

Citizenship

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	I	R	R							2-3 weeks	1st

P.A.S.S. Objective

The student will:

III. Analyze human characteristics of communities.

- A. Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.
- D. Identify and write the names of the school, town/city, state, and nation.

District Objective(s)

Students will:

1. Define *school* as a place for learning.
2. Recognize the value of positive interactions with classmates, teachers, and other school workers.
3. Describe the work role of children in school.
4. Describe ways children help one another at school.
5. Explain how sharing responsibilities benefits the individual and the group.
6. Recognize the authority of school workers.
7. Explore appropriate behavior at school.
8. Explain consequences of breaking rules.
9. Compare rules in different groups and situations.

SAT
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Importance of learning 2. Making choices 3. Responsibilities 4. Following rules 5. Good manners 6. Respecting others 7. Consequences 	Great Expectations - Life Skills
	Instructional Resources
	Write-On Chart 1, 27, 29, 3 Picture Summary Poster Activity Book, pp. 2-7, 9 Music Audio: <i>I Like School</i> Transparencies 18-21, 11, 12, 13 The Amazing Writing Machine Literature: <i>Young George Washington</i>

Instructional Resources	Assessments
<ol style="list-style-type: none"> 1. <u>Children’s Book of Virtues</u> by William Bennett p. 31-62 2. <u>Children’s Book of Heroes</u> by William Bennett 3. Fables 4. <u>Two Bad Ants</u> by Chris Van Allsbury p. 6 Resources & Activities 5. Chicken Soup Children’s Books 6. <u>The Little Red Hen</u> by Patricia and Frederick McKissack. Childrens Press 7. <u>Three Kind Mice</u> by Vivian Sathre 8. <u>Never Spit on Your Shoes</u> by Denys Cazet Orchard 9. <u>Crow Boy</u> by Taro Yashima 10. <u>Miss Tizzy</u> by Libba Moore Gray 11. <u>Pot Luck</u> by Anne Shelby 	<p>Cooperative Learning Workshop, TE, pp. 34-39B</p> <p>Performance Assessment, <i>Lunchtime Problems</i>, p. 34</p> <p>Unit 1 Review</p> <p>Unit Assessment</p> <p>Picture Summary Poster</p>

Suggested Strategies/Activities

Set the Scene with Literature: First Day of School, pp. 10-11

Linking Social Studies Across the Curriculum Activities, pp. 6G-6H

Skill: Learn from a Picture and a Map, pp.16A-17A

Skill: Read a Map Key, pp. 20A-21A

Brainstorm: Using Good Manners, pp. 28-29A

Making Social Studies Real: Kindness Counts, pp, 32-33

Patriotic Symbols and Traditions

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	R	R	M	MM						ongoing	ongoing

P.A.S.S. Objective

The student will:

- II. Examine neighborhoods/communities from a spatial perspective.**
 - E. Describe events and tell whether they belong in the past, present or future.
- III. Analyze the human characteristics of communities.**
 - B. Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the singing of the “Star-Spangled Banner”).
 - C. Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments).
 - E. Identify the events and people associated with commemorative holidays, such as Flag Day, Independence Day, Labor Day, Veteran’s Day, and Thanksgiving.

SAT CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Pledge of Allegiance 2. Patriotic songs 3. Patriotic symbols 4. Holidays throughout the year <ol style="list-style-type: none"> a. Labor Day b. Columbus Day c. Veteran’s Day d. Thanksgiving Day e. Bill of Rights Day f. Presidents’ Day g. Black History Month h. Women in History Month i. Memorial Day j. Flag Day k. Independence Day 	<p>Harcourt Social Studies Unit 5</p> <p>Harcourt Social Studies Unit 2, Lesson 4</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>This Land is Your Land (book and song)</p> <p><u>Harcourt Teacher Resources</u> Write-On Chart 27, 33, 26, 16, 17, 18, 19, 20, 40</p> <p>Picture Summary Poster</p> <p>Activity Book, pgs. 36, 37, 39, 40, 41, 42, 43,</p> <p>Music Audio: <i>We Love the U.S.A.</i></p> <p>Transparencies 18-21, 11, 12, 13</p> <p>The Amazing Writing Machine</p>

Instructional Resources	Assessment
<p>Bibliography:</p> <ol style="list-style-type: none"> 1. <u>Sam the Minuteman</u> by Nathaniel Benchley 2. <u>Yankee Doodle</u> by Steven Kellogg 3. <u>The Inside-Outside Book of Washington D.C.</u> by Roxie Munro 4. <u>Tulip Sees America</u> by Cynthia Rylant 5. <u>The Story of the Statue of Liberty</u> by Betsy and Giulio Maestro 6. <u>Abe Lincoln’s Hat</u> by Martha Brenner 7. <u>The Star-Spangled Banner</u> by Stuart Kallen 8. <u>Buttons for George Washington</u> by Peter and Connie Roop 9. <u>The American Eagle</u> by Lynda Sorenson 10. <u>I Hear America Singing</u> by Walt Whitman 	<p>Cooperative Learning Workshop, TE, pp. 192-197B</p> <p>Performance Assessment, <i>Hurray for Independence</i>, p. 34</p> <p>Unit 5 Review</p> <p>Unit Assessment</p> <p>Picture Summary Poster</p>
Suggested Strategies/Activities	
<p>Activity Choices p. 156</p> <p>Skill: Read a Calendar, pp. 170A-171A</p> <p>Skill: Make a Choice by Voting, pp. 176A-177B</p> <p>Brainstorm: Laws Keep Us Safe, pp. 178-179A</p> <p>Skill: Read a Diagram, pp. 188A-189B</p> <p>Making Social Studies Real: We Saved a Statue!, pp. 190-191</p>	

Suggested Strategies/Activities for Patriotic Symbols

1. Play a tape or CD of the Pledge of Allegiance as the children learn to recite it. You may want to place a copy in the listening center.
2. Recite the Pledge of Allegiance as a choral reading.
3. Discuss how the Pledge of Allegiance is a promise that the people of the United States makes to America. Then have them think about some promises they have made and write and illustrate one promise.
4. Play patriotic songs and discuss where they might have heard them (ball games, concerts, etc.). Remind them that the songs help us to remember that we are all Americans.
5. To introduce symbols have the children make up any symbol. Explain that a symbol is a drawing, colors, or items that stand for real things. Once they have drawn their symbol, they will take turns guessing each others symbols. Then put all of the symbols together to make a class book.
6. Invite an older student or adult who has had the proper training in flag care to teach the children how to properly take care of the flag. Discuss the rules of the flag.
7. Talk about how and why the American flag has changed over the years. Discuss where the stars, stripes, and colors are on the flag. Form groups and have them make illustrations of the flags as they have changed over the years.
8. Make a patriotic symbol booklet. Discuss various American symbols such as the Liberty Bell, Statue of Liberty, American Flag, Bald Eagle, United States Capitol, etc. Then have each child illustrate these symbols and write various facts about them.

Suggested Strategies/Activities for Holidays

Labor Day

Have a job fair for the class. Brainstorm descriptions of jobs and write the jobs on sentence strips. Have each child pick a job to make a poster. Then have a job day and the students can dress up in their uniforms or clothing associated with their jobs.

Columbus Day

Have the students imagine they will be sailing with Columbus and list the supplies they need to bring for the long voyage on the board. Ask students which of the items are needs and which ones are wants.

Trace the voyage on the map or globe.

Veteran's Day

Discuss what Veterans did for our country.

Invite a soldier to come and talk about what they do and how it felt to serve their country.

Thanksgiving Day

Give each student a piece of paper and have them draw a picture symbol for the holiday Thanksgiving. Then have each child share their symbol and discuss how the turkey is a symbol for Thanksgiving and why it is.

Have a Thanksgiving feast and have traditional foods and new foods.

Compare and contrast food, events, and clothing.

Have the class act out a play to explain the events that happened on Thanksgiving.

Presidents' Day

Show coins and bills honoring Presidents and explain that this is one way that we honor former Presidents.

Make a silhouette of Presidents.

Discuss accomplishments of former Presidents.

Paint an American flag using Q-Tips on white paper. Glue a blue construction paper square in the corner and use Q-Tips to paint red stripes and white dots for the stars.

Go on-line as a class and take a tour of the White House at <http://www.whitehouse.gov/>

Read and discuss past and present presidents. Have the students write a letter to the current President at 1600 Pennsylvania Avenue, Washington, D.C. 20006.

Suggested Strategies/Activities for Holidays

Black History Month

Brainstorm about famous black Americans. Have each child select one person and draw a portrait of the person they chose illustrating their accomplishments.

Write famous black American names on sentence strips and then write their accomplishments on other sentence strips. Place these on the chalkboard and have pieces of yarn to connect the name to the accomplishment. Have the children take turns.

Have each child think of a dream that he/she has for the future that will also help others. Then give each child a square and have them illustrate their dream. Put all of the pieces together to make a quilt.

Women in History Month

Read aloud a biography of a famous woman in history to your class. Then on the chalkboard create a time line of that woman's life.

Have your class create a time line of things that they have done and draw the pictures to show the events that have happened in their lives. Have the time line extend into the future. Discuss their talents, goals, and dreams before beginning.

Use the letters of the alphabet to make an ABC book about famous women in history. Begin by reading various biographies about women in history. Then brainstorm names of famous women and discuss what they accomplished. Assign each child a name to illustrate that person's accomplishments.

Flag Day

Have each student draw a flag that can be a symbol for the class. Then have each child share their flag. Discuss why we have Flag Day.

Make a class book. Have each child draw a picture of the flag. Then have each child complete the sentence: "On Flag Day I think about _____."

Independence Day

Make birthday cards for our country and display on a "Happy Birthday America" bulletin board. Discuss or read a story about the meaning of Independence Day.

As a class make a semantic web of Independence Day words.

Additional Books for Holidays

Columbus Day

<u>In 1492</u>	Jean Marzollo
<u>Christopher Columbus</u>	Stephen Krensky
<u>On the Mayflower</u>	Kate Waters

Thanksgiving Day

<u>Thanksgiving Treat</u>	Catherine Stock
<u>The First Thanksgiving</u>	Jean Craighead George

Presidents' Day

<u>Just a Few Words, Mr. Lincoln</u>	Jean Fritz
<u>George Washington: A Picture Book Biography</u>	James Cross Giblin
<u>The Scholastic Encyclopedia of the Presidents</u>	David Rubel
<u>If You Grew up with Abraham Lincoln</u>	Ann McGovern

Black History Month

<u>A Picture Book of Harriet Tubman</u>	David A. Adler
<u>Harriet Tubman: A Photo Illustrated Biography</u>	Margo Mcloone
<u>Aunt Harriet's Underground Railroad in the Sky</u>	Faith Ringgold
<u>Martin Luther King, Jr.: The Story of a Dream</u>	June Behrens
<u>Martin Luther King Day _____</u>	Linda Lowry
<u>Happy Birthday, Martin Luther King, Jr.</u>	Jeanne Marzollo
<u>A Picture Book of Martin Luther King, Jr.</u>	David Adler
<u>Shades of Black</u>	Sandra L. Pinkney

Women in History

<u>A Flag for Our Country</u>	Eve Spencer
-------------------------------	-------------

Flag Day

<u>A Flag for Our Country</u>	Eve Spencer
-------------------------------	-------------

Independence Day

<u>Fourth of July</u>	Lois Lenski
<u>Betsy Ross</u>	Alexandra Wallner

Living in a Community

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
	I		R										22 days	

P.A.S.S. Objective

The student will:

IV. Examine the interaction of the environment and the people of a community.

A. Identify the three basic needs of all people: food, clothing, and shelter.

V. Analyze basic economic elements found in communities.

A. Describe how people get their basic needs of food, clothing, and shelter.

B. Identify ways people in the neighborhood/community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).

SAT CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Basic needs of people 2. Ways to earn a living 3. Types of community services 4. People who provide services 5. Community leaders 6. Goods and services 	<p>Harcourt Social Studies Unit 3 Nystrom Block Buddy Atlas p. 6-9 and 10-11</p> <p>Neighborhoods Near and Far CD-ROM Lesson 2 - Families Lesson 3 - Neighborhoods Lesson 4 - Needs and Wants Lesson 5 - Where People Work Lesson 15 - Other Places, Other People</p>
	Instructional Resources
	<p><u>Harcourt Teacher Resources</u> Write-On Chart 29, 8, 9, 10, 30, 11, Picture Summary Poster Activity Book, pp.18-21, 23-25, 27 Music Audio: <i>The Bus Song</i> Transparencies 6, 17, 7, The Amazing Writing Machine</p>

Instructional Resources	Assessment
<p>Bibliography: <u>The Little Red Hen</u> by Catherine Tamblyn <u>Work Song</u> by Gary Paulsen <u>Benny’s Pennies</u> by Pat Brisson <u>Muppets in My Neighborhood</u> by Harry McNaught <u>Things People Do</u> by Anne Civardi <u>Tom</u> by Tomie de Paola <u>Tony’s Bread</u> by Tomie de Paola <u>Cotton</u> by Guinevere Healy-Johnson <u>Let’s Eat</u> by Ana Zamorano <u>The Day It Snowed Tortillas</u> by Joe Hays <u>Houses and Homes</u> by Ann Morris <u>A Chair for My Mother</u> by Vera B. Williams <u>Moss Gown</u> by William Hooks <u>The Milk Makers</u> by Gail Gibbons <u>Wake Up City</u> by Carolyn Ewing <u>Growing Vegetable Soup</u> by Lois Ehlert</p>	<p>Cooperative Learning Workshop, TE, pp. 112-117B Performance Assessment, <i>Its Up to You</i>, p. 34 Unit 3 Review (pupil book, pp. 114-117) Unit 3 Assessment Picture Summary Poster</p>

Suggested Strategies/Activities

Set the Scene with Literature: I Live in a City, pp. 84-85

Linking Social Studies Across the Curriculum Activities, pp. 80G-80H

Skill: Find Directions on a Map, pp. 94A-95A

Brainstorm: Change and People, pp. 100-101A

Skill: Read a Table, pp. 104A-105A

Making Social Studies Real: Friends in the Community, pp. 110-111

1. Have students name various jobs that people do in a community. Explain that they provide a service that helps people. Have students select one type of service or goods related job and then on a large piece of poster paper have them draw or cut out pictures from a magazine to illustrate.
2. Invite a guest speaker in to talk to the class about the service that they provide.

Suggested Strategies/Activities

3. Explain that people have to work to be able to buy the goods that they need. Some goods are needed to live. Have students set up a lemonade stand. Have them prepare the product, set up the stand, and figure out how much they would charge for their product. This demonstrates how to earn money and making something for others to buy.
4. Put several names of jobs in a bag. Have each child make a poster illustrating the work that person does. Give them the opportunity to dress up as their worker on a job day.
5. Read The Little Red Hen and discuss how it is very important to work together. In the story nobody would help the hen and her chicks make and grow their food. Then at the end everybody wanted to enjoy the bread after it was made. The hen said no. The hen and her chicks grew and made their own food out of need.
6. Place the pictures of the school workers on the chalkboard tray or on the floor with children gathered in a circle. Ask children to identify school workers who match the following descriptions. Use names of people as well as jobs:
 - a. People who keep us well
 - b. People who keep us safe
 - c. People who cook and serve our food
 - d. People who help us check our books
 - e. People who keep our room and building clean

Basic Geography Skills

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	R	R	R	M	MM						5 days	

P.A.S.S. Objective

The student will:

II. Examine neighborhoods/communities from a spatial perspective.

- B. Place objects(e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.
- C. Construct individually and with other students maps with the cardinal directions (north, south, east, west) indicated, and identify locations on the map.
- D. Locate the local neighborhood, community, the United States, bodies of water, and land masses(e.g., the four oceans and seven continents) using maps and globes.

District Objective(s)

Students will:

1. Identify and locate landforms and describe their characteristics.
2. Identify and locate bodies of water and describe their characteristics.
3. Use a diagram to identify physical features of the Earth.
4. Distinguish between land and water on a map.
5. Access information from a map using colors and symbols in a map key.

SAT CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Neighborhood 2. Community 3. United States 4. Oceans 5. Lakes 6. Rivers 7. Mountains 8. Hills 9. Plains 	<p>Harcourt Social Studies Unit 4, Introduction and Lesson 1</p> <p>Nystrom Block Buddy Atlas p. 16-25</p> <p>Neighborhoods Near and Far CD-ROM Lesson 7 - Continents and Oceans Lesson 9 - What is a Map? Lesson 11 - Directions Lesson 13 - Symbols</p>
	Instructional Resources
	<p><u>Harcourt Teacher Resources</u> Write-On Chart 27, 29, 12, 30</p> <p>Picture Summary Poster</p> <p>Activity Book, pp. 28-29</p>

Instructional Resources	Assessments
<p>Harcourt Teacher Resources Music Audio: <i>I Love the Mountains</i></p> <p>Transparency 8</p> <p>Trudy’s Time and Place House</p>	<p>Performance Assessment: Have children create their own picture dictionary. Have them draw and label pictures to show landforms and bodies of water they wish to include.</p> <p>In evaluating children’s drawings, look for evidence that the child can identify landforms and bodies of water and depict their characteristics.</p> <p>Completing a Map: Guide children to recognize that the map on Activity Book page 29 is incomplete. Ask children to use colors to complete the map. Then have them complete a map key to show what the symbols and colors represent on a map.</p>
Suggested Strategies/Activities	
<p>Set the Scene with Literature, pp. 122-123</p> <p>Linking Social Studies Across the Curriculum Activities, pp. 118G-118I</p> <p>Skills: Find Land and Water on a Map, p. 126A-127</p> <p>Hands-On Options Activities, p. 127A</p>	

Where We Live

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	R	R	R	M	MM						19 days	

P.A.S.S. Objective

The student will:

- II. Examine neighborhoods/communities from a spatial perspective.**
 - C. Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.
- IV. Examine the interaction of the environment and the people of a community.**
 - A. Identify the three basic needs of all people: food, clothing, shelter.
 - C. Describe the impact of physical changes, such as seasons, on people in the neighborhood/community (e.g., how seasons affect what people eat and wear).

District Objective(s)

Students will:

1. Identify the Earth's natural resources.
2. Recognize how people depend on land and water.
3. Describe the ways people use resources.
4. Identify some resources that are changed into consumer goods.
5. Discuss places where workers process resources into consumer goods.

SAT
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Natural resources 2. Forest 3. Farm 4. Purpose and affects of dams 5. Factories 6. Recycle 7. Change of Seasons 	<p>Harcourt Social Studies Unit 4, Introduction and Lessons 2-5</p> <p>Nystrom Block Buddy Atlas p. 6-7, 14-15</p> <p>Neighborhoods Near and Far CD-ROM Lesson 3 - Neighborhoods Lesson 6 - Neighborhoods Change Lesson 8 - Day and Night</p>
	Instructional Resources
	<p>Harcourt Teacher Resources Write-On Chart 13, 29, 14, 32, 15</p> <p>Picture Summary Poster</p> <p>Activity Book, pp. 30-35</p> <p>Transparencies 9, 10</p> <p>The Amazing Writing Machine</p>

Instructional Resources	Assessments
	<p>Cooperative Learning Workshop, TE, pp. 150-155B</p> <p>Performance Assessment, <i>Can You Picture This?</i>, Assessment Program, p. 30</p> <p>Unit 4 Review</p> <p>Unit Assessment</p> <p>Picture Summary Poster</p>
Suggested Strategies/Activities	
<p>Linking Social Studies Across the Curriculum Activities, pp. 118G-118I</p> <p>Brainstorm: What Kind of House? pp. 136-137A</p> <p>Skill: Read a Pictograph, pp. 142A-143A</p> <p>Skill: Find Out What People Think, pp. 146A-147B</p> <p>Making Social Studies Real: Friends in the Community, pp. 148-149</p> <p>Hands-On Options Activities, p. 131A</p> <p>Hands-On Options Activities, p. 135A</p> <p>Hands-On Options Activities, p. 141A</p> <p>Hands-On Options Activities, p. 143A</p> <p>Hands-On Options Activities, p. 145A</p> <p>Hands-On Options Activities, p. 147A</p>	

My World

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	R	R	M	MM						23 days	

P.A.S.S. Objective

The student will:

- I. Develop and practice the process skills of social studies.**
 - A. Use information located in encyclopedia, timelines, visual images, atlases, maps, globes, and computer-based technologies.
 - B. Use children’s literature to compare and contrast one’s own neighborhood/community to others.
- II. Examine neighborhoods/communities from a spatial perspective.**
 - D. Locate the local neighborhood, community, the United States, bodies of water, and land masses(e.g., the four oceans and seven continents) using maps and globes.
- IV. Examine the interaction of the environment and the people of a community.**
 - B. Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of “houses” (e.g., read and discuss children’s literature that has characters and settings in other countries).

District Objective(s)

Students will:

1. Recognize that people live in many different places throughout the world.
2. Demonstrate that people everywhere have the same basic needs but may meet them differently.
3. Locate and identify the North Pole, South Pole, continents and oceans of the world.
4. Compare and contrast children in different countries.
5. Explore how all people use language to communicate.
6. Demonstrate how languages help us understand other cultures.
7. Discover that people in different countries trade goods for money.

SAT CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. World 2. Globe 3. Continent 4. Culture 5. People from many countries 6. World trade 	<p>Harcourt Social Studies Unit 6</p> <p>Nystrom Block Buddy Atlas p. 18-46</p> <p>Neighborhoods Near and Far CD-ROM Lessons 7-15</p>
	Instructional Resources
	<p>Harcourt Teacher Resources Write-On Chart 27, 21, 30, 22, 34, 31,</p> <p>Picture Summary Poster</p> <p>Activity Book, pp. 44-52</p> <p>Transparencies 22, 23, 14, 15, 16,</p>

Instructional Resources	Assessments
<p><u>Harcourt Teacher Resources</u> Music Audio: <i>Like Me and You</i></p> <p>Music Audio: <i>Say Hello</i></p> <p>Music Audio: <i>This Is Our Earth</i></p> <p>The Amazing Writing Machine</p> <p><u>Bibliography:</u> <u>This Is My House</u> by Arthur Dorros <u>Amelia’s Fantastic Flight</u> by Rose Bursik <u>Who’s Hat is That?</u> By Brian and Rebecca Wildsmith <u>The Spice Alphabet Book</u> by Jerry Pallotta <u>How to Make an Apple Pie and See the World</u> by Marjorie Priceman <u>Nine O’clock Lullaby</u> by Marilyn Singer <u>Away from Home</u> by Anita Lobel <u>The Diggers</u> by Daniel Kirk <u>Where the Forest Meets the Sea</u> by Jeannie Baker <u>Water</u> by Carme Sole Vendrell and J.M. Parromon</p>	<p>Cooperative Learning Workshop, TE, pp. 232-237B</p> <p>Performance Assessment: <i>Let’s All Work Together</i>, Assessment Program, p. 38</p> <p>Unit 6 Review</p> <p>Unit Assessment</p> <p>Picture Summary Poster</p>
Suggested Strategies/Activities	
<p>Linking Social Studies Across the Curriculum Activities, pp. 198G-198I</p> <p>Skill: Use a Globe, pp. 206A-207A</p> <p>Skill: Tell What Might Happen, pp. 216A-217A</p> <p>Skill: Use a Bar Graph, pp. 220A-221A</p> <p>Making Social Studies Real: Kids Meeting Kids, pp, 230-231</p> <p>Hands-On Options Activities, p. 205A</p> <p>Hands-On Options Activities, p. 207A</p> <p>Hands-On Options Activities, p. 211A</p> <p>Hands-On Options Activities, p. 215A</p> <p>Hands-On Options Activities, p. 217A</p> <p>Hands-On Options Activities, p. 219A</p> <p>Hands-On Options Activities, p. 221A</p> <p>Hands-On Options Activities, p. 225A</p>	

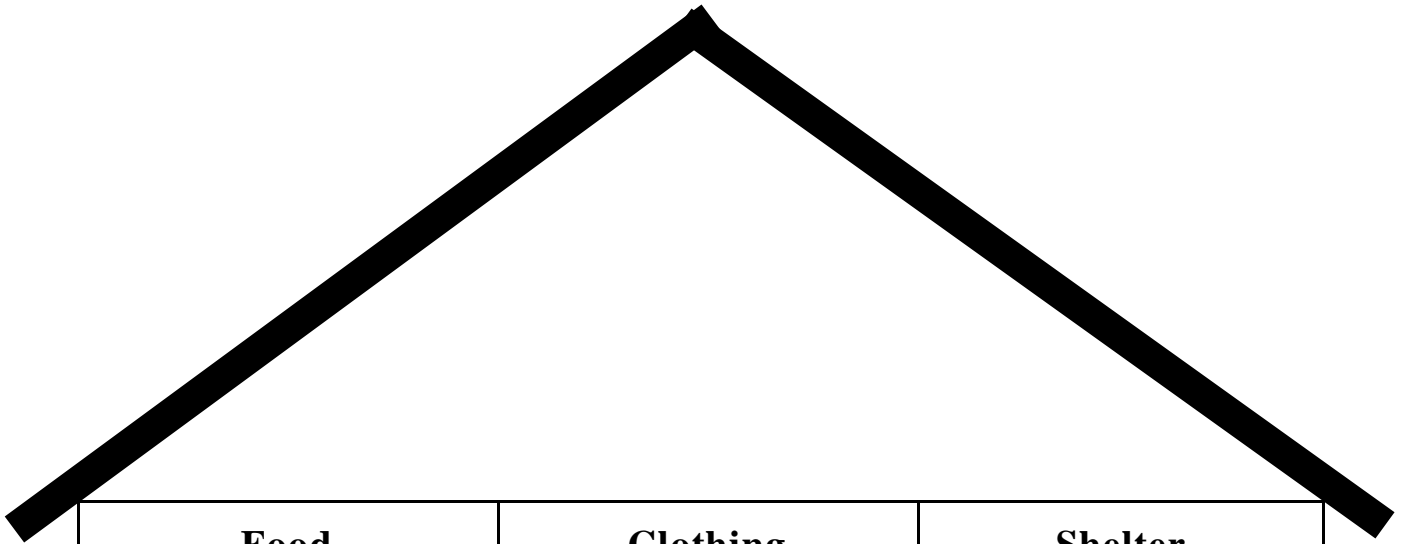
Suggested Strategies/Activities

1. Each morning say “Hello” in a different language.
2. Make a bulletin board and title it “What Makes Me Special.” Have the students bring or draw pictures of themselves. Have the students write or dictate two or three things that makes them special or different.
3. Recognize that people live in many different places throughout the world and that we all have the same basic needs.
4. Picture Chart – Give each child or groups of children a copy of the three column chart below. Label columns: food, shelter and clothing. Use pictures from magazines and travel brochures to illustrate each of the three areas for the various countries and people that you discuss. Display on a bulletin board or wall.



(Name of Country)

Food	Clothing	Shelter



Food	Clothing	Shelter

