



## Grade 01 Social Studies Unit 06 Exemplar Lesson 01: American Values

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

### Lesson Synopsis

One way people relate to the national community is through a shared set of values. Americans believe in justice, truth, equality, respect for oneself and others, responsibility in daily life, and participatory government. We have a love of individualism and inventiveness. We are a nation of laws, a democratic nation whose people use voting as a way of making choices and decisions. One way we reinforce those values is by celebrating people who exemplify the values. Throughout this year, students have learned about people who have embodied the virtues Americans admire. This lesson reviews those virtues by remembering famous historic Americans who exemplified those virtues. Students also learn about Martin Luther King, Jr., a man who exemplified many of the virtues Americans value, and by reading and listening to stories illustrating the virtues and the values of America.

### TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

#### **1.2 History.**

*The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:*

**1.2A** Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation.

**1.2C** Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.

#### **1.13 Citizenship.**

*The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:*

**1.13A** Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

**1.13B** Identify historical figures such as Benjamin Franklin, ~~Francis Scott Key~~, and Eleanor Roosevelt who have exemplified good citizenship.

**1.13C** Identify other individuals who exemplify good citizenship.

#### **1.15 Culture.**

*The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:*

**1.15B** Explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

### Social Studies Skills TEKS

**1.18** *Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:*

**1.18A** Express ideas orally based on knowledge and experiences.

## 1.18B Create and interpret visual and written material.

### GETTING READY FOR INSTRUCTION

#### Performance Indicators

##### Grade 01 Social Studies Unit 06 PI 01

Create a page for your Good Citizens book that illustrates a person who exemplifies characteristics that Americans value. Choose one story about the good citizen to retell, and relate the story to an American value.

Standard(s): 1.2A , 1.13A , 1.13B , 1.13C , 1.15B , 1.18A

ELPS ELPS.c.1A , ELPS.c.1C , ELPS.c.1F

#### Key Understandings

- Good citizens in a democratic society display common characteristics that reflect the beliefs, customs, and traditions that they value.
  - What characteristics do good citizens display in a democratic society?
  - What are the beliefs, customs, and traditions that Americans value?
  - How do good citizens demonstrate their beliefs and values?
  - How did historical figures we have studied (George Washington, Sam Houston, Abraham Lincoln, Benjamin Franklin, and Eleanor Roosevelt) act in ways that reflect their beliefs and values?

#### Vocabulary of Instruction








- historical figure
- contribution
- prejudice
- celebration
- compare
- value

#### Materials

- Cards with names of famous historic Americans
- Create a timeline on the board or sheet of butcher paper.
- Lyrics to songs written on chart paper or displayed electronically
- Paper for book page (suggested manila or tag board, 11 X 18)
- Picture books about Martin Luther King, Jr.
- Stories that have a lesson or moral and that can be acted out
- Story/book illustrating a moral or value related to American values
- Two glasses or clear plastic cups
- White egg

#### Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Teacher Resource: Patriotic Songs \(for display\)](#)
-  [Teacher Resource: Comparison Chart Blank \(for display\)](#)
-  [Teacher Resource: Comparison Chart KEY](#)
-  [Handout: Historical Figure Name Cards \(1 card per student\)](#)
-  [Handout: Statements about the Life of Martin Luther King, Jr. \(1 statement per group\)](#)
-  [Handout: Birthday Cards of Famous Historic Americans](#)
-  [Handout: Good Citizen Page \(1 per student\)](#)

#### Resources

None identified

### Advance Preparation

1. Become familiar with content and procedures for the lesson, particularly the idea that many Americans embody the virtues we admire.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview websites according to district guidelines.
5. Display vocabulary words on a “word wall” to be used during the lesson.
6. Contact librarian for reference materials and resources
7. Contact music teacher for information and lyrics/music for appropriate patriotic songs.
8. Create a chart or PowerPoint with lyrics to patriotic songs.
9. Choose stories illustrating American values to read aloud.
10. Obtain at least one brown egg, one white egg and two clear glasses.
11. Locate chart paper and Manila paper.
12. Find a picture book about Martin Luther King, Jr., a book about Rosa Parks, and a book about prejudice and/or discrimination.
13. Make a large timeline. One suggestion is to unroll the bulletin board paper and draw a solid black line or use colored masking tape (approximately two inches from the top) the length of the paper. Hang the paper on the wall. Mark lines on the long line for the years.
14. Make a copy of statements in the Handout: **Statements about the Life of Martin Luther King, Jr.** and cut apart.
15. Make a copy of cards in Handout: **Birthday Cards of Famous Historic Americans**), cut apart, and mount on index cards or construction paper.
16. Copy the Handout: **Birthday Cards** for use during the lesson.
17. Prepare materials and handouts as needed.

### Background Information

**Martin Luther King, Jr.:** In a speech given on February 4, 1968, Dr. King said he wanted to be remembered for his life of service. "I want you to say on that day, that I did try in my life...to love and serve humanity," he said. These are two concepts of good citizenship. Dr. King was also an advocate of the values of nonviolence, including unconditional love, tolerance, forgiveness, and reconciliation. By studying his life and accomplishments, we can better understand and practice the concepts he valued.

**Folktales** – A folktale is a tale told to friends and acquaintances that is believed to be true, but is usually anonymous, timeless, and placeless. Traditional folktales pass orally from one generation to another. Folklorists collect folktales, write them down, document them, and sometimes determine the parts of the tale, which are based in fact compared to the parts based in myth or imagination. Regardless of their degree of truth, folktales convey moral as well as spiritual meaning and provide examples of good and bad behavior. They serve important educational as well as social functions.

**Legend** – A legend is a story describing an amazing event, passed down from generation to generation. Unlike myths, legends have a basis in historic fact, perhaps not verifiable.

Definitions courtesy of the Social Studies Center [defunct]. (2000). *Glossary*. Austin: Texas Education Agency.

### GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

### INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE – Patriotic Songs	Notes for Teacher NOTE: 1 Day = 30 minutes Suggested Day 1 – 10 minutes
<ol style="list-style-type: none"> <li>1. Listen to and/or sing patriotic songs.</li> <li>2. Introduce new vocabulary words.</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Lyrics to songs written on chart paper or displayed electronically</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Resource: <b>Patriotic Songs</b></li> </ul>

	<p><b>Purpose:</b>          Gather possible patriotic songs. Draw students' attention to the idea of patriotism through patriotic music.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p>
<p><b>EXPLORE – Remember Famous Americans</b></p>	<p><b>Suggested Day 1 (continued) – 10 minutes</b></p>
<p>1. Facilitate a discussion where students name some of the Americans who have been studied during the school year who reflect American values. Encourage students to remember stories they have heard in earlier units. (Show or reread picture books or show PowerPoint presentations to access prior learning.) Encourage students to recall:</p> <ul style="list-style-type: none"> <li>• <b>George Washington displayed the character traits of honesty and leadership.</b></li> <li>• <b>Sam Houston displayed the character traits of leadership and courage.</b></li> <li>• <b>Abraham Lincoln displayed the character traits of honesty, fairness, and responsibility in daily life.</b></li> <li>• <b>Benjamin Franklin displayed the character trait of responsibility in daily life and participation in government.</b></li> <li>• <b>Eleanor Roosevelt displayed the character trait of fairness.</b></li> </ul> <p>2. Guide students to conclude that these famous historic Americans were good citizens as evidenced by the character traits and virtues they displayed in their everyday lives. Recall specific instances in stories that illustrate those character traits.</p>	<p><b>Purpose:</b>          Reflect back on prior learning of famous Americans and focus on character traits we admire and value in those people.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p> <p><b>Instructional Note</b>          Picture books and PowerPoint presentations from previous lessons can be used to help recall historic people (such as George Washington, Sam Houston, Abraham Lincoln, Benjamin Franklin, and Eleanor Roosevelt). See Unit 3.</p> <p>Stories of George Washington show him embodying the characteristic of truthfulness. Stories of Abraham Lincoln show him being responsible and accepting responsibility in daily life. Benjamin Franklin is the epitome of responsibility in daily life and of participation in government. Martin Luther King, Jr., believed in fairness and equality for all. Eleanor Roosevelt was concerned about fair treatment for all. In this unit we celebrate these people and their actions as we celebrate America and what it stands for.</p>
<p><b>EXPLAIN – Partners contribute to comparison chart</b></p>	<p><b>Suggested Day 1 (continued) – 10 minutes</b></p>
<p>1. Display the Teacher Resource: <b>Comparison Chart Blank</b>. Introduce the categories and explain that the chart will be used throughout the lesson. (See also Teacher Resource: <b>Comparison Chart KEY</b>.)</p> <p>2. Distribute to each pair of students cards with the names of two of the people discussed. (Create your own, or, if desired, use the Handout: <b>Historical Figure Name Cards</b>. Add names as necessary).</p> <p>3. Assign each student a partner.</p> <p>4. Each partner explains the good citizen trait(s) of the person on their card.</p> <p>4. The teacher adds information to contribute to the Comparison Chart using student input.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Cards with names of famous historic Americans</li> </ul> <p><b>Attachments</b></p> <ul style="list-style-type: none"> <li>• Teacher Resource: <b>Comparison Chart Blank</b> (for display)</li> <li>• Teacher Resource: <b>Comparison Chart KEY</b></li> <li>• Handout: <b>Historical Figure Name Cards</b> (optional, 1 card per student)</li> </ul> <p><b>Purpose:</b>          Allow students to verbalize what they have learned about famous Americans.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p>
<p><b>ENGAGE – Alike and different: two eggs</b></p>	<p><b>Suggested Day 2 (continued) – 10 minutes</b></p>
<p>1. Two students come to the front of the room. Ask how they are alike and how they are different. <i>Possible responses: both have two eyes, both have hair, one has blue eyes, one has brown eyes, etc.</i> Send them back to their seats.</p> <p>2. Students turn and tell a partner how the two of them are alike and different.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Brown egg</li> <li>• White egg</li> <li>• Two glasses or clear plastic cups</li> </ul>

Suggested Duration: 8 days

3. Hold up the two eggs. Ask the children how the eggs are alike and different. (*Possible responses: They are the same shape; one is brown and one is white.*) Break each egg into a glass. Discard the shell. Show the students the yolks. Ask if students can tell which yolk came from which egg. If students say “yes,” move the two glasses and ask again. Response should be “No.” Stress that we may look different on the outside, but we are the same on the inside. We each have the same internal organs. We each have feelings and emotions.

**Purpose:**

Introduce students to the difference between external and internal characteristics.

**TEKS:** 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB

**Instructional Note:**

This activity is best done at eye-level. Make sure the students see you do this and know which yolk came from which egg.

**EXPLORE – Intro. to Martin Luther King, Jr.**

**Suggested Day 2 (continued) – 10 minutes**

1. Provide students with information about the life of Martin Luther King, Jr. Read a picture book or biography, or tell the story.
2. Students summarize and recognize main points of the story. Ask questions about the book such as:
  - **Who was Martin Luther King, Jr.?**
  - **What are some of the things that happened to Dr. King?**
  - **Why did Dr. King give his speech?**
  - **How did Dr. King want people to try to change unfair rules?**
  - **What character trait did Dr. King display?**
  - **Why do we celebrate Dr. King’s birthday?**
3. Help students draw conclusions. Use words such as
  - **Martin Luther King, Jr., knew we were the same on the inside even though we looked different on the outside.**
4. Draw students’ attention to the comparison chart. Guide students to recall facts about Martin Luther King, Jr. Add appropriate information to the chart.

**Materials:**

- Picture books about Martin Luther King, Jr.
- Biographical information about Martin Luther King, Jr.
- Comparison Chart begun on Day 1

**Purpose:**

Introduce students to Martin Luther King, Jr., and identify the character traits he exemplified in his life, supporting the idea that Americans celebrate what they value, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government, all of which Dr. King exemplified. Who are we as a people? What do we believe? What actions do those beliefs require of us?

**TEKS:** 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB

**EXPLAIN – Events in the life of MLK, Jr.**

**Suggested Day 2 (continued) – 15 minutes**

1. Student pairs discuss one event that happened when MLK was young, one event that happened when he was a young man, and one event that happened when he was an adult.
2. Students list the events in order (or draw and write a caption) and post them. Conduct a “gallery walk” to allow the class to see what other students wrote.

**Materials:**

- Picture books about Martin Luther King, Jr.
- Biographical information about Martin Luther King, Jr.

**Purpose:**

Provide students an opportunity to share what they learned about Martin Luther King, Jr.

**TEKS:** 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB

**ENGAGE – Review prior learning**

**Suggested Day 3 – 10 minutes**

1. Facilitate a discussion where students access prior learning by reviewing the Key Understanding and answering questions that relate to Martin Luther King, Jr.:
  - **Good citizens in a democratic society display common characteristics that reflect the beliefs, customs, and traditions that they value.**
    - **What did Martin Luther King, Jr. believe in?**
    - **How did Martin Luther King, Jr. act in ways to show his beliefs?**
    - **What changes did Martin Luther King, Jr. want?**
    - **How did Martin Luther King, Jr. change our country?**

**Instructional Note:**

Characteristics of good citizenship include truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (from TEKS 1.13A).

**EXPLORE – Statements about the life of MLK, Jr.**

**Suggested Day 3 (continued) – 20 minutes**

Suggested Duration: 8 days

<ol style="list-style-type: none"> <li>1. Divide students into groups of two or three.</li> <li>2. Distribute to each group a piece of paper on which to make their page for the class book (large sheet of manila paper or a piece of tag board).</li> <li>3. Assign each group one of the statements from the Handout: <b>Statements about the Life of Martin Luther King, Jr.</b></li> <li>4. Students read and discuss their statement.</li> <li>5. Students glue their statement to the tag board and then illustrate the statement.</li> <li>6. Collect and save the completed pages for Day 4.</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper for book page (suggested manila or tag board, 11 X 18)</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Statements about the Life of Martin Luther King, Jr.</b> (1 statement per group)</li> </ul> <p><b>Purpose:</b>        Allow students an opportunity to demonstrate what they have learned about the life of Martin Luther King, Jr., by illustrating a statement about him.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p>
<p><b>EXPLAIN – Compile class book</b></p>	<p><b>Suggested Day 4 – 20 minutes</b></p>
<ol style="list-style-type: none"> <li>1. Students sit in the same small groups as they did on Day 3 when they created their page.</li> <li>2. Return the groups' completed class book pages.</li> <li>3. Students recall and review their learning from Day 3.</li> <li>4. Begin to compile the class book about Martin Luther King, Jr.</li> <li>5. One student from each group moves to the front of the room, bringing the group's page.</li> <li>6. Students line up so the pages are in chronological order. (Students can ask for help from other students to ensure pages are in the correct order.)</li> <li>7. Once arranged, students read their statements and provide a brief explanation of their pictures.</li> <li>8. Point out that students have created a timeline of MLK's life in the form of a book. Emphasize that a timeline helps us compare things and see what order things happened in.</li> <li>9. Collect the pages and make them into a book to be displayed in the classroom or library.</li> <li>10. Read the book aloud to the class.</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Completed pages from Day 3</li> </ul> <p><b>Purpose:</b>        Sequence events of the life of Martin Luther King Jr. to create a timeline.</p> <p><b>Instructional Note:</b>        Book can be "bound" using a spiral binding, large metal rings, brads or staples. If the cover is "teacher made," it can be laminated and used from year to year.</p>
<p><b>ELABORATE – What is prejudice?</b></p>	<p><b>Suggested Day 4 (continued) – 10 minutes</b></p>
<ol style="list-style-type: none"> <li>1. Discuss the ideas of fairness and equality. Center the discussion around the statement:       <ul style="list-style-type: none"> <li>• <b>Dr. King led peaceful marches because he believed all people should be treated equally.</b></li> </ul> </li> <li>2. Include discussion that sometimes people are not treated equally because of prejudice, and talk about not prejudging people before you get to know them.       <ul style="list-style-type: none"> <li>• <b>What is prejudice?</b> (<i>An unfair feeling of dislike of someone because of their race, religion, etc.</i>)</li> <li>• <b>What is discrimination?</b> (<i>Acting on our prejudices. Treating someone or a group of people unfairly or differently because of feelings of prejudice.</i>)</li> </ul> </li> <li>3. Talk about rules and laws that were unfair to people such as sitting in the back of the bus, using only certain water fountains, etc. (Students may</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Comparison Chart begun on Day 1</li> </ul> <p><b>Purpose:</b>        Begin to understand the meaning of prejudice and discrimination and what solutions can be used when it occurs.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p> <p><b>Instructional Note:</b>        The Aesop fable "The Cat, the Rooster, and the Mouse" can be used to introduce the idea that judging by outward appearance can be a mistake.</p>



Suggested Duration: 8 days

<p>have experience with prejudice they can share, perhaps about religious/traditional clothing, accents, nationality, etc.)</p> <p>4. Read a picture book about prejudice and/or discrimination. Facilitate a discussion around the question: <b>What are some solutions?</b></p> <p>5. Talk about fairness and justice, the Constitution, and the laws of the land, those that create and enforce them, and the responsibility of leaders and authority figures to do so. (See Background Information above for ideas and links.)</p> <p>6. Return to the comparison chart. Ask:</p> <ul style="list-style-type: none"> <li>• <b>Have we learned anything else we might add about Martin Luther King, Jr.?</b></li> </ul>	
<p><b>ENGAGE – Stories with a moral</b></p>	<p><b>Suggested Day 5 – 5 minutes</b></p>
<p>1. Read aloud a story with a moral or value related to American ideals.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Story/book illustrating a moral or value related to American values</li> </ul> <p><b>Purpose:</b> Focus attention on stories with a moral or a lesson that support American values.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p>
<p><b>EXPLORE – Folk Tale or Fable</b></p>	<p><b>Suggested Day 5 (continued) – 10 minutes</b></p>
<p>1. Ask questions that encourage students to think about the values that can be gleaned from the story. Ask questions such as the following:</p> <ul style="list-style-type: none"> <li>• <b>Fables, legends and folktales reflect a culture’s values. How do folktales, fables, and legends play an important role in our culture?</b></li> <li>• <b>What do Americans believe in?</b></li> <li>• <b>What stories show our belief in justice, truth, equality, and responsibility for the common good?</b></li> <li>• <b>What stories show our love of individualism and inventiveness?</b></li> <li>• <b>How does [the story] reflect American values?</b></li> </ul>	<p><b>Purpose:</b> Use a fable or folktale to illustrate a moral that relates to American ideals.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p> <p><b>Instructional Note:</b> Many stories are available online. Conduct an Internet search. Make sure to preview, adjust, and modify as needed.</p> <p>Optional: Make available a wide range of stories in the listening center and/or the computer center. Stories can be audio or video. As a follow up activity, have students write what they believe to be the lesson or moral of the story they heard or viewed. This could be tied in to Language Arts instruction.</p>
<p><b>EXPLAIN – Acting out the story</b></p>	<p><b>Suggested Day 5 (continued) – 15 minutes</b></p>
<p>1. Choose several stories students can act out, one per group.</p> <p>2. Divide students into small groups and assign individual parts for each character in the story.</p> <p>3. Students practice acting out the story and then perform the story for other groups.</p> <p>4. Facilitate a discussion that encourages students to talk about American values as they relate to the story. Ask questions such as:</p> <ul style="list-style-type: none"> <li>• <b>What was the lesson or moral of this story?</b></li> <li>• <b>What did the main character learn?</b></li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Stories that have a lesson or moral and that can be acted out</li> </ul> <p><b>Purpose:</b> Give students an opportunity to demonstrate their understanding of the meaning of the lesson in the story by acting it out.</p> <p><b>TEKS:</b> 1.2A; .2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p>

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<ul style="list-style-type: none"> <li>• What could the main character have done differently?</li> <li>• How does this lesson apply to you in your life?</li> <li>• Have you ever had an experience like the main character?</li> <li>• Were you proud of the decision you made?</li> </ul> <p>5. It is important to think about values and what we believe, so that when we are faced with a difficult decision we can draw from that internal resource and make the right decision.</p>	
<p><b>ENGAGE – Who am I?</b></p>	<p><b>Suggested Day 6 – 10 minutes</b></p>
<ol style="list-style-type: none"> <li>1. Review traits of good citizenship studied so far this year.</li> <li>2. Play “Who Am I?” by asking the children to identify the people you describe. <ul style="list-style-type: none"> <li>• I am the “boss” of the school and help teachers and children. <i>(Principal)</i></li> <li>• I was the first President of the United States. I cannot tell a lie. <i>(George Washington)</i></li> <li>• I was an activist. I believed that all people are created equal regardless of the color of their skin. <i>(Martin Luther King, Jr.)</i></li> <li>• I was a President. I made many famous speeches and freed the slaves. <i>(Abraham Lincoln)</i></li> <li>• I was the Governor of Texas. Before that, I was the President of the Republic of Texas. <i>(Sam Houston)</i></li> <li>• I was married to a president. I wanted equality for all. <i>(Eleanor Roosevelt)</i></li> <li>• I was one of the Founding Fathers. I helped start the first lending library. <i>(Benjamin Franklin)</i></li> </ul> </li> <li>3. Emphasize that the people named were all leaders in their community. They were good citizens who held strong beliefs and acted in ways that contributed to the community and demonstrated their belief in truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government. They were good citizens who set good examples for all of us</li> </ol>	<p><b>Purpose:</b> Access prior learning through questioning.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p> <p><b>Instructional Note:</b> These are samples. Others may be used. This could be made into a game to place in a learning center for students to use independently.</p>
<p><b>EXPLORE – Timeline</b></p>	<p><b>Suggested Day 6 (continued) – 20 minutes</b></p>
<ol style="list-style-type: none"> <li>1. Help students deepen their understanding of chronological order and timelines by placing pictures on a timeline (George Washington, Sam Houston, Abraham Lincoln, Benjamin Franklin, Eleanor Roosevelt, and Martin Luther King, Jr.) Use the Handout: <b>Birthday Cards of Famous Historic Americans</b>.</li> <li>2. While placing cards in order, provide background information to allow students to compare the lives and accomplishments of the good citizens studied. <ul style="list-style-type: none"> <li>• A timeline helps us compare items and see in what order things happen. <ul style="list-style-type: none"> <li>◦ 1706. Benjamin Franklin was born in January in 1706. Show the card with his name and birthday (attached). Have another child come and put the card on the timeline.</li> <li>◦ 1732. George Washington was born in February in 1732. Show the card with his name and birthday (attached). Ask one child to come and put the card on the timeline.</li> <li>◦ 1793. Sam Houston was born in March in 1793. Show the card with his name and birthday (attached). Ask one child to come and put the card on the timeline.</li> <li>◦ 1809. Abraham Lincoln was born in February in 1809. Show the card with his name and birthday (attached). Ask one child to come and put the card on the timeline.</li> </ul> </li> </ul> </li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Create a timeline on the board or sheet of butcher paper.</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Birthday Cards of Famous Historic Americans</b> (1 set per student or group, cut apart and shuffled, and 1 set for display)</li> </ul> <p><b>Purpose:</b> Introduce another instance in which a timeline can be used, to compare good citizens’ birthdates.</p> <p><b>TEKS:</b> 1.2A; 1.2C; 1.13A; 1.13B; 1.13C; 1.15B; 1.18AB</p> <p><b>Instructional Note:</b> Have timeline prepared for the “Birthday cards” to be placed on it. Another way to create a timeline of the birthdays is to look at when, during the year, we celebrate their births. Understanding both is important, but do not confuse</p>



Suggested Duration: 8 days

- **1884. Eleanor Roosevelt was born in October in 1884.**  
 Show the card with her name and birthday (attached). Ask one child to come and put the card on the timeline.
- **1929. Martin Luther King, Jr. was born in January in 1929.**  
 Show the card with his name and birthday (attached). Have another child come and put the card on the timeline.

students.

- **Jan 15. Martin Luther King, Jr. was born in January in 1929.**
- **Jan. 17. Benjamin Franklin was born in January in 1706.**
- **Feb. 12. Abraham Lincoln was born in February in 1809.**
- **Feb. 22. George Washington was born in February in 1732**
- **March 2. Sam Houston was born in March in 1793.**
- **Oct. 11. Eleanor Roosevelt was born in October in 1884.**

**EXPLAIN – Using the timeline**

Suggested Day 7 – 10 minutes

1. Provide students an opportunity to apply what they have learned. Using the timeline, student pairs answer the following or similar questions:
  - **Who on the timeline was born first?**
  - **Is this person the oldest or youngest on our timeline?**
  - **Who was born next?**
  - **Who was born last?**
  - **Is this person the oldest or youngest on our timeline?**

**Materials:**

- Comparison chart begun on Day 1

**Instructional Note:**

Change questions as appropriate if using an alternate timeline. (e.g., **Whose birthday occurs first in the year?**)

2. Ask:

- **Looking at the timeline, could we add anything new to the comparison chart?**

**ENGAGE – Review**

Suggested Day 7 (continued) – 20 minutes

1. Review concepts taught in this lesson by looking back at Key Understandings:
  - **Good citizens in a democratic society display common characteristics that reflect the beliefs, customs, and traditions that they value.**
    - What characteristics do good citizens display in a democratic society?
    - What are the beliefs, customs, and traditions that Americans value?
    - How do good citizens demonstrate their beliefs and values?
    - How did the historical figures we have studied (George Washington, Sam Houston, Abraham Lincoln, Benjamin Franklin, and Eleanor Roosevelt) act in ways that reflect their beliefs and values?
2. Again, point to comparison chart.  
 Ask:
  - **Can we add anything else to the comparison chart?**
3. Prompt students to complete the comparison chart. Draw conclusions about the famous historic Americans, such as:
  - **How were they alike?** (*Contributed to our nation, worked for the common good*)
  - **How were they different?** (*Lived at different times, some had different character traits or were passionate about different things, involved in different aspects of our country*)

**Materials:**

- Comparison chart begun on Day 1

**EVALUATE**

Suggested Day 8 – 30 minutes

### Grade 1 Social Studies Unit06 PI01

Create a page for your Good Citizens book that illustrates a person who exemplifies characteristics that Americans value. Choose one story about the good citizen to retell, and relate the story to an American value.

Standard(s): 1.2A , 1.13A , 1.13B , 1.13C , 1.15B , 1.18A

**ELPS** ELPS.c.1A , ELPS.c.1C , ELPS.c.1F

1. Distribute to students their Good Citizen Book or a blank piece of white paper.
2. Students think of someone, either an historical American or someone they may know, who is a good citizen.
3. Have the students choose a story about that person. Relate the story to an American value.
4. Students write or illustrate four things that happened in the story.
5. Students retell the story, using their illustrations to help guide them, and academic vocabulary to relate the story to the American value.
6. Use a rubric to evaluate.

#### Materials:

- Handout: **Good Citizen Page**

## Patriotic Songs

### America (My Country, 'Tis of Thee)

(by Samuel Francis Smith)

My country tis of thee,  
Sweet land of liberty,  
Of thee I sing.  
Land where my fathers died!  
Land of the pilgrims' pride!  
From every mountainside,  
Let freedom ring!

### This Land Is Your Land, This Land Is My Land

(by Woody Guthrie)

This land is your land,  
This land is my land,  
From California  
To the New York Island,  
From the redwood forest,  
To the Gulf stream waters,  
This land was made for you and me.

### You're a Grand Old Flag

(by George M. Cohan)

You're a grand old flag,  
You're a high flying flag  
And forever in peace may you wave.  
You're the emblem of  
The land I love.  
The home of the free and the brave.

Ev'ry heart beats true  
'neath the Red, White and Blue,  
Where there's never a boast or brag.  
Should auld acquaintance be forgot,  
Keep your eye on the grand old flag.

## Comparison Chart Blank

	<b>George Washington</b>	<b>Sam Houston</b>	<b>Abraham Lincoln</b>	<b>Ben Franklin</b>	<b>Eleanor Roosevelt</b>	<b>Martin Luther King, Jr.</b>
<b>Concept/ Belief</b>						
<b>Who</b>						
<b>When</b>						
<b>Nickname</b>						
<b>What</b>						
<b>Incident</b>						
<b>Change</b>						

## Comparison Chart

	<b>George Washington</b>	<b>Sam Houston</b>	<b>Abraham Lincoln</b>	<b>Ben Franklin</b>	<b>Eleanor Roosevelt</b>	<b>Martin Luther King, Jr.</b>
<b>Concept/ Belief</b>	<i>Leader Truthful</i>	<i>Leader Courage</i>	<i>Honesty Equality</i>	<i>Common Good</i>	<i>Justice Equality</i>	<i>Equality</i>
<b>Who</b>	<i>First US President</i>	<i>President of the Republic of Texas and Governor of Texas</i>	<i>Sixteenth US President</i>	<i>Founding Father</i>	<i>Wife of a president</i>	<i>Leader for civil rights</i>
<b>When</b>	<i>1732-1799</i>	<i>1793-1863</i>	<i>1809-1865</i>	<i>1706-1790</i>	<i>1884-1962</i>	<i>1929-1968</i>
<b>Nickname</b>	<i>Father of our Country</i>	<i>Father of Texas</i>	<i>Honest Abe</i>	<i>Poor Richard (when he published Poor Richard's Almanac)</i>	<i>First Lady of the World</i>	<i>M.L. (when he was a child)</i>
<b>What</b>	<i>Soldier, Surveyor, Farmer.</i>	<i>Lawyer, Governor of Tennessee,</i>	<i>Store Owner, Lawyer, member of the U.S. House of Representatives</i>	<i>Printer, Librarian, Inventor, Statesman</i>	<i>Civil Rights, Radio, Newspaper Column, United Nations, Wife of President Roosevelt</i>	<i>Civil Right Activist</i>
<b>Incident</b>	<i>Led Continental forces to victory in the Revolutionary War.</i>	<i>Became a member of the Cherokee Nation and became a spokesman for American Indians, which led him to Texas.</i>	<i>Wrote the Emancipation Proclamation</i>	<i>Helped write the Declaration of Independence and the U.S. Constitution</i>	<i>Resigned from the DAR because they wouldn't let Marian Anderson sing in Constitution Hall</i>	<i>Gave "I Have a Dream" speech</i>
<b>Change</b>	<i>The Thirteen colonies achieved independence from England.</i>	<i>Helped Texans free themselves from Mexico. Helped Texas become a state.</i>	<i>Freed the slaves.</i>	<i>Started first library</i>	<i>Helped promote Civil Rights for African Americans</i>	<i>Helped promote Civil Rights for African Americans</i>

## Historical Figure Name Cards

<b>George Washington</b>	<b>Sam Houston</b>	<b>Abraham Lincoln</b>
<b>Benjamin Franklin</b>	<b>Eleanor Roosevelt</b>	



## Statements about the Life of Martin Luther King, Jr.

Martin Luther King, Jr. was born in Atlanta, Georgia on January 15, 1929.

Martin's father was a minister and Martin liked to sing and make speeches.

Martin Luther King, Jr. became a minister like his father, married Coretta Scott on June 18, 1953, and had four children.

Dr. King led peaceful marches because he believed all people should be treated equally.

In 1964, Martin Luther King, Jr. was awarded the Nobel Peace Prize.

Dr. King gave his "I Have a Dream" speech in Washington, D.C. in August of 1963.

Martin Luther King, Jr. died on April 4, 1968.

Martin Luther King, Jr. Day became a national holiday that is celebrated in many ways.

## Birthday Cards of famous historic Americans

**February 22, 1732**

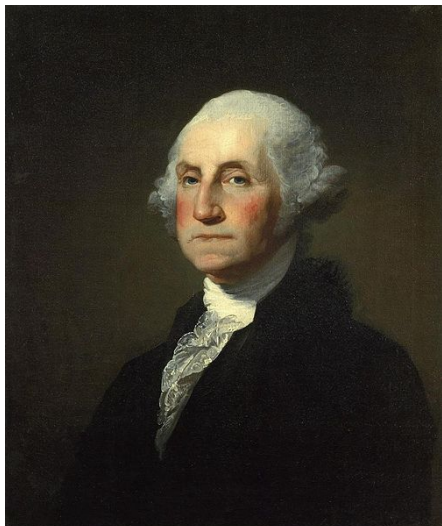


Figure 1

**George Washington**

**February 12, 1809**

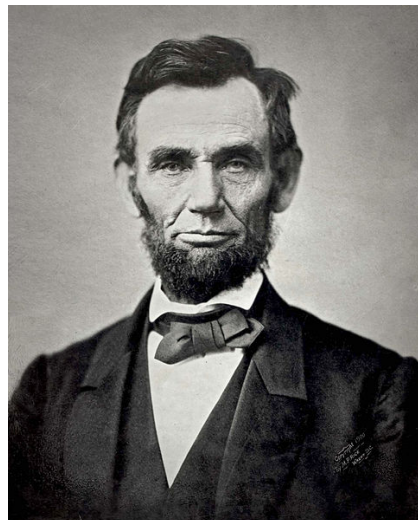


Figure 2

**Abraham Lincoln**

**January 15, 1929**

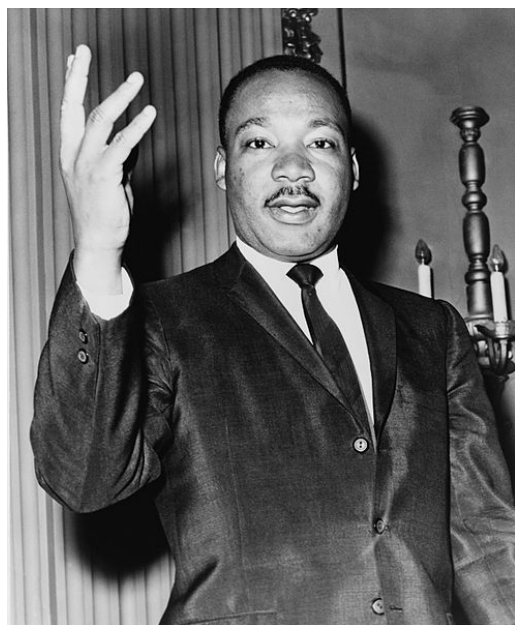


Figure 3

**Martin Luther King, Jr.**

**March 2, 1793**

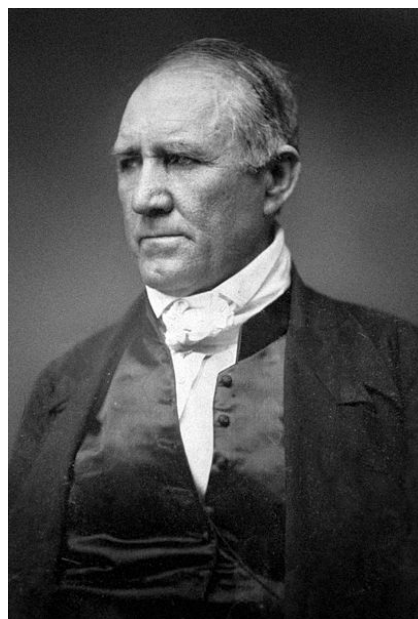


Figure 4

**Sam Houston**

**January 17, 1706**

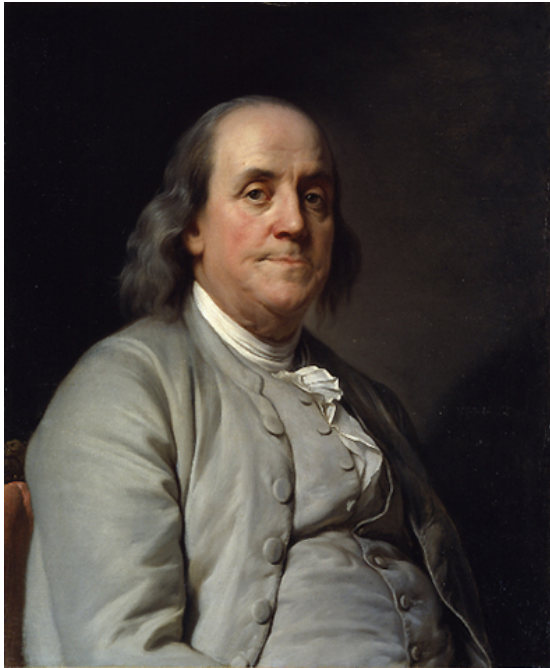


Figure 5

**Benjamin Franklin**

**October 11, 1884**



Figure 6

**Eleanor Roosevelt**

**Figure 1:** Stuart, G. (Photographer). (1797). *George washington*. [Print Drawing]. Retrieved from [http://en.wikipedia.org/wiki/File:Gilbert\\_Stuart\\_Williamstown\\_Portrait\\_of\\_George\\_Washington.jpg](http://en.wikipedia.org/wiki/File:Gilbert_Stuart_Williamstown_Portrait_of_George_Washington.jpg)

**Figure 2:** Gardner, A. (Photographer). (1863). *Abraham lincoln*. [Print Drawing]. Retrieved from [http://en.wikipedia.org/wiki/File:Abraham\\_Lincoln\\_November\\_1863.jpg](http://en.wikipedia.org/wiki/File:Abraham_Lincoln_November_1863.jpg)

**Figure 3:** DeMarsico, D. (Photographer). (1964). *Martin luther king, jr.* . [Print Photo]. Retrieved from [http://en.wikipedia.org/wiki/File:Martin\\_Luther\\_King\\_Jr\\_NYWTS.jpg](http://en.wikipedia.org/wiki/File:Martin_Luther_King_Jr_NYWTS.jpg)

**Figure 4:** (2008). *Sam houston*. (2008). [Print Graphic]. Retrieved from [http://en.wikipedia.org/wiki/File:SHouston\\_2.jpg](http://en.wikipedia.org/wiki/File:SHouston_2.jpg)

**Figure 5:** Duplessis, J. A. (Artist). (1783). *Franklin, benjamin*. [Print Drawing]. Retrieved from [http://www.loc.gov/rr/print/list/235\\_pof.html](http://www.loc.gov/rr/print/list/235_pof.html)

**Figure 6:** (2006). *Anna eleanor roosevelt*. (2006). [Print Drawing]. Retrieved from [http://en.wikipedia.org/wiki/File:Anna\\_Eleanor\\_Roosevelt.gif](http://en.wikipedia.org/wiki/File:Anna_Eleanor_Roosevelt.gif)

# Good Citizen Page

Illustration of Good Citizen

Explanation