

American Contributions

In this fifth six-week unit of first grade, students meet Americans who have contributed society in various ways and during various times of history.

Essential Question

How do we learn about people who contribute to the lives of others in our community and country?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Craft and Structure RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Integration of Knowledge and Ideas RL.1.7 Use illustrations and details in a story to describe its characters, setting, or even.</p>	<p>Create pairings of books that are literary and informational (e.g., George Washington and the General’s Dog and The Rookie Biography of George Washington). Discuss how reading a story about an individual/historic person differs from reading a biography of the same person. Talk about how these two books connect to each other. For example, ask questions like, “How were the books the same?” and “How were they different?” In this unit are numerous potential book pairings among the biographies, fictional stories, and even a fictional story written by the historical person himself (Benjamin Franklin). Pairing the readings presents an opportunity to highlight the different characteristics of each genre.</p>
Reading Standards for Informational Text	
<p>Key Ideas and Details RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Range of Reading and Level of Text Complexity RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Read books about Abraham Lincoln (see resources—including a portrait link) and identify details about his contributions to the United States. Add these to a 3-column graphic organizer (George Washington and Benjamin Franklin will be added to this graphic organizer next week) that lists his contributions and details about his life.</p> <p>Create a biography cube to use with Abraham Lincoln this week. These can be made for many of the characters students meet over the next few weeks.</p> <p>To help students make visual connections between events and people during the “early America” part of history, create a simple timeline (probably around 1600 to the present) and record</p>

	<p>events as you read books on this topic together or as students report back on what they read independently. Students should understand that although the informational texts are focused around different people or topics, it all happened at the same time in history. By extending the timeline to include historical figures, students begin to understand chronology. This can be used throughout the unit to add to students' understandings of when events occurred and people were living.</p> <p>Create a biography cube to use with an individual studied this week.</p> <p>Compare books about Norman Rockwell to describe what information each book gives about his life and his artwork.</p> <p>Compare the Laura Ingalls Wilder texts (the biography and a few chapters from "Little House in the Big Woods") to determine what information can be gathered from both. Have the students fill in a head graphic organizer such as this one, (or an attribute web) having them fill in what she sees, thinks, says, etc. on the appropriate parts of the head where that information would belong.</p>
<p style="text-align: center;">Writing Standards</p>	
<p>Text Types and Purposes</p> <p>W.1.1 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.</p> <p>Production and Distribution of Writing</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Have students write an opinion piece about something of interest to them (such as which flavor of ice cream is your favorite and why). Introduce the ideas of a topic sentence, supporting their opinion with details, and providing a clear sense of closure.</p> <p>Have students write an opinion piece based on the comparison graphic organizer created in weeks 1-2 of the unit. The piece will answer the question "Which president do you think made the greatest contribution?" The students will need to include a topic sentence, reasons for their opinion with details on what the president accomplished, and a sense of closure in their writing.</p> <p>Add to the timeline created in week one with new</p>

	<p>events and individuals learned about this week. Give students this prompt: "Choose one of the people from this unit that you think is the most interesting. Write about the person. Be sure to name the person and to tell why you think he or she is the most interesting. Also make sure you support your opinion with ideas from the book(s) we read."</p>
<p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><i>c. Ask questions to clear up any confusion about the topics and texts under discussion.</i></p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Select a photograph of a friend, family member, or mentor who is a hero to you. Using photo corners or photo glue, mount the photo onto the center of a piece of brown construction paper. Use a black marker to outline your photo and to trace around the edge of the construction paper. Add brown marker lines so that your mat now resembles a "wood grain" frame.* Bring the photograph to school and tell students you would like them to meet a mystery person who is a hero to you, then show them the matted photo. Explain that you will soon tell them about your hero, but for now you will display your mystery photo in the center of a bulletin board you have pre-covered with craft paper.</p> <p>Select several works to view (from Rockwell books). Ask the students to do a turn-and-talk: turn to the person next to them and share what they notice in the work. Share some of their responses in the large group. Move into further discussion of who they think the person might be or what he or she might do, based on their observations.</p> <p>Invite a person from your community who has made a notable contribution to visit your classroom. After the speaker has shared his or her story, invite the students to ask questions to gather additional information or to clarify understanding. After the speaker leaves, have the students write a thank-you note telling one new thing they learned.</p>
<p>Language Standards</p>	

<p>Conventions of Standard English L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p> <p>Vocabulary Acquisition and Use L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <i>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i> L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</i> L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Give students this prompt: “Write three sentences about an American person we’ve read about recently, using at least three new words from our word bank in your work. Illustrate each sentence to demonstrate the meaning of each word.” Have students identify verbs in the stories about Jackie Robinson (or other texts) that describe how objects move (straight, zig-zag—see list above in cross-curricular standards). Have students use some of these words in their writing. Display the lyrics for each of the songs on an overhead projector or interactive whiteboard. After singing the songs through several times, have the students circle the words that are interesting to them. Help students look for clues in the text to determine word meanings. Check for the correct definitions in the dictionary. Collect these and other words to add to the word bank for reading throughout the unit. Continue reviewing the songs until the lyrics are well-known or memorized (optional). (Song ideas: Yankee Doodle Boy, You’re a Grand Old Flag)</p>
<p>Reading Texts: •George Washington and the General’s Dog (Frank Murphy and Richard Walz) (Read Aloud) •“Washington” in The Random House Book of Poetry for Children (Nancy Byrd Turner) (Read Aloud)</p> <ul style="list-style-type: none"> • The Man who walked between the towers (Mordicai Gerstein) • Dave the potter: Artist, Poet, Slave (Laban Carrick Hill) <ul style="list-style-type: none"> • A Picture Book of George Washington (David A. Adler, John and Alexandra Wallner) (Read Aloud) • A Picture Book of Paul Revere (David A. Adler, John and Alexandra Wallner) (Read Aloud) • A Picture Book of Benjamin Franklin (David A. Adler, John and Alexandra Wallner) (Read Aloud) • Pocahontas (DK Readers) (Caryn Jenner) • Benjamin Franklin (Rookie Biographies) (Wil Mara) • John, Paul, George, and Ben (Lane Smith) (Read Aloud) 	
<p>Authentic Assessments:</p>	<p>Product – After comparing transportation of today and long ago, write an opinion piece in which students state whether they would enjoy traveling in a covered wagon. Why or why not? Make sure you support your opinion and provide some</p>

	<p>sense of closure.” W.1.1 ~ In the Laura Ingalls Wilder Biography Text there is a picture on page 12 of a covered wagon.</p> <p>Product: “Choose one of the people from this unit that you think is the most interesting. Write about the person. Be sure to name the person and to tell why you think he or she is the most interesting. Also make sure you support your opinion with ideas from the book(s) we read and provide some sense of closure.”</p>
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- Head graphic organizer: <http://www.google.com/imgres?q=blank+head&um=1&hl=en&safe=active&biw=1280&bih=794&tbm=isch&tbnid=IB6IH431MSY40M:&imgrefurl=http://www.mrsvandyke.com/backtoschool.htm&docid=kkD57H9mq-C-KM&imgurl=http://www.mrsvandyke.com/Docs/head.jpg&w=2512&h=3308&ei=OPMaT72sl6ODsgLZkZXSCw&zoom=1>
- Attribute web graphic organizer: <http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizer%20files/attributeweb.doc>
- Biography cube: <http://www.readwritethink.org/parent-afterschool-resources/games-tools/cube-a-30180.html>