**Instructional Design**

*First Grade Social Studies*

EDTL 7100

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Spring 2010

Friendship Unit Rational

In general the rationale for this Instructional Design Project is very similar to the created Statement of Purpose of my Curriculum Design. In the classroom, social studies engage students in the study of history, geography, economics, government, and civics (Ohio Department of Education, 2004). Ultimately, social studies instruction should help students assume their role as responsible citizens in America’s constitutional democracy and as active contributors to a society that is increasingly diverse and its relationships with other nations of the world. Social studies should provide students with the background to conduct research in order to cast informed votes, with the skills to solve conflicts, and with the wisdom to make good judgments in dealing with the tensions in society.

A planned social studies curriculum focuses on characteristics to help children understand and function in their personal and social worlds. These learnings must be developed systematically from an early age, so that children move from their embedded egocentric ways to a broader and more structured conceptual organization of the world around them.

However, the problem is present because, much too often, social studies lessons are considered a relatively unimportant subject matter, whether in elementary school, middle school, or high school. This perception leads to lack of attention paid to social studies as a serious subject area, yet in the overall development of the intellect of students, no other subject matter content holds as much social integrity. Overall, social studies is about understandings, not skills; perhaps not just the "what," but also questions of "how" and "why." Learning the content of the social studies is about creating knowledge, not memorizing facts.

The first grade curriculum design included in this document builds on concepts introduced in kindergarten. The skills introduced in kindergarten grades are advanced in the second and third grade. This course is designed to create an evolving learning experience which will expand as student advance into upper grade levels.

The learning of social studies is different from other subjects such as math and reading. This is because it does not need to flow in any chronological order. Each social studies topic included in the curriculum is important and should be taught thoroughly; for these topics help to instill values and morals for the children of our future. I believe social studies should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, are occurring now, and that are likely to occur in the future. With this knowledge students can develop skills and values that will make it more likely that they will be able to determine for any situation what the right thing is and execute it. This will be most important when doing the right thing is hard to do. It is about teaching the children of our future how to have respect, courage and honor.

**Learning Outcomes**

Citizenship Rights and Responsibilities

* Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.
* Demonstrate self-direction in school tasks.
* Demonstrate pride in personal accomplishments.
* Demonstrate citizenship traits including:
	+ Trustworthiness;
	+ Fairness;
	+ Self-control;
	+ Respect for those in authority.

# Pre-Assessment

**Friendship Unit**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions*:*** *Please read each question below and answer each question in a complete sentence. Do your best to use the knowledge and experience about friendships and feelings. Some terms may be unfamiliar, but try your best to complete each question.*

1. ***Do you share a friend's secrets with others?Please answer this question.***

*No*

*Yes*

1. ***Do you wish your friends on their Birthday?Please answer this question.***

*Yes*

*No*

1. ***Do you get into unnecessary arguments with friends?Please answer this question.***

*No*

*Yes*

1. ***Do you apologize for any mistakes committed by you?Please answer this question.***

*Yes*

*No*

1. ***If your friend is feeling dejected, do you try to cheer him/her up?Please answer this question.***

*Yes*

*No*

1. ***Do you know about likes and dislikes of your friends?Please answer this question.***

*Yes*

*No*

1. ***Are you polite with your friends?Please answer this question.***

*Yes*

*No*

1. ***Do you pay compliments when due?Please answer this question.***

*Yes*

*No*

1. ***Do you share things with your friends?Please answer this question.***

*Yes*

*No*

1. ***Do you spend time with a friend when he/she is unwell?Please answer this question.***

*Yes*

*No*

1. ***Do you share your happy and sad moments with your friends?Please answer this question.***

*Yes*

*No*

**\* Answers among students will vary. Therefore, a Pre-assessment answer sheet N/A.**

**Friendship Unit: Lesson One**

**Name**: Shaina Lightfoot **Grade: 1st**

**Topic**: Friendship

**OHIO ACADEMIC STANDARDS**

**Social Studies-Citizenship Rights and Responsibilities Grade 1 -** Demonstrate the importance of fair play, good sportsmanship, respect for the right and opinions of others and the idea of treating other the way you want to be treated

**LEARNING OBJECTIVES**

Students will be able to identify common qualities of a friend.

**LESSON SUMMARY**

The teacher will orally instruct and the class will participate in completing a friendship web on the chalkboard. After friendship web is complete, students will choose a category to graph their friend’s favorites.

**RESOURCES**

• Chalkboard

• pre-made graphs (24)

• Colored pencils or crayons

**PROCEDURES**

Readiness:

1. Gather students to their desk for friendship web activity (web should already be drawn on chalkboard)

2. Explain activity to class. *We are going to make a friendship web that will help us identify the qualities of a good friend. Take a second to think about characteristics or qualities of your friends. Raise your hand when you have a quality that I can use to fill in our web.*

 *\*\** Explain the importance of how friends are all different and no one person is alike but we can all be friends together.

Focus:

1. Have pre-made graphs ready for children then explain the activity while passing out graphs.

2. After web is full and complete explain the next activity. *Next I am going to give you all a graph and you are going to pick two categories to ask your friends their favorites. Then you are going to graph your friend’s favorite on your graph. This will help us understand how all people like different things but can still all be friends together.*

3. Children will come up to your desk and tell their category and teacher will write it on their graph. Once all students have a chosen category, teacher will instruct them to move around the room and ask their classmates their favorites.

Closure:

1. When all students have asked every classmates their favorite category or 10 minutes has pasted teacher will instruct students to return back to their desk and share their graph findings with the students around them then turn them into the Hand In Box

**Key Questions:**

1. Can students identify which item on their chart is the most favorable?
2. Did students record more than 5 items on their chart?
3. Do students understand that all students are different?

**ASSESSMENT**

1. Check each child’s graph for accurate comparisons.

**DIFFERENTIATION**

\* The students can work in partners while using the white board. This buddy work can help a child who cannot complete the writing on their own.

**ENRICHMENT**

\* Students can come up with different friendship scenarios to share aloud to the class.

**SOURCE:** *Social Studies Through the Year* D. Cerbus and C.F. Rice

**What is your favorite?**

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**Friendship Unit: Lesson Two**

**Name**: Shaina Lightfoot **Grade: 1st**

**Topic**: Friendship

**OHIO ACADEMIC STANDARDS**

**Social Studies-Citizenship Rights and Responsibilities Grade 1 -** Demonstrate the importance of fair play, good sportsmanship, respect for the right and opinions of others and the idea of treating other the way you want to be treated

**LEARNING OBJECTIVES**

Students will be able distinguish between good and bad qualities of a friend. Students will obtain information about qualities of friendship through the teacher read story.

**LESSON SUMMARY**

After listening to a teacher read story, the students will listen to the teacher read different scenarios and use the thumbs up/ thumbs down items to determine if the scenario represents a good friend.

**RESOURCES**

• Bear Needs Help! By Rita Schlachter

• copy of thumbs up/ thumbs down for each child (24)

• Colored pencils or crayons

• Scissors

**PROCEDURES**

Readiness:

1. Gather students to the reading area and begin to ask questions about their friends. *What types of things do you and your friends do together. What do you say to each other? How do you know if your friend is happy or sad? Well let’s read this story about a bear and his rabbit friend to see what kinds of friendship they have.*
2. Read the book, Bear Needs Help, being sure to ask questions to students that allow them to point out the characteristics of a friend.

Focus:

1. Have students return back to their desks to move on to our next activity.

2. Explain the next activity. *Now boys and girls you are going to first color your thumbs up handout then use your scissors to cut out each hand. Sit quietly when you are finished. Once everyone is done I am going to read you all several different scenarios or situations about friendship. You are to hold up either your thumbs up or thumbs down to determine whether the situation is good or bad.*

Closure:

1. When all students have asked every classmates their favorite category or 10 minutes has pasted teacher will instruct students to return back to their desk and share their graph findings with the students around them then turn them into the Hand In Box

**Key Questions:**

1. Do students understand the difference between thumbs up and thumbs down?
2. Can students determine good scenarios from bad scenarios?

**ASSESSMENT**

1. Visually assess if the children understand the different between a good and bad friend.

**DIFFERENTIATION**

\* The students can work in partners while using the white board. This buddy work can help a child who cannot complete the writing on their own.

**ENRICHMENT**

\* Students can come up with different friendship scenarios to share aloud to the class.

**SOURCE:** *Social Studies Through the Year* D. Cerbus and C.F. Rice

**Directions**: Cut out the thumbs up and thumbs down pictures to use during the

Friendship activity.





**Directions:** Read these friendship situations and use the symbols to discuss friendship skills.

**Friendship Skills**

1. You are playing football with your best friend and another person wants to join you. Your friend tells the other person that he or she can’t play with you.
2. Someone from your class is alone on the playground. You invite him or her to join you in a game of tag.
3. You have told your best friend a secret and then you find out that he or she has told several people what you said.
4. In class you are working in a small group on a science experiment. Everyone is arguing about who should have the first turn using a magnifying glass.
5. One of your friends has been sic for several days. You call that person and offer to drop off some important papers from school.
6. One of the other students is working on a drawing in art class. Someone else makes fun of the drawing, but you offer a compliment.
7. Your friend gets mad at you and calls you a name. You get mad and tell your friend that you don’t want to be friends anymore.
8. Your friend drops books and school papers on the floor. The class laughs, and your friend is embarrassed. You help your friend pick everything up.
9. You are working on a difficult math problem with a partner. You partner makes a mistake, and you say that he or she is “stupid.”
10. During reading time, one of the students in your group is having difficulty reading a sentence. You offer to help figure out the hard words.

**Friendship Unit: Lesson Three**

**Name**: Shaina Lightfoot **Grade: 1st**

**Topic**: Friendship

**OHIO ACADEMIC STANDARDS**

**Social Studies-Citizenship Rights and Responsibilities Grade 1 -** Demonstrate the importance of fair play, good sportsmanship, respect for the right and opinions of others and the idea of treating other the way you want to be treated

**LEARNING OBJECTIVES**

Students will be able to work with a partner and research about each others families. They will record their findings on the provided friendship handout.

**LESSON SUMMARY**

After listening to a teacher-read book, students will organize into partner and complete the handout about their partner. Teacher will encourage the class to really get to know their partner. After handout is complete, students will share aloud to the rest of the class their findings about their partner.

**RESOURCES**

• Leon and Bob by Simon James

• Friendly Interview handout for each child (24)

• Pencil

• Colored pencils or crayons

**PROCEDURES**

Readiness:

1. Gather students to the reading area for the story.
2. Read Leon and Bob to students, being sure to ask questions about Leon’s imaginary friend.

Focus:

1. Instruct students to return to their desk for the next activity.
2. Explain the next activity to class. *For the next activity you are going to work with a partner and get to know them by asking your partner the questions that are on this handout. You are to write your answers on the handout.* \*\* Do an example with Mrs. Martin.
3. Organize students into partners.
4. Allow 5-8 minutes for students to ask each other the questions

Closure:

1. When all partner groups have completed the handout, instruct students to stand one group at a time and shard what they learned about each other to the rest of the class.

**Key Questions:**

1. Did students communicate interview questions with partners?
2. Did students understand the questions being asked to them by their partner?

**ASSESSMENT**

1. Check Friendly Interview n handout for completion.

**DIFFERENETIATION**

\* A child can use the pictured items on the handout to help them determine what questions to ask their partner.

**ENRICHMENT**

\* Any child needing a challenge can ask more than one student the questions on the handout.

**SOURCE:** Shaina Lightfoot

**My Friendship Interview**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ My Partner’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your full name?

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What is your favorite food?

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What do you want to be when you grow up?

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Whom do you admire?

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What is your favorite color?

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What is your favorite animal?

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What is your favorite thing to do in your free time?

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Who do you live with?

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**Friendship Unit: Lesson Four**

**Name**: Shaina Lightfoot **Grade: 1st**

**Topic**: Friendship

**OHIO ACADEMIC STANDARDS**

**Social Studies-Citizenship Rights and Responsibilities Grade 1 -** Demonstrate the importance of fair play, good sportsmanship, respect for the right and opinions of others and the idea of treating other the way you want to be treated

**LEARNING OBJECTIVES**

Students will be able to recognize common feelings and participate in identifying many feeling characteristics.

**LESSON SUMMARY**

After listening to a teacher read story, the students will help come up with feelings to put in the Ziploc bag. The children who choose to may participate in acting out a feeling drawn from the Ziploc bag.

**RESOURCES**

*• Winnie the Pooh: Making Friends*

• Index cards (24)

• Ziploc bag

**PROCEDURES**

Readiness:

1. Gather students to the reading area to hear story.
2. Read the book, being sure to ask questions to students that allow them to point out information about their feelings.

Focus:

1. Have students return back to their desks to move on to our next activity.

1. Explain the next activity. *Now boys and girls, I need some ideas of feelings so we can act them out together. Has anyone every heard of the game charades? We are going to come up with feelings and write them down on an index card, then if you would like to participate you can help act out a feeling for the rest of the class to guess.*

Closure:

1. When all index cards have been acted out, stress the importance of being a good friend and always consider others feelings. Treat others the way you want to be treated.

**Key Questions:**

1. Did student communicate a variety of different feelings?
2. Were students able to properly act out the feelings assigned to them?

**ASSESSMENT**

1. Visually assess the child to see if they understand the difference between common friendship feelings.

**DIFFERENTIATION**

\* The students can work in partners while coming up with feelings. This buddy work can help a child focus.

**ENRICHMENT**

\* Students can act out more than one feeling in front of the class.

**SOURCE:** *Social Studies Mini-Units* Instructional Fair

**Post-Assessment**

Post assessments will be done periodically through the unit to check for understanding of whole unit materials.

First, there will be an informal assessment during the Friendship thumbs up or thumbs down activity. These questions will allow the teacher to see what students have learned from the presented lesson and what still needs to be further discussed.

Secondly, there will be an informal assessment during the Friendship interview activity. The teacher will observe the students as they complete the interview with their partner. Students will be assessed upon completion.

Finally students will also be assessed upon completion on their “What’s Your Favorite” graph. The goal of this assignment was to have students create a graph to help them understand how all people like different things but can still all be friends together. Students should have followed proper directions to safely move about the classroom in order to complete their graph. They will gain an understanding of their peers likes and dislikes and how to compare items on a graph.

**REFERENCES**

Ohio department of education. (2004). *Academic content standards k-12 social*

*studies.* Columbus, OH.