

FIRST GRADE CONTENT STANDARDS

**TOPICS FROM THE CALIFORNIA STATE HISTORY~SOCIAL SCIENCE
FRAMEWORK**

What students should know:

Child's Place in Time and Space

DEVELOP SOCIAL SKILLS AND RESPONSIBILITY

- Demonstrate an understanding of the responsibility of individuals and groups to solve conflicts or problems.

EXPANDING CHILDREN'S GEOGRAPHIC AND ECONOMIC WORLDS

- Demonstrate an understanding of the geography and economics of a familiar neighborhood.

CULTURAL DIVERSITY, NOW AND LONG AGO

- Demonstrate an understanding of the world in which he/she lives by studying people, families, and stories from many cultures, now and long ago.

First Grade Skills Based on Standardized Tests

- ~ Recognize the United States on a map.
- ~ Understand the abbreviations N.S.E. and W. on a compass.
- ~ Understand graphic symbols on a map.
- ~ Order events chronologically by looking at pictures – both pictures of a process (baking a cake) and pictures that reflect change over time (a rowing city or changing transportation).
- ~ Understand that maps represent places.

**FIRST GRADE CONTENT STANDARDS - HISTORICAL THINKING
PRIMARY GRADES, KINDERGARTEN - 3RD GRADE**

What students should be able to do:

Chronological/Spatial Thinking

- Students understand the terms past, present, future, "a long time ago."
- Students place elements of a simple story in chronological sequence and discuss which happened first, second, third, etc.
- Students understand that some things change over time and some things remain the same.
- Students identify places on maps of classrooms, simple buildings, and neighborhoods.

Evidence

- Students become familiar with artifact~ photographs, maps, music and stories from other times and other peoples.
- Students speculate about or determine the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness.
- Students identify the main subject of a photograph. They also identify details in a photograph and explain how they contribute information to the picture (e.g. "What do you notice here? What does that tell us about...?").
- Students understand that primary sources like artifacts tell us about the person or people who created them.

Diversity/Multiple Perspectives

- Students examine lives of a variety of different people from different times and places. Using visual clues, they identify differences between their own circumstances and those of people in other times and places.
- Given a situation or a story today, students imaginatively place themselves in the position of others.

Historical Interpretation

- Students understand that stories may be about real people, places, or fictional characters.
- Students understand that it is possible to tell different stories about the same events and places.
- Students tell a simple narrative of an event.

Historical/Geographic Significance

- Students select important events and places in their own lives They identify important events and places for their own families They explain why the events and places are important

HISTORICAL THINKING: SAMPLE ASSIGNMENTS - FIRST GRADE

Chronological and Spatial Thinking

- Draw, label, and write about a now and a then childhood activity.
- Make a class mural of pictures of childhood activities and organize in three categories: students' activities, adults' childhood activities, and childhood activities long ago.
- Place events from their lives in chronological order.
- Make a book of activities they have enjoyed doing at different ages.
- In small groups, build a three-dimensional table map of the school or immediate neighborhood. Observe and discuss the similarities and differences among the groups' maps.
- Categorize the places in the neighborhood by function (such as homes, businesses, services, parks, etc.). Read related books, look at pictures, etc., and discuss what happens in the various businesses and how they are part of the neighborhood.

Examining Evidence

- With a partner, sort and categorize in a variety of ways photos/illustrations of childhood activities.
- Brainstorm a list of their favorite things to do. Interview an adult about their childhood activities at the same age, share, and compare and contrast the activities.
- Take walking trips of the neighborhood, observe how residential areas are related to commercial areas. Visit and tour food suppliers: farmers market, produce area, Granny Goose, and make a class mural of the establishment and the surrounding neighborhood. The mural might be a cutaway showing a place you visited.
- Visit a working farm. Compare and contrast with neighborhood gardens.

Diversity/Multiple Perspectives

- Make a Venn diagram from the brainstormed list of favorite things to do with a partner.
- Invite and interview parents and other adults from various cultures and different locations to talk about their childhood activities. Make a class book.
- Discuss the point of view of characters in literature. What are the dilemmas for the character depending on the point of view? How does the point of view influence the interpretation of evidence?
- Read and discuss books like *Everybody Eats Rice, Bread, Bread, Bread*, and *Eating the Alphabet*. Make a class graph for each book of foods or dishes students eat at home.
- Read stories with themes related to different cultural dishes; discuss, cook, and taste some of the dishes.
- Play store. What is it like to be a customer? The cashier? The owner?

Interpretation

- Act out or make a puppet show with a partner about a childhood activity from the past and the present. Discuss why they are the same or different.
- Create in small groups murals of how food gets to the table.
- Dramatize stories from various cultures and analyze them for what they tell about the culture, its customs, ceremonies, traditions, foods, social practices, etc.

Determining Historical/ Geographical Significance

- Listen to, read, discuss, and act out folk tales, stories about childhood activities and learn to think about: What happened? Who did it? Why did it happen? What was the consequence? How might things have ended if a character had behaved differently?
- Interview an adult about why they settled in the neighborhood and what they like about it.

MODEL UNIT FOR FIRST GRADE — DEVELOPING AWARENESS OF CULTURAL DIVERSITY, NOW AND LONG AGO
Sample Question: How are we the same, now and long ago?

Historical Thinking Standard	Assignments/Activities
<p>Chronological/Spatial Thinking</p> <ul style="list-style-type: none"> ✓ Location ✓ Sequencing 	<p>To show evidence of standards, students might:</p> <ul style="list-style-type: none"> ■ Draw, label, and write about a now and a then childhood activity. ■ Make a class mural of pictures of childhood activities and organized in three categories: students' activities, adults' childhood activities, and childhood activities long ago. ■ Place events from their lives in chronological order. ■ Make a book of activities they have enjoyed doing at different ages.
<p>Examining Evidence</p> <ul style="list-style-type: none"> ✓ Examining primary sources (such as photos, artifacts, and documents) ✓ Relationship between primary sources and historical/geographical context ✓ Author's intentions/perspective 	<ul style="list-style-type: none"> ■ With a partner, sort and categorize in a variety of ways photos/illustrations of childhood activities. ■ Brainstorm a list of their favorite things to do. ■ Interview an adult about their childhood activities at the same age, share, and discuss interviews with the class. ■ Visit the Oakland Museum, California History and look at toys children played with in other times. ■ Look at personal pictures and share similarities and differences.
<p>Diversity/Multiple Perspectives</p> <ul style="list-style-type: none"> ✓ Influences (such as location, race, gender, class, age, sexual orientation) ✓ Empathy 	<ul style="list-style-type: none"> ■ Make a Venn diagram from the brainstormed list of favorite things to do with a partner. ■ Invite and interview parents and other adults from various cultures and different locations to talk about their childhood activities. Make a class book. ■ Develop a class graph of the childhood activities found in stories and poems.
<p>Interpretation</p> <ul style="list-style-type: none"> ✓ Constructing historical accounts ✓ Comparing historical accounts ✓ Moral judgment 	<ul style="list-style-type: none"> ■ Act out or make a puppet show with a partner about a childhood activity from the past and the present. Discuss why they are the same or different.
<p>Determining Historical/Geographical Significance</p> <ul style="list-style-type: none"> ✓ Connect past and present ✓ Causation ✓ Evaluation ✓ Location 	<ul style="list-style-type: none"> ■ Speculate on and begin to identify specific activities that they do today that adults did not do as children (i.e., video games). ■ Listen to, read, discuss, and act out folk tales and stories about childhood activities and learn to think about: What happened? Who did it? Why did it happen? What was the consequence? How might things have ended if a character behaved differently? ■ Dramatize stories from various cultures and analyze them for what they tell us about the culture's customs, ceremonies, traditions, foods, social practices, etc.

California History-Social Science Framework

GRADE ONE-A CHILD'S PLACE IN TIME AND SPACE

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems that get in the way of cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learnings. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many different people and ways of life that exist in the larger world that they are now beginning to explore.

Developing Social Skills and Responsibilities Most children in the first grade willingly accept responsibility for classroom chores. With guidance, they should be building the values of responsible classroom participation throughout the school day. Their early learnings of basic civic values can be extended now by emphasizing the values of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we all must live.

Again, as in kindergarten, emphasis should be placed on having the children solve the social problems and decision-making dilemmas that naturally arise in the life of the classroom; for example, problems in sharing scarce supplies or in deciding how best to proceed on a group project (such as map making) when a dilemma arises. In using this problems approach, children will learn that problems are a normal and recurring feature of social life and that the children themselves have the capacity to examine problems, judge their possible causes, and develop more effective ways of dealing with the problems.

Beyond the problems that normally occur in classrooms, corridors, and playgrounds, teachers can also introduce value-laden problems for discussion through reading stories and fairy tales that pose dilemmas appropriate for young children. Through listening to these stories and through the discussions and role-playing activities that can follow, children will gain deeper understandings of individual responsibility and social behavior. Throughout these lessons the teacher's purpose should be to help children develop those civic values that are important in a democratic society.

Expanding Children's Geographic and Economic Worlds

The children's growing sense of place and spatial relationships makes possible important new geographic learnings in grade one. Unless children are new to the area, they probably already have developed a good sense of their neighborhood and the places they regularly go to shop, play, and visit with family and friends.

They are now ready to develop a deeper understanding of these places and the interrelationships between these places and the other places, both near and far, that supply their needs. Regions that are changing provide especially rich opportunities for the

geographic and economic education of young children. In these places children can observe firsthand the changes that are occurring in the landscape, such as new shopping malls and freeways, and land-use changes that turn residential neighborhoods into commercial areas and rural areas into urban communities. Children can also analyze why these changes are happening and how these changes are affecting their families and others who live here.

To develop these geographic learnings, children need to build a three-dimensional floor or table map of their immediate geographic region. Such an activity helps develop children's observational skills; teaches the concepts of geographic scale, distance, and relative location; and clarifies for children the spatial relationships among the region's features. Small building blocks or milk cartons can be used to simulate neighborhood structures. Instant photos taken by children on teacher conducted walks "in the field" can be taped to the front of each "building" as a quick and temporary way of establishing its identity. Street signs, signals, crosswalks, mailboxes, and model vehicles, such as delivery trucks, dumpsters, cars, and buses, can be added to represent the variety of human activities going on in this region. Throughout all these activities children should consult their textbooks, picture files, and a wide variety of books for information about these workplaces and the work people do in them.

Comparing such a floor or table map to a picture map of this same region will help children make the connections between geographic features in the field, three-dimensional models of this region, and two-dimensional pictures or symbolic maps. Children should observe that the picture-symbol map "tells the same story" as the floor model but does so at a smaller scale. They should also observe that the picture-symbol map can be hung upright without changing the spatial arrangement of these features and without altering their relationships to one another; for example, the supermarket is still north of the post office. Children must have these critical understandings if they are to read and interpret the data that maps represent. These understandings are basic to all subsequent map reading and interpretation skills.

Once children have developed an educated understanding of their neighborhood, they are ready to examine its many geographic and economic connections with the larger world. This study, therefore, moves next to the central post office through which the letters they mail to families and friends are routed for delivery here and abroad; to the trucks and railroad lines that bring products to this neighborhood for eventual sale in its stores; to an industrial region, near or far away, producing one or more needed products, such as bricks and building materials for new home construction or clothing for the stores; and to the airport or regional harbor that links this place with producers, suppliers, and families throughout the world. Children at this age level should understand that the place where they live is interconnected with the wider world.

In these studies the children should be acquiring some basic understanding of economics; for example, of the goods and services that people need and want and of the specialized work that people do to manufacture, transport, and market such goods and services.

At the same time children should be enjoying literature that brings these activities alive and that builds sensitivity toward the many people who work together to get their jobs done. Classic stories such as Mike Mulligan and His Steam Shovel, Little Toot, and The Little Red Lighthouse and the Great Gray Bridge illustrate working together, teach values, and develop empathy.

Developing Awareness of Cultural Diversity, Now and Long Ago

This unit of study focuses on many people: people from the children's own families and those of their classmates, people from other cultures, people living today, and people from long ago. Through stories of today as well as fairy tales, folktales, and legends that open the richness of the past to young children, this curriculum helps children to discover the many ways in which people, families, and cultural groups are alike as well as those ways in which they differ

In developing this literature-enriched unit of study, teachers should draw first from the rich fund of literature from those cultures represented among the families in the classroom and school. Then, as time allows, teachers can introduce literature from other cultures for comparison.

Throughout this unit opportunities should be provided for children to discuss and dramatize these stories, discover their moral teachings, and analyze what these stories tell about the culture: its beliefs, customs, ceremonies, traditions, social practices, and the like. In addition, children should read stories about men and women who are heroes.

Among the literary treasures young children can enjoy are fairy tales by the Brothers Grimm; Aesop's Fables; Ethel J. Phelps's *Tatterhood and Other Tales*, a multicultural collection of traditional folktales in which girls are the heroes; *African folktales*, including Camille Yarbrough's *Cornrows*; *Japanese I folklore*, including Yoshiko Uchida's *Magic I Listening Cap* and Taro Yashima's *Umbrella* ; Frances Carpenter's *Tales of a Korean Grandmother*; American folktales and hero stories, such as *John Henry: An American Legend* by Ezra J. Keats; selected American Indian tales of California, the Great Plains, and the Southwest; and Leo Politi's stories of Hispanic Los Angeles. By the end of grade one, the children should appreciate the power and pleasure of reading.