

## Resources for Grade 1 (2015-16)

<b>General Resources for Grade 1 social studies:</b>	
MN Organizations:	<a href="http://www.teachingcivics.org/">http://www.teachingcivics.org/</a> - Learning, Law & Democracy
	<a href="http://www.mcee.umn.edu/">http://www.mcee.umn.edu/</a> - MN Council for Economics Education (MCEE)
	<a href="http://lt.umn.edu/mage/">http://lt.umn.edu/mage/</a> -MN Alliance for Geographic Education (MAGE)
	<a href="http://education.mnhs.org/educators">http://education.mnhs.org/educators</a> - Minnesota Historical Society
Civics:	<a href="https://www.icivics.org/">https://www.icivics.org/</a> - resources and games for Civic education
Economics:	<a href="http://classroomclues.com/">http://classroomclues.com/</a> and <a href="http://econkids.rutgers.edu/">http://econkids.rutgers.edu/</a> - lists of books by economics concept
	<a href="http://www.kidseconposters.com/about/about/">http://www.kidseconposters.com/about/about/</a> - resources including songs by concept
	<a href="http://www.econedlink.org/">http://www.econedlink.org/</a> - lesson plans and resources for teaching economics
	<a href="http://financeintheclassroom.org/passport">http://financeintheclassroom.org/passport</a> - resources and lesson plans
Geography:	<a href="http://education.nationalgeographic.com/education/?ar_a=1">http://education.nationalgeographic.com/education/?ar_a=1</a>
History:	<a href="http://edsitement.neh.gov/subject/history-social-studies">http://edsitement.neh.gov/subject/history-social-studies</a>
Literacy:	<a href="http://childrenslit-socialstudies.wikispaces.com/Home">http://childrenslit-socialstudies.wikispaces.com/Home</a> - annotated list of texts
Arts integration:	<a href="http://artsintegration.perpich.mn.gov/">http://artsintegration.perpich.mn.gov/</a> - examples of projects integrating social studies/arts

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Benchmark	Resources with annotation	Lesson Plans
<p>1.1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. <i>For example:</i> Ways to participate—pick up trash in park, vote, help make class decisions.</p>	<p><i>I can make a difference: Helping in the community</i> by V. Parker (learn about ways to volunteer and why your community needs help)</p>	<p><a href="http://www.scholastic.com/cliffordbebig/teachers/">http://www.scholastic.com/cliffordbebig/teachers/</a> “Be Big” lesson plans focus on connecting with the community through service learning</p>
<p>1.1.2.2.1 Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.</p>	<p><i>I’m Your Flag So Please Treat Me Right!</i> by Julia Cook (told from the perspective of the flag)</p> <p><i>The Flag We Love</i> by Pam Munoz Ryan (lyrical journey through the history of our nation's flag)</p> <p><i>I Pledge Allegiance</i> by Bill Martin, Jr. and Michael Sampson (includes big ideas of what the U.S is built upon and an understanding of the significance of the American flag)</p> <p>BrainPop Videos on the Flag <a href="http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/">http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/</a> (subscription needed)</p>	<p>“Stars and Stripes Forever: Flag Facts for Flag Day” (3 different activities to help students better understand the meaning and history of the flag and the Pledge of Allegiance) <a href="http://edsitement.neh.gov/lesson-plan/stars-and-stripes-forever-flag-facts-flag-day">http://edsitement.neh.gov/lesson-plan/stars-and-stripes-forever-flag-facts-flag-day</a></p>
<p>1.1.4.6.1 Identify the president of the United States; explain that voting determines who will be president.</p>	<p><i>Duck for President</i> by Doreen Cronin (How a duck eventually ends up running the country and the electoral process to get there)</p> <p><i>Otto Runs for President</i> by Rosemary Wells (A funny election story on running for/being president)</p>	<p><a href="http://teachingcivics.org/lesson/symbols-of-america/">http://teachingcivics.org/lesson/symbols-of-america/</a> (use only the sections that deal with president/voting)</p>

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<p>1.1.4.7.1 Identify characteristics of effective rules; participate in a process to establish rules.  <i>For example:</i> Characteristics of effective rules—fair, understandable, enforceable, connected to goals.</p>	<p><i>What if Everybody Did That</i> by Ellen Javennick  <i>(book about what if everyone broke the rules)</i></p> <p><i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes (Lilly learns a lesson on following rules)</p> <p><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst (Alexander runs into trouble, but his mom assures him other days will be better)</p> <p><i>Officer Buckle and Gloria</i> by Peggy Rathmann            (They teach safety rules together)</p> <p><i>When Sophie Gets Angry</i> by Molly Bang            (Different people respond differently to rules)</p> <p><i>Filling Buckets</i> by Carol McCloud            (showing kindness to others and building self-esteem)</p> <p><i>The Other Side</i> by Jacqueline Woodson  <i>(racial fences and division)</i></p>	<p>Responsive Classroom Resources-Hopes and Dreams  <a href="https://www.responsiveclassroom.org/article/our-hopes-and-dreams-school">https://www.responsiveclassroom.org/article/our-hopes-and-dreams-school</a></p> <p>Graphic Organizers: “Looks Like, Feels Like, Sounds Like”  <a href="http://www.worksheetworks.com/pdf/61f/f7087e4ba5469/WorksheetWorks_YC_hart_Graphic_Organizer_1.pdf">http://www.worksheetworks.com/pdf/61f/f7087e4ba5469/WorksheetWorks_YC_hart_Graphic_Organizer_1.pdf</a>            (search page only)</p> <p><a href="http://learningtogive.org/lessons/unit36/lesson4.html">http://learningtogive.org/lessons/unit36/lesson4.html</a>            *Responsible Personal Conduct lesson</p> <p><a href="http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S05_BC_LKG_I03_01.pdf">http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S05_BC_LKG_I03_01.pdf</a>            *A lesson about developing rules and why we have rules</p>
<p>1.2.1.1.1 Describe some costs and benefits of alternative choices made by families.</p>	<p><i>Gila Monsters Meet You at the Airport</i> by Marjorie Weinman Sharmat (a story about moving)</p> <p><a href="http://www-tc.pbskids.org/berenstainbears/caregiver/BB_Sec_3.pdf">http://www-tc.pbskids.org/berenstainbears/caregiver/BB_Sec_3.pdf</a>            Activities that provide practice making choices and decisions</p>	<p><a href="http://www.econedlink.org/lessons/index.php?lid=294&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=294&amp;type=educator</a> “Country Mouse Makes a Decision” (using the story about the city mouse and the country mouse, students explore making choices and learning about cost/benefit)</p>

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	<p><a href="#">The Econ Song Book, James Madison University</a></p> <p>Making Choices, <a href="#">Teacher Resources   Maryland Council on Economic ...</a></p> <p>What Can I Buy, <a href="#">Teacher Resources   Maryland Council on Economic ...</a></p>	<p><a href="http://www.econedlink.org/lessons/index.php?lid=282&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=282&amp;type=educator</a>            “Costs and Benefits of the Three Little Pigs” (a quick cost/benefit lesson using a familiar story)</p> <p><a href="http://www.econedlink.org/lessons/index.php?lid=266&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=266&amp;type=educator</a>            “Little Star’s Problem” (a cost/benefit story using Dora the explorer - the story can be computer-read in English or Spanish. Few higher-level questions. Best used when Spanish is needed)</p>
<p>1.2.3.3.1 Define scarcity as not having enough of something to satisfy everyone's wants; give examples.  <i>For example:</i> Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want.</p>	<p><i>The Doorbell Rang</i> by Pat Hutchins            (Acting out story with cookie cut-outs, show concept of dividing limited resources.)</p> <p><i>Stone Soup</i> by Jon Muth            (hungry travelers make soup from stones with the help of reluctant villagers)</p> <p><i>The Mitten</i> by Jan Brett            (how one mitten becomes a space for several animals that need a home - lesson plan in next column)</p> <p><i>Monster Musical Chairs</i> by Stuart Murphy            (a subtraction story - lesson plan in next column)</p> <p><a href="#">Oh Scarcity - William C. Wood</a></p>	<p><a href="http://www.econedlink.org/lessons/index.php?lid=252&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=252&amp;type=educator</a> “That’s Not Fair” - students explore a variety of ways to share through activities and discussion</p> <p><a href="http://www.econedlink.org/lessons/index.php?lid=560&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=560&amp;type=educator</a> “No Room for a Sneeze!” retold by Robyn Supraner: Unhappy with their crowded house, a man and his wife get some unusual advice</p> <p><a href="http://www.econedlink.org/lessons/index.php?lid=726&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=726&amp;type=educator</a> “The Mitten” - Students understanding of</p>

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		<p>scarcity is defined through the scarcity of space the animals have  <a href="http://financeintheclassroom.org/passport/first/lang_art.shtml">http://financeintheclassroom.org/passport/first/lang_art.shtml</a> - "Scarcity and Resources"                      Students listen to the book <i>Monster Musical Chairs</i> and identify the scarcity problem the monsters had and then play musical chairs to understand scarcity</p>
<p>1.2.4.5.1 Explain that people trade (voluntarily) when they each, expect to be better off after doing so.  <i>For example:</i> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book.</p>	<p><i>Those Shoes</i> by Maribeth Boelts (helps students understand the difference between <i>wants</i> and <i>needs</i> and begins to identify what is most important)</p> <p><i>A Bargain for Frances</i> by Russell Hoban (Is friendship more important than getting a good bargain?)</p> <p>"<i>A New Coat for Anna</i>" by Harriet Ziefert (Anna's mother trades valuables for materials to make a coat)</p> <p>"<i>Jack and the Beanstalk</i>" (helps students understand trading and what the benefits were for each of them when Jack traded his pet cow for magic beans)</p> <p>Act out examples of trading (good trades and bad trades). Example: "I have a whole basket of crayons, so I would not want to trade my pen for your crayon." or "I need a crayon, you need a pen...so it would be a good trade!"</p>	<p>"<i>Trade to the Tailor</i>" uses the book "<i>A New Coat for Anna</i>" to help students learn that they can sometimes get the things they want without money by trading/bartering things  <a href="http://www.econedlink.org/lessons/index.php?lid=699&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=699&amp;type=educator</a></p> <p><a href="#">A Pet For Beans from 'Jack and the Beanstalk'   EconEdLink</a></p> <p><a href="#">Sheep in a Shop Lesson   Economics and Personal Finance ...</a></p>

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<p>1.3.1.1.1 Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places —one’s home or classroom.</p>	<p><i>Me on the Map</i> by Joan Sweeney (where I am in relationship to everywhere else)</p> <p><i>There’s a Map on my Lap</i> by Tish Rabe (introducing beginning readers to maps)</p> <p><i>My Map Book</i> by Sara Fanelli (maps drawn from a child’s perspective)</p>	<p>Map skills <a href="http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1">http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1</a></p>
<p>1.3.1.1.2 Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location. <i>For example:</i> Relative location words—near, far, left, right. Absolute location words—street address (important for emergencies, mail).</p>	<p><i>Miss. Bindergarten Takes a Field Trip</i> by Joseph Slate (different places to visit and what you can do there)</p> <p>Use the School Address (absolute) and the location of the school compared to other places in the community (relative) to understand the different ways to describe where something is located *practice with other locations in the community (grocery store, library, police department, etc.)</p> <p>Follow-up with who might use these different ways to describe location (fire fighters, deliveries)</p>	<p>Make a student address book</p> <p>Using the language of location: <a href="http://education.nationalgeographic.com/education/activity/using-the-language-of-location/?ar_a=1">http://education.nationalgeographic.com/education/activity/using-the-language-of-location/?ar_a=1</a></p>
<p>1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region). <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean,</p>	<p><i>My Little Island</i> by Frane Lessac (boy rediscovers an island while on a visit with his best friend)</p> <p><i>Imagine a House</i> by Angela Gustafson (15 countries, 22 houses and how they were built)</p> <p>ABC books <i>V is for Viking: A Minnesota alphabet</i> by Kathy Wargin. (includes examples of physical/human characteristics)</p>	<p>National Geographic lesson plan <a href="http://education.nationalgeographic.com/archive/xpeditions/lessons/04/gk2/earthspace.html?ar_a=1">http://education.nationalgeographic.com/archive/xpeditions/lessons/04/gk2/earthspace.html?ar_a=1</a> (students travel around the world on a virtual, visual scavenger hunt looking for natural and cultural characteristics of places)</p>

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<p>Amazon River), vegetation, weather, climate.</p> <p>Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>	<p>Use a variety of images to explore physical and human characteristics (photos, paintings, illustrations)</p> <p>Walk around the school and identify things as being physical or human characteristics; students could capture images by using a device or by drawing them</p>	<p><a href="http://www.educationworld.com/a_lesson/lesson/lesson071.shtml">http://www.educationworld.com/a_lesson/lesson/lesson071.shtml</a></p> <p>Activities for learning about geography including place</p> <p><a href="http://edsitement.neh.gov/lesson-plan/marco-polo-takes-trip#sect-introduction">http://edsitement.neh.gov/lesson-plan/marco-polo-takes-trip#sect-introduction</a> (thorough lesson plan about Marco Polo which also uses a time line)</p>
<p>1.4.1.1.1 Create a timeline that identifies at least three events from one's own life. <i>For example:</i> Events—birth, walking, loss of first tooth, first day of school.</p>	<p><i>Wilfrid Gordon McDonald Partridge</i> by Mem Fox (a little boy uses physical artifacts to learn about the history of senior citizens)</p> <p>Biography picture books</p>	<p><a href="http://www.readwritethink.org/files/resources/interactives/timeline_2/">http://www.readwritethink.org/files/resources/interactives/timeline_2/</a> (online interactive tool to build a personal timeline)</p>
<p>1.4.1.2.1 Ask basic historical questions about a past event in one's family, school or local community. <i>For example:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?</p>	<p><i>Yo! Yes?</i> by Chris Raschka (multicultural story about making friends)</p> <p><i>If You Lived In Colonial Times</i> by Ann McGovern</p> <p><b>My Backyard History Book</b> by David Weitzmen Tells where youngster can find historical information about himself in unusual places.</p> <p><b>A Gift From Grandma: "Our Family," As Grandma Remembers</b> by George Allerton A workbook to be filled out by grandparents for their children or grandchildren replete with helpful forms for organizing family history information. (Orefield, PA: Associated Specialties, Co., Publishers, 1990)</p>	<p><a href="http://www.scholastic.com/teachers/lesson-plan/we-are-family-grades-k%E2%80%931">http://www.scholastic.com/teachers/lesson-plan/we-are-family-grades-k%E2%80%931</a> (read-alouds and activities to help students understand events in their family's history)</p> <p><a href="http://www.tolerance.org/lesson/my-family-journey">http://www.tolerance.org/lesson/my-family-journey</a> (lesson about culture in which students ask family members historical questions then take part in an interactive activity at school. Extra resources included)</p> <p>*Opportunity to discuss MN Native American tribes</p>

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<p>1.4.1.2.2 Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.</p> <p><i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, and library books. Artifacts—art, happened in the past. pottery, baskets, jewelry, tools.</p>	<p>Primary sources (use list in benchmark)</p>	<p><a href="http://13colonies.mrdonn.org/dailylife.html">http://13colonies.mrdonn.org/dailylife.html</a> (this website has activities and information that allows students to compare how people lived in colonial times)</p> <p>*Opportunity to discuss MN Native American tribes</p>
<p>1.4.2.4.1 Compare and contrast family life from earlier times and today.</p> <p><i>For example:</i> Various aspects of family life —housing, clothing, food, language, work, recreation, education.</p>	<p><i>Ox-Cart Man</i> by Donald Hall (journey through the season and years of a New England family)</p> <p><i>Blueberries for Sal</i> by Robert McCloskey (family tradition of picking blueberries together)</p> <p><i>Little House</i> books by Laura Ingalls Wilder (historical collections of family life)</p>	<p>Unit on <i>Toys from Past and Present</i> (Toy Museum -Students bring in toys from parents/grandparents or toys from their own childhood, toys from other places.)</p>
<p>1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today.</p> <p><i>For example:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies—arches, domes, glass. Communication technologies— scrolls, books, emails; Transportation technologies—chariot, train, car.</p>	<p><i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta (gives students a history about all the amazing things Ben Franklin did throughout his life.)</p> <p><i>Hello, Hello!</i> by Jeri S. Cipriano (a picture book of past communication tools)</p>	<p><i>Art Adventure Program through MInneapolis Institute of Arts - pieces of art from ancient times</i></p> <p><a href="http://new.artsmia.org/discover/art-adventure/">http://new.artsmia.org/discover/art-adventure/</a></p> <p><i>Lesson Plan by Erin Willey, First Grade Teacher</i></p> <p><a href="http://www.docucu.com/view/479363ba7fc942b83c2138bb452f4e6d/Technology">http://www.docucu.com/view/479363ba7fc942b83c2138bb452f4e6d/Technology</a></p>

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