

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

GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

The [Teaching Literacy in Tennessee ELA Unit Starters for grades K-3](#) offer a broad connection to the social studies discipline by including content-relevant texts; however, these texts are not intended to serve as or replace social studies instruction. Rather, they are to be used as a vehicle for teaching literacy skills that produce evidence of learning based on reading a text during ELA instruction.

The accompanying sample social studies lesson plans are derived from the daily tasks found within the ELA Unit Starters and are connected to specific standards found within the [revised Tennessee Academic Standards for Social Studies](#). Though strong connections to social studies content are made in the ELA Unit Starters, the ELA Unit Starters **do not** encompass the totality of the identified social studies standards. These accompanying sample lesson plans offer a precise alignment to the breadth and depth of the social studies standards and provide specific examples of what effective social studies instruction looks, sounds, and feels like by focusing on the specific social studies content and skills that allow teachers to maximize student learning and capitalize on the connections between the ELA Unit Starters and the social studies standards.

2. WHAT IS INCLUDED IN THIS ACCOMPANYING SAMPLE LESSON PLAN?

The accompanying sample social studies lesson plans include the following components:

Lesson Title: The lesson title provides educators with the specific focus of the lesson and indicates an overarching topic that can be used to connect content knowledge between the accompanying sample social studies lesson plan and the corresponding ELA Unit Starter.

Aligned Social Studies Standards: The standards in this document are from the revised Tennessee Academic Standards for Social Studies which will be implemented in fall 2019 and represent the points of connection between the ELA Unit Starters and the accompanying social studies sample lesson plans.

Because the purpose of these sample lesson plans is to complement the ELA Unit Starters with social studies content, the standards noted in the sample lessons may be combined or narrowed to make learning more fluid and coherent. That is, rather than prioritizing a total and complete review of the revised Tennessee Academic Standards for Social Studies, these documents focus on how to extend individual social studies standards—and portions of individual standards—highlighted in the ELA Unit Starters into social studies-specific instruction.

Connections to the ELA Unit Starter: Specific to each of the sample lesson plans, this section identifies the daily tasks from the corresponding ELA Unit Starter that are used as points of connection in the accompanying social studies sample lesson. Reviewing these connections prior to the lesson sequence and instructional notes will help teachers understand the relationship between the lesson and the ELA Unit Starter. Page numbers where teachers can view the full text of the ELA Unit Starter daily tasks are included in parentheses.

Recommendations: This section is specific to each of the sample lesson plans and provides teachers with more detailed information about connections to ELA and suggestions on where to integrate the accompanying social studies content into the ELA Unit Starter sequence as well as other information that may be useful during instruction.

Essential Question(s): Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking within the content areas. Essential questions are not typically answerable in a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after deeply exploring content.

Lesson Sequence and Instructional Notes: In this section, the lesson plan is laid out for teachers with specificity. It includes any websites, handouts, bell ringers, exit tickets, etc. that will facilitate strong instruction. Please note that the accompanying sample lesson plans are only suggestions; teachers should review them prior to use in the classroom. Additionally, please note that reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

3. HOW ARE THE SOCIAL STUDIES PRACTICES ADDRESSED IN THESE LESSON PLANS?

The social studies practices (SSPs) are specific skills that students should apply when learning social studies. By analyzing different types of primary and secondary sources, these skills are applied to create and address questions that guide inquiry and critical thinking and enable students to construct and communicate their conceptual understanding of the content standards while developing historical and geographic awareness.

Because there are areas of inherent overlap between ELA and social studies instruction, these lessons will not call out specific instances in which students engage with SSP.01–SSP.04 (all of which focus on gathering and/or communicating ideas from sources). Instead, these lessons will highlight SSP.05 (developing historical awareness) and SSP.06 (developing geographic awareness), which are vital components of quality social studies instruction that are not traditionally included in ELA instruction. In order to develop historical awareness, students may be asked to sequence the past, present, or future or to understand how things change over time. For example, students may be asked to create timelines or compare photographs of Tennessee at different points in history. To develop geographic awareness, students may be asked to identify geographic symbols on maps and globes or understand relationships between people, places, and resources. For example, students may be asked to distinguish between the physical features of a map or use charts/graphs to show the differences among the three grand divisions of Tennessee.

4. WHY ARE THERE SPECIFIC NOTES ABOUT DAILY TASKS?

Some of the lesson plans include a section at the end of the document entitled, “Note about the ELA Unit Starter for Grade X, Daily Task Y.” These sections note any tasks included in the corresponding ELA Unit Starter that feature social studies content outside of the scope of standards for that grade level. For

example, in the grade 2 Interdependence Unit Starter, daily tasks 7 and 8 align to a text about how a bill becomes a law. Although students are capable of reading and understanding a text about this topic with support from teachers, how a bill becomes a law is not introduced in the social studies standards until high school. Teachers should be aware that the content noted in these sections may require additional support to ensure that students understand the material and should consider what type of scaffolding will benefit their students most.

5. ARE DISTRICTS REQUIRED TO USE THESE ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

No. As indicated above, districts are not required to use the materials provided; these lessons are optional resources. It is important for teachers and school and district leaders to understand that the ELA Unit Starters do not cover the full breadth and depth of the social studies standards, therefore, additional instructional time should be devoted to social studies instruction.

SAMPLE LESSON 1: *TENNESSEE AND AMERICAN SYMBOLS*

Aligned Social Studies Standards and Practices:

K.12 Identify the following state and national symbols: American Flag, Tennessee Flag, and the words of the Pledge of Allegiance.

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

Connections to the [Kindergarten ELA Unit Starter \(Change\)](#):

The connections to the Unit Starter in this lesson are implied given that there have been changes to our state and national symbols.

Daily Task 2: Compare now, then, and long ago (pp. 26–27, 31).

Daily Task 3: Compare now and then (pp. 35, 39).

Daily Task 9: Compare the past and present (pp. 66–67).

Recommendations:

Prior to teaching the Unit Starter tasks above, the teacher should introduce information on the basics of government found in the social studies standards. We want students not only to read about how changes occur but also to think of the impact that they may have had in our government. For instance, to truly understand changes that have happened from “now” compared to “then,” students should understand the broad idea that government evolves continuously.

Essential Question:

What purpose do state and national symbols serve? What makes a good symbol? Are the Tennessee symbols good representations of our state?

Lesson Sequence and Instructional Notes:

The following sample lesson plan is from the Tennessee Secretary of State *Blue Book Lesson Plans* and is entitled, [Tennessee and American Symbols](#). This sample lesson plan connects to changes that occur over time that are being investigated during the Kindergarten Unit Starter (Change). The goal of the lesson is for students to identify state and national symbols and answer the questions, “What purpose do state and national symbols serve?” “What makes a good symbol?” and “Are the Tennessee symbols good representations of our state?” Although this lesson plan has been developed for Kindergarten and grade 1,

Kindergarten teachers should focus on the aligned standards to teach this lesson. Teachers should review the lesson plan in its entirety prior to completing it with their students to ensure that the materials are appropriate for their classroom and to make any modifications that will benefit their students.

The Secretary of State has additional lesson plans for all grade levels that teachers may wish to use (with appropriate modifications) in their classroom. Their website is <https://sos.tn.gov/products/executive/blue-book-lesson-plans>

SAMPLE LESSON 2: *UNITS OF CHRONOLOGY AND TIME*

Aligned Social Studies Standards and Practices:

K.17 Use correct words and phrases related to chronology and time, including: now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last, next, week, month, year.

K.18 Identify days of the week and months of the year.

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

Connections to the [Kindergarten ELA Unit Starter \(Change\)](#):

Daily Task 2: Compare now, then, and long ago (pp. 26–27, 31).

Daily Task 3: Compare now and then (pp. 35, 39).

Daily Task 9: Compare the past and present (pp. 66–67).

Recommendations:

Prior to completing the daily tasks above, teachers should teach a social studies lesson/unit on chronology and time so students have an understanding of what “now,” “then,” “long ago,” “past,” and “present” mean, as well as other units of chronology and time. Teachers should also teach a social studies lesson/unit on family traditions and customs of people in order to ensure that students understand that there are many customs in our communities that may be different from our own (see standard K.02).

Essential Question:

What is a unit of time?

Lesson Sequence and Instructional Notes:

1. The teacher should start by telling students that they are going to learn about chronology (sequencing) and time today. The teacher should then ask students to think of ways they use to describe time. The teacher may want to start by giving an example of what time of day is it (e.g., morning, afternoon, or night) or identify that they are in “today” what are the days around “today” called? *Teachers should try to elicit as many of the terms from standard K.17 and K.18 as possible.*
2. After students have identified the majority of the words from standards K.17 and K.18, the teacher should select students to come to the front of the room to make a human timeline, ensuring that every student has an opportunity to participate. In a human timeline, students hold a single piece of

paper with a unit or chronology or time on it and arrange themselves in order (these papers should be prepared before beginning the lesson). Students in the human timeline are not allowed to talk; instead, they have to put themselves in order using non-verbal communication and/or help from the class. The human timelines should be:

- A. Morning, afternoon, night
 - B. Today, tomorrow, yesterday
 - C. Day, week, month, year
 - D. Days of the week
 - E. Months of the year
3. Next, the teacher should organize students into small groups and hand out pictures or sources for students to sort. The pictures should be of units of chronology and time:
- A. Sunrise, daytime sun, sunset
 - B. A newspaper from the previous day, a newspaper from the current day, and a "fake" newspaper from tomorrow
 - C. Pages from an old calendar with examples of a "day," "week," "month," and "year"
 - D. Flash cards or pictures of the days of the week (can include words)
 - E. Flash cards or pictures of the months of the year (can include words and/or holidays)

The students should complete the above activities one at a time, afterwards, the teacher should discuss each of the groupings and give the answers to students, discussing each set of examples.

4. As a culminating activity, students should be given a page from an old monthly calendar (e.g., school calendar, wall calendar, event calendar). The calendar should have the month and year on it somewhere, even if it is written in by the teacher. Students should use the calendar to identify units of chronology and time by labeling the calendar (i.e., terms from K.17 and K.18). Students will be given multiple calendars to label and practice identifying units of chronology and time. Once students have practiced, the teacher can make the connection that learning about things that happened in the past is learning about history.

Possible further connection: If students are having issues understanding the order of weeks, months, etc., they may need help understanding sequencing. A possible activity to complete to help students understand sequencing is to take a common nursery rhyme that all students may know (e.g., "Hickory Dickory Dock" or "Mary Had a Little Lamb") and make sequencing cards based on the events that happen in the story. Alternatively, teachers could use a timeline of a school year with important milestones on that they would understand (e.g., first day of school, winter holiday, end of school). Students put the nursery rhyme or the school year in the correct order to show sequence/chronology. After completing the sequence, the teacher can connect the activity to units of chronology and time and link back to the terms from K.17 and K.18, ensuring students understand that learning about things that happened in the past is learning about history.

SAMPLE LESSON 3: *AUTHORITY FIGURES IN MY COMMUNITY*

Aligned Social Studies Standards and Practices:

K.13 Recognize and name the current President of the U.S.

K.15 Describe roles of authority figures in the home, school and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.

K.20 Identify and discuss the following holidays, and analyze why we celebrate them: Martin Luther King, Jr. Day, Presidents' Day, Independence Day, Thanksgiving, Veterans Day.

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

Connections to the [Kindergarten ELA Unit Starter \(Change\)](#):

Daily Task 12: *Creating a community hero trading card for Isatou Ceesay (from the book One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia) (p. 83).*

Recommendations:

There are people mentioned in the standards both implicitly and explicitly; however, students do not read about any of those people in the books from the ELA Unit Starters. The following lesson was created to pull in people found within the standards so students understand the breadth and depth of the Kindergarten standards.

Essential Question(s):

Who are the people that lead community?

Lesson Sequence and Instructional Notes:

1. The teacher should explain that the students are going to learn about community. The teacher should ask students to list authority figures in their community ensuring that students list the figures in K.15 (both in title and name). Once students have listed authority figures, the teacher should show various objects and ask students which of the authority figures the object represents.

Possible objects:

- Medical professionals: stethoscope, bandages, antibiotic cream, over-the-counter pain killers, toothbrush
- Teachers: pencil, paper, planner, apple, textbook

- School principal: megaphone or microphone, name plate, desk, lamp, school mascot
- Police officer: car, hand-cuffs, badge
- Fire/Rescue workers: mask, hose, spray nozzle, truck

After students have matched objects with professions, the teacher should ask students if they can think of any other objects that could represent the authority figures. Once the discussion of other objects has ceased, the teacher should ask students for examples of leaders both inside and outside of their communities. Students should come up with people like the mayor, governor, and President and possibly other leaders from standard K.20.

2. The teacher will then display a web graphic organizer and tell the students that the organizer is called a web (Appendix A). The teacher should ask students why they think it is called a web and discuss the relationship between the center of the web and the outside pieces. Then, the teacher should ask students what they think should go in the center of the web based on what they have been talking about (i.e., authority figures). The teacher should write “Authority Figures” in the center of the web. The teacher should then ask students to give examples of authority figures and write those on the board—not in the web. The teacher should ask to students to vote on which authority figure they think is the most important (*the teacher can choose to have students vote in whichever way they think is appropriate*). The teacher should tally the votes and tell the class who the class’s top four authority figures are. The teacher should write those four names in the next four circles on the web. The teacher will ask students to describe the authority figure and write the descriptions into the final boxes, ensuring that there is a class consensus about the descriptions.
3. Next, the teacher will divide the class into groups and assign each group an authority figure. Teachers should tell each group that their authority figure is a secret, and that they shouldn’t tell students in other groups who their figure is. Each group will work together to come up with a skit that describes the authority figure that they will act out for the class. Skits should be approximately one minute long and involve all members of group. The rest of the class will guess which authority figure the group had and write their guess down. After all of the groups have presented their skit, the teacher will ask the groups to reveal which authority figure they had and ask which groups guessed them all correctly.
4. To summarize the lesson, every student will be asked to choose an authority figure (not the one that they presented) and write down two roles that their authority figure fills. *Students can be asked to share out responses with the class.*

EXTENDING THE END OF UNIT TASK INTO SOCIAL STUDIES

Aligned Social Studies Standards and Practices:

K.01 Describe familiar people, places, things, and events within a student’s home, school, and community.

K.02 Compare and contrast family traditions and customs, including: food, clothing, home, and games.

K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.

K.17 Use correct words and phrases related to chronology and time, including: now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last, next, week, month, year.

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

Connections to the [Kindergarten ELA Unit Starter \(Change\)](#):

End-of-Unit Task: Create a poster to advertise a book fair based on books from the ELA Unit Starter about how communities change (p. 86).

Note: This lesson also aligns with the following daily tasks:

Daily Task 10: Draw and write a dialogue between two people about how communities both change and stay the same (pp. 70–71, 75).

Daily Task 11: Respond to questions from a local reporter about changes to the community (p. 79).

Recommendations:

In contrast to the in the lessons above, where social studies instruction is recommended to precede the Unit Starter tasks, here, teachers can use the Unit Starter end-of-unit activity as a jumping-off point to make social studies instruction more meaningful. The following lesson is based on the poster that students complete. Prior to completing this lesson, teachers should teach a social studies lesson/unit on community, including the authority figures mentioned in standard K.01 and K.06.

Essential Question:

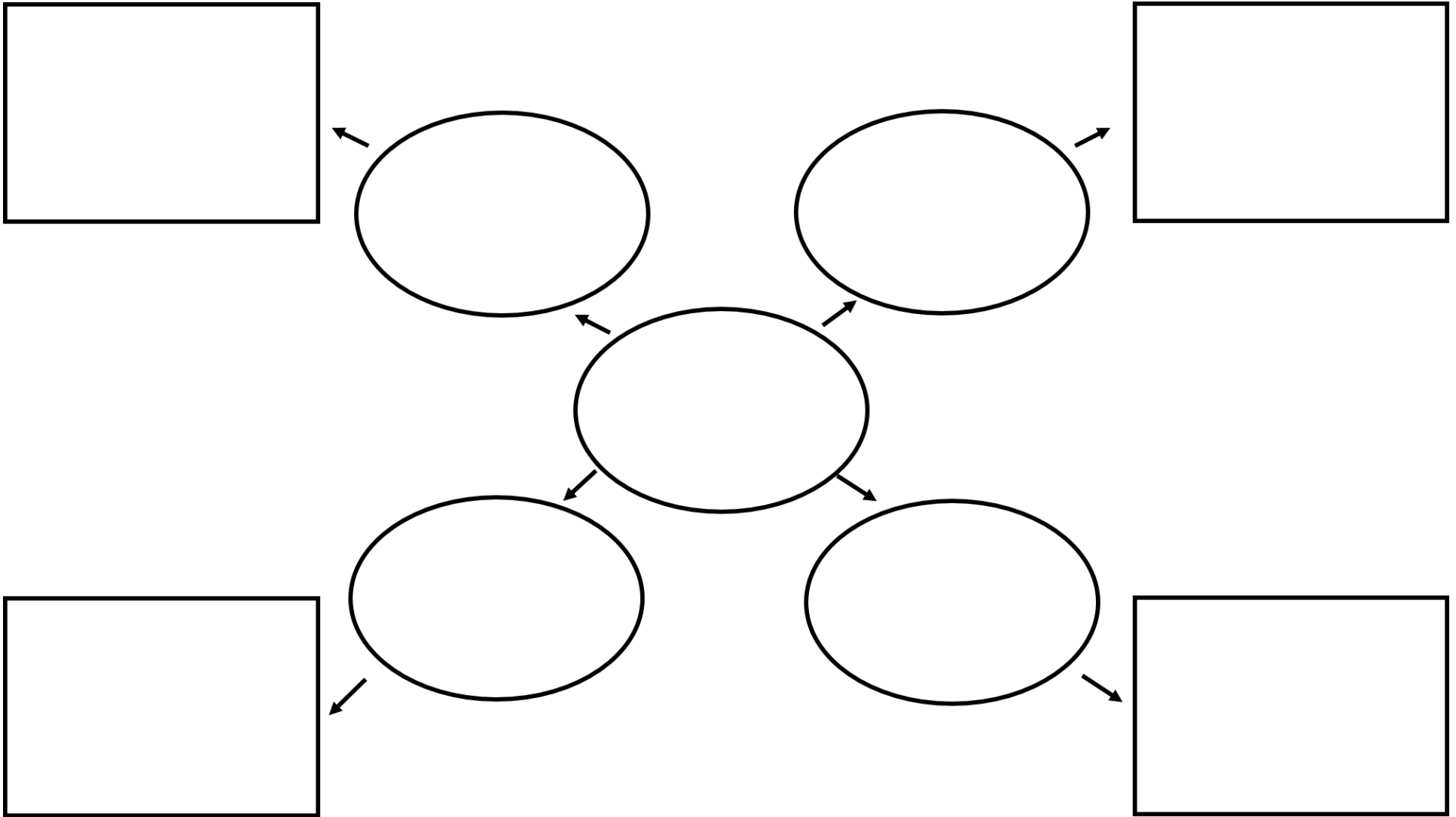
What is the history of our community?

Lesson Sequence and Instructional Notes:

Prior to this lesson, the teacher should gather pictures of historical events from the local community (can be city or county as well) and place them at stations. *For instance, for Nashville, the events could be a picture of the skyline of Nashville, the Battle of Nashville, the Capitol building, the Cumberland River, etc.*

1. The teacher should explain that the students are going to learn about community. The teacher should ask students if they know something interesting or historical about the city where they live. When students respond, the teacher should ask follow-up questions like, "Where did you learn that?" or "How do we know that that's true?" Once students have discussed events that they know already know about, the teacher should then point to pictures around the room and tell students that the pictures represent historical events from their community in the past. The teacher should then ask students what "the past" means and discuss some of the many ways to look at the past: last week, last month, last year, or a hundred years ago. All of these are the past, but some took place longer ago than others.
2. The teacher should then display one picture at the front of the room and ask students to answer questions about the picture as a class, including: "What do you see in this picture?" "What is happening in this picture?" "When was this picture taken?" "Where was the picture taken?" and "What kinds of clothes are people wearing (if applicable)?" As students answer these questions as a class, the teacher should help students understand that, because the photographs are from the past, they help us understand what has happened in our community. At this point, students should move between stations and look at the pictures the teacher posted around the room. *Instead of rotating between stations, students could also work in groups.* At each station, the teacher should have the following leading questions posted so students can discuss: "What do you see in this picture?" "What is happening in this picture?" "When was this picture taken?" "Where was the picture taken?" and "What kinds of clothes are people wearing (if applicable)?"
3. Once students have viewed all of the photographs, the teacher should ask students what the pictures teach us about our community and its history. The teacher should then go through each picture and discuss as a class making notes on the board or chart paper of the events from their community, including its founding, any natural disasters, natural resources, physical features, etc. The discussion should lead students to answer the guiding question.
4. As a culminating activity, the teacher should have students use the events that were discussed and number them in order that they may have occurred using the terms from K.17 to guide their ordering.

APPENDIX A



REFERENCESⁱ

Marino, R. (n.d.). Tennessee and American Symbols. *Tennessee Blue Book*, 15.

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