

1st Grade - Tennessee's Place in America: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Presidents and Patriots	Presidents and Patriots	Students will expand their knowledge of presidents and other patriotic men and women in the U.S. prior to 1880 including George Washington, Betsy Ross, and Crispus Attucks.	1.15, 1.20, 1.26, 1.39, 1.40, 1.42
Tennessee Heroes	Tennessee Heroes	Students will discuss what makes someone a hero and will learn about John Donelson, John Sevier, Casey Jones, and Anne Dudley.	1.41, 1.43
Rights and Responsibilities	Rights and Responsibilities	Students will learn about major elected officials (e.g., president, governor) and understand that there are sources of authority for those who make laws and rules.	1.25, 1.27, 1.30, 1.32, 1.33, 1.39
Communities	Communities	Students will learn about ways location, weather, and the environment affect people in different communities. They will compare life in their community with life in other places.	1.1, 1.15, 1.17, 1.20, 1.21
Changes in Communities	Changes in Communities	Students will expand their knowledge of the ways location and environment affect people. They will understand that people make choices based on scarce resources.	1.36, 1.38
Goods and Services	Goods and Services	Students will know the differences among buyers, sellers and producers, and between goods and services. They will recognize that money can be used in the exchange of goods and services.	1.8, 1.9, 1.10, 1.14
Jobs People Do	Jobs People Do	Students will expand their knowledge of how different types of work benefit families and communities. They will discuss how human resources are used to produce goods and services.	1.1, 1.9, 1.11, 1.14, 1.15, 1.40
More Tennessee Heroes	More Tennessee Heroes	Students will expand their knowledge of Tennessee heroes as they learn about Austin Peay, Sam Houston, Sam Davis, Cornelia Fort, Cordell Hull, and Diane Nash.	1.43
Money and Trade	Money and Trade	Students will learn ways people exchange goods and services, including bartering and using money. They will also identify goods that come from other countries and discuss different ways to save money.	1.8, 1.9, 1.11, 1.14, 1.15, 1.38

1st Grade Tennessee's Place in America: Quarter 3 Curriculum Introduction

What Will Kindergarten Students Learn This Year?

Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior.

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.

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 and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to 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:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
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: Presidents and Patriots				
Essential Question(s)	How did presidents and patriots from the past help make the United States a better place?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	patriots, American Revolution, president			
Teacher Guided Text Specific & Text Dependent Questions	<p>Presidents and Patriots</p> <ul style="list-style-type: none"> • What is a president? • What are patriots? • How many presidents do we have in the United States? • Who was the first president of the United States? <p>John Adams</p> <ul style="list-style-type: none"> • Who was the second president of the United States? • Where was he born? • Who was the first president to live in the White House? 	<p>Thomas Jefferson</p> <ul style="list-style-type: none"> • Who was the third president of the United States? • Where was he born? • What professions did Jefferson have? • What is an author? • What is an inventor? • What is an architect? <p>Presidents Day</p> <ul style="list-style-type: none"> • In America, when do we celebrate Presidents Day? • Who do we honor on Presidents Day? • Why do we honor them on Presidents Day? 	<p>Betty Ross and the American Flag</p> <ul style="list-style-type: none"> • Where did Betty Ross live? • What was she believed to have done? • Who asked Betty Ross to make the American flag? • How many stars were on the first flag? • How many stripes were on the first flag? • What did the number of stars and stripes on the flag represent? <p>Crispus Attucks</p> <ul style="list-style-type: none"> • Why did America have to fight a war against Britain? • What was the war called? • Who was Crispus Attucks? 	<p>Sequoyah's Alphabet</p> <ul style="list-style-type: none"> • Where was Sequoyah from? • What did Sequoyah invent? • What happened soon after Sequoyah's invention? <p>Yankee Doodle</p> <ul style="list-style-type: none"> • Who sang the first Yankee Doodle song? • Who sang new words to the song? • Who were the new words to the song about? • What is Yankee Doodle?
Suggested Activities	<p>1) Of the three presidents discussed this week, students will choose a president and use evidence from the text to describe or give facts about the efforts of their chosen president. Students may also draw/ color a picture of the president they chose.</p> <p>2) Students will draw the first American flag. Students will also write sentences to describe the flag and the meaning of the number of stars and stripes on the flag.</p>			
Assessment	Students will use the week's texts to complete the prompt: How did presidents and patriots from the past help make the United States a better place?			
Standards	1.15, 1.20, 1.26, 1.39, 1.40, 1.42			

Week 2: Tennessee Heroes				
Essential Question(s)	How did the heroes of Tennessee help others?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	hero, engineer, governor			
Teacher Guided Text Specific & Text Dependent Questions	<p>Tennessee Heroes</p> <ul style="list-style-type: none"> • What is a hero? • Who can be heroes? <p>John Donelson</p> <ul style="list-style-type: none"> • What was John Donelson? • What did Donelson find during his exploration? • What did the fort grow to become? • Where can you see what the fort looked like? 	<p>John Sevier</p> <ul style="list-style-type: none"> • Where was John Sevier an early settler? • What famous battle did Sevier fight in? • What did Sevier become in 1796? 	<p>Casey Jones</p> <ul style="list-style-type: none"> • What did Casey Jones do for a living? • Where was Casey Jones from? • What brave thing did Casey Jones do? 	<p>Anne Dudley</p> <ul style="list-style-type: none"> • What is something women could not do long ago? • Where did Anne Dudley live? • What did Anne Dudley work to change? • What happened in 1920?
Suggested Activities	1) Students will write to explain how they plan to become or how they are a Tennessee hero. 2) Students will write to describe a Tennessee hero of their choice. Students will also tell why they chose that particular hero.			
Assessment	Students will use the week's texts to complete the prompt: How did the heroes of Tennessee help others?			
Standards	1.41, 1.43			

Week 3: Rights and Responsibilities				
Essential Question(s)	Why do people need rights? Why do people have responsibilities?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	governor, U. S. Constitution, responsibility			
Teacher Guided Text Specific & Text Dependent Questions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • What do all Americans have the right to? • What is a responsibility of all Americans? • What can Americans do their own way? <p>The Right to Vote</p> <ul style="list-style-type: none"> • Why do people vote? • Why is voting important? <p>The Right to Property</p> <ul style="list-style-type: none"> • What are some examples of things Americans have the right to own? • What is the responsibility of Americans who own things? </td> <td style="width: 33%; vertical-align: top;"> <p>The President</p> <ul style="list-style-type: none"> • What is the role of the president? • Why is the role of the president a big responsibility? • Where does the president live? • Who is the current president of the United States? <p>The Constitution</p> <ul style="list-style-type: none"> • What is a constitution? • What does the U.S. Constitution protect? <p>Government Leadership</p> <ul style="list-style-type: none"> • What do governors lead? • Where do governors work? • Who is the leader of a city or town? </td> <td style="width: 33%; vertical-align: top;"> <p>The Laws of Our Country</p> <ul style="list-style-type: none"> • What is one job of the president? • What is one job of a state's governor? <p>Memorial Day</p> <ul style="list-style-type: none"> • When is Memorial Day celebrated? • Why do we celebrate Memorial Day? • What might people see during Memorial Day? </td> </tr> </table>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • What do all Americans have the right to? • What is a responsibility of all Americans? • What can Americans do their own way? <p>The Right to Vote</p> <ul style="list-style-type: none"> • Why do people vote? • Why is voting important? <p>The Right to Property</p> <ul style="list-style-type: none"> • What are some examples of things Americans have the right to own? • What is the responsibility of Americans who own things? 	<p>The President</p> <ul style="list-style-type: none"> • What is the role of the president? • Why is the role of the president a big responsibility? • Where does the president live? • Who is the current president of the United States? <p>The Constitution</p> <ul style="list-style-type: none"> • What is a constitution? • What does the U.S. Constitution protect? <p>Government Leadership</p> <ul style="list-style-type: none"> • What do governors lead? • Where do governors work? • Who is the leader of a city or town? 	<p>The Laws of Our Country</p> <ul style="list-style-type: none"> • What is one job of the president? • What is one job of a state's governor? <p>Memorial Day</p> <ul style="list-style-type: none"> • When is Memorial Day celebrated? • Why do we celebrate Memorial Day? • What might people see during Memorial Day?
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Suggested Activities	<ol style="list-style-type: none"> 1) After reading this week's selection and the teacher providing information on rights of citizens, students will work in groups to list and draw the rights of citizens. 2) Students will work individually to explain why is it important for people to have rights. 3) Students will complete a tri-fold to categorize responsibilities at home, at school, and in the community. 4) Students will listen to the story Strega Nona. Students will then complete a cause and effect t-chat for the boy being irresponsible. 			
Assessment	Students will use the week's texts to complete the prompt: Why is it important for people to have rights? How would life be if people did not have rights?			
Standards	1.25, 1.27, 1.30, 1.32, 1.33, 1.39			

Week 4: Communities				
Essential Question(s)	Why do different communities have different needs?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	community, shelter, clothing			
Teacher Guided Text Specific & Text Dependent Questions	<p>Communities</p> <ul style="list-style-type: none"> • What is a community? • What do people need in every community? <p>Different Communities</p> <ul style="list-style-type: none"> • What do people in different communities have? 	<p>Hot Communities</p> <ul style="list-style-type: none"> • What do people do in hot communities? • What clothes in the picture are helping to keep the children cool? <p>Cold Communities</p> <ul style="list-style-type: none"> • What do people do in cold communities? • What clothes in the picture are helping the child stay warm? 	<p>Air Conditioners</p> <ul style="list-style-type: none"> • What do people use in their homes during the hot weather? • In what seasons may the weather be warm or hot? <p>What object is shown in the picture?</p> <p>Furnaces and Fire Places</p> <ul style="list-style-type: none"> • What do some people use in their homes to keep them warm during the cold weather? • In what seasons may the weather be cool or cold? <p>What object is shown in the picture?</p>	<p>Differences in Communities</p> <ul style="list-style-type: none"> • What happens in communities that receive plenty of sunshine and rain? • What happens in communities that receive little or no sunshine and rain? <p>Florida</p> <ul style="list-style-type: none"> • What do people in Florida often wear? • What types of fruits and vegetables grow in Florida? • What in the picture lets you know that it is hot in Florida? <p>Alaska</p> <ul style="list-style-type: none"> • What do people who live in Alaska wear? • Where do people in Alaska get their fruits and vegetables? • What in the picture lets you know it is cold in Alaska?
Suggested Activities	<ol style="list-style-type: none"> 1) The teacher and students will review the class rule and discuss why they are important and how they benefit everyone in class. 2) The teacher will use chart paper to post different communities around the classroom. Students will work in groups to draw or list the needs of the different communities. Students will present their chart paper/ needs for their given community. Different communities may include: Cold region and desert regions 3) After listening to and viewing the City Mouse and the Country Mouse, students will compare and contrast the two mice and their environments. 			
Assessment	Using this week's text and class discussions as a reference, students will explain why different communities have different needs.			
Standards	1.1, 1.15, 1.17, 1.20, 1.21			

Week 5: Changes in Communities				
Essential Question(s)	How have communities changed over time?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	conserve, consequences, natural resources, recycle, extinct, endangered			
Teacher Guided Text Specific & Text Dependent Questions	<p>Changes in Communities</p> <ul style="list-style-type: none"> • Who or what lived on Earth before people live on Earth? <p>Cutting Down Trees</p> <ul style="list-style-type: none"> • When did people begin to change things? • Why did people cut down tree and plants? 	<p>Needing Resources</p> <ul style="list-style-type: none"> • What kept getting larger over time? • Why did people clear more land? • What animals did people raise on the cleared land? <p>The First Roads</p> <ul style="list-style-type: none"> • Who made the first roads? • How were the first roads made? • What was needed after cars were invented? <p>More People on Earth</p> <ul style="list-style-type: none"> • What happened when more people were living on Earth? • What happened when villages kept growing? 	<p>Consequences</p> <ul style="list-style-type: none"> • What happens when people make many changes to their communities? <p>Extinction</p> <ul style="list-style-type: none"> • What did clearing land do to some animals' homes? • What does it mean for an animal to become extinct? • Why did some animals become extinct? • What does it mean for an animal to become endangered? 	<p>Traffic Jams</p> <ul style="list-style-type: none"> • Where are traffic jams? • What is pollution? • What is pollution doing to the air and water? • Where is the pollution coming from in this picture? • How can the pollution in this picture be reduced? <p>Natural Resources</p> <ul style="list-style-type: none"> • What are natural resources? • What do people need every day to live a healthy life? <p>Conserving Resources</p> <ul style="list-style-type: none"> • What does conserving resources mean? • What can people do to conserve resources?
Suggested Activities	1) Students will view a picture of deforestation and discuss the impact it has on the living environment of animals. 2) Students will categorize different objects/items as natural resources or man-made resource. Resources may include: wind, water, bicycle, t-shirt, cotton, fruit, soda, vegetable, bread, wheat, fish, car, cellular phones, televisions, computer, oil, diamonds, coals, flowers, and grass			
Assessment	Students will use evidence from this week's texts to complete the prompt: How have communities changed over time?			
Standards	1.36, 1.38			

Week 6: Goods and Services				
Essential Question(s)	How are goods and services different?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	capital resources, consumers, producers, service, goods			
Teacher Guided Text Specific & Text Dependent Questions	<p>Goods and Services</p> <ul style="list-style-type: none"> • What do people in every community have? • What are goods? • What are some examples of goods? <p>Services</p> <ul style="list-style-type: none"> • What is a service? • What are some examples of services? 	<p>Consumers</p> <ul style="list-style-type: none"> • Who are consumers? • Where can consumers buy goods and services? <p>Producers</p> <ul style="list-style-type: none"> • Who are producers? • Where do producers sell their goods and services? <p>Countries Depend on Each Other</p> <ul style="list-style-type: none"> • What do people all over the world depend on each other for? • What are some things the United States sends to other countries? • What are some things people of the United States buy from other countries? 	<p>Opportunity Cost</p> <ul style="list-style-type: none"> • What do you have to do sometimes to get something you want? • What do you call something you give up to get something? <p>Money</p> <ul style="list-style-type: none"> • How do people use money? • What is money? • How do people earn money? 	<p>Benefits</p> <ul style="list-style-type: none"> • What are benefits? • What are the benefits of planting a garden? <p>Citrus Trees</p> <ul style="list-style-type: none"> • What types of fruits grow from citrus trees? • Which state in the United States grows the most citrus trees?
Suggested Activities	<p>1) After reading about goods and services, the teacher and students will use a goods and services activity to view pictures and discuss and determine if the pictures are of a good or if it offers a service.</p> <p>2) After reading about goods and services, students will complete a goods and services activity by drawing a line to connect the person providing the service to the good he or she would purchase.</p>			
Assessment	Students will use the week's texts to complete the prompt: How are goods and services different?			
Standards	1.8, 1.9, 1.10, 1.14			

Week 7: Jobs People Do				
Essential Question(s)	How do the jobs people do benefit everyone?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	license, income, cavities, human resources			
Teacher Guided Text Specific & Text Dependent Questions	<p>Jobs People Do</p> <ul style="list-style-type: none"> • How do jobs help families? • What is money earned by workers called? <p>Taxes</p> <ul style="list-style-type: none"> • What do many workers pay? • What do some taxes help pay for? <p>Dentists</p> <ul style="list-style-type: none"> • What is the job of a dentist? • What are some things a dentist does to help people? • How many years of college must a person have to become dentist? 	<p>Servers</p> <ul style="list-style-type: none"> • Where do servers work? • What must servers do to be good at serving? • When do servers work? <p>Musicians</p> <ul style="list-style-type: none"> • What do musicians do? • What must a musician have to be successful? • What do musicians do to become a great musician? 	<p>Human Resources</p> <ul style="list-style-type: none"> • What are human resources? • How do human resources help people? <p>Letter Carriers</p> <ul style="list-style-type: none"> • What do letter carriers work hard to do? • How do letter carriers get mail and packages to people? <p>Children had to Work</p> <ul style="list-style-type: none"> • Why did children have to work long time ago? • Where did some children work? • What are factories? 	<p>Airline Pilots</p> <ul style="list-style-type: none"> • Who flies airplanes? • What do airline pilots have to know? • What must a person do to become an airline pilot? <p>Turkey</p> <ul style="list-style-type: none"> • When do children start to work in Turkey? • What do older kids learn to do in Turkey? • How long does it take to make a carpet in Turkey?
Suggested Activities	<ol style="list-style-type: none"> 1) The teacher will post different jobs/ professions around the classroom. Students will work in groups to list ways the professional helps others. Students will work with their peers to list an example of how the professional helps, then move to the next chart. 2) Students will write a letter to a professional/community helper to thank them for their work. Students should be sure to include specifically what the professional/community helper does to help others. 			
Assessment	Students will use the week's texts to complete the prompt: How do the jobs people do benefit everyone?			
Standards	1.1, 1.9, 1.11, 1.14, 1.15, 1.40			

Week 8: More Tennessee Heroes				
Essential Question(s)	How did some Tennessee heroes help others?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	governor, confederacy, World War II, Nobel Peace Prize			
Teacher Guided Text Specific & Text Dependent Questions	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>More Tennessee Heroes</p> <ul style="list-style-type: none"> • Who was the governor of Tennessee from 1923-1927? • What did he do while he was governor of Tennessee? • The land he purchased is part of what national park? • How many people come to Tennessee to visit that national park? <p>Sam Houston</p> <ul style="list-style-type: none"> • Where was Sam Houston born? • How old was Sam when his family moved to Maryville, Tennessee? • What did Sam Houston do a few years after moving to Tennessee? • What other professions did Sam Houston have throughout his life? </td> <td style="width: 33%; vertical-align: top;"> <p>Cornelia Fort</p> <ul style="list-style-type: none"> • Where was Cornelia Fort born? • What did Cornelia Fort become when she grew up? • What did Cornelia Fort do during World War II? <p>Cordell Hull</p> <ul style="list-style-type: none"> • Where was Cordell Hull born? • What did Cordell Hull become when he grew up? • What special award did Cordell Hull win? • Why did he win the award? • What does the United Nations do? </td> <td style="width: 33%; vertical-align: top;"> <p>Sam Davis</p> <ul style="list-style-type: none"> • What was the nickname of Sam Davis? • Where was Sam Davis born? • For what war was Sam Davis a scout? • Why is there a statue at the Tennessee State Capitol to honor Sam Davis? <p>Diane Nash</p> <ul style="list-style-type: none"> • What did Diane Nash work hard to do? • Diane Nash was a strong leader during what period? • What did Diane Nash help our state do? </td> </tr> </table>	<p>More Tennessee Heroes</p> <ul style="list-style-type: none"> • Who was the governor of Tennessee from 1923-1927? • What did he do while he was governor of Tennessee? • The land he purchased is part of what national park? • How many people come to Tennessee to visit that national park? <p>Sam Houston</p> <ul style="list-style-type: none"> • Where was Sam Houston born? • How old was Sam when his family moved to Maryville, Tennessee? • What did Sam Houston do a few years after moving to Tennessee? • What other professions did Sam Houston have throughout his life? 	<p>Cornelia Fort</p> <ul style="list-style-type: none"> • Where was Cornelia Fort born? • What did Cornelia Fort become when she grew up? • What did Cornelia Fort do during World War II? <p>Cordell Hull</p> <ul style="list-style-type: none"> • Where was Cordell Hull born? • What did Cordell Hull become when he grew up? • What special award did Cordell Hull win? • Why did he win the award? • What does the United Nations do? 	<p>Sam Davis</p> <ul style="list-style-type: none"> • What was the nickname of Sam Davis? • Where was Sam Davis born? • For what war was Sam Davis a scout? • Why is there a statue at the Tennessee State Capitol to honor Sam Davis? <p>Diane Nash</p> <ul style="list-style-type: none"> • What did Diane Nash work hard to do? • Diane Nash was a strong leader during what period? • What did Diane Nash help our state do?
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Suggested Activities	<p>1) Students will make a bubble map of Tennessee heroes discussed in this week’s reading selection. Students will write important facts or details about each hero listed in the bubble map.</p> <p>2) Student will write a letter to a friend to describe a Tennessee hero from this week’s text selection.</p>			
Assessment	Students will use the week’s texts to complete the prompt: How did some Tennessee heroes help others?			
Standards	1.43			

Week 9: Money and Trade				
Essential Question(s)	How is money used?			
Texts	Required Texts: First Grade Studies Weekly: Our Place in America			
Vocabulary	pesos, centavos, bartering, weavers, bury, emergency			
Teacher Guided Text Specific & Text Dependent Questions	<p>Money and Trade</p> <ul style="list-style-type: none"> • Long ago, what did people do to get the things they wanted and needed? • Why would people trade things? <p>Money</p> <ul style="list-style-type: none"> • When was money invented? • What are some things people used as money long ago? • What were coins made of long ago? 	<p>Trading Goods and Services</p> <ul style="list-style-type: none"> • What did people trade long ago? • What did people often trade? • What are weavers? • What would weavers be given? • What is bartering? <p>Traveling Trade</p> <ul style="list-style-type: none"> • Who did people trade with? • What forms of transportation were used by travelers when they wanted to trade? 	<p>Depending on Others</p> <ul style="list-style-type: none"> • Why do people still depend on others? • Who does the United States send goods to? <p>Brazil</p> <ul style="list-style-type: none"> • What does Brazil grow more than any other country? • Where does Brazil send coffee? • How many bags of coffee does Brazil send to other places? <p>Saving Money</p> <ul style="list-style-type: none"> • How did people save money long ago? • Today, where do some people save coins? • Where do many people take their money to keep it safe? 	<p>Saving for Emergencies</p> <ul style="list-style-type: none"> • What is an emergency? • What does it mean to “save money for a rainy day?” • Why is it important to “save money for a rainy day?” <p>Pesos</p> <ul style="list-style-type: none"> • What is paper money called in Mexico? • How many centavos equal one peso? • What coin do we use in the United States that is similar to a centavo?
Suggested Activities	<p>1) Students will draw pictures to create a t-chart to contrast money from long ago and money today. Students will label or caption their drawings.</p> <p>2) The teacher will read aloud Alexander, Who Used to be Rich Last Sunday or the students will view the video read aloud of Alexander, Who Used to be Rich Last Sunday. Students will answer text dependent questions and list the ways Alexander spent his money. Students will also list ways Alexander could have saved money.</p>			
Assessment	Students will use the week’s texts to complete the prompt: How is money used?			
Standards	1.8, 1.9, 1.11, 1.14, 1.15, 1.38			