

Open Social Studies

An Inquiry-Based and Literacy-Focused K-6 Curriculum



INSTRUCTOR MANUAL **Level: Grade K** Our Families and Neighborhoods

Developers:
Christopher C. Martell
Jennifer R. Bryson



INTRODUCTION

Starting in the early elementary grades, all children should receive regular instruction in the social studies, which includes history, civics, geography, and economics. However, there are real pressures on schools and teachers to increase the amount of instruction in other subject areas, which often comes at the expense of their social studies time.

This curriculum was built to help teachers in K-6 schools regularly enact powerful and authentic social studies in their classrooms that will also meet essential literacy goals (linking every lesson to the Common Core State Standards). In other words, it leverages the richness of social studies content to help students learn to read, write, speak, and think critically while exploring the past and present world around them. It aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States.

ORGANIZATION

These lessons are meant to supplement the school or district social studies curriculum. They are free and open source. Teachers are encouraged to modify and adapt these lesson plans for the individual needs and diverse cultural backgrounds of their students. They are only a guide, or perhaps better a “starter kit” to implementing lessons with important disciplinary questions and social studies content. Moreover, these social studies lessons should be supported with rich English language arts (ELA) texts on related topics.

This curriculum is organized by grade level, with an organizing theme, and each grade is color coated for quick reference. Within each grade level, it is organized by lesson. At the beginning of each grade level, there is a roadmap for that shows the individual lesson topics. Additionally, each lesson plan follows the same lesson plan template and always includes a thought-provoking inquiry question for the students to answer and primary/secondary sources to use as evidence. All lessons for the primary grades (K-2) are expected to be 30 minutes in length and the intermediate grades (3-6) are expected to be 45 minutes in length. However, depending on the pace of your students, lessons may need to span two or more 30- or 45-minute periods.

This curriculum was designed for students in the Boston Public Schools and each lesson cites the Massachusetts Curriculum Framework for History and the Social Sciences (aligned with the national College, Career, and Civic Life Framework for Social Studies State Standards) and Common Core State Standards. However, this curriculum can be easily adapted for other communities, including districts using other state curriculum frameworks. Some lessons are specifically about history and current events in Dorchester, Boston, and Massachusetts. Teachers from other cities/towns and states are encouraged to adapt these lessons for their particular communities.

HOW TO USE THE CURRICULUM RESOURCES

This curriculum includes three separate resources. The Instructor Manual includes all of the lesson plans, including materials, standards, procedures, and evaluation instructions. The Student Workbook includes all of the student handouts and other materials that teachers need to print for the various activities. The Student Sourcebook includes all of the documents that students are expected to use during the various inquiry activities, which teachers need to print for the various activities.



We encourage teachers or principals to have the materials in the Student Sourcebook color-printed into bound packets, so they can be used in multiple classrooms or over multiple years. If students are using a bounded sourcebook, avoid having them highlight/underline as some lesson instructions suggest.

In this Instructor Manual, each title listed in the Table of Contents is a hyperlink to that specific lesson. This will help you quickly locate each lesson plan.



GRADE K

Our Families and Neighborhoods

GRADE K CONTENT OVERVIEW

At an early age, children begin to recognize differences between their families and other families. They also become curious about the jobs that their family members do and the cultural differences between their families and other families. They begin to understand that their families are part of larger communities, such as their neighborhood, city/town, state, nation, and world. Starting around age 2, children also begin to make sense of racial, gender, and other social identities. Grade K's lessons help students learn that we all have families and that those families come in different sizes, include different people, have different traditions and languages, and do different types of work. By the end of Kindergarten, students should understand how their family is different and similar to other families, understand that families have diverse cultural and language backgrounds, and that their families are part of larger local neighborhoods and global communities. This unit also introduces students, a developmentally appropriate way, to the four main academic disciplines of social studies: history, civics, geography, and economics.

GRADE K LEARNING GOALS

1. Students Should Build on Opinions to Begin Making Arguments

Before grade K, students have developed opinions. Opinions are claims that are not necessarily based in evidence. Arguments include both claims and evidence. In grade K, students should practice making claims. In grade 1, the curriculum will start asking students to use evidence to support their claims, although you may find students begin to do this on their own in kindergarten. However, it is expected that students will not be able to make arguments with the same level of sophistication students in grades 1-6. Argumentation in grade K is about forming opinions by asking and answering questions.

2. Students Should Recognize Differences and Begin to Acknowledge Inequities

Before Kindergarten, most students have developed a strong understanding of fairness. Students are also beginning to recognize racial, gender, and other social differences (there is evidence that most children can detect racial and gender differences by about age 2). In Kindergarten, students should be able to recognize differences and begin to acknowledge when there is a lack of fairness or justice.

3. Students Should Understand Multiple Perspectives

Before Kindergarten, students are beginning to understand that different people in the past or present may experience the same situations or events differently. This occurs in their own lives at school and home. In Kindergarten, students should examine examples of people thinking differently about the same situations or events.



CONCEPTS

Synopsis

1. Families

Students are introduced to families as a basic unit of communities. They examine families that vary in size and composition, as well as beliefs, customs, and traditions.

2. Jobs and Work

Students are introduced to the world of work and the role of jobs inside and outside their home. They examine how people are paid for their work.

3. Past and Present

Students begin to understand how humans were different in the past than the present. Students understand that they will be a part of making the future. Students are introduced to the subjects of history, civics, geography, and economics.

Content

- Communities are made of families and families vary in size and composition.
- Families have different beliefs, customs, and traditions based on racial, ethnic, religious, national origins.
- There are many different jobs that people have in our families and neighborhoods.
- Some people work inside their home and some people work outside their homes.
- People work to get paid and pay for things.
- The past was different than the present.
- Humans change over time.
- People can make a difference in their communities.
- Buying, selling, and trading are ways to get the things that we need and want.

Thinking Skills

- Describe your own family's beliefs, customs, and traditions.
- Compare your family's beliefs, customs, and traditions to others' families.
- Explain how different families living together make our communities.
- Describe different jobs that people may have and how those jobs make our communities better.
- Compare the difference between a need and want.
- Understand how families buy, sell, and trade items.
- Understand how some events happened before other events.
- Examine different accounts of people from past and present events.
- Identify local problems and synthesize possible solutions.
- Compare different places around the world or nation.
- Understand how buying and selling works.



GRADE K FIELD EXPERIENCES

It is strongly recommended that students engage regularly in social studies field experiences to connect their learning inside school to the world outside school. The Grade K curriculum covers families and neighborhoods. It also introduces students to history, civics, geography, and economics. There are several field trip locations in the Boston area that would provide an excellent real world connection to this curriculum. We recommend the following:

Farmer's Markets and Grocery Stores

[Open to the public, but strongly encouraged to contact managers in advance; sometimes managers can give students a “behind the scenes” tour]

www.massfarmersmarkets.org

www.supermarket.nearest.place

Work Sites

[Field trips to different work sites should be arranged in advance; consider contacting families about their potential work places as a site to visit]

Fire Stations

www.boston.gov/departments/fire-operations/fire-department-phone-numbers-and-locations

Hospitals and Doctor's Offices

www.bmc.org

www.massgeneral.org

Colleges and Universities

www.umb.edu

www.bu.edu

www.rcc.mass.edu

www.bhcc.edu

www.bc.edu

www.suffolk.edu

Farms

www.mass.gov/service-details/agritourism-farms

www.massnrc.org/farmlocator/map.aspx

Libraries

www.bpl.org

Airports

www.massport.com/logan-airport/

Bakeries and Restaurants

[Websites and contact information varies]

Auto Repair Shops

[Websites and contact information varies]



Construction Companies
[Websites and contact information varies]

Subways and Buses
www.mbta.com

Boston Children's Museum
www.bostonchildrensmuseum.org



GRADE K PROJECT-BASED LEARNING

These lessons are meant to supplement the school or district social studies curriculum. In addition, teachers are strongly encouraged to have students engage in project-based learning related to the content of these lessons. The Kindergarten curriculum covers. Below are several suggested long-term projects that we recommend teachers use in conjunction with these lessons. These projects may include producing a report and/or brief presentations in the form of poster boards, digital slideshows, performances that highlight the positive and negative aspect to each historical event or person.

Project 1: Our Holidays

To extend on lessons K-1 to K-3, students will engage in projects related to holidays.

NOTE: While it is common to see a “holiday curriculum” at the Kindergarten-level, these types of curriculum usually focus heavily on official U.S. holidays and holidays generally celebrated by white Americans, such as Thanksgiving, Christmas, Halloween, Martin Luther King Day, St. Patrick’s Day, and Valentine’s Day. This project should re-envision the holiday curriculum as a way to teach about the many diverse cultures that make up the United States and world. Suggested holidays to learn about may include: Labor Day, Mid-Autumn Moon Festival, Ramadan and Eid al-Fitr, Rosh Hashanah, Yom Kippur, Indigenous Peoples’ Day, Diwali/ Deepavali, Day of the Dead/Día de los Muertos, Kwanzaa, Hanukkah, New Year’s Day, Oshogatsu/Japanese New Year, Three Kings Day/El Día de los Reyes, Lunar New Year, Mardi Gras, Cesar Chavez Day, May Day, Children’s Day, Juneteenth, Independence Day, and Obon Season. Additionally, teachers should never have students act as or dress as a particular culture that they are not a member of. This can be disrespectful or hurtful to members of those communities. Rather, find ways to bring members from those communities into your classroom, such as guest speakers or field trips to cultural centers. There are also many children’s books written by people from the communities that celebrate these holidays and they would nicely compliment student projects.

Project 2: Our Jobs

To extend on lessons K-4 to K-7, students will engage in projects on different types of jobs and discuss how those jobs help our communities.

Project 3: Our Government

To extend on lessons K-8 to K-10, students will engage in projects on different political positions (i.e. congressman, president, Supreme Court justice, governor, state legislator, judge, mayor, city councilor or town selectperson).

Project 4: Maps and Globes

To extend on lessons K-8 to K-10, students will engage in projects where they practice observing and using maps, globes, GPS systems, and other geography related tools at the local, national, world, and space-levels.

Project 5: Issues in Our Communities

To extend on lessons K-1 to K-10, students will engage in projects related to important current-day local, national, or global issues of their choosing (education, transportation, housing, health care, etc.) and present ideas to help solve these problems.



GRADE K CHILDREN'S LITERATURE

These lessons can be supported with accurate and rich social studies texts during circle time. Below is a partial list of picture books (with topics in parentheses) that we recommend accompany this curriculum during students' language arts time or in a class library.

Since social studies sometimes involves difficult topics, teachers should always preview texts for their classroom to make sure they are appropriate for their students.

Ada Twist, Scientist (Jobs)

By Andrea Beaty and David Roberts

Alma and How She Got Her Name (Families)

By Juana Martinez-Neal

Areli Is a Dreamer (Families)

By Areli Morales and Luisa Uribe

Brown Boy Joy (Families)

By Thomishia Booker

Bus Route to Boston (Communities)

By Maryann Cocca-Leffler

Career Day (Jobs)

By Anne Rockwell and Lizzy Rockwell

The Colors of Us (Families)

By Karen Katz

Construction (Jobs)

By Sally Sutton and Brian Lovelock

Cora Cooks Pancit (Families)

By Dorina Gilmore

Daddy, Papa, and Me (Families)

By Lesléa Newman and Carol Thompson

Dim Sum for Everyone! (Families)

By Grace Lin

Families (Families)

By Ann Morris

Hair Love (Families)

By Matthew Cherry

Islandborn (Families)

By Junot Díaz



King & King (Families)

By Linda de Haan and Stern Nijland

Last Stop on Market Street (Communities)

By Matt de la Peña and Christian Robinson

Malia in Hawaii: Celebrating All Parts of Me

By Karyn Hopper and Tammy Yee

Me On the Map (Maps)

By Joan Sweeney and Qin Leng (NOTE: Avoid older versions of this text)

Mommy, Mama, and Me (Families)

By Lesléa Newman and Carol Thompson

Mommy's Khimar (Families)

By Jamilah Thompkins-Bigelow

My Mom is a Firefighter (Jobs)

By Lois Grambling and Jane Manning

One Family (Families)

By George Shannon and Blanca Gómez

One Love (Families, Communities)

By Cedella Marley, Vanessa Newton and Bob Marley

Suki's Kimono (Families)

By Chieri Uegaki

And Tango Makes Three (Families)

By Justin Richardson and Peter Parnell

Teacher!: Sharing, Helping, Caring (Jobs)

By Patricia Hubbell and Nancy Speir

Thank You, Garden (Communities)

By Liz Garton Scanlon and Simone Shin

There is Roti in My Lunch Box (Families)

By Niyati Desai-Kadokia and Shaunak Samvatsar

Thunder Boy Jr. (Families)

By Sherman Alexie and Yuyi Morales

Where Does the Garbage Go? (Jobs)

By Paul Showers and Randy Chewning



GRADE K ROAD MAP

NOTE: Unlike other grade-levels in this curriculum, the kindergarten lesson plans typically span over 3 days. The first day of the lesson involves whole group instruction during circle time (20 minutes). The second day involves small group instruction through centers (45 minutes-15 minutes at each of the three stations). The final day involves whole group and/or individual instruction through sharing activities. However, if your social studies time is limited, it is possible to reduce circle time to 15 minutes, the centers to 30 minutes (10 minutes at each of the three stations), and the sharing activities to 15 minutes.

LESSON K-1

Lesson Title: My Caregivers

Inquiry Question: What important things do caregivers do?

LESSON K-2

Lesson Title: My Family

Inquiry Question: What is something that makes your family special?

LESSON K-3

Lesson Title: Different Types of Families

Inquiry Question:

LESSON K-4

Lesson Title: A World of Workers

Inquiry Question: What job might I do when I grow up?

LESSON K-5

Lesson Title: How Much Is That?: Buying and Selling

Inquiry Question: How do we get the things that we need and want?

LESSON K-6

Lesson Title: From Farm to Table

Inquiry Question: How do we get our food?

LESSON K-7

Lesson Title: Building Cities

Inquiry Question: How do they build our cities?



LESSON K-8

Lesson Title: Past and Present: How Have People Changed?

Inquiry Question: How was life different 100 and 500 years ago?

LESSON K-9

Lesson Title: Traveling Around the World

Inquiry Question: Where in the world would you like to travel?

LESSON K-10

Lesson Title: Making a Difference in My Community

Inquiry Question: What problem in my community should we help make better?



LESSON PLAN K-1: My Caregivers

MATERIALS

Station 1: Who Can Be a Caregiver? (SOURCEBOOK K-1.A)
Station 2: How Do Caregivers Help? (SOURCEBOOK K-1.B)
Station 3: Who Are My Caregivers? (SOURCEBOOK K-1.C)
My Caregivers: Exit Ticket (WORKBOOK K-1.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.PreK.T1.4: With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.

MA-HSS.1.T1.1: Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group.

MA-HSS.K.T1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: *What important things do caregivers do?*

Scaffolding

While the texts in this curriculum are at the Kindergarten Lexile level (and it intentionally relies of more images than text to support emerging readers), they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students in small groups or the whole class.

Day 1: CIRCLE TIME (20 minutes)

1. Ask Students About Their Caregivers

Start by having students on the classroom rug. Tell the students that today we are going to be learning about caregivers, who are the people who take care of us. Write on the board or chart paper the inquiry question: What important things do caregivers do?



Ask students to tell us who takes care of them and make a list of people on chart paper. It could be parents, guardians, grandparents, siblings, other relatives, foster parents, etc. Be mindful that students come from diverse families, and that students may mention many different people who take care of them, some living with them and some not living with them.

Next, ask students to list ways that their caretakers take care of them and make a list of ways on chart paper. This may include feeding them, helping them change clothes, making them school lunch, helping them go to bed, cleaning the dishes, taking out the trash, driving them to school, helping them get on the school bus, taking them to playgrounds/parks, bringing them to activities (i.e. sports, dance), taking them to museums, read books, play music or do art together, or giving them love.

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

2. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Who Can Be a Caregiver?

Station 1 includes the numerous pictures of types of caregivers, including a mother, a father, a grandparent, a foster parent, siblings, uncle or aunt, neighbors. Post the guiding question (SOURCEBOOK K-1.A): Who can be a caregiver? Students should look through the different pictures of caregivers and with the help of the teacher, write down types of caregivers.

Station 2: How Do Caregivers Help?

Station 2 includes several images of what caregivers do to take care of children. Post the images and guiding question (SOURCEBOOK K-1.B): What do caregivers do? Students should look through the different images and, with the help of the teacher, write down ways that caregivers help their children. It can be from the images or their own ideas.

Station 3: Who Are My Caregivers?

Station 3 asks students to choose their caregivers and draw a picture of them. In drawing the picture, tell students to not only draw the caregiver, but also draw the ways that they care for them. A worksheet is provided to help them draw their pictures (SOURCEBOOK K-1.C).

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Ask students to share their drawings of their caregivers and explain how their caregivers help them.



Next, write on the board or chart paper the inquiry question: What important things do caregivers do? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-1.D) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-2: My Family

MATERIALS

Parent Letter (LETTER K-2.A)
Station 1: Looking at a Picture of My Family (SOURCEBOOK K-2.B)
Station 2: Writing the Names of My Family Members (SOURCEBOOK K-2.C)
Station 3: Drawing My Family (SOURCEBOOK K-2.D)
My Family: Exit Ticket (WORKBOOK K-2.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.PreK.T1.4: With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.

MA-HSS.1.T1.1: Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group.

MA-HSS.K.P2: Develop focused questions or problem statements and conduct inquiries.

Common Core: Literacy

CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: *What is something that makes your family special?*

Preparation

One of the stations during the centers portion of this lesson involves students examining the pictures of their families and their classmates' families. In preparation for this lesson, you should send home a message asking parents to e-mail or put in their children's take home folders at least one picture of their family. There is a home letter template (LETTER K-2.A) in the workbook that you may find helpful. If a parent/guardian is unable to supply a picture, the letter suggests that they contact the teacher. You may consider taking a picture of these students with their parent/guardian at drop off or pick up. If they take a bus to school, you may want to arrange a time with a parent when you can visit their house and take a picture of the student with their family members.



Day 1: CIRCLE TIME (20 minutes)

1. Ask Students About Their Families

Start by having students on the classroom rug. Tell the students that today we are going to be learning about our families. Write on the board or chart paper the inquiry question: What is something that makes your family special?

Ask students to tell us about the people who are in their families and make a list of people on chart paper. Be mindful that students come from diverse families, and that students may mention many different people in their families; it is okay if they mention members of extended families or people who care for them who are not in their immediate family, some living with them and some not living with them, and that families come in many different types (which a children's book in Lesson 2-3 will discuss).

Ask students to think about ways that their families may be different than other families and make a list on chart paper. Students may answer that their family is very large or very small (maybe only two people). Students may say their family has people with the same skin colors or different skin colors. Students may say that their family has a house, apartment, trailer, or lives somewhere else. Students may say that their family lives in more than one house. Students may say their parents/caregivers are married, divorced, or not married. Students may say their family has older or younger siblings, cousins, or other members. Students may talk about the jobs that their family members do or other details about their lives.

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

2. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Looking at a Picture of My Family

Station 1 includes the numerous pictures that your classroom's families (see the above directions on how to collect these pictures from parents and guardians). Post the guiding question (SOURCEBOOK K-2.B): Find your family's picture. Who do you see in the picture? Tell your class friends about them. Students should then find a picture of their family and tell their classmates about the members of their family.

Station 2: Writing the Names of My Family

Station 2 asks students to practice writing the names of their family members. Be aware at this station some students will need help scribing their family members' names. Also, some students may not know their family members name and may only refer to them by their relationship (i.e. grandma, dad, auntie) and they should write whatever name that they know or call them. Post the images and guiding question (SOURCEBOOK K-2.C): Who are the people in your family? Practice writing their names or ask a teacher to help you.



Station 3: Drawing My Family

Station 3 asks students to draw a picture of their family. In drawing the picture, students may display only a few or many family members. Encourage them to include just their close family members or as many family members as they would like. A worksheet is provided to help them draw their pictures (SOURCEBOOK K-2.D).

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to think about what makes their family special. Have them look at their family photo, family members' names, and a drawing of their family. Write on the board or chart paper the inquiry question: What is something that makes your family special? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-2.D) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-3: Different Types of Families

MATERIALS

“Love Makes a Family” by Sophie Beer (not supplied)
Station 1: Our Classroom’s Families (SOURCEBOOK K-3.A)
Station 2: Types of Families (SOURCEBOOK K-3.B)
Station 3: Look at the Picture Books About Families (SOURCEBOOK K-3.C)
Different Types of Families: Exit Ticket (WORKBOOK K-3.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.PreK.T1.4: With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.

MA-HSS.1.T1.1: Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group.

MA-HSS.K.P2: Develop focused questions or problem statements and conduct inquiries.

Common Core: Literacy

CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: *How are families different?*

Day 1: CIRCLE TIME (20 minutes)

1. Ask Students About Their Families

Start by having students on the classroom rug. Tell the students that we have been studying our own families, but today we are going to start learning about different types of families. Write on the board or chart paper the inquiry question: How are families different?

Tell students that families come in all sorts of different sizes and types. Ask students to share how many people are in their family. Next, ask students to share about the people who are in their families. For example, one student may say they have two moms and a



brother, another student may say they just live with a grandmother, and another student may say they live with three siblings and a mother and father.

2. Read “Love Makes a Family” and Ask Questions About the Text

Next, tell student that a family is a group of people who care for one and other. Sometimes families are related by birth and sometimes we chose to make families with others. Today, we will read about all of the different types of families that there are. Read the picture book “Love Makes a Family” by Sophie Beer to the students. This story explains how families come in many different types and sizes. It explains how many different people can be caretakers and caretakers do many things for children. Ask probing questions about the text, such as, “How are your families like those in this book?” How are your families different from those in the book?”

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Our Classroom’s Families

Station 1 includes the numerous pictures that your classroom’s families (see the directions in Lesson K-2 on how to collect these pictures from parents and guardians). Post the guiding question (SOURCEBOOK K-3.A): How are our families similar? How are our families different? Students should look through the different pictures of families and, with the help of the teacher, write down ways that your classroom’s families are similar and different (similar to what they did when reading the book “Love Makes a Family”).

Station 2: Types of Families

Station 2 includes numerous pictures of families not from your school community. This is to allow students to see pictures of families who may be from other communities and who they may not know. These pictures intentionally include a diverse array of family types, so students may be able to see images of types of families that are less familiar with. Post the images and guiding question (SOURCEBOOK K-3.B): What can you tell about these families?

Station 3: Look at Picture Books About Families

Put “Love Makes a Family” (the picture book from today’s class) on the table. If you have any other texts about families in your classroom library, also put them on the table (see the recommendations listed at the beginning of this curriculum). Post the guiding question (SOURCEBOOK K-3.C): Look through these books about families. How are families similar and different?



Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: How are families different? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-3.D) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-4: A World of Workers

MATERIALS

Parent Letter (LETTER K-4.A)
Worker Information Sheet (SOURCEBOOK K-4.B)
Station 1: Workers Who Visited Us (SOURCEBOOK K-4.C)
Station 2: Types of Jobs (SOURCEBOOK K-4.D)
Station 3: Look at Picture Books About Jobs (SOURCEBOOK K-4.E)
A World of Workers: Exit Ticket (WORKBOOK K-4.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.PreK.T4.1: With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.

MA-HSS.K.P2: Develop focused questions or problem statements and conduct inquiries.

Common Core: Literacy

CCSS.ELA-Literacy.RL.K.1: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: *What job might I do when I grow up?*

Preparation

The introduction to this lesson involves having parents or guardians visit the classroom and tell students about their jobs. In preparation for this lesson, you should send home a message asking parents/guardians to volunteer to visit the classroom. There is a home letter template (LETTER K-4.A) in the workbook that you may find helpful. Be sure to follow up with any volunteers about the exact date and time of the lesson. Choose volunteers with different professions, so the students can have a diverse group of classroom visitors.

Day 1: CIRCLE TIME (20 minutes)

1. Introduce Classroom Visitors

Start by having students on the classroom rug. Tell the students that today we will begin studying different types of workers. Ask students, what does it mean to be a worker?



Students may have various responses from someone who helps other, someone who does a job, or someone who gets paid. Write on the board or chart paper the inquiry question: What job might I do when I grow up? Let students know that they will have a long time to decide what type of work they will do when they grow up and that they may actually have a few different jobs over their lifetime. Today, we are going to have a few classroom visitors who will tell us about their different types of work.

2. Classroom Visitors: Workers

Next, have the volunteer workers sit in chairs at the front of the rug. Start with the first worker. Ask them to tell the class what type of job they do and briefly explain what they do at work on a day-to-day basis and how their work helps other people. After the first volunteer speaks, ask the students if they have any questions for our visitor worker. Allow a few students to ask the worker questions. Next, proceed to the next worker using the same format, followed by each additional worker, until each worker has had a chance to share.

Before the visitors leave, you should take a picture of them and ask them to complete an information sheet for Day 2 of the lesson (WORKSHEET K-4.B) found in the workbook.

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Workers Who Visited Us

Station 1 includes the pictures of Day 1's visiting workers and the worksheet that they completed before leaving (WORKSHEET K-4.B). You should tape these two items together and post them on a wall or chart board, so they do not get separated. Post the guiding question (SOURCEBOOK K-4.C): How do these workers help people? What type of job do you think is most interesting? Students should look through the different pictures of the workers who visited and remember what they told the class. With the help of the teacher, write down ways that the workers helped people.

Station 2: Types of Jobs

Station 2 includes numerous pictures of workers not from your school community. This is to allow students to see pictures of workers who may be from other communities and who they may not know. These pictures intentionally include a diverse array of workers, so students may be able to see images of types of workers that are less familiar with. Post the images and guiding question (SOURCEBOOK K-4.D): How do these workers help people? What type of job do you think is most interesting?



Station 3: Look at Picture Books About Jobs

Locate at least three texts about jobs and put them on the table (see the recommendations listed at the beginning of this curriculum). Post the guiding question (SOURCEBOOK K-4.E): Look through these books about jobs. How do these workers help people? What type of job do you think is most interesting?

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: What job might I do when I grow up? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-4.F) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-5: How Much Is That?: Buying and Selling

MATERIALS

Where Do Products Come From Video (LessonK-5Video1) [Located in the Open Social Studies Video Library: <http://www.opensocialstudies.org/K-6.html>

Needs and Wants Video (LessonK-5Video2) [Located in the Open Social Studies Video Library: <http://www.opensocialstudies.org/K-6.html>

Station 1: Drawing: How Something You Buy at the Store Is Made (SOURCEBOOK K-5.A)

Station 2: Needs vs. Wants: Choices Activity (SOURCEBOOK K-5.B)

Play Money (SOURCEBOOK K-5.C)

Station 3: Using Money (SOURCEBOOK K-5.D)

Buying and Selling: Exit Ticket (WORKBOOK K-5.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.PreK.T4.2: With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.

MA-HSS.PreK.T4.3: With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.

MA-HSS.K.P5: Evaluate the credibility, accuracy, and relevance of each source.

MA-HSS.K.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: *How do we get the things that we need and want?*



Day 1: CIRCLE TIME (20 minutes)

1. Video: Where Do Products Come From?

Start by having students on the classroom rug. Tell the students that today we will begin studying buying and selling. Ask students if they have ever bought or sold something (maybe with a family member). Have students share their stories of buying and selling.

Next, show students a short video on milk production, which shows how an item (that many students are familiar with) goes from a raw material to an item at the store (LessonK-5Video1). Before showing the video, tell students that during the video they should be thinking about all of the steps that have to happen to get milk from a cow to your table. Play the video a second time to give students a chance to see more details. During the second time, you should consider stopping the video at various points (such as starting with a baby cow that grows into an adult cow, feeding the cows, when they use machines to milk the cows, when they put the milk in trucks, when they test the milk for safety at the laboratory, when they package the milk in bottles or bags, when they deliver milk to the grocery store, when a person purchases the milk, and when the family drinks the milk). At the end of the video, asks students to explain how milk goes from the cow to your table (it is okay if they cannot remember the steps in order; the point is just to remember the steps). Explain to the students that everything that we buy is similar; it takes a good amount of time and many people working together on each item to get it to the store and then allow you and your family to buy it.

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Drawing: How Something You Buy at the Store Is Made

Station 1 asks students to draw a picture of how something is made and then brought to the store. Tell students that they can draw how milk goes from a cow to the store, or if they want to use their imagination, how something else is made and then gets to the store. A worksheet is provided to help them draw their pictures (SOURCEBOOK K-5.A).

Station 2: Needs vs. Wants: Choices Activity

Station 2 includes watching a short video on needs and wants and then making decisions about needs and wants. For this station, you should set up a computer to play this introduction video (LessonK-5Video2) for each group that visits the station. Next, students will look at a picture page (SOURCEBOOK K-5.B) with numerous pictures of needs and wants (make sure to have at least 10 copies of this picture page, so that each group can write on it or laminate it and use dry erase markers). The students should decide as a group to put an “N” for a need or a “W” for a want.



Alternative activity: If you would like, instead of using the picture page, like the teacher in the introduction video, you can have a group of items that you have brought from home and two bins labeled needs and wants. You can have students put the items in the bin that they think each belongs in. After you check it, they can empty the bins for the next group.

Station 3: Using Money

Station 3 includes some realistic play money (SOURCEBOOK K-5.C) that totals \$50 and a list of items and their costs (SOURCEBOOK K-5.D). Students will have to decide what they want to buy with their \$50s. Tell students to ask you to check their decisions when they are done. During that time, you can ask them questions about why they chose certain items over others.

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: How do we get the things that we need and want? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-5.E) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-6: From Farm to Table

MATERIALS

Several real vegetables and fruits (Include those that can grow in your area and those that cannot grow in your area; i.e. apple, pineapple, orange, tomato, zucchini) (not supplied)

Station 1: Pictures of Farm Workers (SOURCEBOOK K-6.A)

Station 2: A Day on the Farm [Video] (SOURCEBOOK K-6.B)

Life on the Farm (LessonK-6Video1) [Located in the Open Social Studies Video Library: <http://www.opensocialstudies.org/K-6.html>]

Station 3: Drawing a Farm (SOURCEBOOK K-6.C)

Farms and Food: Exit Ticket (WORKBOOK K-6.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T4.1: With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.

MA-HSS.K.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.K.P3: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: *How do we get our food?*



Field Experience: Farm

If possible, consider planning a field experience to a local farm. This will allow students to experience firsthand how our food is grown. Many farms are even willing to take students on a “behind-the-scenes” tour. This will allow them to see the different aspects of how animals and vegetables are raised. Young children often do not understand that many people’s work is involved in get their food (they sometimes have misconceptions that one farmer does everything) and this would help them see all of the different people involved in growing of our food. You can find a list of some local farms here:

www.massnrc.org/farmlocator/map.aspx

Day 1: CIRCLE TIME (20 minutes)

1. Demonstration: Vegetables and Fruits

Start by having students on the classroom rug. Tell the students that today we will begin studying how our food goes from the farm to our tables. Ask students if they have ever been to a farm or picked fruits or vegetables (such as apple or strawberry picking). Have students share their stories of visiting farms. What did they see? What happens on farms?

Next, show students the fruits and vegetables that you brought to school today (i.e. apple, pineapple, orange, tomato, zucchini). Show each item one by one, and ask students to vote on the following question: Can this be grown in our area? The answers will vary based on your location (if you are in Boston, items such as apples, tomatoes, and zucchinis can grow there; items such as oranges and pineapples cannot). Then explain if the vegetable or fruit can or cannot grow there. Explain that some fruits must have very warm temperatures (such as pineapples and oranges) and can only grow in climates where it never gets cold. Others can grow in colder climates, but none that are freezing. Vegetables and fruits cannot grow in the winter in places where it freezes (when there is ice and snow). Ask students to tell you about their favorite fruits and vegetables. Do they tend to like those that can grow in their area or ones that grow in other areas?

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. One of the stations involves students watching a video. Please set up a computer with that video ready to play. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Pictures of Farm Workers

Station 1 includes the numerous pictures of farm workers and a map related to farms. Post the guiding question (SOURCEBOOK K-6.A): What do the workers do on farms? What types of crops do they grow on farms? Have students look at each image and think about the question.



Station 2: A Day on the Farm [Video]

Station 2 asks students to watch a video that shows a workday on a typical small farm. Post the guiding question (SOURCEBOOK K-6.B): What do the workers do on farms? What types of crops do they grow on farms? Have students answer those questions after watching the video.

Station 3: Drawing A Farm

Station 3 asks students to draw a picture of a farm. In drawing the picture, students may display only a few or many farm-related items that they have learned about. A worksheet is provided to help them draw their pictures (SOURCEBOOK K-6.C).

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: How do we get our food? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-6.E) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-7: Building Cities

MATERIALS

“Construction” by Sally Sutton and Brian Lovelock (not supplied)
Station 1: Pictures of Construction Machines (SOURCEBOOK K-7.A)
Station 2: Building the New World Trade Center [Video] (SOURCEBOOK K-7.B)
Building the New World Trade Center (LessonK-7Video1) [Located in the Open Social Studies Video Library: <http://www.opensocialstudies.org/K-6.html>]
Station 3: Drawing A Building (SOURCEBOOK K-7.C)
Building Cities: Exit Ticket (WORKBOOK K-7.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.PreK.T2.3: With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places.

MA-HSS.K.T3.3: Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including:

MA-HSS.K.P1: Demonstrate civic knowledge, skills, and dispositions.

MA-HSS.K.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: How do they build our cities?

Extension Activity: Construction Learning Center or Play Area

This lesson involves three days of study related to construction and building cities. To extend this lesson into the other aspects of students’ learning, teachers are encouraged to create a learning center or play area on construction and building. This could take the form of a building block area, various “dress up” items related to construction (such as hard hats, safety vests, play tools, etc.), or a combination of the two. This would allow the students to have experiences imagining and make sense of construction, which will connect to lesson K-7. If there is any construction in the neighborhood of your school,



you may also consider taking a class walk to observe the construction site from a safe public space, such as a sidewalk or parking lot.

Day 1: CIRCLE TIME (20 minutes)

1. Ask Students About Construction

Start by having students on the classroom rug. Tell the students that today we are going to start learning about construction. Write on the board or chart paper the inquiry question: What do you know about construction?

Tell students that building cities involves construction, which is another way of saying to build structures. Ask students, “What is a structure?” After a few students share their ideas, reveal this definition on the board or chart paper: “a thing made up of many parts.” Buildings are made of many parts, so they are a structure. Ask students to describe structures that they know of in their neighborhood. They may mention their schools, homes, libraries, city hall, subway stations, etc.

2. Read “Construction” and Ask Questions About the Text

Next, tell student that we will now read a book about how building structures are made through construction. Read the picture book “Construction” by Sally Sutton and Brian Lovelock to the students. This story explains the different tasks in making a building. Ask probing questions about the text, such as, “Do you have any family or friends who are construction workers? Why is it important that each step in building a building is done carefully and correctly? How many different people are needed to build a large building? What are their individual jobs?”

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. One of the stations involves students watching a video. Please set up a computer with that video ready to play. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Pictures of Construction Machines

Station 1 includes the numerous pictures of construction machines. Post the guiding question (SOURCEBOOK K-7.A): What machines do they use at construction sites? Have students look at each image and think about the question.

Station 2: Building the New World Trade Center [Video]

Station 2 asks students to watch a video that shows them building the new World Trade Center in New York City over an 11-year period. Post the guiding question (SOURCEBOOK K-7.B): How do they make buildings? What work do they do at construction sites? Have students answer those questions after watching the video.



Station 3: Drawing A Building

Station 3 asks students to draw a picture of a building. First, have students look at pictures of 4 different buildings: Next, in drawing the picture, students should use their imagination to make their own “dream” building. A worksheet is provided to help them draw their pictures (SOURCEBOOK K-7.C).

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: How do they build our cities? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-7.E) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-8: Past and Present: How Have People Changed?

MATERIALS

Title Video (LessonK-8Video1) [Located in the Open Social Studies Video Library:
<http://www.opensocialstudies.org/K-6.html>]

Station 1: Life Today (SOURCEBOOK K-8.A)

Station 2: Life 100 Years Ago (SOURCEBOOK K-8.B)

Station 3: Life 500 Years Ago (SOURCEBOOK K-8.C)

Past and Present: Exit Ticket (WORKBOOK K-8.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T3.2: Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.

MA-HSS.K.T3.3: Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time.

MA-HSS.K.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.K.P3: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: How was life different 100 and 500 years ago?

Extension Activity: Learning to Tell Time

This lesson involves three days of study related to the past and present (which focuses on years). To extend this lesson into the other aspects of students' learning, teachers are encouraged to also teach students about the time of day, as well as days of the week and months of the year. We suggest that you discuss days of the week, months of the years, and seasons with students during morning meetings. Additionally, we suggest that you help students practice reading digital and analog clocks (which can usually be found in classrooms). It is also common for Kindergarten classes to celebrate



100 days of school (this lesson might happen around that time of the year). This would be a great way to help illustrate past, present, and future, by having students dress up like it is 100 years ago or 100 years in the future.

Day 1: CIRCLE TIME (20 minutes)

1. Video: Long Ago and Now

Start by having students on the classroom rug. Tell the students that today we will begin studying the past and the present. Ask students if they can tell you the difference between the present and the past. Have students share what they know about the past and present. If they need help, tell students that the past is “long ago” and the present is “now.”

Next, show students a short video on how the past was different than the present (LessonK-8Video1). Before showing the video, tell students that during the video they should be thinking about all of the ways that our world today is different than it was in the past. At the end of the video, asks students to explain some ways that life was different in the past than today (it is okay if they cannot remember all of the different ways).

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up three stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into three equal groups and have each group start at a different station. If you have a larger class, Station 1 can be divided into two stations. Students will have 15 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Life Today

Station 1 includes pictures of life today (SOURCEBOOK K-8.A) including clothes, cooking, and transportation. Post the guiding question (SOURCEBOOK K-8.A): What do we wear today? How do we cook today? How do we get to places today?

Station 2: Life 100 Years Ago

Station 2 includes pictures of life 100 years ago (SOURCEBOOK K-8.B) including clothes, cooking, and transportation. Post the guiding question (SOURCEBOOK K-8.B): What did they wear 100 years ago? How did they cook 100 years ago? How did they get to places 100 years ago?

Station 3: Life 500 Years Ago

Station 3 includes pictures of life 500 years ago (SOURCEBOOK K-8.C) including clothes, cooking, and transportation. Post the guiding question (SOURCEBOOK K-8.C): What did they wear 500 years ago? How did they cook 500 years ago? How did they get to places 500 years ago?



Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: How do we get the things that we need and want? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-8.D) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-9: Traveling Around the World

MATERIALS

Stickers or pins (not supplied)
Large world map (not supplied)
World globes (not supplied)
Station 1: The Americas (SOURCEBOOK K-9.A)
Station 2: Africa (SOURCEBOOK K-9.B)
Station 3: Asia (SOURCEBOOK K-9.C)
Station 4: Europe (SOURCEBOOK K-9.D)
Station 5: Australia and Antarctica (SOURCEBOOK K-9.E)
Traveling Around the World: Exit Ticket (WORKBOOK K-9.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T2.1: Describe the location of people, objects, and places.

MA-HSS.K.T2.2: With support, explain the similarities and differences between maps and globes.

MA-HSS.K.P5: Evaluate the credibility, accuracy, and relevance of each source.

MA-HSS.K.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: Where in the world would you like to travel?

Day 1: CIRCLE TIME (20 minutes)

Preparation

This lesson involves helping students learn about places around the world and specifically differences between continents. It is suggested that you post a large world map in the classroom, as teachers and students will be able to find the places that they are learning about on the earth. You can purchase large wall maps at various online stores (some are as large as a classroom wall, which would be ideal; the larger, the better).



1. Introduce World Map and Name Places on Maps

Start by having students on the classroom rug. Tell the students that today we will begin studying different places around the world. On a large classroom world map, show students where they live and place a sticker or pin on that location. Next, show students where they live on a globe. Show students how a map is a flat version of a globe.

Ask students, can you name cities or countries outside of the United States (which is our country)? Students may have various responses based on places that their families come from or where they have visited. While students name places, show them the location of these places on the large classroom world map and put a sticker or pin. Then, show students where those places are on the globe. Explain again that a map is a flat version of a globe.

Write on the board or chart paper the inquiry question: Where in the world would you like to travel? Tell students that over the next few days, we will think about places that we might want to travel to.

NOTE: The purpose of this lesson is to expose Kindergarten students to the existence of maps. At this age, most students are typically not be able to use maps in the same ways that older students will. The goal is to have them think and wonder about maps, and not necessarily be able to accurately identify any places on them (which we should expect in later grades). Instead, the teacher is modeling for students how we use maps, when they point to places on them, so students can begin to understand what maps are used for.

Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up five stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into five equal groups and have each group start at a different station. Tell students that today we will pretend that we are going on a plane and traveling around the world. You may even want to play some airplane sounds or an airplane video while students “travel” to the next station or have students pretend that they are boarding a plane at the beginning of class (some teachers may even make a large imaginary plane out of cardboard or use the hallway or adjacent room as the “plane”). Students will have 9 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: The Americas

Station 1 includes the pictures of the Americas and a map with the location of this continent (SOURCEBOOK K-9.A). Post the guiding question (SOURCEBOOK K-9.A): Why would you visit this continent? What interesting things would you see? Students should look through the different pictures and map. With the help of the teacher, write down reasons to visit this continent.



Station 2: Africa

Station 2 includes the pictures of Africa and a map with the location of this continent (SOURCEBOOK K-9.B). Post the guiding question (SOURCEBOOK K-9.B): Why would you visit this continent? What interesting things would you see? Students should look through the different pictures and map. With the help of the teacher, write down reasons to visit this continent.

Station 3: Asia

Station 3 includes the pictures of Asia and a map with the location of this continent (SOURCEBOOK K-9.C). Post the guiding question (SOURCEBOOK K-9.C): Why would you visit this continent? What interesting things would you see? Students should look through the different pictures and map. With the help of the teacher, write down reasons to visit this continent.

Station 4: Europe

Station 4 includes the pictures of Europe and a map with the location of this continent (SOURCEBOOK K-9.D). Post the guiding question (SOURCEBOOK K-9.D): Why would you visit this continent? What interesting things would you see? Students should look through the different pictures and map. With the help of the teacher, write down reasons to visit this continent.

Station 5: Australia and Antarctica

Station 5 includes the pictures of Australia and Antarctica and a map with the location of this continent (SOURCEBOOK K-9.E). Post the guiding question (SOURCEBOOK K-9.E): Why would you visit this continent? What interesting things would you see? Students should look through the different pictures and map. With the help of the teacher, write down reasons to visit this continent.

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: *Where in the world would you like to travel?* Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-9.F) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.



LESSON PLAN K-10: Making a Difference in My Community

MATERIALS

Kenny School Raises Money for Ukraine (LessonK-10Video1) [Located in the Open Social Studies Video Library: <http://www.opensocialstudies.org/K-6.html>]

Station 1: Volunteer (SOURCEBOOK K-10.A)

Station 2: Raise Money (SOURCEBOOK K-10.B)

Station 3: Contact Politicians (SOURCEBOOK K-10.C)

Station 4: Protest or Rally (SOURCEBOOK K-10.D)

Making a Different in My Community: Exit Ticket (WORKBOOK K-10.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T1.2: Take on responsibilities and follow through on them, being helpful to and respectful of others.

MA-HSS.K.T1.3: With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.

MA-HSS.K.P2: Develop focused questions or problem statements and conduct inquiries.

MA-HSS.K.P3: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

PROCEDURES

Inquiry Question: What problem in my community should we help make better (and how)?



Day 1: CIRCLE TIME (20 minutes)

Preparation

This lesson involves helping students learn how we make change in our communities through civic engagement. Students will be choosing a community issue that is important to them and then thinking about ways to make the problem better. Since the teacher will not know what issues their students think is most important, they should be prepared to do research on the issue after students choose it (during circle time). For instance, students may choose helping people who are unhoused. The teacher should then look up information on housing instability and be prepared to answer students' questions on the topic. Also, if you have additional time for this lesson, it is recommended that you guide students as a class to do research on the topic. While it is difficult for students at this age to do independent research, you can model how to find answers to their question using a computer and the internet. For instance, if a student asks how many people in the United States do not have a house to live in, you can help look up that information and then have the student write down the answer or scribe it for them, so they can refer to it later.

1. Introduce Ways to Make Change

Start by having students on the classroom rug. Tell the students that today we will be thinking about problems in our community and ways that we can make change. It does not matter how young or how old someone is, everyone in the community can make a difference, especially Kindergarteners.

Next, show students a short video on how students at the Kenny Elementary School in Dorchester saw a problem (the country of Russia invading the country of Ukraine) and took action to make change (raise money for children in Ukraine) (LessonK-10Video1). After watching the video, ask students, how did this group of students help make change? What did they do to help others?

Write on the board or chart paper the inquiry question: What problem in my community should we help make better? Tell students that over the next few days, we will think about problems in our community and ways that we can make things better through our actions.

Ask the students to list issues that they see in their community. Tell them that these are problems that they would like to make better. If students are confused, you can offer some examples, such as litter or when people throw their trash on the ground. This makes our community less beautiful, and more importantly, it hurts the environment. As students list each problem that they see in their community, list the topic on the board or chart paper under the inquiry question.

Next, have students discuss what issues they think are the most important to focus on from the list on the board or chart paper. Although we should be thinking of ways to make change for all these problems, we can make more of a difference if we focus on one problem at a time. Students should discuss why they think some problems are the most important to work on making change.



Day 2: SOCIAL STUDIES CENTERS (45 minutes)

3. Stations

Set up four stations around the room, which can be at teacher tables, student tables or desks, or technology stations. Divide the students into four equal groups and have each group start at a different station. Students will have 11 minutes at each station to think and wonder about the images and text presented there. At most stations, they will be asked to do a task. You should provide blank paper at each station, so students can write or draw their ideas. You should circulate from station to station reading, asking probing questions, and scribing for the students.

Station 1: Volunteer

Station 1 includes pictures of people volunteering related to different issues (SOURCEBOOK K-10.A). Post the guiding question (SOURCEBOOK K-10.A): How might this make change? Should we do this to help our issue? Students should look through the different pictures. With the help of the teacher, write down reasons to visit this continent.

Station 2: Raise Money

Station 2 includes pictures of people raising money related to different issues (SOURCEBOOK K-10.B). Post the guiding question (SOURCEBOOK K-10.B): How might this make change? Should we do this to help our issue? Students should look through the different pictures. With the help of the teacher, write down reasons to visit this continent.

Station 3: Contact Politicians

Station 3 includes pictures of people contacting politicians related to different issues (SOURCEBOOK K-10.C). Post the guiding question (SOURCEBOOK K-10.C): How might this make change? Should we do this to help our issue? Students should look through the different pictures. With the help of the teacher, write down reasons to visit this continent.

Station 4: Protest or Rally

Station 2 includes pictures of people protesting or rallying related to different issues (SOURCEBOOK K-10.D). Post the guiding question (SOURCEBOOK K-10.D): How might this make change? Should we do this to help our issue? Students should look through the different pictures. With the help of the teacher, write down reasons to visit this continent.

Day 3: SHARING TIME (20 minutes)

4. Whole Class Wrap Up

In the lesson wrap up, students will have time to share about what they have learned. Write on the board or chart paper the inquiry question: What problem in my community should we help make better (and how)? Ask students to respond to the question and share their ideas.

5. Individual Exit Ticket

Have students return to their tables or desks. Have them complete the exit ticket (WORKBOOK K-10.E) by answering the above question (it would be helpful to read it again to students once they are seated with a writing utensil). Students should use the space on the exit ticket sheet to write, have a teacher scribe, or draw their answers or

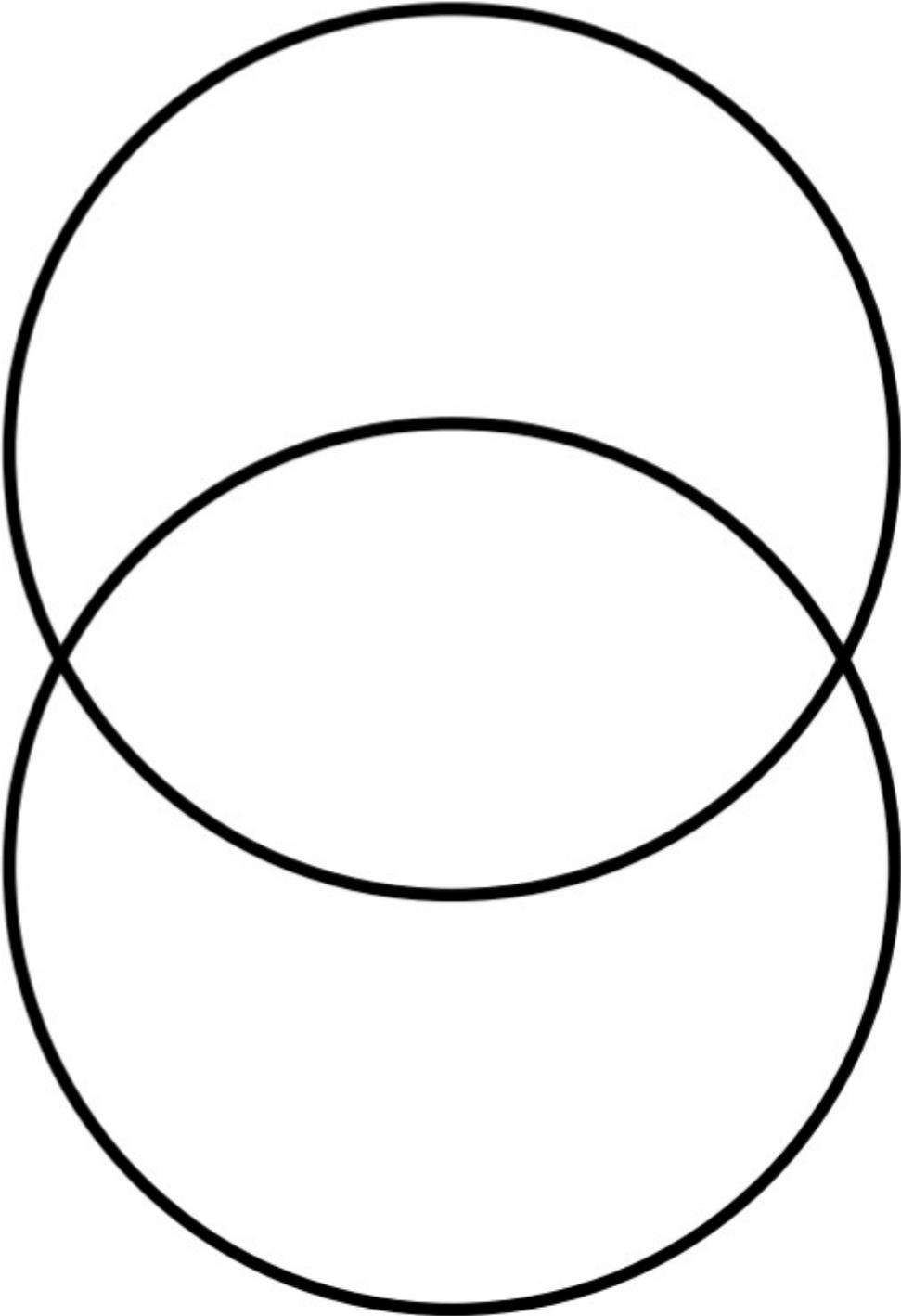


ideas. Students who are unable to write or draw their ideas, may also turn and talk to a peer. This exit ticket is to help you, as the teacher, know what the students are generally understanding from the activity and give them practice capturing their own ideas and opinions; it is completely okay if their ideas are incomplete or do not directly answer the question, as that would be typical for many students at this developmental level.

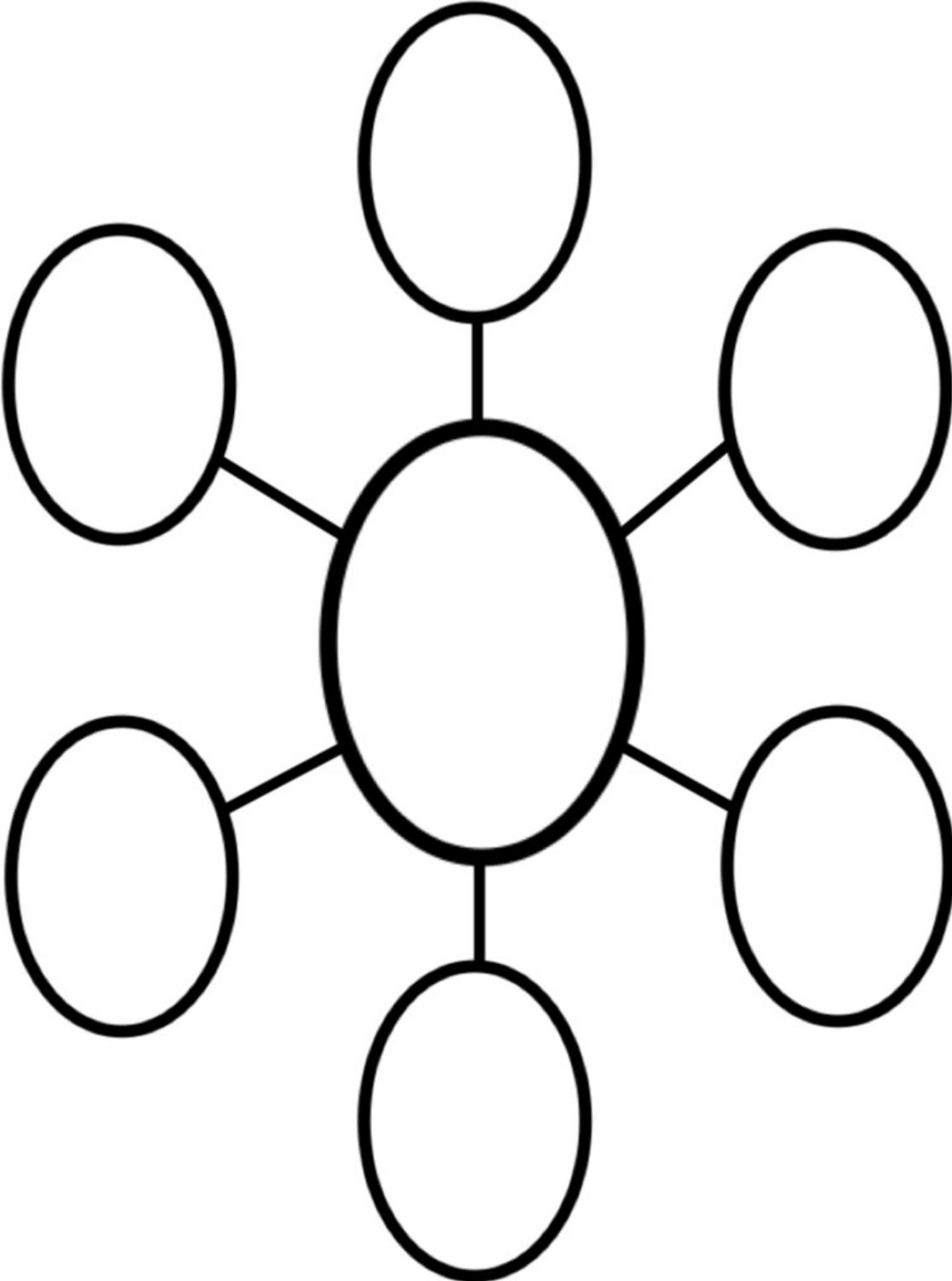


ORGANIZERS

Venn Diagram



Thought Web



ADDITIONAL RESOURCES

Below is a list of lesson plan and unit resources from other organizations, which in conjunction with Open Social Studies, may help teachers develop a content-rich elementary social studies curriculum.

Boston Public Schools: History and Social Studies Department

K-12 Curriculum Resources

<https://sites.google.com/a/bostonpublicschools.org/history/curriculum-documents/>

Massachusetts Department of Elementary and Secondary Education

Model Curriculum Units (Elementary-Level; Social Studies)

http://www.doe.mass.edu/candi/model/download_form.aspx

C3 Teachers

Inquiries

<http://www.c3teachers.org/>

New York State Education Department

New York State K-12 Social Studies Resource Toolkit

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Teaching Tolerance

Elementary Resources

<http://www.tolerance.org/activities>

Facing History and Ourselves

Educator Resources

<https://www.facinghistory.org/educator-resources>

Primary Source

Online Curriculum

<https://www.primarysource.org/for-teachers/online-curriculum>

Share My Lesson (American Federation of Teachers)

Educator Resources

<https://sharemylesson.com>

Better Lesson (National Education Association)

Educator Resources

<https://betterlesson.com>



ABOUT THE DEVELOPERS



Christopher C. Martell, Ed.D.

Chris Martell is an Assistant Professor of Social Studies Education at the University of Massachusetts Boston. He teaches courses on elementary and secondary social studies methods. He was a social studies teacher for eleven years in urban and suburban contexts. For most of his teaching career, Chris taught in Framingham, Massachusetts, which is a racially and economically diverse urban school outside Boston with large immigrant populations from Brazil, Central America, and the Caribbean. His research and professional interests focus on social studies teachers in urban and multicultural contexts, critical race theory, culturally relevant pedagogy, and historical inquiry.



Jennifer R. Bryson, Ed.M.

Jenn Bryson is a former elementary classroom teacher in the Chelsea Public Schools and specializes in the professional preparation of elementary education teachers at Boston University. Her responsibilities include coordination and supervision of student teachers in the elementary education program and the student-teaching abroad programs in London, England, Sydney, Australia, and Quito, Ecuador. She also facilitates the elementary pre-practicum placements for juniors and graduate students. In addition, Jenn teaches a course on urban education, leads field seminars on classroom management, and facilitates a book club entitled “Dads Read” at the William Monroe Trotter School in Dorchester, Massachusetts.

