we need rules and laws?		
<b>Standards</b>	<p>1.35 Place events in students' own lives in chronological order.</p> <p>1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.</p> <p>1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.</p> <p>1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.</p>		

Week 7: I Am Responsible									
<b>Essential Question(s)</b>	Why should people practice being responsible?								
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America								
<b>Vocabulary</b>	responsible, respect, fair								
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>I Am Responsible</b> <ul style="list-style-type: none"> <li>How can you practice being responsible?</li> </ul>	<b>Be a Friend</b> <ul style="list-style-type: none"> <li>What could you do to welcome a new student to your class?</li> </ul>	<b>Be Kind and Respectful</b> <ul style="list-style-type: none"> <li>How do you act if you are responsible?</li> <li>What do you show?</li> <li>How can you show that you care about someone?</li> </ul>	<b>Be a Responsible Owner</b> <ul style="list-style-type: none"> <li>What does it mean to be a responsible pet owner?</li> </ul>	<b>Making Decisions</b> <ul style="list-style-type: none"> <li>How does having and using a job chart keep things fair for everyone?</li> </ul>	<b>The Word "Just"</b> <ul style="list-style-type: none"> <li>What does the word <i>Just</i> mean?</li> <li>How many definitions are there for that word?</li> </ul>	<b>Playground Decisions</b> <ul style="list-style-type: none"> <li>How do you determine who goes first while on a slide or a swing?</li> <li>What is fair while in public?</li> </ul>	<b>Solving Problems</b> <ul style="list-style-type: none"> <li>What should you do if you and a friend are not getting along?</li> <li>What type of voice should you use?</li> <li>What should you do if you are still not getting along?</li> </ul>	
<b>Suggested Protocols and Resources</b>									
<b>Activities</b>	1) The teacher and students will list and discuss ways they are responsible at school and at home. 2) The teacher and students will create a cause and effect flow chart to show possible consequences for not being responsible.								
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why should we always practice being responsible?								
<b>Standards</b>	1.1 Explain with supporting details the culture of a specific place, including a student's community and state. 1.5 Present the student's family culture through the use of drawing, writing, and/or multimedia. 1.15 Recognize basic map symbols, including references to land, water, cities, and roads 1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean. 1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment. 1.39 Use informational text to help describe the importance of celebrating these national holidays: • Martin Luther King, Jr. Day • Presidents' Day • Memorial Day • Independence Day • Columbus Day • Veterans' Day • Thanksgiving Day 1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources. 1.42 Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events.								



Week 8: Celebrate America								
<b>Essential Question(s)</b>	In what ways do we celebrate America?							
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America							
<b>Vocabulary</b>	liberty, symbol, patriotic celebration, government							
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Celebrate America</b> <ul style="list-style-type: none"> <li>• What are symbols?</li> <li>• What are symbols of freedom?</li> <li>• Who do Americans believe freedom is for?</li> </ul>	<b>Liberty Bell</b> <ul style="list-style-type: none"> <li>• Where can you see the Liberty Bell?</li> <li>• How old is the Liberty Bell?</li> <li>• What is another word for Liberty?</li> </ul>	<b>Statue of Liberty</b> <ul style="list-style-type: none"> <li>• Who gave the United States the Statue of Liberty as a gift?</li> <li>• When was it given as a gift?</li> <li>• Where is the Statue of Liberty located?</li> </ul>	<b>The Bald Eagle</b> <ul style="list-style-type: none"> <li>• What words describe the bald eagle?</li> <li>• What does the bald eagle stand for?</li> </ul>	<b>Uncle Sam</b> <ul style="list-style-type: none"> <li>• What does Uncle Sam stand for?</li> <li>• What colors does he wear?</li> <li>• What does Uncle Sam ask of citizens?</li> <li>• Is Uncle Sam real?</li> </ul>	<b>Patriotism</b> <ul style="list-style-type: none"> <li>• What might you see on patriotic holidays?</li> <li>• When is Flag Day?</li> <li>• What does the word “patriot” mean?</li> </ul>	<b>Culture</b> <ul style="list-style-type: none"> <li>• How many people live in America?</li> <li>• What makes America a great place to live?</li> </ul>	<b>Independence Day</b> <ul style="list-style-type: none"> <li>• When do American celebrate Independence Day?</li> <li>• When did our country become the United States of America?</li> </ul>
<b>Suggested Protocols and Resources</b>								
<b>Activities</b>	1) The class will review American Symbols. Students will then categorize pictures as symbols or not American symbols. 2) Students will draw/color a symbol they feel is the best representation of America and write a sentence as a caption or descriptor. Examples include: The bald eagle is the best symbol because...							
<b>Assessment</b>	Students will use the week’s texts to complete the prompt: We celebrate America by....							
<b>Standards</b>	1.35 Place events in students’ own lives in chronological order. 1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.							

Week 9: American Monuments		
<b>Essential Question(s)</b>	Why are American monuments important?	
<b>Texts</b>	<b>Texts:</b> First Grade Studies Weekly: Our Place in America	
<b>Vocabulary</b>	independent, memorial, monument, honor	
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>American Monuments I</b></p> <ul style="list-style-type: none"> <li>• Who does the Washington Monument honor?</li> <li>• Where is the monument located?</li> </ul> <p><b>American Monuments II</b></p> <ul style="list-style-type: none"> <li>• What can a monument be?</li> <li>• What do monuments honor?</li> </ul>	<p><b>Jefferson Memorial</b></p> <ul style="list-style-type: none"> <li>• Who does the Jefferson Memorial honor?</li> <li>• What different types of monuments are there?</li> </ul> <p><b>Lincoln Memorial</b></p> <ul style="list-style-type: none"> <li>• Who does the Lincoln Memorial honor?</li> <li>• Where can you see the Lincoln Memorial?</li> </ul>
		<p><b>Franklin D. Roosevelt</b></p> <ul style="list-style-type: none"> <li>• Who does the Franklin D. Roosevelt Monument honor?</li> <li>• How long was he president?</li> </ul> <p>Compare the length of Roosevelt's presidential term to presidential terms today.</p> <p><b>The Empire State Building</b></p> <ul style="list-style-type: none"> <li>• Where is the Empire State Building located?</li> <li>• How tall is it?</li> <li>• What is the purpose of an engine?</li> <li>• What machines have engines?</li> </ul> <p><b>Gateway Memorial</b></p> <ul style="list-style-type: none"> <li>• Where is the Gateway Arch Memorial located?</li> <li>• Who does the Gateway Arch honor?</li> </ul>
<b>Suggested Protocols and Resources</b>		
<b>Activities</b>	<p>1) Create KWL chart of things students know and want to know about American monuments. At the end of the week, ask the students what they have learned about American monuments and add it to the chart.</p> <p>2) Students will match the names of monuments with the pictures of monuments.</p>	
<b>Assessment</b>	Students will use the week's texts to complete the prompt: Why are American monuments important? What types of monuments can be found in America?	
<b>Standards</b>	<p>1.15 Recognize basic map symbols, including references to land, water, cities, and roads</p> <p>1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.</p> <p>1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.</p> <p>1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.</p>	

