

First Grade Social Studies Curriculum Bundle #7

Title	Suggested Dates
Me and Changes over Time	January 5 – 29, 2010 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> New ideas and inventions affect how I live. 	<ul style="list-style-type: none"> How have inventors helped to shape our world? How can one invention lead to even better inventions? Why do we celebrate Martin Luther King, Jr. Day?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>1.1 History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</p> <p>1.1B identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness;</p>	<ul style="list-style-type: none"> Alexander Graham Bell, inventor of the telephone Thomas Edison, inventor of the telegraph and lightbulb <p>TEACHER’S NOTE: You may also want to include the following individuals George Washington Carver, Ben Franklin, The Wright Brothers, Benjamin Banneker</p> <p>Benjamin Banneker – Born in 1731, he became known as the first African American man of science. In 1753, at the age of 22, he invented the first wooden clock in the New World that ran for forty years. At President Thomas Jefferson’s request, he helped design the layout of our capital city, Washington, D.C. After working on his family farm feeding the troops during the Revolutionary War, he took up astronomy and successfully predicted an eclipse in 1789. He is mostly remembered as the inventor of the wooden clock.</p> <p>Ben Franklin – Born in 1706 in Massachusetts, lived most of his life in Philadelphia Pennsylvania. His inventions include: the lightning rod, bifocals, library chair, swim fins, the long reach device, Franklin Stove, and Daylight Savings Time. He also established services including street lighting, paving, post office, fire company, insurance, and library in Philadelphia. He started the</p>	<p>BrainPopJr George Washington Carver</p> <ul style="list-style-type: none"> United Streaming > Animated Hero Classics: Benjamin Franklin: Scientist and Inventor United Streaming > Animated Hero Classics: Thomas Edison and the Electric Light United Streaming > Animated Hero Classics: Alexander Graham Bell United Streaming > Animated Hero Classics: The Wright Brothers <p>“Thomas Edison’s Influence on the World” lesson plan on p. 33 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 1.16 A-C, 1.17C, and 1.18 and ELA TEKS 1.1A-D, 1.9A,B, 1.15A, B)</p> <p>Invention Convention Webquest</p> <p>“Thomas Edison’s Influence on the World” from Texas Law-Related Education (Helps teach TEKS 1.1B, 1.17C, 1.18)</p> <p>Teacher Resource: Benjamin Banneker</p>

First Grade Social Studies Curriculum Bundle #7

University of Pennsylvania and Pennsylvania Hospital. He worked in his father's printing shop and wrote Poor Richard's almanac under the name Silence Dogood.

Ben Franklin stands alone as the only person to have signed all four of the documents which helped to create the United States: the Declaration of Independence (1776); the Treaty of Alliance, Amity, and Commerce with France (1778); the Treaty of Peace between England, France, and the United States (1782); and the Constitution (1787). He actually helped to write parts of the Declaration of Independence and the Constitution. No other individual was more involved in the birth of our nation. Today, we honor Ben Franklin as one of our Founding Fathers and as one of America's greatest citizens. **He is mostly recognized for his lightning rod and kite experiment during a storm.**

George Washington Carver – born in 1864, known as an American scientist, botanist, educator, and inventor whose studies and teaching revolutionized agriculture in Southern United States. Much of Carver's fame is based on his research into and promotion of alternative crops to cotton such as peanuts and sweet potatoes. He also created or disseminated about 100 products made from peanuts that were useful for the house and farm, including cosmetics, dyes, paints, plastics, gasoline, and nitroglycerin. **He is mostly remembered for his work with peanut crops.**

The Wright Brothers - Wilbur and Orville born in 1867 and 1871. Two brothers who founded a bicycle shop in Dayton, Ohio in 1892. Out of all the bicycle shops in America at that time, in only one was being built “wings” along with wheels! In 1903, the Wright Brothers dream of making the world a smaller place came true. In Kitty Hawk, N.C., their vision of powered human flight came true. **They are known as the inventors of the airplane.**

Alexander Graham Bell – born in 1847 in Edinburgh, Scotland. He went to school in Scotland and London, England. He moved to the United States in 1872. Bell was a physicist who had been interested for many years in

First Grade Social Studies Curriculum Bundle #7

	<p>the transmission of sound by electricity. His first public exhibition of his invention was at Philadelphia in 1876. It was a complete success. He is known as the inventor of the telephone.</p> <p><u>Thomas Edison</u> – Born in 1847 in Ohio was an American inventor and businessman who develop many devices that greatly influenced life around the world, including the phonograph and a long-lasting, practical electric light bulb. He lived and worked in Menlo Park, NJ and was dubbed by a reporter at the time, as the “Wizard of Menlo Park”. He is often credited with the creation of the first industrial research laboratory. He holds 1,093 U.S. patents in his name as well as many patents in the United Kingdom, France, and Germany. He is mainly remembered for as the inventor of the lightbulb although controversy exists over this statement claiming a British inventor named Joseph Swan invented the lightbulb ten years earlier in England. However, lightbulbs at that time, only lasted 150 hours. Edison invented a long-lasting bulb that lasted 1200 hours.</p> <p>TEACHER NOTE: The Webquest suggested in resources would be an excellent center/station. Teacher will need to access the webquest and familiarize themselves with the student process, teacher plan and resources found in the Teacher section to prepare the center.</p>	
<p>1.2 History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <p>1.2A describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;</p>	<ul style="list-style-type: none"> • Describe origins of customs, holidays and celebrations, including • Martin Luther King, Jr. Day—celebrated on the 3rd Monday of January (close to his birthday) the holiday honors Martin Luther King, Jr’s life and his nonviolent work for civil rights for all Americans. 	<p>“Honoring Martin Luther King, Jr.” from Texas Law-Related Education (Helps teach TEKS 1.2A, 1.3B, 1.12A, 1.17ABD, 1.18)</p> <p>“Concentrating on Martin Luther King, Jr.” from Texas Law-Related Education (Helps teach TEKS 1.2A, 1.17B, 1.18A)</p> <p>“The Words of Martin Luther King, Jr.” from Texas Law-Related Education (Helps teach TEKS 1.12A, 1.18)</p>
<p>1.3 History. The student understands the concepts of time and chronology. The student is expected to:</p>	<p>Students distinguish among past, present, and future events, such as:</p>	

First Grade Social Studies Curriculum Bundle #7

<p>1.3A distinguish among past, present, and future;</p>	<ul style="list-style-type: none"> • teacher from last year, this year, next year; • past/present/possible future leaders; • review daily or weekly schedule questioning if an event was/is happening in the past, present, future. 	
<p>1.3 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>1.3B create a calendar or timeline; and</p>	<ul style="list-style-type: none"> • Create a timeline of evolving inventions such as candle to lantern to electric light or phonograph to CD to iPod • Create simple timeline showing events from past and present 	
<p>1.3 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>1.3C use vocabulary related to chronology, including yesterday, today, and tomorrow</p>	<ul style="list-style-type: none"> • Use calendar and days of the week to discuss yesterday, today, and tomorrow 	<p>United Streaming > “learning to use the calendar”</p>
<p>1.13 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>1.13D explain how selected customs, symbols, and celebrations reflect an American love of individualism, <u>inventiveness</u>, and freedom.</p>	<p>TEACHER NOTE: Focus on <u>inventiveness</u> in this bundle. This TEK will also be covered in bundles 4, 8, and 9.</p> <p>Examples might include:</p> <p><u>Custom:</u> The expression “the real McCoy” has been used to describe something genuine or the “real thing”. It is a tribute to an inventor named Elijah McCoy who invented a way to feed a continuous flow of oil to a train <i>while it was still moving</i>. Although others tried to copy his invention, workers would ask “is it the real McCoy”? The phrase caught on and now everyone uses it!</p> <p><u>Symbol:</u> A lightbulb is recognized as the symbol for a new idea or invention.</p> <p><u>Celebration:</u> National Inventor’s Month is held in August. It began in 1998 to recognize individuals who exhibit creativity and inventiveness.</p>	<p>Explore Inventors and Inventions!</p>
<p>1.16 Science, technology, and society. The student understands how technology has affected daily life,</p>	<ul style="list-style-type: none"> • Washing machine, telephone, stove, microwave, remote control, inside plumbing, computers 	

First Grade Social Studies Curriculum Bundle #7

<p>past and present. The student is expected to:</p> <p>1.16A describe how household tools and appliances have changed the ways families live;</p>	<p>TEACHER NOTE: Suggested activity: Collect items and hold an invention show-n-tell of pictures, graphics, television, maps, computer images, literature, and artifacts that depict changes over time (then and now). For example, ask students if anyone has an old record player and records, 8-track cassettes, audiocassettes, CD's, Ipods, etc. Show how the playing of music has changed over time.</p> <p>TEACHER NOTE: Students may want to interview their parents, grandparents or other adults about how household tools and appliances have changed over time and how music has changed over time. They can show old photographs, create their own timelines of how things have changed from their grandparents' generation to their own generation.</p>	
<p>1.16 Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:</p> <p>1.16B describe how technology has changed communication, transportation, and recreation; and</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Communication: cell phone (people can communicate-on-the-go, send messages immediately through text messaging, take photographs); people write emails instead of letters. Students may want to practice using a cell phone, sending a text message or sending an e-mail. • Modes of Transportation: transportation evolved from walking to horseback, to carriages, to trains; now we mainly use automobiles and airplanes, space shuttles • Recreation: telling stories to radio to TV to gaming systems and dvd, tivo, internet 	
<p>1.16 Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:</p> <p>1.16C describe how technology has changed the way people work.</p>	<ul style="list-style-type: none"> • Work from home using computers and telephones, people use the internet as reference tool; electric lights – longer time to work/stay awake; video conferencing 	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>1.17 Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources</p>	<ul style="list-style-type: none"> • 	

First Grade Social Studies Curriculum Bundle #7

<p>including electronic technology. The student is expected to:</p> <p>1.17A Obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p> <p>1.17B obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts</p> <p>1.17C sequence and categorize information</p>		
<p>1.18 Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>1.18B create visual and written material including pictures, maps, timelines, and graphs</p>	•	