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

Aligned Social Studies Standards and Practices:

K.03 Distinguish between wants and needs.

K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.

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

Connections to the Kindergarten ELA Unit Starter (Interdependence):

Daily Task 10: Create a “Needs and Wants” poster (p. 67).

Daily Task 11: Write an opinion piece explaining why the shoes from the text are a need or a want (p. 74).

Daily Task 12: Students draw and write to explain how the character from the text is a good example of ways people in a community depend on each other (p. 78).

End-of-Unit Task: The student pretends that they are a worker in the community and they are creating a speech to present at a Community Day event that explains their job duties, how they help the community by providing goods and services that people need and want, and how the community depends on them and that they depend on the community (p. 93).

Recommendations:

Prior to completing the above daily tasks, teachers should teach a social studies lesson/unit on basic economics, including needs, wants, and basic needs.

Essential Question:

Are our needs and wants ever satisfied?

Lesson Sequence and Instructional Notes:

1. The teacher should begin by showing students real examples of needs vs. wants. For example, the teacher could display two bottles: one of water and one of another product (e.g., soda, sports drink). The teacher should ask students to identify what each is, the similarities and differences between the bottles, what we use the bottles for, and/or what we could use the bottles for. The teacher should then introduce the idea of “need” and “want” and develop a class definition of each (to be
written on the board). Once the class has defined each, the teacher should return to the bottles and ask students which one represents a need and which one represents a want. The teacher can then bring in other objects to reinforce the difference between a need and want (e.g., plain vs. name-brand clothing or car vs. city bus) and ask the same types of questions from before about similarities and differences and uses. After this discussion, the definitions of “need” and “want” may need to be revised.

2. Once there are final definitions for “need” and “want,” the teacher should ask students to work in partners to develop one example of a need and one example of a want within the following categories: entertainment/games, food, and clothes. After students have their three examples, the teacher should have students share their examples and make a class list, discussing each example by asking follow-up questions like, “Why did you decide that was a need or want?” Students may disagree with other students’ categorizations; if so, the teacher should lead a discussion about how objects could be a need and a want. For instance, you may need a new coat because you don’t have a coat, but you may want a new coat because you want a specific color or design. The teacher should ask students to discuss these distinctions but continually ask why they decided that particular examples were needs or wants.

3. The teacher should then have students work in small groups to complete the Needs or Wants graphic organizer and determine if each picture is an example of a need or a want. Students must explain why they came to each decision. The teacher should tell students that, while they are looking at the pictures, they should keep in mind the class-created definitions of “need” and “want” and discuss each picture with their group. The teacher may wish to remind students to listen and respond appropriately to one another.

   Teachers can print off larger printouts for students and/or select their own pictures or clip art. While students are analyzing the photographs, the teacher should move around the room and listen to the conversation, assisting only when needed.

4. After students have analyzed the photographs, the teacher should pose the following questions to the groups: “What is a basic need?” and “Which pictures allow for our basic needs to be met?” While students are discussing in groups, the teacher should move around the room listening to the conversation. After an appropriate amount of time, the teacher should ask the whole class what a basic need is and form a class definition. The teacher should ensure that students understand the distinction between the basic needs outlined in standard K.04 (i.e., food, clothing, shelter, and transportation) and other kinds of needs). Once the definition has been determined, the teacher should ask which of the pictures on their graphic organizers are examples of basic needs and which were not using the examples found in standard K.04.

5. As a culminating task to this mini-lesson, the teacher should revisit the class definitions for needs, wants, and basic needs to determine if they have changed and then have students draw and label an example of a need and want.
SAMPLE LESSON 2: IMPORTANCE OF RULES AND FAIRNESS

Aligned Social Studies Standards and Practices:

- **K.11** Give examples of the following concepts: authority, fairness, responsibility, and rules.
- **K.16** Explain the purpose of rules and laws.
- **SSP.05** Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.

Connections to the Kindergarten ELA Unit Starter (Interdependence):

- **Daily Task 2**: Write a note reminding a character from the book how to treat others (p. 26).

Recommendations:

Prior to the completion of the above daily tasks and this lesson, the teacher should teach a lesson on what rules are and why they are important. A possible avenue for that instruction is for students to help create their classroom rules; engaging students in rulemaking may give them a sense of ownership over class rules and spark interest in learning about rules.

Essential Question:

*Why are rules important?*

Lesson Sequence and Instructional Notes:

1. Before beginning the lesson, the teacher should create a visual representation of a goal that they can move two points closer to and further from (e.g., this could be a simple chart on the board with differently colored magnets as manipulatives). The teacher should begin the lesson by asking to turn and talk with a neighbor about the following question: “Why do we need rules?” After discussion, partners will share out why they think we need rules. The teacher may choose to write these reasons on chart paper or on the board for use at a later time.

2. Next, the teacher will tell students that they are going to play a game and divide the class into two teams. Once the teams have been determined, the teacher will tell students that this game is called “Rules? What Rules?” and explain that the game has rules and that it is the students’ job to try and guess the rules. The teacher should explain that the game is won by reaching the goal, but that the students move farther away from the goal if they ask what the rules of the game are or if they break...
one of the rules. They will know they have broken a rule if the teacher blows the whistle. The teacher should blow the whistle any time a student breaks a rule or asks what rule they broke. The rules (that only the teacher knows) are:

A. Everyone can play the game.
B. Only people whose first name starts with the letters A–J are allowed to touch the ball.
C. Students who are wearing the color blue have to skip.
D. The ball cannot be thrown.
E. In order to score you have to say “YABA-DABA-DOO.”

The teacher will have the students stand on two different ends of a space (inside or outside) and place two balls in the center and say “go.” The students will begin playing without knowing the above rules. For the first several minutes of the game, the teacher should enforce only the first two rules. Every time a student breaks a rule, the teacher should blow the whistle and indicate it on the chart. After a few minutes, the teacher should blow the whistle twice and say “half time” and have the students return to their original positions. Once the students have returned to their starting places, the teacher should review the chart before telling the students that, now, they have three new rules and restarting the game. The game should last around five minutes, and the teacher should blow the whistle twice again and say “game.”

3. Once the students have settled down, the teacher should tell students that, as a group, they are going to try to figure out the rules of the game. The team that guesses the most correctly will gain bonus distance toward the goal. The teacher should give teams several minutes to discuss before asking teams for their guesses. As the teams give the rules, the teacher should remain silent. After both teams have guessed, the teacher will reveal the rules, award the bonus points, and declare a winner.

4. The teacher should then bring the class back together and ask the following leading questions: “Did you like the game?” “Did you think it was fair?” “How did you figure out some of the rules?” “How did it make you feel to not know the rules?” Students should answer the questions individually, but the teacher should ask other students follow-up questions like, “Do you agree?” After discussion, the teacher should return to the opening question, ask students if the game shows why they need rules, and review their initial answers to the question, “Why do we need rules?” The goal of this activity is for students to understand the ideas of fairness, participation, respect, authority, and equal opportunity.

5. To summarize the lesson, every student should write a new school rule that they think shows the ideas of fairness, participation, respect, authority, and equal opportunity. Students can be asked to share responses with the class or these can be collected and used to begin another lesson.
EXTENDING THE END-OF-UNIT TASK INTO SOCIAL STUDIES

Connections to the Kindergarten ELA Unit Starter (Interdependence):

End-of-Unit Task: The student pretends that they are a worker in the community and they are creating a speech to present at a Community Day event that explains their job duties, how they help the community by providing goods and services that people need and want, and how the community depends on them and how they depend on the community (p. 93).

Recommendations:

In contrast to the in the lessons above, where it is recommended that social studies instruction 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 on the speech students will create in the Unit Starter task above.

This end-of-unit task can be connected with Sample Lesson 3 of the Kindergarten Accompanying Sample Social Studies Lesson Plan for Change. The lesson is entitled “Authority Figures in my Community”; it asks students to answer the question, “Who are the people that lead a community?”

Note about the ELA Unit Starter for Grade K (Interdependence) End-of-Unit Task:

In the end-of-unit task and throughout this Unit Starter, the terms “goods” and “services” are used. All texts associated with “goods” and “services” should be read and discussed thoroughly as those terms are above grade level in social studies content. Although kindergarteners are capable of completing this activity after reading the texts and with support from teachers, the terms are first introduced in the social studies standards in grade 1.
## APPENDIX A

### Need or Want?

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<th>Object</th>
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REFERENCES

ClipArt ETC. (2019.) https://etc.usf.edu/clipart/

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