

## First Grade-Tennessee's Place in the United States: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week and Weekly Text Title	Weekly Focus	Standards
<b>History</b>	Week 1: Studies Weekly Week 25	This week, while Revere is visiting his grandma, they discuss the traditions that they celebrate as a family. Where did these traditions come from and why are they important? We compare and contrast family traditions and customs found in the cultures that were celebrated last week.	1.03
<b>History</b>	Week 2: Studies Weekly Week 10	Students will learn about the Martin Luther King Jr. holiday. What did Martin Luther King Jr. do, and what exactly are we celebrating on that day? Students are also introduced to other civil rights activists such as Ruby Bridges, Rosa Parks, Medgar Evers and Joan Trumpauer Mulholland.	1.26
<b>Government and Civics</b>	Week 3: Studies Weekly Week 17	This week students study the difference between a rule and a law. Students look at examples of rules and laws.	1.17
<b>Government and Civics</b>	Week 4: Studies Weekly Week 18	What is a good citizen? This week students learn about voting. What are other ways we can be good citizens?	1.18
<b>Government and Civics</b>	Week 5: Studies Weekly Week 19	Students will study leadership roles such as president, mayor and governor. They learn about these jobs and what their roles entail.	1.15, 1.20
<b>Government and Civics and History</b>	Week 6: Studies Weekly Week 11	Students explore the history of Presidents Day, and presidents who have birthdays in February	1.26
<b>Government and Civics</b>	Week 7: Studies Weekly Week 20	Students read about the Pledge of Allegiance and the National Anthem.	1.16
<b>History</b>	Week 8: Studies Weekly Week 5	If you were to divide Tennessee into three parts, how you would you divide it? Students will learn about Tennessee's three grand divisions.	1.14
<b>Economics</b>	Week 9: Studies Weekly Week 21	This week we learn about Tennessee's symbols. These include the state flag, state tree, state flower, state bird, state animal and the significance of the state nickname.	1.21
<b>Economics</b>	Week 10: Studies Weekly Week 6	Students will understand how to read and use a timeline.	1.24

## First Grade-Tennessee's Place in the United States: Quarter 3 Curriculum Map Introduction

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

First grade students will continue their study of social studies by learning about Tennessee's place in the United States through culture, economics, geography, government and civics, and history.

### 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

**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- A Family of Mixed Tradition (Studies Weekly-Week 25)**

<b>Essential Question(s)</b>	How do traditions come to families		
<b>Standards</b>	1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Tradition, Scotch-Irish, Chickasaw, mancala, deerskin, German, ancestors		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>A Family of Mixed Traditions</b></p> <ul style="list-style-type: none"> <li>• What forms can traditions take?</li> <li>• How many traditions can a family have?</li> </ul>	<p><b>Tennessee Cultures</b></p> <ul style="list-style-type: none"> <li>• How do you think Rev's Grandma got her traditions?</li> <li>• Which traditions will Rev likely use later?</li> </ul>	<p><b>Families in Tennessee / Holiday Traditions</b></p> <ul style="list-style-type: none"> <li>• Are there any new traditions that you have just learned about?</li> <li>• What are some things that are similar in cultural traditions?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	
<b>Extension Activities</b>	<p>1) Students will complete the <a href="#">Winter Holiday Traditions activity sheet</a> holidays and traditions.</p> <p>2) Students will draw pictures of different traditions and write sentences to describe the traditions.</p>		
<b>Additional Topic Specific Resources</b>	<a href="#">Barney - It's Tradition: Video</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 25</a>		

**Week 2- Dr. Martin Luther King, Jr. Day (Studies Weekly-Week 10)**

<b>Essential Question(s)</b>	Why was Martin Luther King, Jr., such an important person? Why do we remember his birthday?		
<b>Standards</b>	1.26 Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Martin Luther King, Jr. Day		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Movement, speech		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Martin Luther King Jr. Day</b></p> <ul style="list-style-type: none"> <li>• What is Martin Luther King, Jr., Day?</li> <li>• Who was Martin Luther King, Jr.?</li> <li>• Can you name other leaders who stood up for what’s right?</li> </ul>	<p><b>Who Was Martin Luther King Jr.? /What Did Martin Luther King Jr. Do?</b></p> <ul style="list-style-type: none"> <li>• Why was the Civil Rights Movement important?</li> <li>• Do you think what Martin Luther King Jr. did was brave? Why?</li> <li>• How do you think the work of Martin Luther King Jr. made the world a better place?</li> </ul>	<p><b>I Have a Dream   Other Heroes of the Civil Rights Movement</b></p> <ul style="list-style-type: none"> <li>• Do you like listening to the “I Have a Dream” speech? Why or why not?</li> <li>• Martin Luther King, Jr., was the leader of the Civil Rights Movement, but he was not the only important person. Do you think it is important for leaders to have other heroes to help them? Why?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete the <a href="#">Dr. Martin Luther King, Jr. activity sheet</a> to detail Dr. King’s dream and their dream.</p> <p>2) Students will complete the <a href="#">Protest Sign activity sheet</a> to detail something Dr. King fought for.</p> <p>3) Students will read the text <a href="#">Martin Luther King, Jr.</a> and answer text dependent questions about the text.</p>		
<b>Additional Topic Specific Resources</b>	<p><a href="#">MLK Coloring Sheet</a></p> <p><a href="#">Martin Luther King Day   All About the Holidays</a></p>		
<b>Assessment</b>	<a href="#">Students Weekly Assessment: Week 10</a>		

**Week 3- Rules and Laws (Studies Weekly-Week 17)**

<b>Essential Question(s)</b>	How are rules and laws different?		
<b>Standards</b>	1.17 Distinguish the differences between rules and laws, and give examples of each.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Rules, laws, enforce		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Rules vs. Laws</b></p> <ul style="list-style-type: none"> <li>• What is a rule?</li> <li>• What is a law?</li> <li>• Give an example of a rule.</li> <li>• Give an example of a law.</li> <li>• How are rules and laws the same?</li> <li>• How are rules and laws different?</li> </ul>	<p><b>Rules/ Laws</b></p> <ul style="list-style-type: none"> <li>• What are some rules you have to follow at school?</li> <li>• What are some laws that everyone in your town/city has to follow?</li> <li>• What happens when you break a rule at school?</li> <li>• What happens when a person breaks a law in our town/city?</li> <li>• How do you think consequences help or hurt people?</li> </ul>	<p><b>Rules Change from Place to Place / Laws are Rules for the Community</b></p> <ul style="list-style-type: none"> <li>• Give some examples of rules that apply in one place or situation but not in another.</li> <li>• When you break a law, the consequences are often much more serious than when you break a rule. Why do you think this is?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete the <a href="#">Rule or Law activity sheet</a> to determine people are abiding by a rule or law.</p> <p>2) Students will complete the <a href="#">Follow the Rules activity sheet</a> to detail rules they have at home or at school.</p> <p>3) Students will give examples of rules and laws in different places using the <a href="#">Rules and Laws Foldable template</a>.</p>		
<b>Additional Topic Specific Resources</b>	<a href="#">I Can Follow the Rules Song: Video</a>		
<b>Assessment</b>	<a href="#">Students Weekly Assessment Week: 17</a>		

**Week 4- And the Next Class President Is.... (Studies Weekly-Week 18)**

<b>Essential Question(s)</b>	Why is voting important?		
<b>Standards</b>	1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc. 1.19 Explain that voting is a way of making choices and decisions.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Election, vote, citizen, leader, decide		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>And The Next Class President Is...</b> <ul style="list-style-type: none"> <li>• When are times that groups need to make a choice?</li> <li>• What are some other ways that groups can make decisions?</li> </ul>	<b>Good Citizens / Voting</b> <ul style="list-style-type: none"> <li>• What are the advantages of voting?</li> <li>• How does voting make you a good citizen?</li> <li>• Is voting an easy way of making a choice?</li> </ul>	<b>How Can You Be a Good Citizen?   Ways to Decide</b> <ul style="list-style-type: none"> <li>• What are some things that you can vote for?</li> <li>• What are some things you can't vote for?</li> <li>• How does having a say in the rules affect how you feel about the rule?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	1) Students will complete the <a href="#">What Does a Good Citizen Look Like activity sheet</a> to draw pictures and write sentences about the actions of good citizens. 2) Students will complete the <a href="#">I Am a Good Citizen activity sheet</a> to draw their face and then write two sentences that tell how they are a good citizen. 3) The teacher and students will complete an anchor chart/ thinking map to detail what voting is and why voting is important. 4) The teacher will pose an election on favorite foods and have students to cast their votes using the <a href="#">Class Vote Ballot</a> anonymously in a basket or box. The teacher and students will then chart the votes and complete sentences to detail the outcome of the election/vote using the <a href="#">Class Vote: Favorite Food Activity Sheet</a> .		
<b>Additional Topic Specific Resources</b>	<a href="#">Being A Good Citizen: Video</a> <a href="#">Voting for Kids   Why Voting is Important: Video</a>		
<b>Assessment</b>	<a href="#">Students Weekly Assessment: Week 18</a>		

**Week 5- Our Leaders (Studies Weekly-Week 19)**

<b>Essential Question(s)</b>	What are the roles and responsibilities of mayors, governors and the president?		
<b>Standards</b>	1.15 Identify the Governor and the President, and explain their roles. 1.20 Recognize that a mayor is the leader of a town/city, and explain his/her role.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	President, mayor, governor, laws, vote, election		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Our Leaders</b> <ul style="list-style-type: none"> <li>• Who leads a city?</li> <li>• Can a place have more than one leader at the same time?</li> <li>• How do you think people get these jobs?</li> </ul>	<b>The Mayor / The Governor</b> <ul style="list-style-type: none"> <li>• What does a mayor do?</li> <li>• Who has more responsibility, a mayor or a governor? Why?</li> <li>• What are laws?</li> </ul>	<b>The President   Running for President</b> <ul style="list-style-type: none"> <li>• Who is our current president?</li> <li>• How old do you have to be to run for president?</li> <li>• Does the president make laws?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	1) Students will read the <a href="#">Governor Bill Lee text</a> to learn about the governor of Tennessee. Students will then complete the <a href="#">Governor Bill Lee Thinking Map</a> to list key details about the governor. 2) Students will read the <a href="#">Mayor Jim Strickland text</a> to learn about the mayor of Memphis, Tennessee. Students will then complete the <a href="#">Mayor Jim Strickland Thinking Map</a> to list key details about the mayor. 3) Students will complete the <a href="#">Our Elected Leaders activity sheet</a> to identify elected leaders are and what responsibilities they have.		
<b>Additional Topic Specific Resources</b>	Students will complete the <a href="#">What Makes a Good Leader activity sheet</a> to make a list of characteristics that describe a good leader and then draw a picture of something a good leader might do.		
<b>Assessment</b>	<a href="#">Students Weekly Assessment Week: 19</a>		



**Week 6- Presidents Day (Studies Weekly-Week 11)**

<b>Essential Question(s)</b>	What is Presidents Day and why is it celebrated?	
<b>Standards</b>	1.26 Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Presidents' Day	
<b>Texts</b>	Tennessee First Grade: Our Place in the United States	
<b>Vocabulary</b>	President, Washington, Lincoln, holiday, Congress, state, honor, unite	
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Presidents' Day</b></p> <ul style="list-style-type: none"> <li>• Would Presidents Day have something to do with someone's birthday? Whose?</li> <li>• Why would one person be celebrated by everyone in a country?</li> <li>• Who would you nominate to have everyone in the country honor?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>George Washington / Abraham Lincoln</b></li> <li>• Who was George Washington?</li> <li>• Who was Abraham Lincoln?</li> </ul> <p><b>Presidents' Day</b></p> <ul style="list-style-type: none"> <li>• Why would we celebrate a special day for all presidents and not just Washington's birthday?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>
<b>Extension Activities</b>	1) Students will complete the <a href="#">President Sort activity sheet</a> to match the faces of presidents to their actions. 2) Students will complete the <a href="#">Presidents' Day activity sheet</a> to explain why people celebrate Presidents' Day.	
<b>Additional Topic Specific Resources</b>	<a href="#">President Vocabulary</a>	
<b>Assessment</b>	<a href="#">Students Weekly Assessment: Week 11</a>	

**Week 7- Honor and Respect (Studies Weekly-Week 20)**

<b>Essential Question(s)</b>	How do some people honor the American flag?		
<b>Standards</b>	1.16 Explain the importance of patriotic traditions, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Respect, honor, patriot, allegiance, pledge, American, liberty, indivisible		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Honor and Respect</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be an American?</li> <li>• Why do Americans sing the national anthem to their flag?</li> <li>• How can we show respect during the national anthem?</li> </ul>	<p><b>Showing Allegiance to Our Country / Showing Respect</b></p> <ul style="list-style-type: none"> <li>• What does it mean to show honor and respect?</li> <li>• How do the national anthem and “The Pledge of Allegiance” differ from each other?</li> <li>• Who wrote the national anthem?</li> <li>• How can we show honor and respect to America, our country?</li> </ul>	<p><b>Why Save?</b></p> <ul style="list-style-type: none"> <li>• What is a patriot?</li> <li>• How do we show patriotism?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete the <a href="#">Pledge of Allegiance activity sheet</a> to cut and paste the correct words of the pledge to the American Flag.</p> <p>2) Students will complete the <a href="#">Star-Spangled Banner Vocabulary activity sheet</a> to define two words using context clues. Students will also use the words to write two sentences.</p>		
<b>Additional Topic Specific Resources</b>	<a href="#">The Star-Spangled Banner- Concert Band and Soldiers' Chorus</a>		
<b>Assessment</b>	<a href="#">Students Weekly Assessment: Week 20</a>		

**Week 8- Three Grand Divisions (Studies Weekly Week 5)**

<b>Essential Question(s)</b>	What are the three grand divisions of Tennessee?		
<b>Standards</b>	1.14 Identify the three grand divisions of Tennessee on a map.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	East, Middle, West, hills, grand		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Three Grand Divisions</b></p> <ul style="list-style-type: none"> <li>• How many parts is Tennessee divided into?</li> <li>• What do you notice about each part of Tennessee?</li> <li>• Compare and contrast parts of map of Tennessee</li> </ul>	<p><b>Tennessee’s Regions / Three Different Parts</b></p> <ul style="list-style-type: none"> <li>• What are the 3 divisions of Tennessee?</li> <li>• In what division do you live?</li> <li>• Why are these ‘grand’ (big) divisions instead of little ones?</li> </ul>	<p><b>Put the Puzzle Together /The Grand Divisions of Tennessee</b></p> <ul style="list-style-type: none"> <li>• Where are the flat fields in Tennessee?</li> <li>• What do you think the flat parts are good for?</li> <li>• How does the land being flat affect the people living there?</li> <li>• What do you think the mountains are good for?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	<p>1) Students will complete the activity sheet <a href="#">Tennessee’s Three</a> to color the region where they live in their favorite color. Students will then answer the questions about the three divisions.</p> <p>2) Students will use a <a href="#">map of Tennessee</a> to identify and label the Three Grand Divisions of Tennessee.</p>		
<b>Additional Topic Specific Resources</b>	<a href="#">Three Grand Divisions Punctuation Practice: Activity Sheet</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 5</a>		

**Week 9- What Makes our State Great (Studies Weekly Week 21)**

<b>Essential Question(s)</b>	What are the special state symbols for Tennessee? What does the state's nickname mean?		
<b>Standards</b>	1.21 Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Symbol, tulip poplar, iris, mocking bird, raccoon, nickname, volunteer		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>What Makes Our State Great?</b> <ul style="list-style-type: none"> <li>• What is state symbol?</li> <li>• How do things become state symbols?</li> </ul>	<b>Symbols of Tennessee / More Tennessee Symbols</b> <ul style="list-style-type: none"> <li>• What is the official flower of the state of Tennessee?</li> <li>• What is Tennessee's official mammal? What are some other kinds of mammals?</li> <li>• The mockingbird is Tennessee's official bird. How did it get its name?</li> </ul>	<b>Why Is Tennessee Called the Volunteer State? / The Tennessee State Flag</b> <ul style="list-style-type: none"> <li>• What is a nickname?</li> <li>• Why is Tennessee called the Volunteer State?</li> <li>• Who was Davy Crockett?</li> <li>• What two things do people think the stars on Tennessee's flag mean?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back, Fact to Face</a>
<b>Extension Activities</b>	1) Students will create <a href="#">Tennessee State Symbol Flipbook</a> to draw symbols and write facts about the Tennessee symbols. 2) Students will use the <a href="#">Write and Draw template</a> to draw and label Tennessee Symbols of their choice. Students will then use the lines below to write sentences about the symbols they drew. 3) Students will color and label a <a href="#">Tennessee State Flag template</a> .		
<b>Additional Topic Specific Resources</b>	<a href="#">A Garden of State Symbols: Activity Sheet</a> <a href="#">The Tennessee Flag: Video</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 21</a>		

**Week 10- Time in a Line (Studies Weekly Week 6)**

<b>Essential Question(s)</b>	What is a timeline and how do we use them?		
<b>Standards</b>	1.24 Interpret information from simple timelines.		
<b>Texts</b>	Tennessee First Grade: Our Place in the United States		
<b>Vocabulary</b>	Timeline, event, when, before, after		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<b>Time in a Line</b> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• How do we tell time?</li> <li>• Is there anything you use to tell time?</li> <li>• How are timelines and clocks alike?</li> <li>• How are timelines and clocks different?</li> </ul>	<b>From Then to Now / What Are Timelines For?</b> <ul style="list-style-type: none"> <li>• What is an event?</li> <li>• When do events happen?</li> <li>• What events can we record on a timeline?</li> </ul>	<b>Reading a Timeline</b> <ul style="list-style-type: none"> <li>• How many events can you list on a timeline?</li> <li>• Are timelines always the best way to tell a story?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Fact to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Pinky Partners</a>
<b>Extension Activities</b>	1) The teacher and students will use the What is a <a href="#">Timeline Activity Sheet 1</a> review a visual timeline and answer questions about the events on the timeline. 2) Students will use the What is a <a href="#">Timeline Activity Sheet 2</a> cut and paste picture of past and present forms of transportation. Students will then use draw a picture of what they think transportation look like in the future.		
<b>Additional Topic Specific Resources</b>	<a href="#">Reading Timelines: Activity Sheet</a> <a href="#">Spell It: Activity Sheet</a>		
<b>Assessment</b>	<a href="#">Studies Weekly Assessment: Week 6</a>		