

**Accompanying Sample Social Studies Lesson Plan for the  
*Teaching Literacy in Tennessee* K-3 Unit Starters  
Grade 1 (Interdependence)**

## 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 serve as or replace social studies instruction. Rather, they are to be used as a vehicle for 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 the 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 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: *NEEDS* vs. *WANTS*

### Aligned Social Studies Standards and Practices:

**1.08** Determine the difference between basic wants and needs, and provide examples of each.

**1.09** Assess factors that could influence a person to use or save money.

**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 \(Interdependence\)](#):

**Daily Task 12:** Explain the cost and benefit of buying an object (from the text) and why you didn't choose to buy other products (p. 104).

**Daily Task 13:** Write a letter explaining what you are buying (from the text) (p.111).

### Recommendations:

For daily tasks 12 and 13, students are asked to explain the cost and benefit of buying an item and why that item was purchased. These daily tasks are aligned to social studies standards 1.08 and 1.09. Before completing Unit Starter tasks, teachers should teach a social studies lesson/unit about needs and wants and why people would spend or save money. This background knowledge will help set students up for success when completing the Unit Starter tasks.

### Essential Question:

*What are the differences between needs and wants, as well as price and value?*

### Lesson Sequence and Instructional Notes:

The accompanying sample lesson plan for this content is from PBS Learning Media and is entitled [Needs vs. Wants](#); it connects with daily tasks 12 and 13 from the Grade 1 Unit Starter (Interdependence). The goal of the lesson is for students to explore the concept of “needs vs. wants” and the connection between happiness and consumer goods. Although this lesson plan has been developed for the 1–2 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 would benefit their students.

## SAMPLE LESSON 2: *VOTING—WHO, WHAT, WHERE, AND WHY*

### Aligned Social Studies Standards and Practices:

- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.*
- 1.19 Explain the voting is a way of making choices and decisions.*
- 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 \(Interdependence\)](#):

**Daily Task 4:** *Hold a class election and write an explanatory piece about voting (pp. 41–42).*

### Recommendations:

Prior to completing the above daily task, teachers should teach a social studies lesson/unit about voting to explain how voting requires people to make choices and decisions. Teachers could also teach a social studies lesson/unit about President's Day, explaining how people vote for president, highlighting what happens during presidential elections, and identifying the presidents we celebrate on Presidents' Day.

### Essential Question:

*How and why do people vote?*

### Lesson Sequence and Instructional Notes:

1. This lesson centers on the class collaboratively completing a graphic organizer. To minimize disruption, the teacher should prepare the KWL (Know, Want to know, Learned) graphic organizer on a piece of chart paper prior to beginning (Appendix A).

The teacher should begin the lesson telling students that they are going to learn about voting and fill out a KWL chart as a class. The teacher should explain that a KWL chart guides students through exploring a topic: first, they will brainstorm everything they know about a topic (K); then, they will ask what they want to know about a topic (W); and finally, they will identify what they learned about a topic (L). The teacher will then guide students through the following questions. Between each question, students should turn and talk to their neighbor before sharing answers and filling in the chart as a class:

#### **K (What we think we know about voting)**

- What do students think they know about voting?
- What do students think they know about people voting (e.g., how do people vote or why people vote)?
- What do students think they know about the objects involved with voting (e.g., voting machines)?
- What do students think they know about what is happening when people vote?
- What do people vote for (e.g., president and governor)?

#### **W (What we want to know about voting)**

- What do students want to know about voting?
- Why do you think people are voting?
- How do you think they are feeling (when voting)?
- What other questions does this topic raise (about voting)?

After the class has filled in the K and W columns of the chart, the teacher will explain that they will complete the “Learned” column later. First, they will find answers to what students want to know.

2. The teacher should ask students where they can look for answers to their questions. *The teacher may want to encourage responses that have to do with watching videos.* The teacher should then tell students they are going to watch a video about voting entitled [Sesame Street: Election Day](#) and see what parts of the “K” they were correct about. Before beginning, the teacher should review the items in the “K” column and ask students to keep those things in mind as they watch the video.

After watching the video, the teacher should ask students what is “correct” in the “K” column. The teacher should circle or put a check mark next to anything that the students knew and was on the video. *It may be necessary to watch the video more than once.*

3. Next, the teacher should tell students they are going to watch the video again, but this time they are going to think about the “W” column. The teacher should go over the “W” column and ask students keep those things in mind as they watch the video.

After watching the video, the teacher should ask students what they learned from the video and what is “correct” in the “W” column. The teacher should circle or check mark next to anything that the students wanted to know that the video answered. *It may be necessary to watch the video more than once.*

4. After discussion, the teacher should give each student two sticky notes and ask them to write two things they learned from about voting (one per sticky note). When every student has finished, the teacher should ask students to place their sticky notes on the chart paper under the “L” column. Then, students should organize the sticky notes into categories (e.g., voting age, voting locations). The teacher can have students do this in small groups or can lead the whole group in the categorization task.
5. After students have organized what they learned into categories, the teacher should divide students into two groups and play “table tennis”—students will take turns saying a word related to voting (e.g., “election,” “ballot”). Words cannot be repeated. If a student repeats a word, the other team gets a point. The team with the most points wins!

## EXTENDING THE END-OF-UNIT TASK INTO SOCIAL STUDIES: *EXTENDING THE TENNESSEE BROCHURE*

### Instructional Notes connecting to the [Grade 1 ELA Unit Starter \(Interdependence\)](#):

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 end-of-unit task for Grade 1 (Interdependence), which asks students to create a brochure that explains information about Tennessee's government and economics. The instructions outline specific content the brochure should include.\* Table 1 below outlines connections between that specific content and the revised social studies standards:

Aligned Standards	Specific Brochure Content
<b>Economics:</b> <b>1.04</b> Give examples of products (goods) that people buy and use. <b>1.05</b> Give examples of services (producers) that people provide. <b>1.06</b> Distinguish how people are consumers and producers of goods and services. <b>1.07</b> Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism). <b>SSP.06</b> Develop geographic awareness by: identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.	<ul style="list-style-type: none"> <li>a section that explains the goods and services Tennessee produces</li> <li>a section that explains why the goods and services produced in Tennessee are important for consumers</li> </ul>
<b>Government:</b> <b>1.15</b> Identify the Governor and the President, and explain their roles. <b>1.17</b> Distinguish the differences between rules and laws, and give examples of each. <b>1.18</b> Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.	<ul style="list-style-type: none"> <li>a section that explains the responsibilities of different leaders in Tennessee's government</li> <li>a section that explains the responsibilities of citizens of Tennessee</li> </ul>

Table 1

\*Please see page 121 of the [Grade 1 ELA Unit Starter \(Interdependence\)](#) for the full end-of-unit task.

A valuable social studies extension of this activity would be to include other grade 1 content strands from the social studies standards in the brochure (e.g., explaining features of Tennessee's culture and geography). The teacher can choose to add the below content to the same brochure from the end-of-unit task or have the students create a new, related brochure. Table 2 below can help guide that decision; it outlines linked standards and what students should specifically include in their brochures.



Aligned Standards	Specific Brochure Content
<b>Culture:</b> <b>1.01</b> Describe the cultural aspects of a place, including a student's community and state. <b>SSP.05</b> Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.	<ul style="list-style-type: none"> <li>a section that explains the culture of the local community</li> <li>a section that explains the cultures of Tennessee by grand division</li> </ul>
<b>Geography:</b> <b>1.11</b> Locate Tennessee, Nashville, and Washington D.C. on a U.S. map. <b>1.14</b> Identify the three grand divisions of Tennessee on a map. <b>SSP.06</b> Develop geographic awareness by: identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.	<ul style="list-style-type: none"> <li>a map of the U.S. that has a Tennessee indicated</li> <li>a map of Tennessee that has a star for Nashville</li> <li>a map showing the three grand divisions of Tennessee</li> </ul>
<b>Government:</b> <b>1.21</b> Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.	<ul style="list-style-type: none"> <li>a section detailing the symbols of Tennessee</li> </ul>

Table 2

This extension activity allows for additional pieces of the social studies standards to be included and should be done as a culminating activity after students have covered standards from each of the content strands (i.e., culture, economics, geography, government). For this activity to be most effective, students should complete the brochure over several days.

*This activity may require more than one piece of paper; because of this potential variation, the teacher should decide what materials are best suited for their class's brochures.*

### NOTE ABOUT THE ELA UNIT STARTER FOR GRADE 1 (INTERDEPENDENCE) DAILY TASK

Daily task 2 aligns to two different texts ("How State Government is Set Up" and "How Government Works: A look at State and Local Government"). The daily task asks students to "draw a picture for... [a] website that shows the three branches of government in Tennessee. Use labels and writing to explain your picture." Though first graders are capable of completing this activity after reading the above texts and with support from teachers, the content is above grade level in respect to the social studies standards (the three branches of government are first introduced in grade 2), so this material may require additional explanation from teachers.

## APPENDIX A

<p><b>K</b></p> <p>What we think we <u>KNOW</u> about voting...</p>	<p><b>W</b></p> <p>What we <u>WANT</u> to know about voting...</p>	<p><b>L</b></p> <p>What we <u>LEARNED</u> about voting...</p>
<p><u>General Ideas:</u></p>	<p><u>General Ideas:</u></p>	
<p><u>People (how + why):</u></p>	<p><u>Why are people voting:</u></p>	
<p><u>Objects Involved:</u></p>	<p><u>How people feel when voting:</u></p>	
<p><u>Actions Involved:</u></p>	<p><u>other questions:</u></p>	
<p><u>What people vote for:</u></p>		

## REFERENCES<sup>i</sup>

PBS Learning Media. Accessed December 23, 2018,  
[https://tn.pbslearningmedia.org/resource/lpsc10.sci.life.lp\\_needwant/needs-vs-wants/](https://tn.pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/)

Sesame Street (2010, October 10). *Sesame Street: Election Day* [Video File]. Retrieved from  
<https://www.youtube.com/watch?v=LRw4iuq498Y>

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<sup>i</sup> Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.