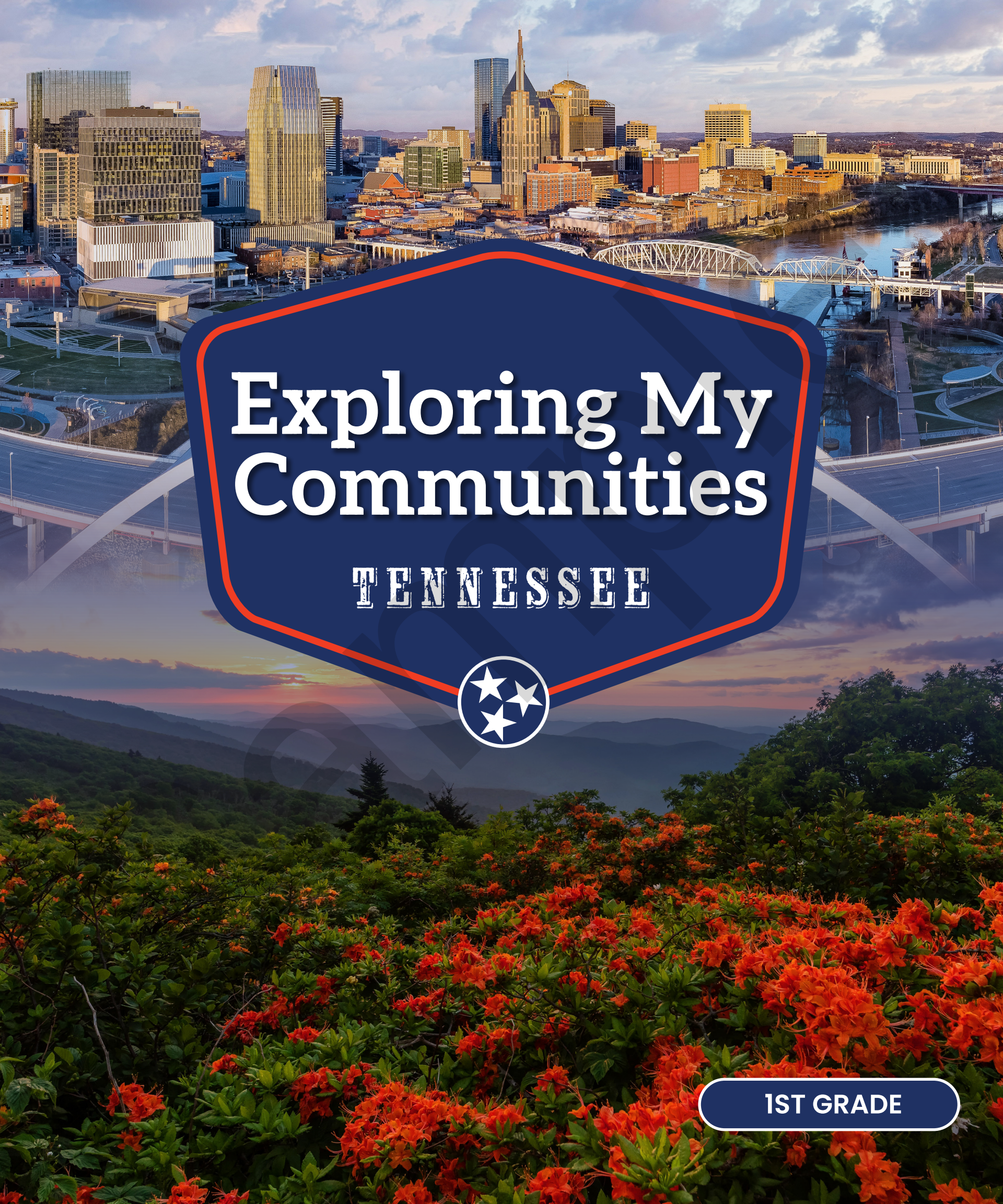




Exploring My Communities

T E N N E S S E E



1ST GRADE

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33 32 31 30 29 28 27 26 1 2 3 4 5

Published by Gibbs Smith Education
570 N Sportsplex Dr
Kaysville, UT 84037
801.544.9800
www.gibbssmitheducation.com

Publisher: Elizabeth Wallace
Editorial Director: Leah Kleinigger
Publishing Operations Director: Michelle DeVries
Managing Editor: Theresa Kay
Publishing Managers: Bart King, Anna-Morgan Leonards, Meaghan Law, J. Vehar
Editor: Tandria Elliott
Curriculum Developers: Courtney Carreathers, Jessica Stroupe Mearns
Photo Researcher: Angelica Lawhorn
Book Design: Melinda McClure
Publishing Associates: Anna Kearn, Makenna Wallace
Copyeditor: Theresa Kay
Indexer: Meridith Murray

Cover Photos: (t) jdross75/SS, (b) anthony heflin/SS

Gibbs Smith books are printed on either recycled, 100% post-consumer waste, FSC-certified papers, or on paper produced from a 100% certified sustainable forest/controlled wood source.

Printed and bound in the U.S.A.
ISBN: 978-1-4236-6626-4

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ISBN: 978-1-948066-05-1
Library of Congress Control
Number: 2021944815

Bitty BAO

Celebrating Chinese New Year
Published by Bitty Bao, LLC
Text © 2023 Bitty Bao, LLC
Art © 2023 Bitty Bao, LLC
Text by Lacey Benard and
Lulu Cheng
Handmade paper cut art
designed by Lacey Benard
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ISBN 978-1-958833-25-4
Library of Congress:
2022948818



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Publisher
Designed by Seth Lucas
Library of Congress Control
Number: 2021940650
ISBN: 978-1-4236-6035-4



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Number: 2021951606
ISBN: 978-1-4236-6164-1



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Kuwahi, also known as Clingmans Dome, is the highest peak in Tennessee. It is located in Great Smoky Mountains National Park.

UNIT
2

History



Lesson 1

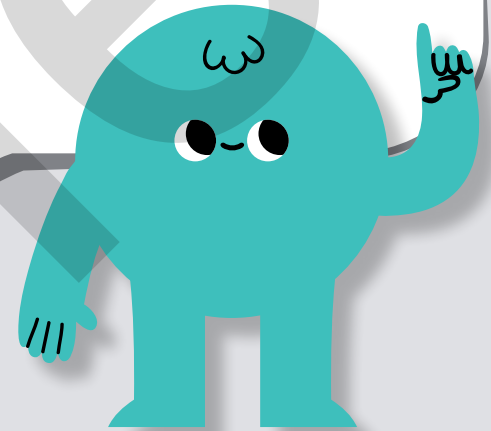
Understanding Time

Lesson 2

Life in the Past and
Present

The Big Question?

What is history?



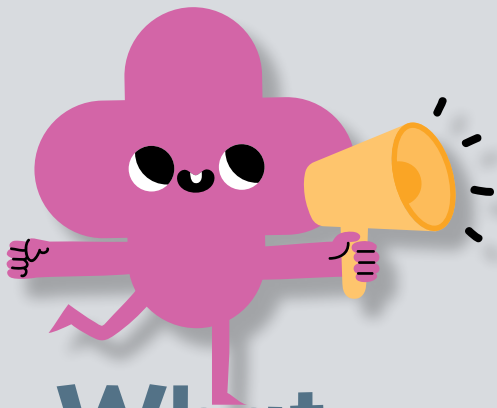
These students are at a museum. They are studying a map. **What can maps teach us about the past?**

Lesson 3

Celebrations

Story Time

Celebrating Chinese New Year



What Will We Learn?

Then and Now

We will learn how life in the past was different from life today.

 **SING ALONG!** 
(to the tune of "Are You Sleeping?")

Then and now.

Then and now.

Life has changed.

Life has changed.

Life in the past is different.

Life today is different.

Some things are still the same.

Some things will never change.

Learning Goals

- I can explain how life in the past was different from life today.
- I can describe how Tennessee has changed over time.

Word Alert!

artifact

Indigenous

invent

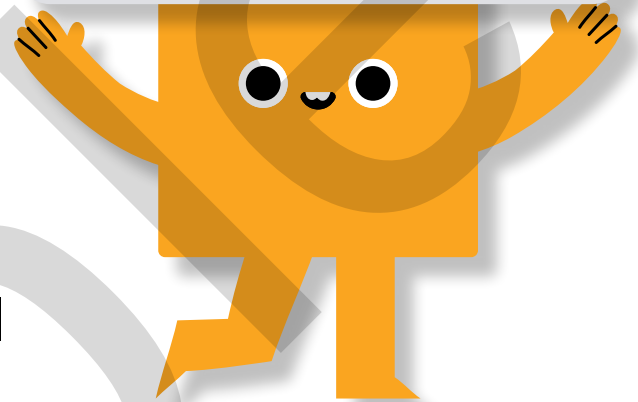
journal

Word Alert!

invent \in|vənt\
to create something
new by using your
imagination and skills

Instructions:

An invention is something new that helps people. If you could **invent** a tool to help others, what would you make? Draw a picture of your tool. Write a sentence to explain how it will help people in the future.



Large empty rectangular box for drawing a picture of an invention.

Two sets of horizontal lines for writing a sentence. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

What Is History?

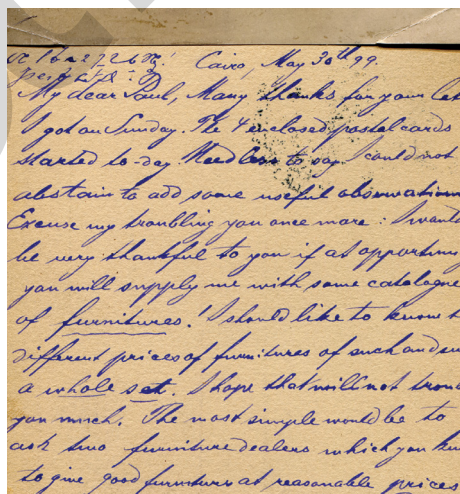
History is the story of the past. History tells us about people from the past. It tells us about places and things from the past. History tells us about events from the past.

People who study history are called historians. They study photographs and **journals**. They study maps and items made and used by people from the past. These items are called **artifacts**.

Word Alert!

artifact \ar|tĭ|făkt\
an item made or used
by people in the past

journal \jour|nål\
a place to record
information



What might these things tell historians about the past?

Instructions: Keep a journal for three days. Write a sentence to tell about what happened each day. What will your journal tell historians in the future about life today?

Date:

Date:

Date:

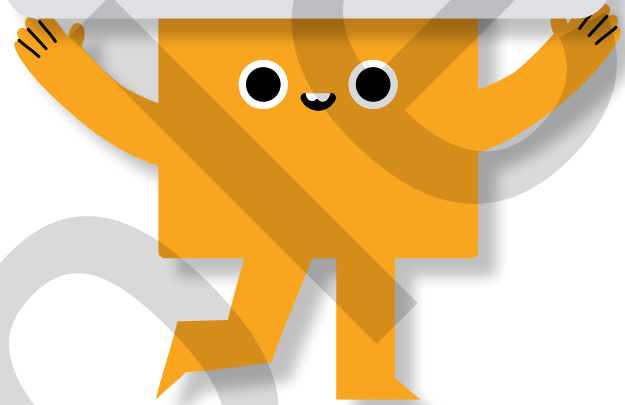
Artifacts Long Ago

Long ago, people did not write in journals or take photographs. We can still learn about the people who lived during this time. Some historians have found items used by people who lived thousands of years ago. Items used by **Indigenous** peoples tell us about how they lived. We can learn about how they lived by studying objects they left behind. What do these artifacts tell you about how people in the past lived?

Word Alert!

Indigenous

\In|dĭ|gĕ|nus\: the first people to live in a place



fish hooks



spoon

Artifacts Today

Even after people began to write and keep records, historians continued to study their artifacts to learn about the past. Items that you use can be artifacts. They can help historians in the future learn about life today.

Instructions: Draw an object that is important to you. Write one sentence to explain what your object tells others about your life.



Where Can We Learn More?

We can learn about history from many places. The library is a place where you can read books and journals. Monuments can show important people or events. Museums keep important papers and objects that can tell us about the past. A cemetery can tell you about when members of a family lived. Have you ever been to one of these places?

Instructions: In the circles below, label the library 1, the monument 2, the museum 3, and the cemetery 4.



What Do YOU Think



Draw a picture of something you remember or have learned about the past. What is one thing from your past that you would like to learn more about? Write a complete sentence to answer the question.

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Linking the Past

Communication



past or present

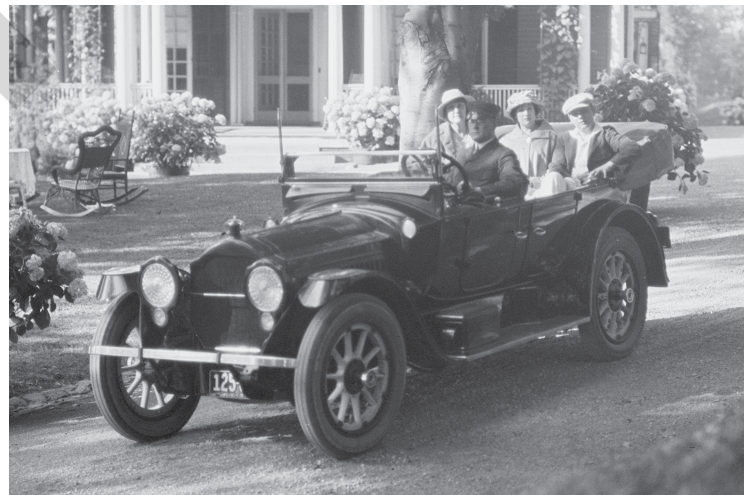


past or present

Transportation



past or present



past or present

Life in the past looked different from life today. Inventions have changed the way we do things. Look at these pictures of life in the past and life today.

to the Present

Dance



past or present



past or present

Cooking



past or present



past or present

Circle the label for each picture to tell whether it shows life in the past or present. Think about how things are both different and the same. Why do changes happen over time?

Tennessee in the Past

We can learn about the history of Tennessee. We can learn how things have changed over time. Photographs can help us learn about the past. They show us how people lived long ago. What do these photos tell you about life in Tennessee in the past?



Little Greenbrier School
in Sevier County,
Tennessee, 1936

Piggly Wiggly
grocery store
in Cumberland,
Tennessee



Tennessee Today

Many places have changed over time in Tennessee. Buildings look different than they did long ago, and new ones have been built. Schools and businesses have changed. The environment has changed, too. What do these photos tell you about life in Tennessee today?

Instructions: Label each image using the word bank below.

store

school



Downtown Elementary School
in Memphis, Tennessee



Piggly Wiggly grocery store
in Memphis, Tennessee

Examining the Past and Present!



Instructions: Look at the photographs. Label each place using the word bank. Draw a line from the place in the past to the place in the present. Talk with a partner about what has changed in the photos and what has stayed the same.

gas station

book mobile

park







Looking Back in Time

Many things have happened in the United States and in Tennessee over time. Use the timeline to learn about historical events that have shaped the United States and the state of Tennessee.

Explorers, 1607:

The Indigenous peoples near the coast of the Atlantic Ocean met explorers who wanted to discover new land for England. People set up a colony in what is now Jamestown, Virginia.



2

1



First Peoples: People have been living in the place that is now the United States for more than 10,000 years. The first people to live here are called Indigenous peoples.

3



A New Country, 1776: The 13 English colonies in North America created their own country. They named it the United States of America.



5

A New State Capitol Building, 1859:

Work on this capitol building was completed in Nashville. It gave state leaders a place where they could meet and make decisions together.



Put a star next to events that you have heard of before.



Put a question mark next to events that you want to learn more about.



4



A New State, 1796:

Congress makes Tennessee the 16th state of the United States.

6

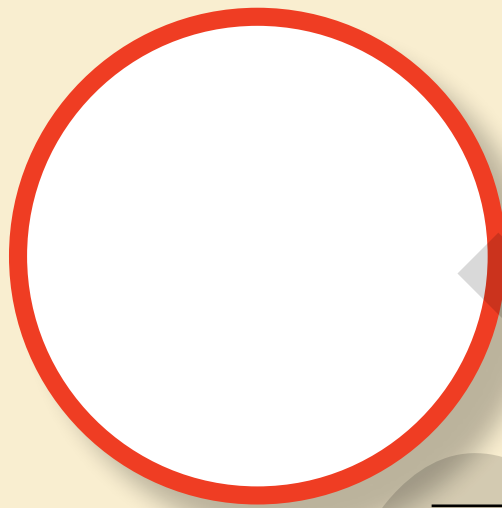


The Great Smoky Mountains National Park, 1940:

President Franklin Roosevelt said the park was officially open. This was important for Tennessee because many people visit the park to see its mountains and animals.

My Important Moments

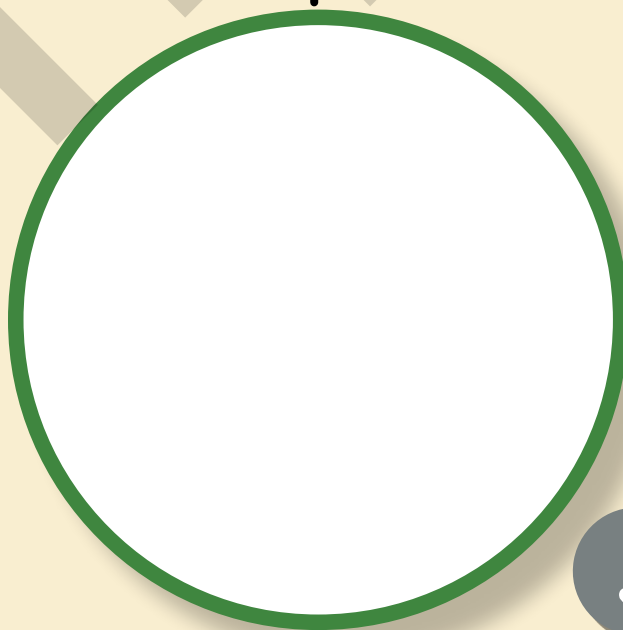
Think about some important events that have happened in your life. Add your own life events to this timeline here. This could be the day you were born or your first day of school. Include the year your event happened and draw a picture.



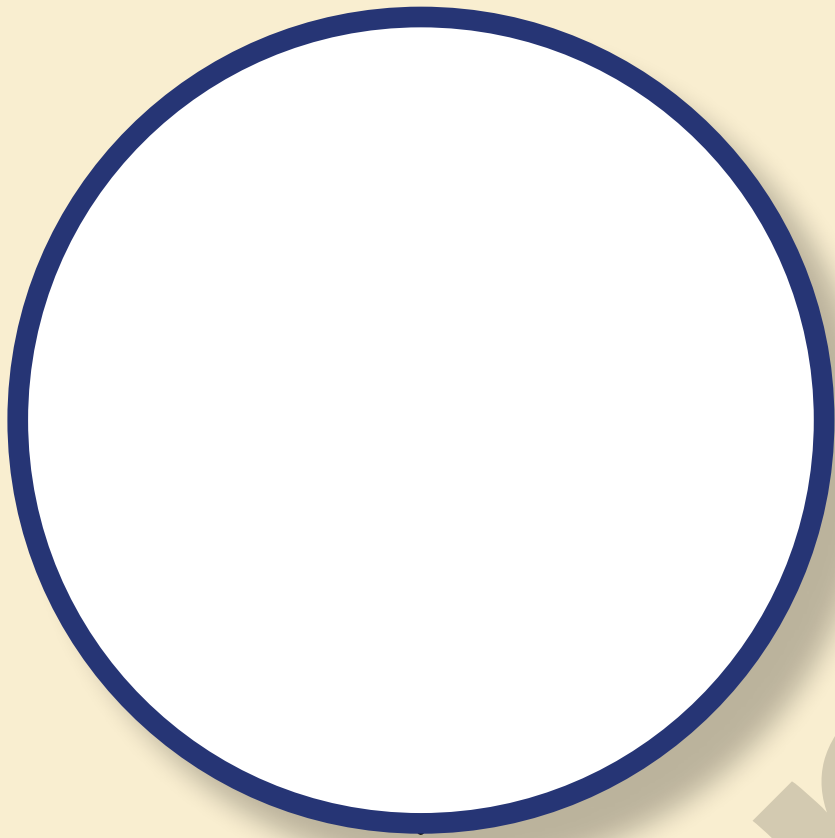
2



1



3



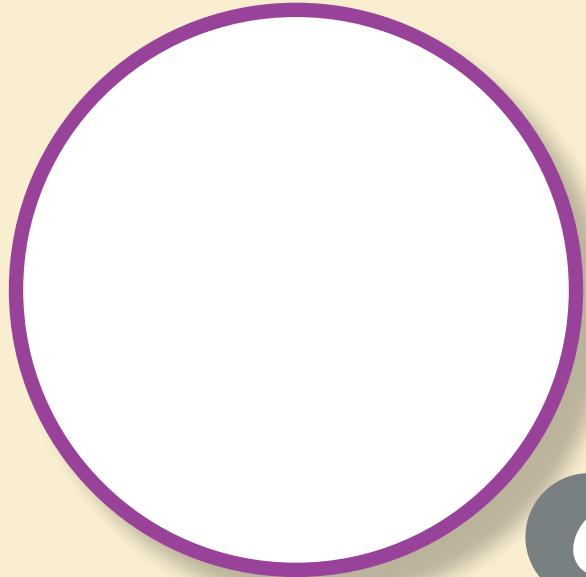
5

Handwriting practice lines consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines.



4

Handwriting practice lines consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines.



6

Handwriting practice lines consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines.

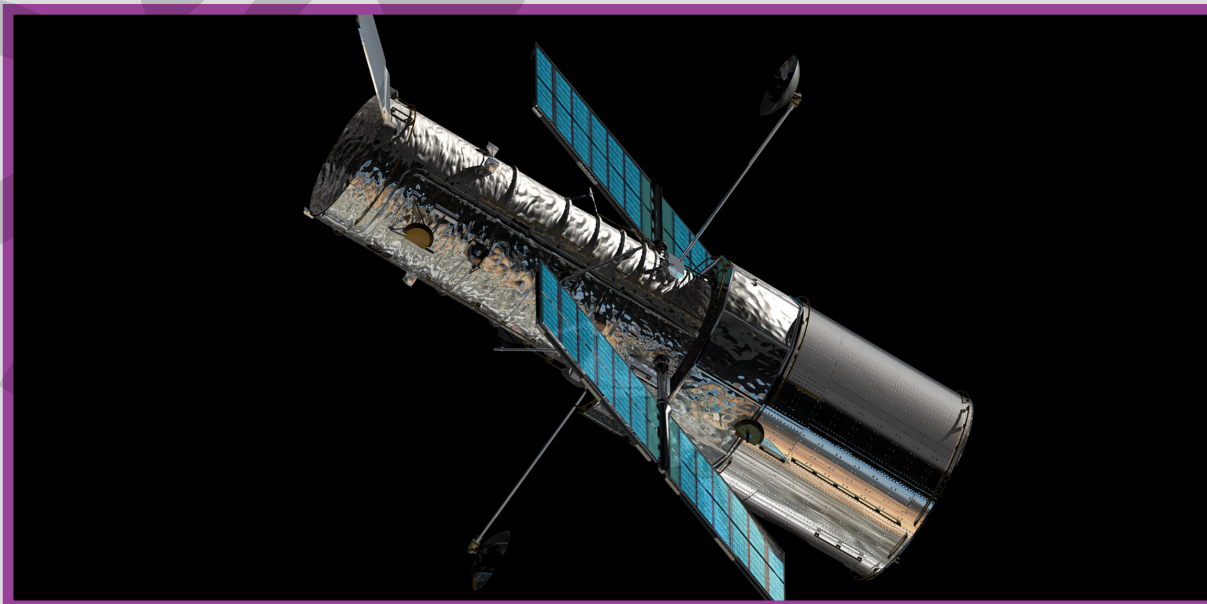
Character Corner



Dr. Nancy Grace Roman was born in Nashville, Tennessee. She was an astronomer. An astronomer is someone who studies the sun, moon, stars, and planets. Nancy is called the "Mother of Hubble." She helped create the Hubble Space Telescope. It would help astronomers see planets and stars in outer space. Nancy was a hard worker who was creative and unique!



Dr. Nancy Grace Roman
1925–2018



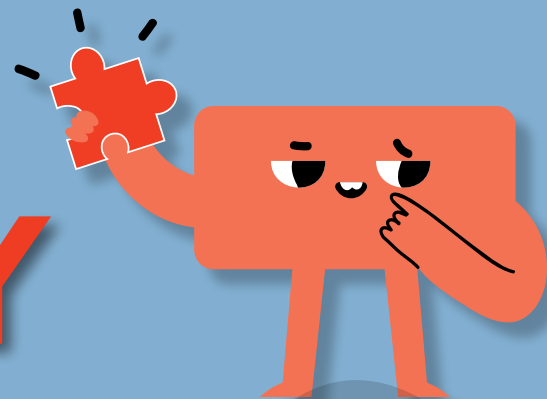
The Hubble Space Telescope

Create your own Character Corner. What are you most proud of about yourself? Draw a self-portrait. Write two sentences to tell about your character.



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Connect It: COMMUNITY



Instructions:

Choose one place in your community that has changed. Write about what it used to be like. Write about what it is like now.

A change in my community:

Before the change:

After the change:

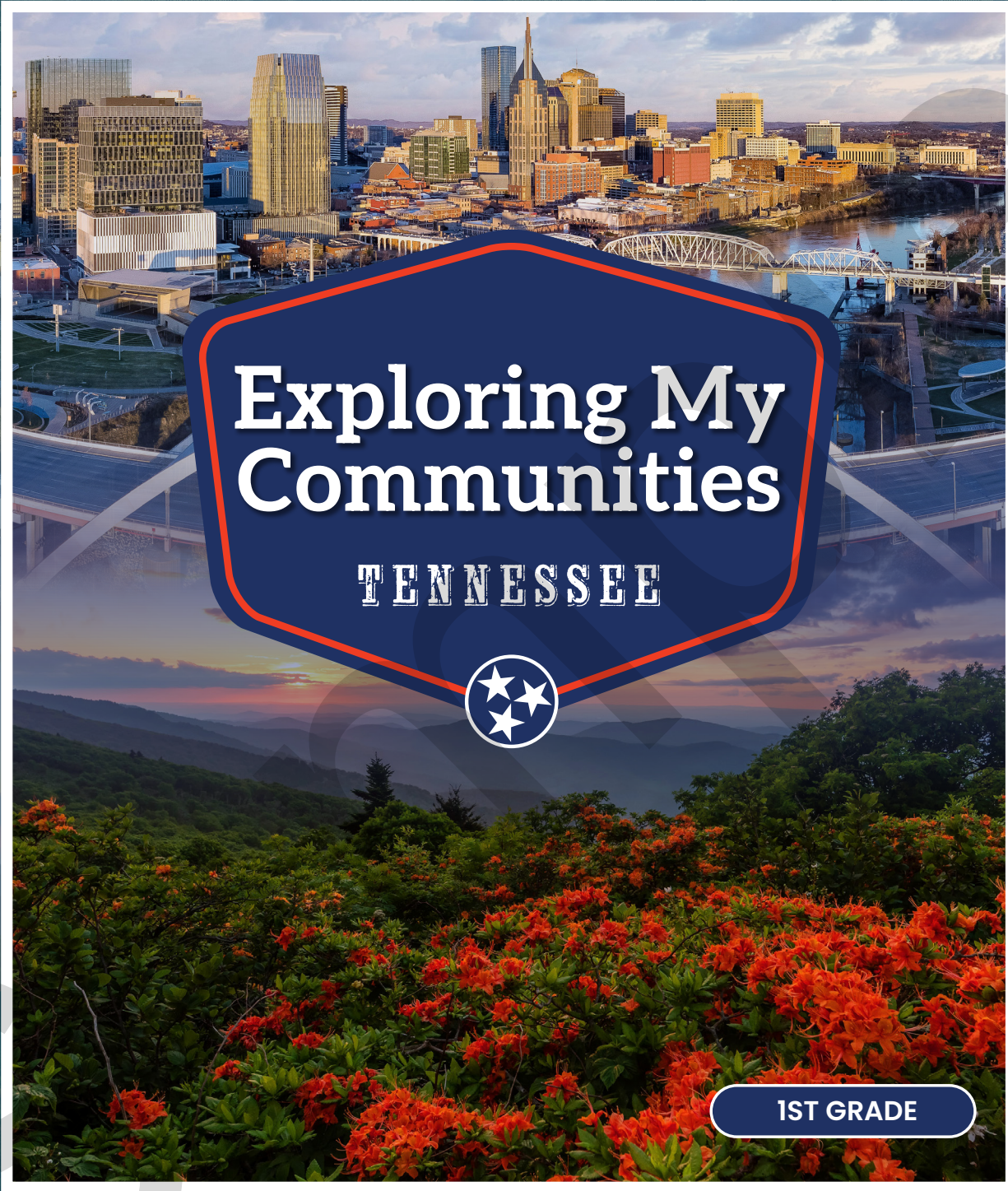
1. How was life in the past different from life today?

Let's Review!

Look back through the lesson. **Highlight** or underline the text that can help you answer the questions.



2. How has Tennessee changed over time?



Exploring My Communities

TENNESSEE



1ST GRADE

TEACHER GUIDE

Teacher Guide

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Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

Thorough standards-based alignment throughout each unit and activity

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your class. Each activity includes an approximate time but is adaptable and offers a variety of options that may shorten or lengthen the time you spend. Times listed are an approximation for an average class with diverse learners.

There are seven symbols in the Teacher Guide:

- Project-Based:** activities featuring learning skills that take information from the text and apply it to hands-on exercises
- Discussion/Debate:** activities that promote speaking and listening skills, as well as forming and supporting opinions
- Cross-Curricular:** activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)
- ML Adaptation:** activities include specific opportunities to support ML students
- Differentiation:** activities include opportunities to differentiate instruction for advanced and approaching-level students
- Remote Essentials:** activities that are designed to be adaptable for blended or remote learning classrooms
- Evaluate/Rubric:** indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Unit Features				
Use any or all of the following activities to best meet the needs of your classroom.				
Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.0; SSP.03; SSP.06	Introduce the Big Question and explore the opening image.	18		45 Minutes
LOOK! SSP.0; SSP.02; I.W.RBP.K.8	Study Location Changes Over Time: Use primary and secondary sources to compare and contrast a location in the past and in the present.	40		50 Minutes
In the Spotlight SSP.0; SSP.04; SSP.05; I.SLCC.1; I.SL.PK1.6; I.W.RBP.K.8; I.W.RWJ.0	Davy Crockett: Examine a person important to United States history and think critically about their life choices.	62		60 Minutes
Think Like a Geographer SSP.0; SSP.06; I.I.0; I.I.1	Cardinal Directions: Use geographic thinking skills to determine where capital cities in the United States are in relation to one another using cardinal directions.	76		45 Minutes
Story Time 2.FL.PC.1; I.FL.F.5; I.FL.VA.7a; I.FL.VA.7b; I.RL.RRTC.0; I.RL.KID.1; I.RL.KID.3; I.SLCC.1	The Life of Chico: Read a story to explore how humans impact the environment and work to protect the environment.	78		45 Minutes
Word Alert! SSP.0; I.FL.F.5; I.FL.VA.7b; I.SL.PK1.5	Review Word Alert! terms and use them in a sentence.	90		25 Minutes
Reflection SSP.0; SSP.04; SSP.06; I.09; I.I.1; I.W.RBP.K.8; I.W.RWJ.0	Check for understanding through a summative assessment, reflection, and by answering the Big Question .	92		50 Minutes
Prove It! SSP.0; SSP.02; SSP.04; SSP.06; I.09; I.I.1; I.I.3; I.FL.PC.1; I.FL.SC.6; I.FL.VA.7b; I.RL.KID.1; I.RL.KID.3; I.RLCS.5; I.SLCC.2; I.SL.PK1.4; I.SL.PK1.5	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★ Note: The Prove It! is found in the Unit Assessments .	UA 8		25 Minutes

Symbol Key

- Project-Based
- Discussion/Debate
- Cross-Curricular
- ML Integration
- Differentiation
- Remote Essentials
- Evaluate/Rubric

Exploring My Communities, Tennessee Edition | Teacher Guide

IB

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Student-facing call-outs in story features provide support for early readers, develop critical thinking skills, enhance retention, and enrich textbook content.

Reading Tip!

Stop and Think!

Teacher Resources & Unit Features

Teacher Materials

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, **Student Activities**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson. All materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

★**Note:** Some text in the **Student Edition** and **Teacher Materials** is written at a Lexile higher than first-grade reading level to support student development of knowledge in the social studies content area. The narrative, features, instructions, questions, and worksheets included in this program may be read aloud to students as much as necessary to provide support in developing reading skills. Literacy strategies are included to promote student success in decoding vocabulary and reading many words and sentences with automaticity by the end of the school year.

Students will also be prompted to develop foundational writing skills throughout the program. They may need moderate- to high-level support to complete these activities. As you teach, look for emergent skills that align with your related instruction in order to assess student growth. These indicators may include inventive spelling that demonstrates phonemic awareness, evidence of the alphabetic principle (understanding that a grapheme corresponds to a phoneme), and transfer (when students begin to use the skills in the social studies content area that have been taught explicitly in your reading program). Activities to support understanding of print concepts are included throughout the **Teacher Materials**.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Each unit utilizes backward design, starting with the Big Question, and provides skill and content objectives to measure student mastery as they explore the text.

LOOK!

The LOOK! feature directs students to analyze primary sources ranging from maps and photographs to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying.

In the Spotlight

By exploring various historical and local individuals and the life choices they have made, students will be able to develop an understanding of and cultivate an appreciation for people and events in the past, as well as their lasting impacts today.

Think Like a ...

This feature emphasizes social studies skills used to understand and interpret the world. These skills include geography, history, economics, and civic engagement, and the activities focus on analysis, forming opinions, and more.

Choose Your Own Project

Each unit features a way for students to demonstrate their comprehension and retention in a variety of ways. By allowing students agency in how they demonstrate their learning, teachers can meet each student at their level and focus on developing strengths and skills. Choices range from writing and hands-on projects to technology-based activities.

STORY TIME

Students will read stories about concepts covered in the unit. These stories include strategies and prompts to support comprehension, retention, and growth in literacy skills. This supports interconnected pedagogical strategies and the ability to fluidly combine social studies and literacy instruction in the classroom.

Word Alert!

These student-facing call-outs provide support for early readers with definitions of domain-specific vocabulary and pronunciation guides that follow Science of Reading strategies.

Consistency is key for supporting emerging and early readers. To create consistent visual cues for students to develop reading skills, we have introduced three diacritical marks:

- Short vowels, which use the breve (˘) mark, are pronounced like the short vowels in căt, ěgg, dĭg, fŏx, and rŭn.
- Long vowels, which use the macron (̄) mark, are pronounced like the long vowels in lāke, mē, bīke, hōme, and rŭle.
- Unstressed vowels, which use the schwa symbol (ə), are pronounced similarly to the short vowels in dĭg or rŭn, depending on the word.

To avoid overwhelming emerging and early readers, the pronunciations featured in the text are created without replacing consonants or removing silent letters in the word for phonetic spelling. As students develop literacy skills, future programs will provide pronunciations featuring both diacritical marks and phonetic spelling to create clear and consistent guidelines.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the unit as a whole and their ability to synthesize what they have learned by answering the Big Question.

Lesson Features

Sneak Peek

Learning Goals are provided for each lesson that directly align to standards and relate to the Big Question. When we phrase Learning Goals in “I can...” language, students can take ownership of their learning and achievement.

Sing Along!

Each lesson features an original song written to a common tune. These songs introduce students to the concepts they will be learning in each lesson, and promote engagement and recall through kinesthetic processes.

Ready for Reading

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies are based in Science of Reading and are spiraled and scaffolded to support acquisition of literacy skills. Many activities ask students to use and reuse strategies they encountered in previous sections of the text.

Sharpen Your Skills!

This feature encourages students to develop social studies skills. These skills are spiraled, scaffolded, and reinforced throughout the textbook. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Learning Lab

The Learning Lab feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to connect to and experience the text.

Flex It!

It is critical for educators to be able to teach not just history, but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each unit includes a unique cross-curricular activity.

Fun Fact

Fun Facts provide interesting and engaging material to help students develop curiosity about the world around them. This feature encourages further inquiry and prepares students for conducting research and evaluating sources while enriching their interaction with the content.

Character Corner

The Character Corner feature highlights a variety of individuals that utilize social studies thinking skills and engage with their communities in positive ways. This feature helps students identify and develop character traits to help them grow and become active and engaged citizens of the world.

Timeline

Timelines are great visual tools to help students comprehend how events connect together in chronological and sequential order. They are also an excellent comprehension support tool for multilingual learners. This feature incorporates activities that allow students to make connections across time.

Connect It



It is the job of social studies educators to provide students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to interconnect lessons within students' lives through their home, school, and community.

What Do YOU Think?



The What Do YOU Think? feature is anchored in student-facing content and encourages students to develop and share their opinions with each other and the class as a whole. These open-ended questions prompt students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Turn & Talk!

Turn and Talk features encourage the development of peer-reliability and communication skills within structured activity settings. You can encourage your students to develop rapport with their classmates and focus on behavioral skills as students build communities and interact with each other.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text to a new level. In the Teacher Guide, you will find URLs of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and the needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take learning a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. These resources are designed to be inclusive and accommodating. Utilize the multilingual learner options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire classroom.



Differentiation

Differentiation includes opportunities to increase and decrease difficulty, and options to extend an activity. Guidance is provided to support differentiated instruction with appropriate alternatives and extra support for students who are approaching the targeted expectations, and additional activities designed to engage students with high interest or who have advanced beyond the performance expectations to develop deeper understanding of the content.

GSE Bookshelf+

The digital learning platform from Gibbs Smith Education

GSE Bookshelf+ hosts award-winning educational programs from Gibbs Smith Education. Accessible on the web and mobile devices, GSE Bookshelf+ brings the power of the digital textbook and digital interactivity to you and your students.



GSE Bookshelf+ Subscription Features

Student Features

The student materials bring the interactive content and tools of your program to life. The platform allows students to:

- Annotate, highlight, mark up, and bookmark content and sync that data across their devices
- Download sections and read offline using the mobile apps
- Easily jump to specific units, lessons, pages, key words, bookmarks, notes, and highlights using the GSE Bookshelf+ advanced navigation features
- Take advantage of text-to-speech audio capability
- Translate into specified languages on-the-fly and utilize translated text-to-speech features
- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security.

*These links provide content and activities that are supplemental to the material;
all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the

[Gibbs Smith Education Knowledge Base](#).

**To gain access to GSE Bookshelf+, contact your school administrator,
district technology director, or curriculum coordinator.**

Apps for all your devices



Unit 2: History

Big Question: What is history?

STUDENT OUTCOME: Students will be able to describe events that take place in the past, present, and future, identify and arrange events in chronological order, and explain how life in the past is different from life today.

Curriculum Overview

First Grade Social Studies: Tennessee's Place in the United States

Standard	Objective	Student Edition
Social Studies Practices	SSP.01 Gather information from a variety of sources, including: • Printed materials (e.g., literacy texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic Representations (e.g., maps, timelines, charts, artwork) • Artifacts • Media and technology sources • Oral History	L1 L2 L3
	SSP.04 Communicate ideas supported by evidence to: • Demonstrate an understanding of ideas • Compare and contrast viewpoints • Predict outcomes • Illustrate cause and effect	L2
	SSP.05 Develop historical awareness by: • Sequencing past, present, and future in chronological order • Understanding that things change over time	L1 L2
Culture: Students will discuss cultures within their community and state and how individuals, families, and communities live and work together.	I.01 Describe the components of culture (e.g., food, clothing, traditions, recreation) of a student's community and state.	L3 ST
	I.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.	L3 ST
History: Students will compare life today to the past, utilize chronological sequence, identify significant individuals and groups, and understand the impact of national holidays.	I.21 Arrange the events from a student's life in chronological order.	L1 L2
	I.22 Interpret information from simple timelines, including past, present, and future events.	L1 L2
	I.23 Compare ways people lived in the past to how they live today, including forms of communication, modes of transportation, types of clothing, and forms of recreation.	L2
	I.24 Identify and describe the events and/or people celebrated during the following national holidays, and examine why we celebrate them: • Martin Luther King, Jr. Day • Presidents' Day • Memorial Day • Juneteenth • Independence Day/July 4th • Labor Day • Columbus Day/Indigenous Peoples' Day • Veterans' Day • Thanksgiving Day	L3 ST

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; ST = Story Time

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.04; I.FL.SC.6; I.SL.CC.1; I.SL.CC.3; I.SL.PKI.6; I.W.RW.10	Introduce the Big Question and explore the opening image.	94		35 Minutes
LOOK! SSP.01; SSP.02; SSP.03; SSP.05; I.22; I.FL. SC.6; I.RI.KID.1; I.W.RBP.8; I.W.RW.10	Zoo Exhibits Change: Use primary and secondary sources to compare and contrast a location in the past and in the present.	106		35 Minutes
In the Spotlight SSP.01; SSP.04; I.SL.CC.1; I.W.TTP.2; I.W.RW.10	Carl T. Rowan: Examine a person important to United States history and think critically about their life choices.	130		45 Minutes
Think Like a Historian SSP.02; I.24; I.FL.SC.6; I.SL.CC.1; I.SL.CC.2; I.SL.CC.3; I.SL.PKI.4; I.SL.PKI.6; I.W.RW.10	What Can We Learn?: Use historical thinking skills to develop questions about how people celebrate.	148		35 Minutes
Story Time SSP.01; I.01; I.03; I.RL.RRTC.10; I.RI.KID.1; I.RI.RRTC.10; I.SL.CC.1; I.SL.CC.2; I.SL.CC.3	Celebrating Chinese New Year: Read a story to learn about customs and traditions celebrated during Chinese New Year.	150		45 Minutes
Word Alert! SSP.04; I.FL.VA.7a; I.FL.VA.7c; I.RI.RRTC.10; I.SL.PKI.4; I.SL.PKI.5; I.W.RW.10	Review Word Alert! terms and use them in a sentence.	162		25 Minutes
Reflection SSP.01; SSP.04; SSP.05; I.22; I.RI.CS.5; I.W.TTP.2; I.W.PDW.4; I.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question .	164		45 Minutes
Prove It! SSP.01; SSP.02; SSP.04; SSP.05; I.22; I.23; I.FL.PC.1; I.FL.SC.6; I.FL.VA.7b; I.RI.KID.1; I.RI.KID.3; I.RI.CS.5; I.SL.CC.2; I.SL.PKI.4; I.SL.PKI.5	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★ Note: The Prove It! is found in the Unit Assessments .	UA 17		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 1: Understanding Time

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.01; SSP.05; I.23; I.FL.PWR.3; I.RI.CS.5; I.SL.CC.1; I.SL.PKI.6	Learning Goals: Preview the lesson, introduce Word Alert! terms, and activate curiosity.	96	 	25 Minutes
Sing Along! SSP.05; I.23; I.SL.CC.1; I.SL.PKI.5; I.SL. PKI.6; I.W.RW.10	Count Time: Develop content knowledge by singing a song and making a literacy connection by engaging with a read-aloud.	97	  	45 Minutes
Ready for Reading I.FL.PWR.3; I.FL.WC.4	Syllabication of VC CV and V CV Patterns: Execute the syllabication process for two-syllable words.	98		50 Minutes
Turn & Talk! SSP.01; I.RI.KID.1; I.SL.CC.1; I.SL.PKI.4; I.SL. PKI.6; I.W.RBPK.8; I.W.RW.10	Past, Present, Future: Discuss events that have occurred in the past and present and predict an event that may occur in the future.	100	 	20 Minutes
Timeline SSP.01; SSP.05; I.21; I.22; I.FL.VA.7b; I.RL. KID.2; I.RL.KID.3; I.SL.PKI.4; I.SL.PKI.5; I.SL.PKI.6	After-School Timeline: Examine and create a timeline of after-school activities.	103	  	55 Minutes
Sharpen Your Skills! SSP.01; I.SL.CC.1; I.SL.PKI.4; I.SL.PKI.6; I.W.RBPK.8; I.W.RW.10	What Time Is It?: Identify clocks as tools for time measurement and practice telling time in hour and half-hour increments.	104	 	40 Minutes
Check It! I.RI.KID.1; I.RI.RRTC.10; I.W.RBPK.8	Complete the formative lesson assessment and self-assessment to check for understanding.	105	  	15 Minutes

Symbol Key

 Project-Based

 Discussion/Debate

 Cross-Curricular

 ML Integration

 Differentiation

 Remote Essentials

 Evaluate/Rubric

Lesson Features Lesson 2: Life in the Past and Present



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.04; SSP.05; I.SL.CC.1; I.SL.CC.2	Learning Goals: Preview the lesson, introduce Word Alert! terms, and activate curiosity.	108		25 Minutes
Sing Along! SSP.04; SSP.05; I.RI.IK1.7; I.SL.CC.1; I.SL.CC.2	Inventions: Develop content knowledge by singing a song and making a literacy connection by engaging with a read-aloud.	109		35 Minutes
Ready for Reading I.FL.WC.4	I-I-I Rules: Learn and use four I-I-I rules to support the decoding and spelling of words that align with the rules.	110		45 Minutes
Learning Lab I.2I; I.SL.CC.1; I.W.RW.10	Journal Entries: Compose journal entries and consider how what is shared may tell historians in the future about life today.	111		45 Minutes
What Do YOU Think? SSP.04; I.SL.CC.1; I.SL.PK1.5; I.W.RW.10	Personal History: Discuss personal history, including memories and how to learn more.	115		25 Minutes
Flex It! SSP.01; SSP.03; SSP.05; I.23; I.SL.CC.1; I.SL.PK1.4	Decades Collage: Use a cross-curricular learning lens to engage with history through art by creating a collage.	116		30 Minutes
Learning Lab SSP.04; SSP.05; I.2I; I.SL.CC.1; I.SL.PK1.5; I.W.RW.10	Tennessee and Personal Timeline: Examine a timeline of Tennessee history, identify Tennessee's history before creation of the United States, and create a timeline of life events.	125		70 Minutes
Character Corner SSP.01; SSP.03; SSP.04; I.23; I.FL.SC.6; I.FL.VA.7c; I.RL.KID.1; I.RI.KID.1; I.RI.KID.3; I.RI.CS.6; I.SL.CC.1; I.SL.CC.2; I.SL.PK1.4	Dr. Nancy Grace Roman: Consider the accomplishments and character of a Tennessee-born astronomer who worked on the Hubble Space Telescope.	126		60 Minutes
Learning Lab SSP.04; I.SL.CC.1; I.SL.PK1.5; I.W.RW.10	Your Character Corner: Examine self-identity and describe the traits of a strong character that are exhibited routinely.	127		35 Minutes
Connect It: Community SSP.04; SSP.05; I.SL.CC.1; I.W.RV.10	Community Change: Connect history to community by considering community change through comparing and contrasting.	128		45 Minutes
Check It! I.RI.KID.1; I.RI.RRTC.10; I.W.RBPK.8	Complete the formative lesson assessment and self-assessment to check for understanding.	129		15 Minutes

Lesson Features Lesson 3: Celebrations

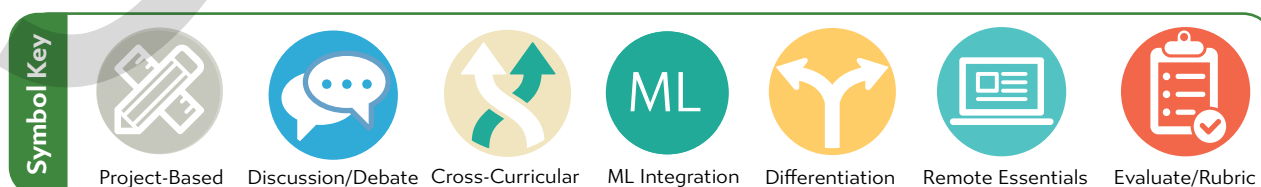
Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek I.24; I.SL.CC.1; I.SL.CC.3	Learning Goals: Preview the lesson, introduce Word Alert! terms, and activate curiosity.	132	 	25 Minutes
Sing Along! SSP.01; I.24; I.SL.CC.1; I.SL.CC.3; I.SL.PK1.5; I.W.RW.10	Dreams for the Future: Develop content knowledge by singing a song and making a literacy connection by engaging with a read-aloud.	133	  	50 Minutes
Ready for Reading I.FL.WC.4	Two-Consonant Beginning Blends R, L, S, and W: Decode words with two-consonant beginning blends including r , l , s , and w .	134		45 Minutes
Fun Fact I.24; I.SL.CC.1; I.SL.CC.2; I.SL.PK1.4	Memorial Day: Color and discuss the meaning of poppies on Memorial Day.	139	  	20 Minutes
Flex It! SSP.01; I.01; I.03; I.SL.CC.1; I.SL.CC.3; I.SL. PK1.5	Dance in Celebration: Use a cross-curricular learning lens to engage with history through dance by viewing a Juneteenth celebratory dance.	146	 	60 Minutes
Check It! I.RI.KID.1; I.RI.RRTC.10; I.W.RBPK.8	Complete the formative lesson assessment and self-assessment to check for understanding.	147	  	15 Minutes

Online Resource Addresses

Links and Thinks	Description and Website	Page
Chronological Order	Past, Present, Future video: https://houstonpbs.pbslearningmedia.org/resource/past-present-future/activity-starter-past-present-and-future/	100
★ Match Clock Times	Clock Match game: https://www.education.com/game/clock-match/	104
Past and Present	Long Ago and Now Culture and History Time Little Fox Bedtime Stories: https://www.youtube.com/watch?v=U-r-xHln6nE	120
★ LEGO History Timeline	Downloadable PPT of Timeline: https://www.officetimeline.com/blog/lego-history-timeline	123
★ Juneteenth Traditions	Juneteenth Traditions web page: https://www.self-help.org/updates/sh-blog/blog/2024/06/18/celebrating-juneteenth-understanding-the-flag-colors-and-traditions	137
State Fair	Let's Go to the Fair! Caitie's Classroom Field Trip Amusement Park Rides & Counting Fun for Kids: https://www.youtube.com/watch?v=Je9jI3xcnw	144

★ = Resources indicated with this symbol feature an additional optional activity.

Features	Description and Website	Page
Sing Along! Count Time	Me Counting Time read-aloud video: https://www.youtube.com/watch?v=Y-6MqaGkl5M	97
Sing Along! Inventions	Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Light read-aloud video: https://www.youtube.com/watch?v=SHAEPpdM8dg	109
Flex It! Decades Collage	History of Fashion Design Facts for Kids: https://kids.kiddle.co/History_of_fashion_design#2020s:_Nostalgia_and_Social_Media	116
Character Corner Dr. Nancy Grace Roman	How Hubble Works Spaced Out video: https://www.youtube.com/watch?v=MqrcuWOKeno Nancy Grace Roman: Mother of the Hubble Telescope video: https://www.youtube.com/watch?v=57QBrFS969o HubbleSite webpage: https://science.nasa.gov/mission/hubble/hubble-news/hubble-social-media/35-years-of-hubble-images/	126
Sing Along! Dreams for the Future	Martin Luther King Jr. Day read-aloud video: https://www.youtube.com/watch?v=HnEU3S8sgJg&	133
Flex It! Dance in Celebration	Elements of Dance video: https://www.youtube.com/watch?v=UGuD9Geeb2k Step Afrika!'s Juneteenth Celebration Performance at the White House: https://www.youtube.com/watch?v=Npu7f9OpLXs	146
Tips	Description and Website	Page
Strategies for Teaching Vocabulary for ML Students	Sadlier School: https://www.sadlier.com/school/ela-blog/8-strategies-for-teaching-ell-students-vocabulary-words-instructional-strategies-for-ell-students	109
Books, Activities, and More for ML Students	Colorin Colorado: https://www.colorincolorado.org/books-authors/young-children	133
Mrs. Siravo	Cat/Kite Rule Billy Jean Parody video: https://www.youtube.com/watch?v=k0Lci5fUdIE	134
Holidays and Celebrations	National Today: https://nationaltoday.com	141
Chinese New Year	Writing Couplets to Greet the Lunar New Year video: https://www.youtube.com/watch?v=MpC3IOkS6bo	156



Spark It!

Ignite Curiosity & Activate Prior Knowledge

Discuss the **Big Question** and opening image to preview the unit.

- Display the **Big Question**: *What is history?*
 - ▶ **Ask**: What do you already know about history? What do you want to learn about history this year?
 - ▶ **Ask**: Why is studying history important?
Answers will vary, but students may note that studying history helps people learn about the past, which can help us have a better understanding of the way the world is today.
- Explain to students that when they study history, they learn about the past, including the way that people lived and how the world changes over time.
 - ▶ **Ask**: What are some tools that we can use to help us learn about the past?
- Provide students with a piece of copy or construction paper, as well as crayons, colored pencils, and/or markers. Divide the class into groups. Have groups brainstorm the tools they can use to learn about history. Instruct each student to draw and label the tools their group identifies as they hold their discussion.
- When all groups are finished, review the tools that students chose as a class. As students share each tool they identified, write its name on the board to form a list.
- As an exit ticket, have students choose one tool from the list they are looking forward to using as they study history. Instruct students to write two to three sentences describing how that tool will support their learning.

UNIT

2

History



Lesson 1

Understanding Time

Lesson 2

Life in the Past and Present

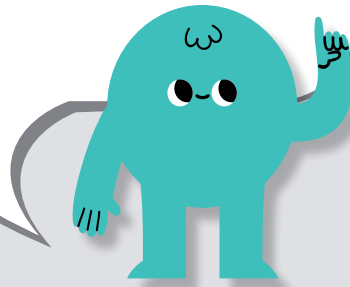
94

Put Yourself in the Picture

- Prepare a piece of bulletin board paper or a poster board on a wall in your classroom or in the hallway. Direct students to imagine they are in the picture on the opening spread.
 - ▶ **Ask**: How do museums help people learn about the past? *Answers will vary, but students may recall that museums house collections of artifacts, or items, that help tell the story of how people have lived across time.*
- Remind students that artifacts are items left by people of the past. When artifacts are collected for museums, they help tell the story of how people lived in the past. Artifacts include items of clothing and jewelry; useful home items such as pots, tools, and forks; and decorative items such as rugs and vases.
- Have students imagine that a museum in the future wants to collect artifacts that help tell the story of their lives. Have students choose one artifact that is important to them to add to the museum's collection. Instruct students to use markers to draw and label their artifacts on the paper or board you prepared.
- When all students have added their artifacts, have small groups take turns standing at the paper or board to share why their artifact helps tell the story of their life. You may choose to have students present to the whole class or use a gallery walk so that groups rotate through to hear their peers' stories.

The Big Question?

What is history?



These students are at a museum. They are studying a map. **What can maps teach us about the past?**

Lesson 3

Celebrations

Story Time

Celebrating Chinese New Year

95

Learning Objectives

Skills Objectives

- Students will execute the syllabication process for two-syllable words, learn and use four “I-I-I” rules for decoding and spelling, and decode words with two-consonant beginning blends including **r**, **l**, **s**, and **w**.
- Students will use primary and secondary sources to compare and contrast a location in the past and in the present.
- Students will use historical thinking skills to develop questions about how people celebrate.

Content Objectives

- Students will describe events that take place in the past, present, and future, and will identify and arrange events in chronological order on a timeline.
- Students will explain how life in the past is different from life today and will describe how the United States has changed over time.
- Students will identify national holidays and describe why and how those holidays are celebrated.

Teacher Tip



Within each activity you can pick and choose the elements you want to focus on with your students. Adapt or rearrange the order of the **Spark It!** pieces for variation or to fit the needs of your class.

Sneak Peek

Learning Goals

- As a class, flip through the pages of **Lesson 2**, pausing on each spread. Consider displaying the lesson as you preview.
 - **Ask:** What stands out to you in this lesson? What do you see?
- Explain to students that the way people live changes over time. People invent new tools to help make life easier and better, and as cultures evolve to incorporate new ideas that they learn from one another. Learning about history can also change the way we live. What happened in the past impacts how people live today.
 - **Ask:** Why is learning about the past important?
 - **Ask:** How can learning about the past impact how we live today and in the future?
- As a class read the **Learning Goals** for this lesson. Inform students that people live differently now than they did in the past. The United States has changed over time in many ways.
- At the end of the lesson, have students hold up fingers to indicate their level of understanding for the **Learning Goals**:
 - 1—they do not get it
 - 2—they kind of get it, but still need help
 - 3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each unit in the **Reflection** activities.

Word Alert!

- For each **Word Alert!** feature in the **Student Edition**, read the definition and discuss the phonetic spelling. Students may complete any **Word Alert!** prompts in their journal or on a separate sheet of paper.
 - » **artifact** (noun): an item made or used by people in the past
 - » **Indigenous** (adjective): the first people to live in a place
 - » **invent** (verb): to create something new by using your imagination and skills
 - » **journal** (noun): a place to record information

LESSON

2

Life in the Past and Present



Then and Now

We will learn how life in the past was different from life today.



Then and now.
Then and now.
Life has changed.
Life has changed.
Life in the past is different.
Life today is different.
Some things are still the same.
Some things will never change.

Learning Goals

- I can explain how life in the past was different from life today.
- I can describe how Tennessee has changed over time.

Word Alert!

artifact
Indigenous
invent
journal

108

Unit 2

ML Support: Sneak Peek

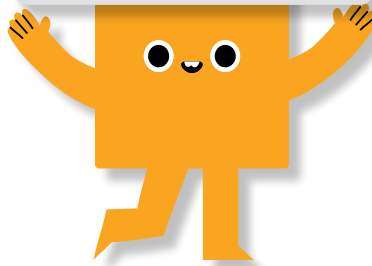
- When teaching the **Word Alert!** terms, give students the opportunity to ask questions and draw their interpretations of the words. Although ML students are learning English, it is important to give them opportunities to engage with the expected grade-level curriculum. Rather than simplifying the content, provide accommodated instructions and allow students to grapple with questions that require higher-level thinking.
- ★ **Note:** Consider providing paraprofessionals or support specialists the **Student Support Guide** that corresponds with this lesson to assist their interventions and individualized instruction with approaching or multilingual learners in your class.

Instructions:

An invention is something new that helps people. If you could **invent** a tool to help others, what would you make? Draw a picture of your tool. Write a sentence to explain how it will help people in the future.

Word Alert!

invent \in|vənt\
to create something new by using your imagination and skills



Sing Along!

Success Criteria: Students will develop content knowledge by singing a song and making a literacy connection by engaging with a read-aloud.

Inventions

- Teach students the **Sing Along!** song on page 108 of the **Student Edition**. Have students listen as you sing the song at least twice through so that they become familiar with the tune. Then have students repeat each line after you in a call-and-response style. Practice the song using call-and-response several times before having students attempt to sing the song all the way through. Practice singing each day as a transition to your social studies lesson.

★ **Note:** An audio recording of each **Sing Along!** song is available on **GSE Bookshelf+**.

- Explain to students that when people create new tools to help make life easier and better, these tools are called inventions. People invent to help solve their own problems or problems that they see other people experiencing. One invention that has made traveling from place to place safer is the traffic light. Before cars were invented, the types of transportation that people used could not go as fast as cars can. Because cars allowed people to travel from place to place more quickly, there could be more accidents, which resulted in the need for a new invention: the traffic light. Point out to students that traffic lights are now a part of everyday life due to the creative thinking of a man named Garrett Morgan.
- Have students watch the [Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Light](#) read-aloud video.
 - **Ask:** If you could create a tool, or invention, to help others, what would you make?
- On page 109 of the **Student Edition**, have students draw a picture of an invention they would like to create. Instruct students to write a sentence explaining how their tool will help people in the future.
 - **Ask:** How might your invention make life better for yourself and others in your community?

Resource Tip

Visit [Sadlier School](#) for a great breakdown of eight different strategies for teaching multilingual students vocabulary words.



Ready for Reading

Success Criteria: Students will learn and use four I-I-I rules to support decoding and spelling of words that align with the rules.

I-I-I Rules

There are four "I-I-I" spelling rules that your Science of Reading program likely suggests teaching during first grade. The first rule is likely taught early in the first-grade year, while the remaining three are likely taught about halfway through the first-grade year. You may complete this activity multiple times, focusing on one rule at a time based on the sequence of your Science of Reading program. These rules must be taught explicitly so that students may use them as they are reading and spelling.

- Explain to students that I-I-I Rule 1 states that if a word has 1 syllable, 1 short vowel, and ends with 1 consonant sound made by the letters **f**, **l**, **s**, or **z**, they should double the final consonant. Examples include words such as "off," "huff," "hill," "will," "less," "boss," "fizz," and "fuzz." Inform students that they now know two ways to spell the **|f|**, **|l|**, **|s|**, and **|z|** sounds (with single letters and with double letters).

★ **Note:** Words that end in **-all** or **-oll**, such as "ball" and "poll," should be taught as word families.

- Explain to students that I-I-I Rule 2 states that if a word has 1 syllable, 1 short vowel, and ends with 1 consonant sound that says **|k|**, spell the **|k|** sound **-ck**. Examples include "rock," "truck," "clock," and "snack." Point out to students that the **|k|** sound must immediately follow the short vowel for this rule to take effect. If another consonant sound falls between the vowel and the **|k|** sound, the rule does not apply, such as in the word "task." Inform students that they now know three ways to spell the **|k|** sound: **c**, **k**, and **-ck**.

- Explain to students that I-I-I Rule 3 states that if a word has 1 syllable, 1 short vowel, and ends with 1 consonant sound that says **|ch|**, spell the **|ch|** sound **-tch**. Examples include "patch," "stitch," and "catch." Point out to students that the **|ch|** sound must immediately follow the short vowel for this rule to take effect. If another consonant sound falls between the vowel and the **|ch|** sound, the rule does not apply, such as in the word "lunch." Inform students that exceptions to this rule include the words "such," "rich," "much," and "which." Inform students that they now know two ways to spell the **|ch|** sound: **-ch** and **-tch**.
- Explain to students that I-I-I Rule 4 states that if a word has 1 syllable, 1 short vowel, and ends with 1 consonant sound that says **|j|**, spell the **|j|** sound **-dge**. Examples include "fudge," "fridge," and "bridge." Point out to students that the **|j|** sound must immediately follow the short vowel for this rule to take effect. If another consonant sound falls between the vowel and the **|j|** sound, the rule does not apply, such as in the word "fringe." Inform students that they now know two ways to spell the **|j|** sound: **j** and **-dge**.
- As you teach each of these rules, have students write them in their journals or on a separate sheet of paper. Have students reference their list of rules as they are reading and writing across the content areas. When students utilize any of these four rules while reading the **Student Edition** text or writing during a social studies lesson, instruct them to list the word in their journals or on a sheet of paper they retain for this purpose and mark it "I-I-I." Students do not need to know or use the numeric designation of the rules; those are provided here for organizational purposes to demonstrate the sequence that is likely suggested by your Science of Reading program.

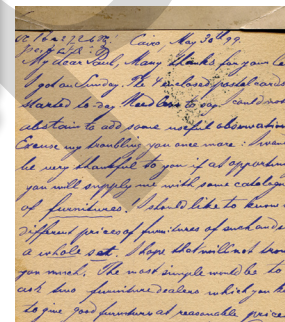
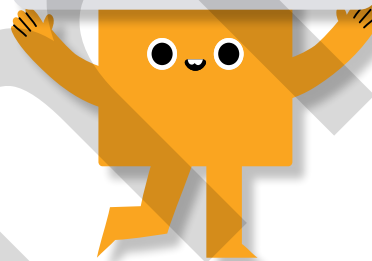
What Is History?

History is the story of the past. History tells us about people from the past. It tells us about places and things from the past. History tells us about events from the past.

People who study history are called historians. They study photographs and **journals**. They study maps and items made and used by people from the past. These items are called **artifacts**.

Word Alert!

artifact \ar|tī|făkt\
an item made or used by people in the past
journal \jour|nāl\
a place to record information



What might these things tell historians about the past?

Instructions: Keep a journal for three days. Write a sentence to tell about what happened each day. What will your journal tell historians in the future about life today?

Date:

Date:

Date:

History

III

ML Tip



When planning lessons, it is important to ask yourself about any prior knowledge students may need to comprehend the topic. Building in activities that contextualize the topic and requisite background knowledge is a great way to mitigate confusion and give all students the tools they need to be successful.

Learning Lab

Success Criteria: Students will compose journal entries and consider how what they share may tell historians in the future about life today.

Journal Entries

- Read or review page 110 in the **Student Edition**. Explain to students that some people in the past kept journals or diaries to share what happened in their lives or in the world around them. Some people still keep journals or diaries today. They may write about things that are important to them or things they want to remember in the future.
- Write today's date on the board. Explain to or remind students that the date includes the month, day, and year. Have students write today's date in the first "date" space on page 111. Then have students think about something important that happened or something that they want to remember about today. Instruct students to write a sentence about the event.
- Choose two additional days this week or next to add journal entries on page 111. Model writing the date before instructing students to write a sentence about their day for each entry. You may choose to complete the additional entries on non-consecutive days and explain to students that not all journals and diaries are kept every day. Some people may write every few days or go longer between entries depending on what else they may have going on in their life.
 - **Ask:** What will your journal tell historians in the future about life today?
- Have students read their journal entries aloud to a partner. Encourage listening partners to ask questions of reading partners to learn more information about the events or seek clarification to increase understanding. Then have partners switch roles.
 - **Ask:** What did you learn about your peer's past from their journal entries?

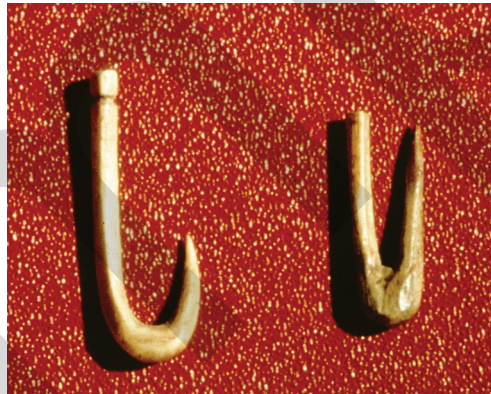
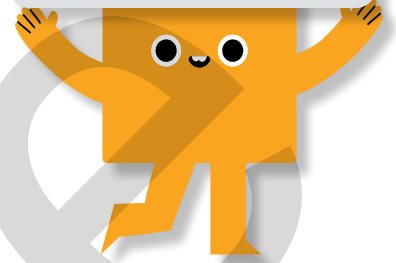
Artifacts Long Ago

Long ago, people did not write in journals or take photographs. We can still learn about the people who lived during this time. Some historians have found items used by people who lived thousands of years ago. Items used by **Indigenous** peoples tell us about how they lived. We can learn about how they lived by studying objects they left behind. What do these artifacts tell you about how people in the past lived?

Word Alert!

Indigenous

\In|dī|gē|nōs\; the first people to live in a place



fish hooks



spoon

Artifacts Today

Even after people began to write and keep records, historians continued to study their artifacts to learn about the past. Items that you use can be artifacts. They can help historians in the future learn about life today.

Instructions: Draw an object that is important to you. Write one sentence to explain what your object tells others about your life.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

TALK ABOUT IT

Consider having students share their drawings and sentences with a partner or the class. Then lead a class discussion: What other objects help tell the story of your life? Why might they be important artifacts for historians to study in the future?

Notes

A series of horizontal lines for taking notes.

Where Can We Learn More?

We can learn about history from many places. The library is a place where you can read books and journals. Monuments can show important people or events. Museums keep important papers and objects that can tell us about the past. A cemetery can tell you about when members of a family lived. Have you ever been to one of these places?

Instructions: In the circles below, label the library 1, the monument 2, the museum 3, and the cemetery 4.



114

Unit 2

Answer Key

1. top left: 4
2. top right: 3
3. bottom left: 1
4. bottom right: 2

What Do YOU Think



Draw a picture of something you remember or have learned about the past. What is one thing from your past that you would like to learn more about? Write a complete sentence to answer the question.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.

History

115

What Do YOU Think



Personal History

- Read the **What Do YOU Think?** feature on page 115 in the **Student Edition**.
- Explain to students that they can remember some things from their past. They can think about what happened yesterday, last week, last month, last year, and even many years ago.
- Instruct students to think about something that happened in their past. You may choose to allow students to share their memory with a peer or ask for student volunteers as you lead a class discussion.
 - ▶ **Ask:** What is a memory that you have from long ago?
 - ▶ **Ask:** If you cannot remember something that happened or you cannot remember everything about an event, who can you ask to share more information with you?
 - ▶ **Ask:** How can you learn about your own history?
 - ▶ **Ask:** Why do you think it is important to learn about your past?
- On page 115 of the **Student Edition**, instruct students to draw a picture of something they remember or have learned about their past. Have students write a sentence explaining why their history is important.

Notes

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through art.

Decades Collage

• Materials needed:

- » plastic bags with pre-selected images of clothing from different decades in United States history sorted by era
- » construction paper
- » pom poms
- » glue
- » legal-sized paper

★ **Note:** Consider using the historical fashion trend suggestions listed on [History of Fashion Design Facts For Kids](#).

- Divide the class into partner groups. Display pages 116–117 of the **Student Edition**. Demonstrate how to complete the **Linking the Past to the Present** pages using **Communication** as an example.

► **Ask:** What do you notice about the images? How are they similar to and different from each other?

- Instruct partner groups to pause and discuss the similarities and differences they notice in each set of images as they complete the activity together.

- Once students are finished, project an image of historical clothing from a time period of your choosing. Have students discuss their observations the clothing from that time period with their partner.

- Assign pairs to a decade of the past. Distribute the selected images for the fashion era to each partner group.

- Inform students that a collage is made when someone glues different items onto a paper. Instruct students to create their own collage by gluing the items provided onto the paper in their own artistic way. Remind students to ensure that the focus is on the clothing of that decade.

- Have each group present their collages to the class.

► **Ask:** What did you find similar about the clothing from that decade compared to that of today? What did you find that was different?

- **Note:** Consider using the **Project Rubric** on page 72 of the **Teacher Tools** to evaluate this activity.

Linking the Past

Communication



past or present



past or present

Transportation



past or present



past or present

Life in the past looked different from life today.

Inventions have changed the way we do things. Look at these pictures of life in the past and life today.

116

Unit 2

Answer Key

1. *Communication: past, present*
2. *Transportation: present, past*
3. *Dance: present, past*
4. *Cooking: past, present*

to the Present

Dance



past or present



past or present

Cooking



past or present



past or present

Circle the label for each picture to tell whether it shows life in the past or present. Think about how things are both different and the same. Why do changes happen over time?

History

117

TALK ABOUT IT

When examining the photographs on pages 116–117 of the Student Edition, remind students that camera technology in the past did not allow for color photographs. Though the objects would have contained color when seen with the eyes, many photographs of the past are black and white.

Notes

Tennessee in the Past

We can learn about the history of Tennessee. We can learn how things have changed over time. Photographs can help us learn about the past. They show us how people lived long ago. What do these photos tell you about life in Tennessee in the past?



Little Greenbrier School in Sevier County, Tennessee, 1936



Piggly Wiggly grocery store in Cumberland, Tennessee

TALK ABOUT IT

How does our school compare to the school on this page? Why do you think school buildings have changed over time? What else do you think changes about schools over time?

Notes

Tennessee Today

Many places have changed over time in Tennessee. Buildings look different than they did long ago, and new ones have been built. Schools and businesses have changed. The environment has changed, too. What do these photos tell you about life in Tennessee today?

Instructions: Label each image using the word bank below.

store

school



Downtown Elementary School in Memphis, Tennessee



Piggly Wiggly grocery store
in Memphis, Tennessee



History

119

Notes

re

Answer Key

1. gas station
2. park
3. book mobile
4. book mobile
5. gas station
6. park

Examining the Past and Present!





120

Unit 2

Notes

Instructions: Look at the photographs. Label each place using the word bank. Draw a line from the place in the past to the place in the present. Talk with a partner about what has changed in the photos and what has stayed the same.

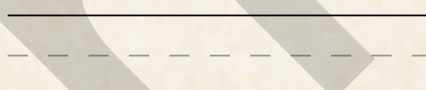
gas station

book mobile

park







History

121

Notes

re

Looking Back in Time

Many things have happened in the United States and in Tennessee over time. Use the timeline to learn about historical events that have shaped the United States and the state of Tennessee.



2

Explorers, 1607:

The Indigenous peoples near the coast of the Atlantic Ocean met explorers who wanted to discover new land for England. People set up a colony in what is now Jamestown, Virginia.

1



First Peoples: People have been living in the place that is now the United States for more than 10,000 years. The first people to live here are called Indigenous peoples.

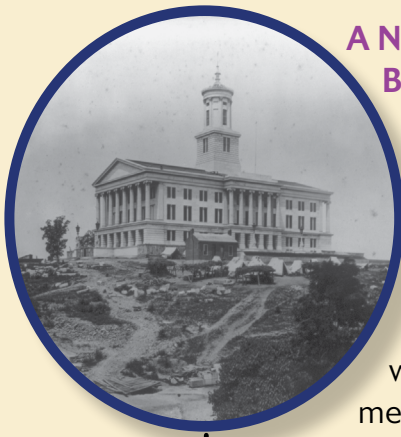
122

3



A New Country, 1776: The 13 English colonies in North America created their own country. They named it the United States of America.

Unit 2



A New State Capitol Building, 1859:

Work on this capitol building was completed in Nashville. It gave state leaders a place where they could meet and make decisions together.

5



Put a star next to events that you have heard of before.



Put a question mark next to events that you want to learn more about.



4



A New State, 1796:

Congress makes Tennessee the 16th state of the United States.

6



The Great Smoky Mountains National Park, 1940: President Franklin Roosevelt said the park was officially open. This was important for Tennessee because many people visit the park to see its mountains and animals.

History

123

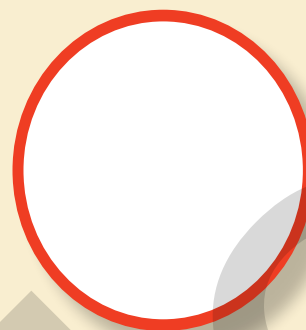
Links and Thinks

History of Things

- Project the [LEGO History Timeline](#). Explain to students that, like people and places, things have a history too. Toys such as LEGO bricks and other items have been invented over time to make life easier or more fun for people. Over time, some inventions may no longer be used as newer inventions replace them. Other inventions are so popular or useful that they may be used for a long time. Changes may occur to those inventions over time to make them better or more useful.
- Examine the LEGO timeline as a class.
 - **Ask:** What happened with LEGO in 1958? *In 1958 LEGO bricks as we know them were created.*
 - **Ask:** What happened with LEGO in 1989? *LEGO pirates were released in 1989. These were the first LEGO figures to have different facial features.*
 - **Ask:** What happened with LEGO in 1999? *In 1999, LEGO bricks were named the "Toy of the Century." Remind students that a century is a period of 100 years.*
 - **Ask:** When was *The LEGO Movie* released? *2014*
- If LEGO or other interlocking bricks are available, have students work in small groups to build a model that represents an event that has occurred during the school year so far. Students may choose to build a model that represents something they have learned or something they have done at school or in the classroom.
- When students have finished building their models, have each group present their model to the class. Then discuss the time frame of the event or lesson that each model represents in relation to the others. Have students decide the order that models should be placed in to make a chronological 3D timeline of the school year so far.
 - **Ask:** What other items do you think have a long and interesting history that could be explored?

My Important Moments

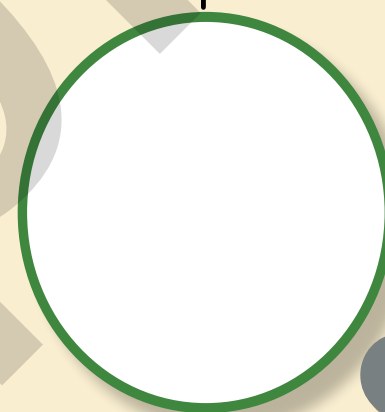
Think about some important events that have happened in your life. Add your own life events to this timeline here. This could be the day you were born or your first day of school. Include the year your event happened and draw a picture.



2



1



3

Learning Lab

Success Criteria: Students will identify life events and create a timeline.

Tennessee and Personal Timeline

- Display pages I22–I23 in the **Student Edition**. Examine the timeline template as a class. Reference the displayed timeline as you explain to students that each of the circles shown on this timeline appear in chronological order from earliest to most recent. Point to each dotted line from the image and text that shows where the event falls on the timeline.
- Explain to students that there are many events that have taken place in history. The land that we now call the United States became a country in 1776. At that time, there were only 13 colonies along the Atlantic Ocean, and it took several more years before those colonies became states. Over hundreds of years, the United States continued to grow, and more states were added, such as Tennessee. However, Tennessee's history goes beyond 1776.
 - ▶ **Ask:** What events happened before 1776? How do you know that event happened before 1776?
- Instruct students to choose six important events from their life history. Their events may include the day they were born; the day they started school; an important holiday, birthday, or other celebration; and other events that are important to the student. Have students brainstorm the events they will include in their journal or on a separate sheet of paper and practice putting the events in chronological order before adding them to the timeline in their textbook. You may need to assist students in determining the year that an event occurred by calculating forward from their year of birth or backward from the current year. Encourage students to ask a family or household member for any information that cannot be determined with a calculation.
- Once students have chosen which events to include on their timeline, have them draw a picture that represents each event in chronological order on their timeline. Instruct students to label each event with a title and the year it occurred. When timelines are complete, have students share their timeline with a partner. Encourage pairs to ask and answer questions about the events included on the timeline to gain additional information or seek clarification to learn more about the important events in their peer's life history.

5

4

6

History I25

Character Corner

Dr. Nancy Grace Roman

- Read page 126 in the **Student Edition** aloud to the class.
- Explain to students that a telescope is a tool that astronomers use to view objects that are far away from Earth. Astronomers are scientists who study the universe. Inform students that a telescope can be small enough for people to have in their homes to view outer space from Earth, while other telescopes are so large that they can be placed in outer space. The Hubble is one such large telescope. It orbits, or circles, Earth collecting data, or information, about outer space to send back to astronomers on Earth. The astronomers then study the data to learn more about outer space.

- Show students the [How Hubble Works](#) video.

► **Ask:** Why do you think the Hubble was an important invention, or new creation, at the time that it was developed?

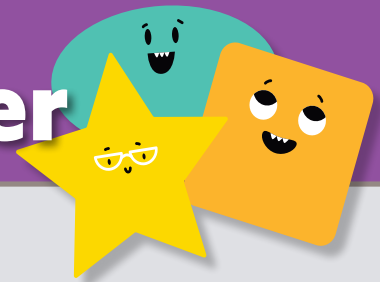
- Next explain to students that Dr. Nancy Grace Roman became an astronomer at a time when most women did not have careers in math and science. Show students the [Nancy Grace Roman: Mother of the Hubble Telescope](#) video. Inform students that the video portrays Dr. Roman as an older woman reflecting on, or thinking back on, her career.

► **Ask:** Why do you think Nancy mentions the team she was on when she helped create the Hubble telescope?

► **Ask:** How can working together on a team make a difference to the work that you are doing?

- Explain to students that working together on a big project can help people do more than if they were working on their own. By having many people, with different perspectives, working on the same team, the group will have more ideas than a single person can have. Additionally, if there is a problem that needs a solution, having more people think about the various ways to solve the problem will help the group choose the best solution for the situation or scenario.
- Divide students into groups of three. Have students examine the [HubbleSite](#) web page. Consider using the computer lab or displaying the page if groups are not able to take turns using the classroom computer(s) in a timely manner. Instruct students to work together to choose one Hubble image they would like to share with their peers. Inform students that if they have trouble deciding on one image, they may need to compromise, or work together to decide on an image as a team.
 - **Ask:** What are some strategies you can use to compromise in the event that not everyone in your group agrees on which image to choose?
- Have students work together to write three sentences describing what they see in their photo. Instruct students to describe the shapes and colors they see in the image.
- Instruct students to make a presentation plan in which each student in a group reads one of the three sentences that they wrote. Have each group make a brief presentation to share their image and sentences with the class. Display the image each group chose as students stand at the front of the classroom to read their sentences.

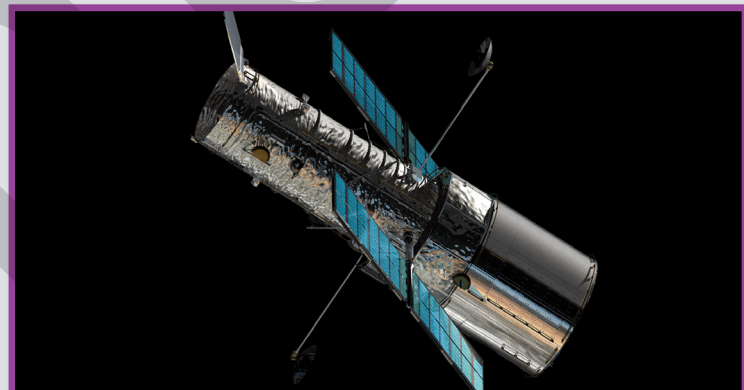
Character Corner



Dr. Nancy Grace Roman was born in Nashville, Tennessee. She was an astronomer. An astronomer is someone who studies the sun, moon, stars, and planets. Nancy is called the "Mother of Hubble." She helped create the Hubble Space Telescope. It would help astronomers see planets and stars in outer space. Nancy was a hard worker who was creative and unique!



Dr. Nancy Grace Roman
1925–2018



The Hubble Space Telescope

126

Unit 2

Learning Lab

Success Criteria: Students will examine their self-identity and describe the traits of a strong character that they exhibit.

Your Character Corner

- Display page 126 in the **Student Edition**. Remind students that they learned some of the traits of a strong character in the **Introduction** and have now learned about several Tennesseans who exhibited strong character. You may choose to refer back to the examples provided in this **Teacher Guide**. Consider listing some of the examples on the board and having volunteers name additional traits to add to the list. Inform students that they will continue to learn about people who exhibit a strong character throughout their textbook.
- Now that students have had the opportunity to examine the good deeds and strong character of some Tennesseans, they will examine their self-identity to consider how they demonstrate a strong character. On page 127, have students draw a self-portrait that demonstrates an act of good character. Then have students write two sentences describing their character. They may choose to explain the action they are taking in their drawing, or they may write about other character traits that they exhibit routinely.
 - **Ask:** What are you most proud of about yourself?
 - **Ask:** What other character traits are you interested in developing? How can you use those traits in your daily life?

Create your own Character Corner. What are you most proud of about yourself? Draw a self-portrait. Write two sentences to tell about your character.



Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

History

127

ML Adaptation: Learning Lab

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Provide students with flashcards of various character traits in English and their language of origin. Allow students to volunteer to read the flashcard if they so choose.
- **Integrated Option:** If applicable, encourage your ML students to draw their self-portrait demonstrating an act of good character in their country of origin.
- **Cooperative Option:** If applicable for your class, strategically pair students with Advanced Learners to read their sentences to their partner after writing. Then, display the discussion questions and have pairs discuss their responses.

Connect It: COMMUNITY



Success Criteria: Students connect history to community by considering community change through comparing and contrasting.

Community Change

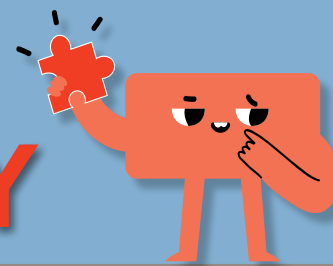
- Remind students that communities change over time as people adapt to their environments and respond to the new ideas from others around the world.
- Have students consider a change they have witnessed in their community, such as a new store, restaurant, or park that has been built, or something that has been removed. If students cannot recall a change they have seen in the community, or if more appropriate for your classroom, you may adjust this activity to reflect a change that has taken place in the school community.
 - ▶ **Ask:** How has community change impacted the way people live?
- On page I28 of the **Student Edition**, have students write a sentence describing what the community was like before the change and a sentence describing what it is like now, after the change has occurred.
 - ▶ **Ask:** If you could make another change in your community, what would it be?

ML Adaptation: Connect It

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** During the class discussion, write key vocabulary words on the board for students to reference while they are writing their sentences.
- **Integrated Option:** If applicable, have your ML students consider a change they witnessed in their country of origin, enabling them to share interesting information with their classmates.
- **Cooperative Option:** If applicable for your class, strategically pair students with Advanced Learners to discuss community change prior to writing sentences independently. You may choose to have students read their sentences to their partner after writing to promote peer reliability and language acquisition.

Connect It: COMMUNITY



Instructions:

Choose one place in your community that has changed. Write about what it used to be like. Write about what it is like now.

A change in my community:

Before the change:

After the change:

through the lesson. Highlight or underline the text that can help you answer the questions.

A cartoon pencil character with a pink eraser, yellow body, and black glasses. It is holding a green book and has its arms raised in a friendly gesture. The character is positioned on the right side of the page, partially overlapping the red banner.

129



STUDENT SUPPORT GUIDE

Learning Goals



- I can explain how life in the past was different from life today.
- I can describe how Tennessee has changed over time.

Skills Objectives



- I can practice summary skills by sorting facts about history.

Key Terms

- **artifact**
- **invent**
- **Indigenous**
- **journal**

Main Ideas



- People **invent** tools to solve problems. They invent tools to make life easier.
- History is the study of the past. History tells us about people from the past.
- History tells us about places and things from the past. It tells us about events from the past.
- People who study history are called historians. They study photographs and **journals**.
- Historians study maps and items made and used by people from the past. These items are called **artifacts**.
- Some historians have found items used by people who lived thousands of years ago. Items used by these **Indigenous** peoples tell us about how they lived.
- The library is a place where you can read books and journals. Monuments can show important people or events. Archives and museums keep important things that can tell us about the past.
- Life in the past looked different from life today. Inventions changed the way we do things. An invention is something new that someone has made.
- We can learn about the history of Tennessee. We can learn about how it has changed over time. Photographs can show us how people lived in the past.
- Many places have changed over time in Tennessee. Schools and businesses have changed. The environment has changed too.



Look at both pictures. **Can you tell which one is communication in the past and which one is communication today?**

Skills Practice**Instructions:**

Look at the chart. Read each fact. Identify if the fact tells you about the who, what, where, when, why, or how of studying history. Label each category using the word bank.

Who?

Where?

Why?

What?

When?

How?

History is the study
of the past.

People who study history
are historians.

Life in the past looked
different from today.

Many places have changed
over time in our state.

History is important. It helps
us understand the past.

We can look at photographs
to learn about history.

Check It!**Instructions:**

How was life in the past different from life today? Write one sentence to answer the question.

Life in the past was
different from today
because

Check It!**Instructions:**

How has Tennessee changed over time? Write one sentence to answer the question.

One way Tennessee has
changed over time is

The Big Question



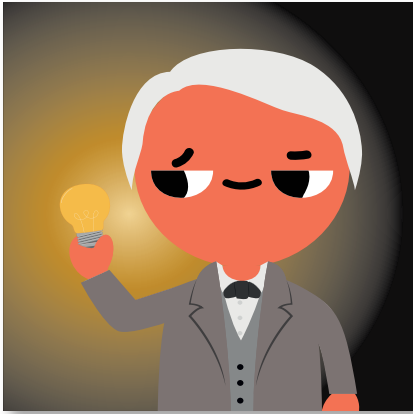
Instructions:

Draw a picture of something you learned in this lesson.

How can this help you answer the **Big Question**: What is history? Write one to two sentences.

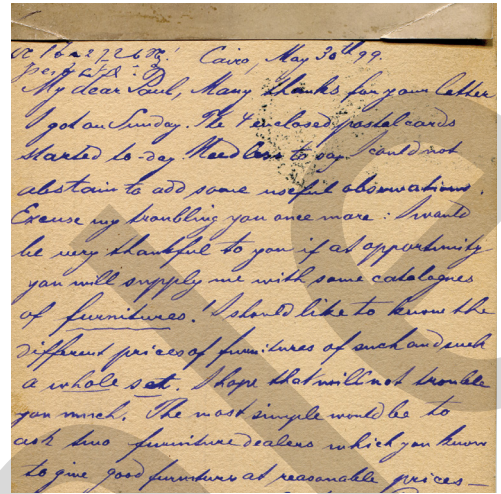
History is

invent



- \ɪn|vənt\
- **part of speech:** verb
- **definition:** to create something new using your imagination and skills

journal



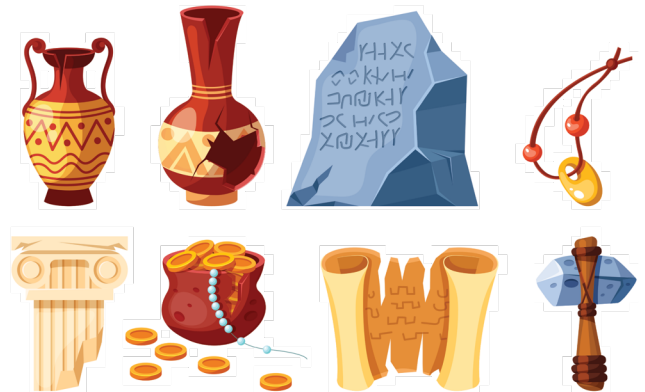
- \jour|nəl\
- **part of speech:** noun
- **definition:** a place to record information

Indigenous



- \ɪn|dɪ|ɡə|nəs\
- **part of speech:** adjective
- **definition:** the first people to live in a place

artifact



- \ar|tɪ|făkt\
- **part of speech:** noun
- **definition:** an item made or used by people in the past



UNIT ASSESSMENTS

Name: _____

Date: _____

Reflection | Unit 2 | Lesson 2

Instructions: At the end of each lesson, circle the number of stars that shows how well you met the goal.



Did not meet goal



Met goal a little



Met goal

- I can explain how life in the past was different from life today. ★★★

Draw a picture that shows and write a sentence that tells one way that life in the past is different from life today.



- I can describe how Tennessee has changed over time. ★★★

Draw a picture that shows and write a sentence that tells one change that has occurred in Tennessee over time.



Name: _____

Date: _____

Self-Assessment | Unit 2

Instructions: Circle the face for how well you can answer the **Big Question:** What is history?



I know



I know a little



I do not know

Draw a picture that shows and write a sentence that tells something you still want or need to learn about the **Big Question:** What is history?

A large rectangular box with a green border, intended for a student to draw a picture and write a sentence.Three sets of horizontal lines for handwriting practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Draw a picture that shows and write a sentence that tells your favorite part of this unit. (It could be a person, event, activity, or idea that you studied.)

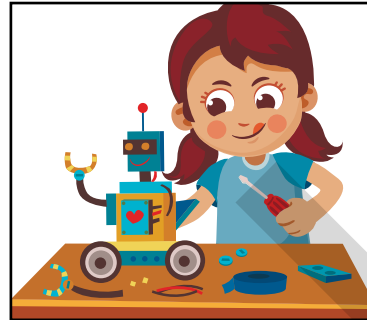
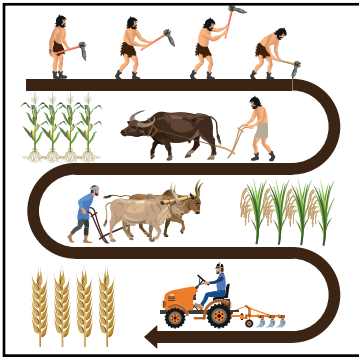
A large rectangular box with a green border, intended for a student to draw a picture and write a sentence.Three sets of horizontal lines for handwriting practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Date: _____

Prove It! | Part I: Word Alert! | UNIT 2

Instructions: Draw lines to match the Word Alert! term to the image and definition that best represent it.



to create something new
by using our imagination
and skills

the order that events
happen

not being under the control
of someone else

the first people to live in a
place

**chronological
timeline**

**invent
journal**

**Indigenous
recognize**

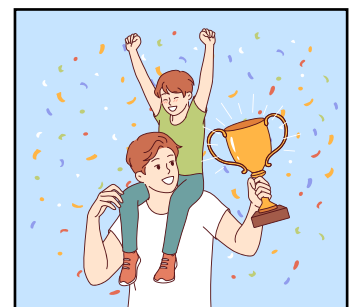
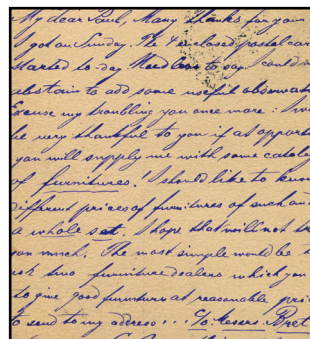
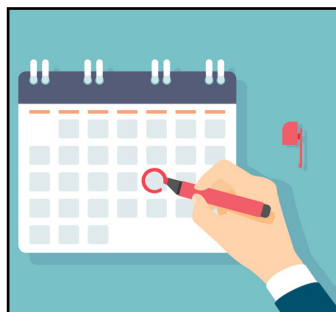
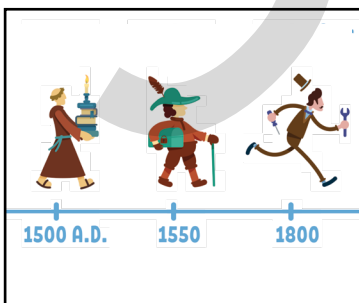
**freedom
calendar**

to celebrate as being
important

a way to show events
in order of when they
happen

a tool that shows the
days, weeks, and months
of the year

a place to record
information



Name: _____

Date: _____

Prove It! | Part 2: Choose It! | Unit 2

Instructions: Draw a line to connect each picture from the past to its matching present picture.

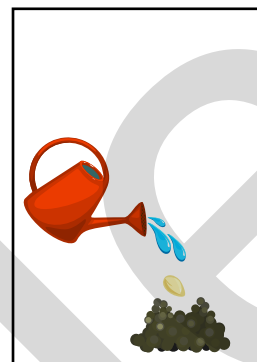
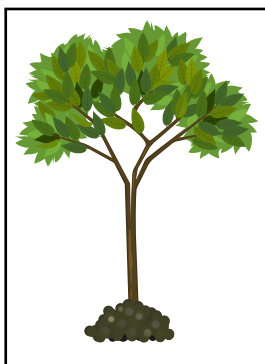
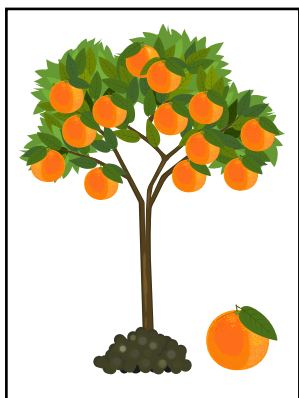


Name: _____

Date: _____

Prove It! | Part 3: Name It! | Unit 2

Instructions: Match each picture to the word first, then, or last to show chronological order.



first

then

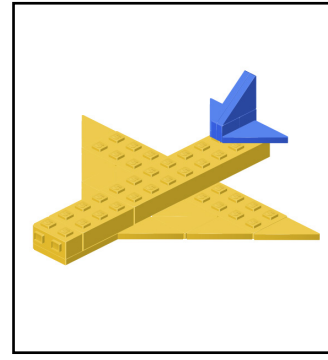
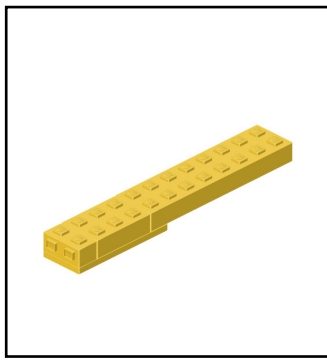
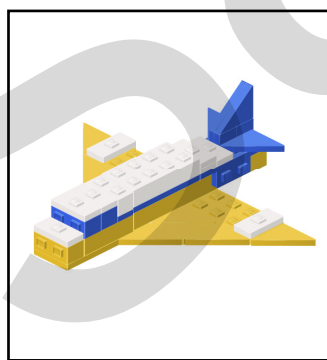
last



first

then

last



first

then

last

Prove It! | Part 4: Source-Based Questions | Unit 2

Instructions: The image below shows a Cotton Carnival parade in Memphis, Tennessee. The Cotton Carnival celebrates the importance of cotton in Tennessee. This picture was taken in 1944. Use the image to answer the question.



1. How is this celebration like celebrations today?

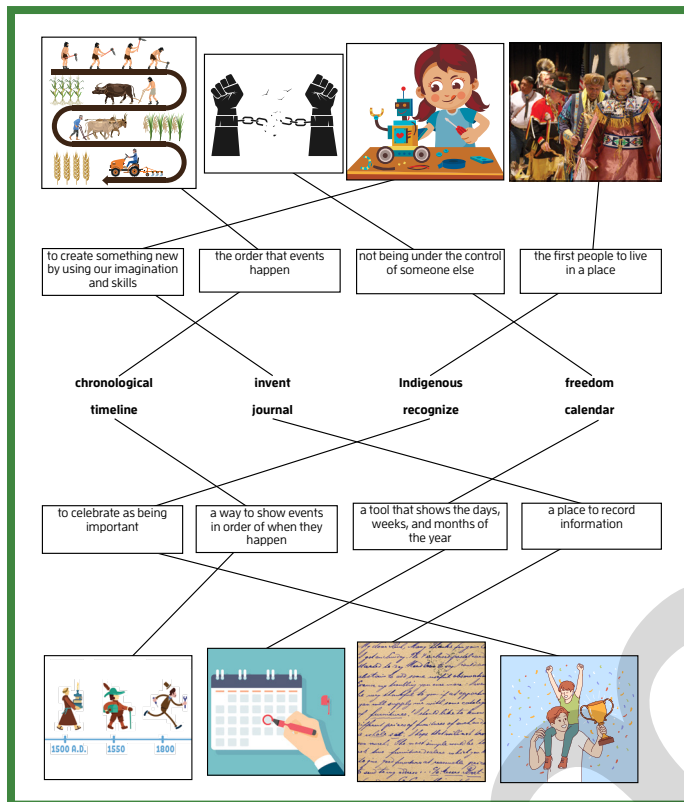
2. How is this celebration different from celebrations today?

3. Why do you think people might celebrate a crop like cotton?

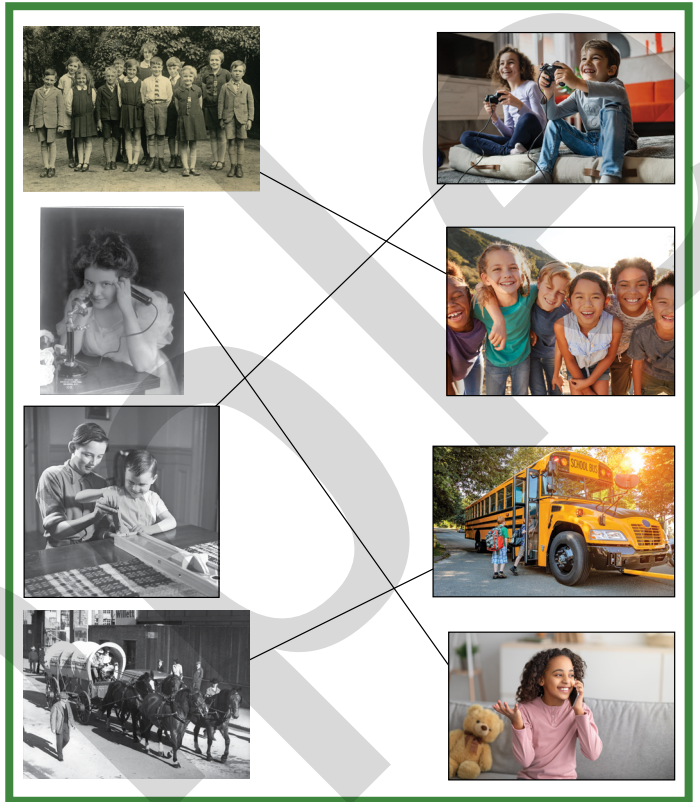
Prove It! | Answer Key | UNIT 2

Prove It! Standards Alignment: SSP.01; SSP.02; SSP.04; SSP.05; I.22; I.23; I.FL.PC.1; I.FL.SC.6; I.FL.VA.7b; I.RI.KID.1; I.RI.KID.3; I.RI.CS.5; I.SL.CC.2; I.SL.PKI.4; I.SL.PKI.5

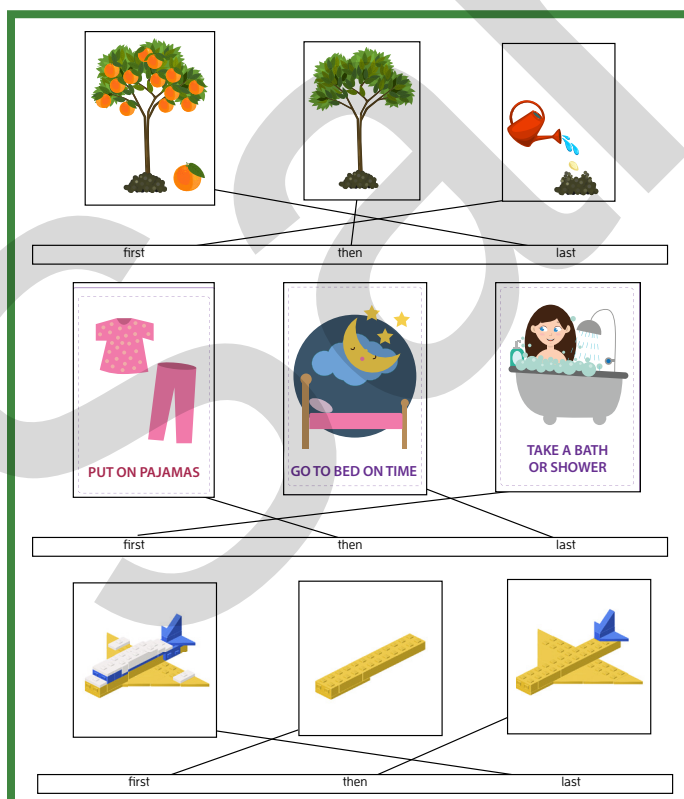
Part 1: Word Alert!



Part 2: Choose It!



Part 3: Name It!



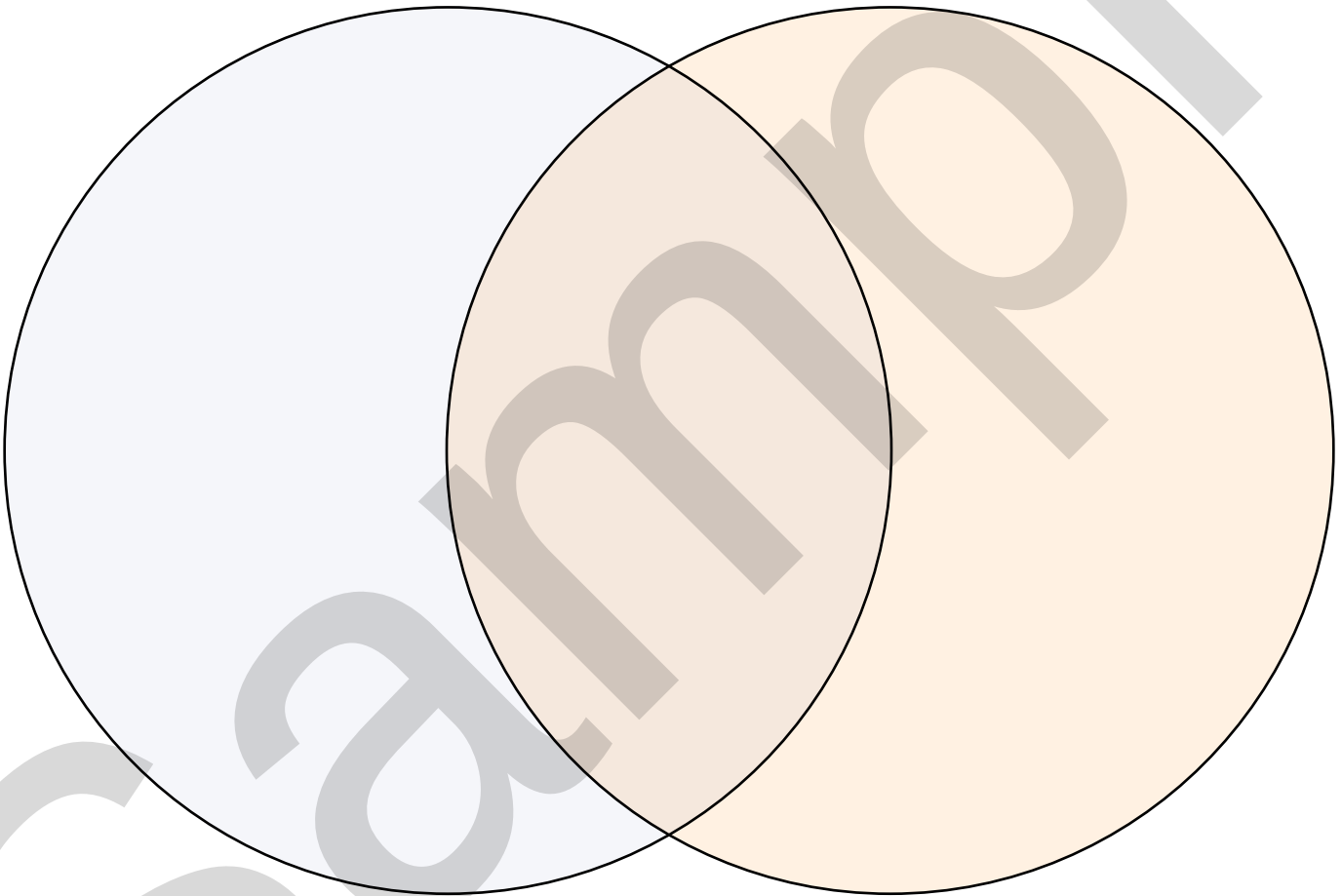
Part 4: Source-Based Questions

- Answers will vary, but students may recognize that celebrations today and in the past have parades with marching bands.
- Answers will vary, but students may mention that the clothing and hats worn during the celebration are different than what you might see someone wearing today.
- Answers will vary, but students may mention that cotton is an important plant to the state of Tennessee.

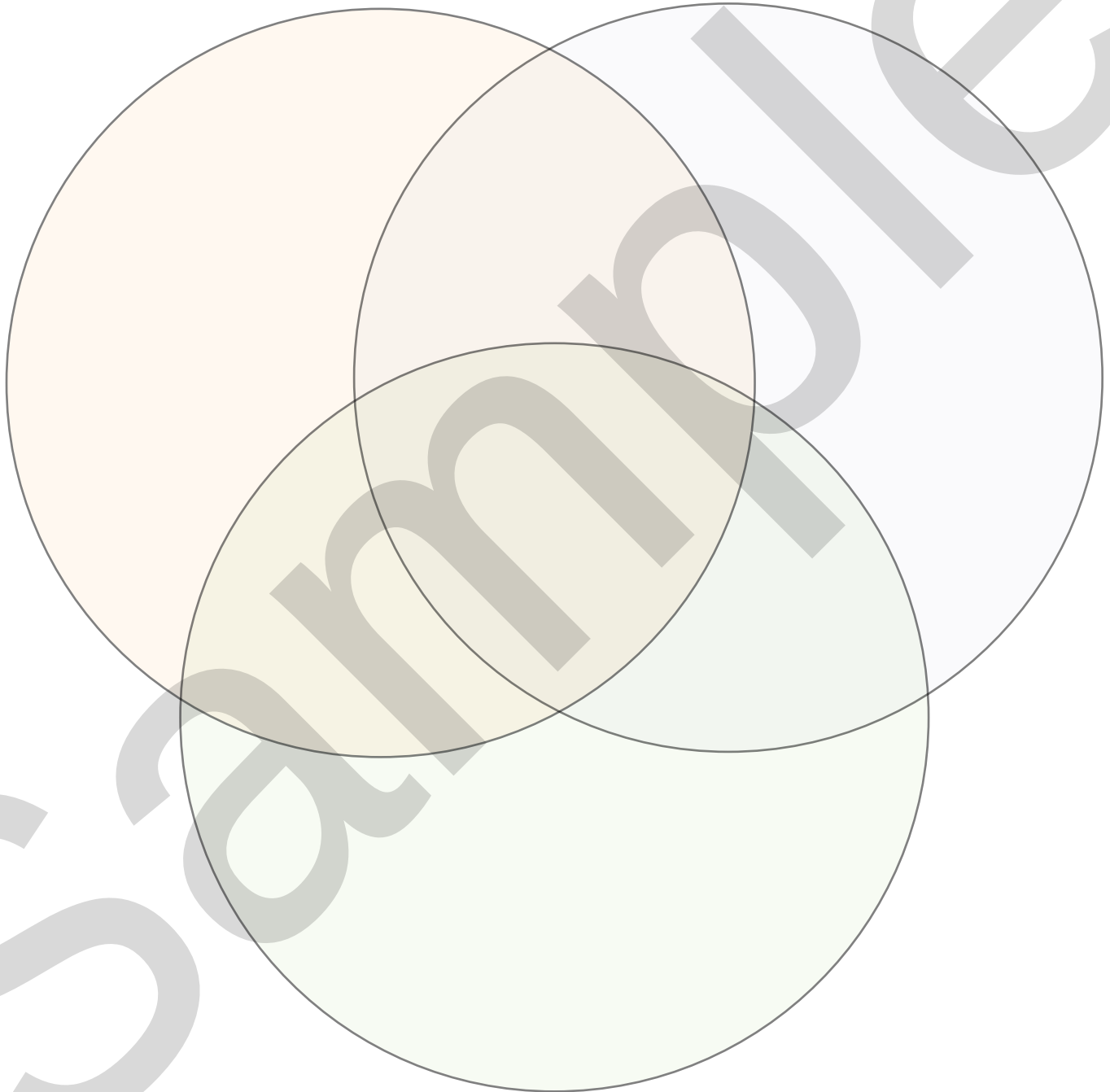
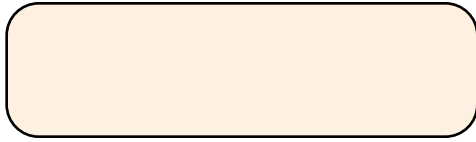


TEACHER TOOLS

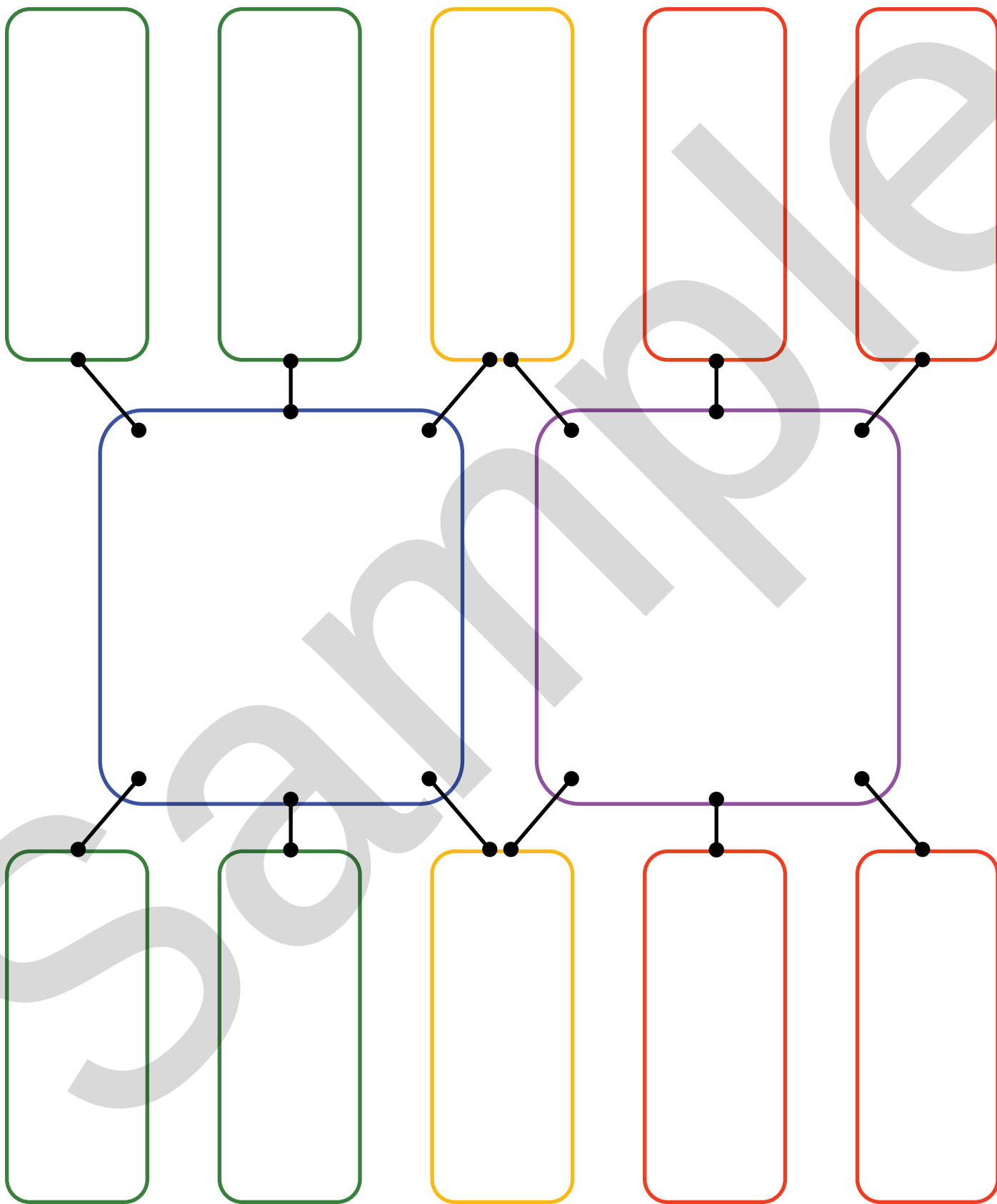
Venn Diagram



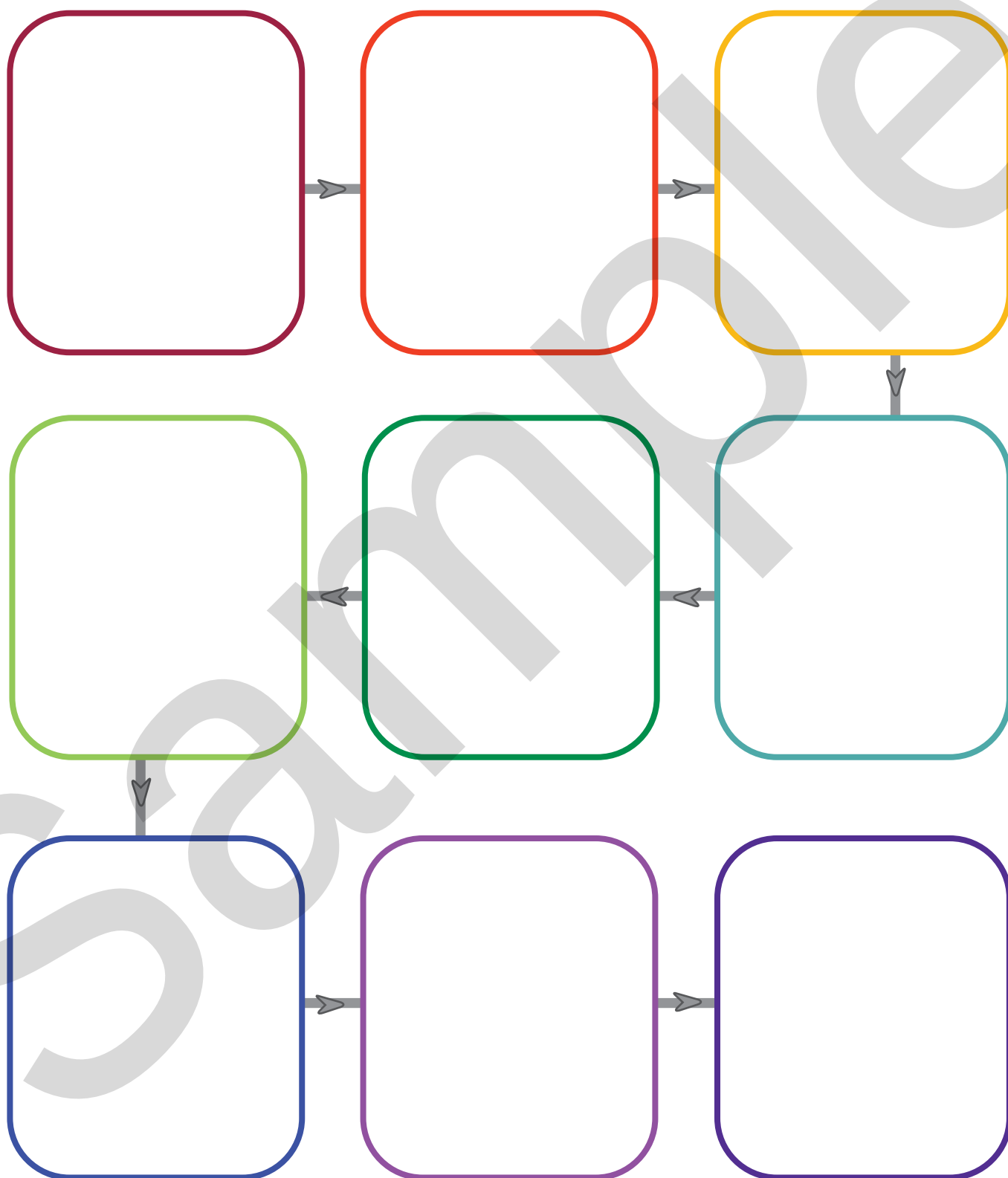
Triple Venn Diagram



Webs for Multiple Ideas



Flow Map 1



Project Rubric

Social Studies Standards	
English Language Arts Standards	
Student Outcome	Students will be able to _____ _____ _____.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by _____.	Student meets or exceeds expectations in level 2 and extends the content by _____.	Student can recall details from the text with or without prompting and attempts to explain _____.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Skill	Student meets or exceeds expectations in _____ by _____.	Student meets expectations in _____ by _____.	Student develops grade level expectations in _____ by _____.	Student makes little to no attempt to _____.
Product	_____ meets or exceeds all listed requirements. _____ includes _____.	_____ meets all of the listed requirements, but could have more depth in one of the following areas: • _____ • _____ • _____	_____ meets some of the listed requirements, but is missing two or more of the following: • _____ • _____ • _____	Student did not follow directions or made little to no effort to complete the _____.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolded resources to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.

Student Writing Rubric | Opinion Writing

English Language Arts Standards	CC.W.1.1
Student Outcome	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Category	Level 4	Level 3	Level 2	Level 1
Topic	Student introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons.	Student mostly introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons.	Student partially introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons.	Student ineffectively introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons.
Support	Student provides reasons that support the opinion.	Student mostly provides reasons that support the opinion.	Student partially provides reasons that support the opinion.	Student minimally provides reasons that support the opinion.
Linking Words	Student uses linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinions and reasons.	Student uses linking words and phrases that mostly connect opinions and reasons.	Student somewhat uses linking words and phrases to partially connect opinions and reasons.	Student ineffectively uses linking words and phrases and does not connect opinions and reasons.
Conclusion	Student provides a strong concluding statement or section.	Student includes an adequate concluding statement or section.	Student includes a partial or somewhat adequate concluding statement or section.	Student does not include or includes an ineffective concluding statement or section.

Reflections and Progress

What I think went well in this assignment was...	Things that could be improved are...

Consider adding rubric modifications to meet the needs of your individual students.

Extend	Accommodate	Modify

Exploring My Communities

TENNESSEE



anthony heflin/Shutterstock.com

Lesson 2

Life in the Past and Present

I can explain how life in the past was different from life today.

I can describe how Tennessee has changed over time.

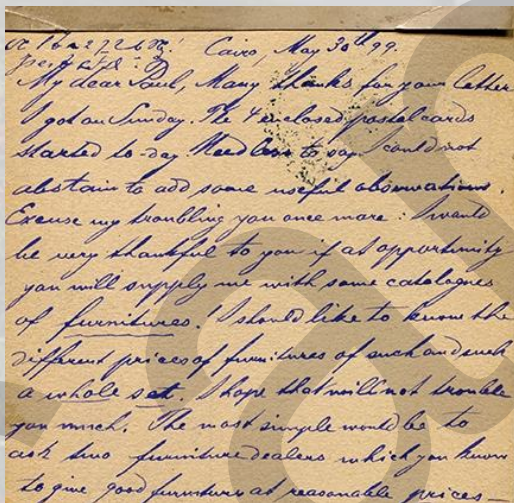
The Big Question
What is history?



Andrzej Sowa/Shutterstock.com



Triff/Shutterstock.com



Elzbieta Sekowska/Shutterstock.com



Triff/Shutterstock.com



The Big Question

What is history?

Visual Literacy*

What do you notice?

What do you have questions about?

What do you want to know more about?