Accompanying Sample Social Studies Lesson Plan for the
Teaching Literacy in Tennessee K-3 Unit Starters
Grade 1 (Change)
GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

The *Teaching Literacy in Tennessee ELA Unit Starters for grades K-3* offer a broad connection to the social studies discipline by including content-relevant texts; however, these texts are not intended to replace social studies instruction. Rather, they are to be used as a vehicle for building background knowledge and teaching literacy skills that produce evidence of learning based on reading a text during ELA instruction.

The accompanying sample social studies lesson plans are derived from the daily tasks found within the ELA Unit Starters and are connected to specific standards found within the revised Tennessee Academic Standards for Social Studies. Though strong connections to social studies content are made in the ELA Unit Starters, the ELA Unit Starters do not encompass the totality of the identified social studies standards. These accompanying sample lesson plans offer a precise alignment to the breadth and depth of the social studies standards and provide specific examples of what effective social studies instruction looks, sounds, and feels like by focusing on the specific social studies content and skills that allow teachers to maximize student learning and capitalize on the connections between the ELA Unit Starters and the social studies standards.

2. WHAT IS INCLUDED IN THIS ACCOMPANYING SAMPLE LESSON PLAN?

The accompanying sample social studies lesson plans include the following components:

- **Lesson Title:** The lesson title provides educators with the specific focus of the lesson and indicates an overarching topic that can be used to connect content knowledge between the accompanying sample social studies lesson plan and the corresponding ELA Unit Starter.

- **Aligned Social Studies Standards:** The standards in this document are from the revised Tennessee Academic Standards for Social Studies which will be implemented in fall 2019 and represent the points of connection between the ELA Unit Starters and the accompanying social studies sample lesson plans.

Because the purpose of these sample lesson plans is to complement the ELA Unit Starters with social studies content, the standards noted in the sample lessons may be combined or narrowed to make learning more fluid and coherent. That is, rather than prioritizing a total and complete review of the revised Tennessee Academic Standards for Social Studies, these documents focus on how to extend individual social studies standards—and portions of individual standards—highlighted in the ELA Unit Starters into social studies-specific instruction.

- **Connections to the ELA Unit Starter:** Specific to each of the sample lesson plans, this section identifies the daily tasks from the corresponding ELA Unit Starter that are used as points of connection in the accompanying social studies sample lesson. Reviewing these connections prior to the lesson sequence and instructional notes will help teachers understand the relationship between the lesson and the ELA Unit Starter. Page numbers where teachers can view the full text of the ELA Unit Starter daily tasks are included in parentheses.
Recommendations: This section is specific to each of the sample lesson plans and provides teachers with more detailed information about connections to ELA and suggestions on where to integrate accompanying social studies content into the ELA Unit Starter sequence as well as other information that may be useful during instruction.

Essential Question(s): Essential questions are open-ended questions that guide students’ exploration of content while building knowledge and promoting thinking within the content areas. Essential questions are not typically answerable in a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after deeply exploring content.

Lesson Sequence and Instructional Notes: In this section, the lesson plan is laid out for teachers with specificity. It includes any websites, handouts, bell ringers, exit tickets, etc. that will facilitate strong instruction. Please note that the accompanying sample lesson plans are only suggestions; teachers should review them prior to use in the classroom. Additionally, please note that reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

3. HOW ARE THE SOCIAL STUDIES PRACTICES ADDRESSED IN THESE LESSON PLANS?

The social studies practices (SSPs) are specific skills that students should apply when learning social studies. By analyzing different types of primary and secondary sources, these skills are applied to create and address questions that guide inquiry and critical thinking and enable students to construct and communicate their conceptual understanding of the content standards while developing historical and geographic awareness.

Because there are areas of inherent overlap between ELA and social studies instruction, these lessons will not call out specific instances in which students engage with SSP.01–SSP.04 (all of which focus on gathering and/or communicating ideas from sources). Instead, these lessons will highlight SSP.05 (developing historical awareness) and SSP.06 (developing geographic awareness), which are vital components of quality social studies instruction that are not traditionally included in ELA instruction. In order to develop historical awareness, students may be asked to sequence the past, present, or future or to understand how things change over time. For example, students may be asked to create timelines or compare photographs of Tennessee at different points in history. To develop geographic awareness, students may be asked to identify geographic symbols on maps and globes or understand relationships between people, places, and resources. For example, students may be asked to distinguish between the physical features of a map or use charts/graphs to show the differences among the three grand divisions of Tennessee.

4. WHY ARE THERE SPECIFIC NOTES ABOUT DAILY TASKS?

Some of the lesson plans include a section at the end of the document entitled, “Note about the ELA Unit Starter for Grade X, Daily Task Y.” These sections note any tasks included in the corresponding ELA Unit Starter that feature social studies content outside of the scope of the standards for that grade level. For
example, in the grade 2 Interdependence Unit Starter, daily tasks 7 and 8 align to a text about how a bill becomes a law. Although students are capable of reading and understanding a text about this topic with support from teachers, how a bill becomes a law is not introduced in the social studies standards until high school. Teachers should be aware that the content noted in these sections may require additional support to ensure that students understand the material and should consider what type of scaffolding will benefit their students most.

5. ARE DISTRICTS REQUIRED TO USE THESE ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

No. As indicated above, districts are not required to use the materials provided; these lessons are optional resources. It is important for teachers and school and district leaders to understand that the ELA Unit Starters do not cover the full breadth and depth of the social studies standards, therefore, additional instructional time should be devoted to social studies instruction.
SAMPLE LESSON 1: TRAINS AND TRAVEL: THEN AND NOW

Aligned Social Studies Standards and Practices:

1.04 Give examples of products (goods) that people buy and use.
1.05 Give examples of services (producers) that people provide.
1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.
SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.
SSP.06 Develop geographic awareness by: identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 1 ELA Unit Starter (Change)*:

Daily Task 3: Write a narrative about the changes to transportation, communication, technology, and homes (pp. 35, 44).

Daily Task 4: Respond to a question using information from the text (i.e., life speeding by and the changes that come with it) (p. 52).

Recommendations:
For daily tasks 3 and 4, students are asked to think about how technology changes over time. This daily task is aligned to standard 1.25 and is social studies content that is introduced in grade 1. Before completing the above activities, the teacher should introduce timelines and the idea that people live differently today than they did long ago.

Essential Question:
“What was travel like at the beginning of the twentieth century as compared to travel today? Specifically, what was it like to travel by train?” (MTSU TPS, p. 1)

Lesson Sequence and Instructional Notes:
The following sample lesson plan is being used with the permission of Middle Tennessee State University's Teaching with Primary Sources (MTSU TPS). The lesson entitled Trains and Travel: Then and Now connects with daily tasks 3 and 4 from the Grade 1 Unit Starter (Change). The goals of the lesson are for students to understand that transportation has changed over time and to answer the question, “What was travel like at the beginning of the twentieth century as compared to travel today?” (p.1). Though this lesson plan has been developed for the K–2 grade band, grade 1 teachers should focus on the aligned standards above when
teaching this lesson. Teachers should review the lesson plan in its entirety prior to completing it with their students to ensure that the materials are appropriate for their classroom and to make any modifications that will benefit their students.

Note: MTSU TPS has additional lesson plans for all grade levels that teachers may wish to use (with appropriate modifications) in their classrooms. Their website is https://library.mtsu.edu/tps/home.
SAMPLE LESSON 2: THE PAST, PRESENT, AND FUTURE

Aligned Social Studies Standards and Practices:

1.23 Use correct words and phrases related to chronology and time, including: past, present, and future.
1.24 Interpret information from simple timelines.
1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.

SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.

Connections to the Grade 1 ELA Unit Starter (Change):

Daily Task 2: Arrange the events from your life in chronological order as a timeline (pp. 27, 29).
Daily Task 5: Write a letter describing how life in Tennessee today is different from the 1800s (p. 56)
Daily Task 10: Write an opinion piece for a newspaper about how communication has changed over time (pp. 92, 95).
Daily Task 11: Write an informative piece about how a person’s (i.e., Elvis’s) life would have been different if they grew up in the 1800s (p. 99).

Recommendations:

Prior to completing the above daily tasks, teachers should teach a social studies lesson/unit on timelines so students understand what a timeline is and are familiar with different types of timelines. Teachers should also teach a social studies lesson/unit on important people from the past who are noted in the standards and the various ways that their lives are different from ours today to ensure that students are not thinking with “present-mindedness” (i.e., students grasp the idea that things in the past are different from today).

Essential Question:

How have communication, clothing, and technology changed over time?

Lesson Sequence and Instructional Notes:

1. The teacher should start by telling students that they are going to learn about the past, present, and future. Students will brainstorm what they think each means, and the teacher should write key words they list on the board. Students should come up with an appropriate way to describe each time; if they have trouble, the teacher can lead them in the right direction.

2. After students have come up with a working definition of each, the teacher will tell students that
they are going to “act out” each definition (i.e., past, present, and future). Students should stand in a straight line in an open space, such as a hallway, and come up with ways to physically demonstrate “past,” “present,” and “future” (e.g., stand on tip toes for future, looking backward for the past, reaching forward for the future). The teacher can either have the students all use the same actions or allow the students to choose their own.

3. Next, the teacher should call out examples of the past, present, and future. Examples may include: years (past, present, or future), people (past president, current president, another person), communication (invention of the telephone, newest cell phone, cellular implant), transportation (horse, car, flying car), or clothing (pictures of clothing during different time periods). Students should use their physical demonstrations to show if the examples are from the past, present, or future.

4. The teacher should then organize students into small groups and hand out index cards that represent events from the teacher’s life but do not include dates. The teacher should have students work in groups to put the teacher timeline in order. Examples could include:
   - Ms./Mrs./Mr. is born.
   - Ms./Mrs./Mr. starts school.
   - Ms./Mrs./Mr. gets a driver’s license.
   - Ms./Mrs./Mr. graduates from college.
   - Ms./Mrs./Mr. starts teaching.
   - Ms./Mrs./Mr. is my teacher (something from the present).
   - Ms./Mrs./Mr. retires (something in the future).

Students should interpret the timeline and discuss what happened in the past, what is happening in the present, and what will happen in the future.

5. As a culminating activity, students should create a tri-fold using the examples found in standard 1.25 (i.e., communication, transportation, and clothing) as a guide. In the first column, students should draw a picture that represents the past, write a description of what life was like, and label it “The Past.” In the middle column, students should draw a picture that represents the present, write a description of life, and label it “The Present.” In the last column, students should draw a picture that represents the future, write description of what life would be like, and label it “The Future.” Students should practice opening the tri-fold and pointing to past, present, and future.
SAMPLE LESSON 3: POLITICAL AND PHYSICAL GEOGRAPHY OF TENNESSEE

Aligned Social Studies Standards and Practices:

1.10 Recognize basic map symbols, including: cities, land, roads, and water.
1.12 Use cardinal directions on a map.
1.13 Distinguish the difference between a lake, mountain, ocean, and river.
1.14 Identify the three grand divisions of Tennessee on a map.

SSP.06 Develop geographic awareness by: identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 1 ELA Unit Starter (Change)*:

Daily Task 5: Write a letter describing how life in Tennessee today is different from the 1800s (p. 56).

Daily Task 12: Write about the text and how it connects to the life of Dolly Parton (pp. 103, 107).

Daily Task 13: Using a graphic organizer, draw a picture and write a sentence to show a significant detail from the childhoods of Davy Crockett, Elvis Presley, and Dolly Parton (p. 109).

Recommendations:

Prior to completing the above daily tasks, teachers should teach a social studies lesson/unit on important people from the past (from the standards) and the various ways that their lives are different from ours today in order to ensure that students are not thinking with “present-mindedness.”

Essential Question:

How does the geography of Tennessee change from east to west?

Lesson Sequence and Instructional Notes:

1. The teacher should explain that the student is going to discuss geography. If the teacher has not already introduced the concept of geography with the class, discussing what geography is and asking students to work together to develop a class definition of geography will facilitate students’ understanding of this activity. Afterwards, the teacher should show a map of Tennessee that depicts the three grand divisions (e.g., the maps found in the Tennessee Blue Book, Section V) and discuss the various features of the maps (e.g., cities, bodies of water, mountains, the three grand divisions).

2. The teacher can use the same maps to explain what cardinal directions are and facilitate a class discussion of directionality using the following types of questions: why the three grand divisions are
called the three grand divisions, which direction major cities are in relation to each other, directions between various physical features, etc.

3. Once students have completed this discussion, the teacher should explain that many famous people came from Tennessee and ask students if they can think of any of them (students should identify Dolly Parton, Davy Crockett, and Elvis Presley from their readings in the Unit Starter). The teacher will tell the class that Dolly Parton and Davy Crockett were from East Tennessee, and Elvis Presley was from West Tennessee. During discussion, the teacher should point to those locations on a map and ask students guiding questions about cardinal directions and physical features in those regions. Because none of the people that the students have read about are from Middle Tennessee, the teacher should focus on the fact that Nashville—the capital of Tennessee—is in that region.

4. As a culminating activity, the teacher should hand out a blank map of the three grand divisions of Tennessee. Students should use a different color crayon to color each of the grand divisions and complete an accompanying key. Underneath each of the grand divisions, the students can write the types of physical features that are in each part of the state and one fun fact. The written portion of this activity will allow students to tie their geographic knowledge into what they read by referencing Dolly Parton, Elvis Presley, Davy Crockett, and or the location of the state's capital.
EXTENDING THE END-OF-UNIT TASK INTO SOCIAL STUDIES: TENNESSEE’S PAST, PRESENT, AND FUTURE IN PHOTOGRAPHS

Aligned Social Studies Standards and Practices:

1.13 Distinguish the difference between a lake, mountain, ocean, and river.
1.14 Identify the three grand divisions of Tennessee on a map.
1.23 Use correct words and phrases related to chronology and time, including: past, present, and future.
1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.

SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.

SSP.06 Develop geographic awareness by: identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 1 ELA Unit Starter (Change):

End-of-Unit Task: Students write journal entries documenting observations of life from the early 1800s, the 1940s, today, and in the future (p. 112)

Recommendations:

In contrast to the lessons above, in which social studies instruction is designed to precede the Unit Starter tasks, here, teachers can use the Unit Starter end-of-unit activity as a jumping-off point to make social studies instruction more meaningful. The following lesson is based upon the journal entries that students complete and should be used after the end-of-unit task has been completed.

Essential Question:

How does the past connect to the future?

Lesson Sequence and Instructional Notes:

1. The teacher should begin the lesson by revisiting the idea of past, present, and future by having students act out each (as they did in Sample Lesson 2); discussing how life in Tennessee has changed from the 1800s, to the 1900s, to now; and asking students to predict what life in Tennessee will be like in 50 years.

2. The teacher will tell students that they are going to talk about the physical changes to Tennessee that have happened over time, focusing on major cities within the three grand divisions. The cities
they will focus on are Nashville, Memphis, and Chattanooga. Depending on location, the teacher may wish to use different locations as examples; the teacher should ensure that each student is familiar with the three places being investigated. Guiding questions for discovery may include: “Which city matches with each grand division?” “What do you know about each city?” and “What do you know about the geography of each city?”

A. The teacher will show a series of primary source photographs (see below for examples) from the 1800s and ask students to discuss each photograph as it appears on the screen. Students should guess which Tennessee city is depicted in each.

B. The teacher should then direct students to work in groups to investigate and discuss all of the photographs. Printing the photos will allow students to investigate them through hands-on learning and make this activity easier to complete. While students are working with the photographs, they should look for physical features that they have been studying (standard 1.13) to determine which photograph matches which city. Additionally, students should think in terms of “past” while they are discussing the photos. After completing this portion of the activity, the teacher should collect the photographs, label them with time periods, and put them in envelopes for later use.

C. The teacher should repeat steps A and B for photographs from the 1900s.

D. Students should then view both sets of photographs at the same time to compare and contrast the same city from two different time periods (the correct term to distinguish these time periods is “centuries”; however, that is a grade 2 concept).

E. The teacher should repeat steps A and B for present-day photographs.

F. The teacher should have students look at all three sets of photographs and compare and contrast them, recognizing physical features and thinking in terms of “past” versus “present.”

3. After students have investigated and discussed all of the pictures, they should work in their groups to brainstorm what each of the cities may look like in the future. Students should use the differences they noticed in the photographs to provide evidence as to why they think certain changes will occur.

4. As a culminating activity, the teacher will have students complete the following task:

Create a “future” drawing of one of the discussed Tennessee cities. Students should think about how the city has changed over time (see steps 2 and 3 above) and be sure to include any physical features located near the city. The drawing should also include a caption that provides the following information:

- Title
- Date
- Description

The following photographs are from the Tennessee Virtual Archives and the Library of Congress and are part of the public domain. “Present” photographs are not included, as those photographs may be copyrighted. Teachers should use various sources to find examples that represent “the present.”

Chattanooga, 1861
Chattanooga, 1888
Chattanooga, 1902
Chattanooga at Night, 1942

Memphis, 1910
Memphis, 1939
Memphis Bridge, 1942
Memphis, 1970

Knoxville, 1864
Knoxville, 1886
Knoxville, 1911

Nashville, 1800s
Nashville, 1998
Nashville, 2008
REFERENCES


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