The History of My Morning

1ST GRADE SOCIAL STUDIES

HISTORY (HS)

Standards: HS.1.1 Historical Thinking and Skills. Time can be divided into categories (e.g., months, years, past, present, future).

Overview:

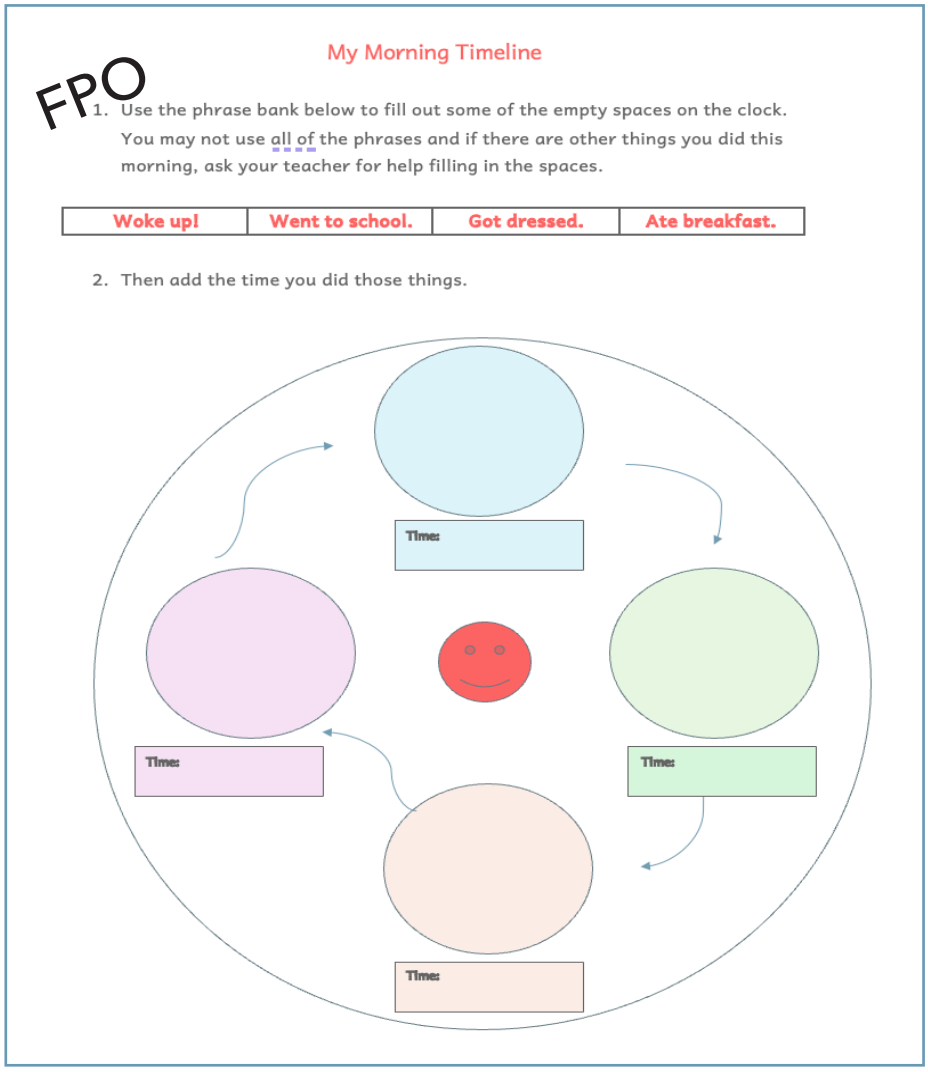
This activity blends learning how history is organized with time management skills.

Outcome:

Students will apply a time line to their day's activities.

Plan:

- Explain that a time line shows how time passes, whether for centuries or hours.
- Copy and distribute the worksheet. Have students fill in the order of morning events.



Stem Match

1ST GRADE SOCIAL STUDIES

HISTORY (HS)

Standards: HS.1.3 Heritage. The ways basic human needs are met have changed over time.

Overview:

In this matching game, students will connect innovators to their accomplishments.

Outcome:

Students will be able to identify great innovators.

Plan:

- Copy and distribute the worksheet. Have students cut out the cards and the names. Have them use the clues to tape or glue the right name to the back of the right card.
- Have students test each other to identify the people and what they did.

Map Maze

1ST GRADE SOCIAL STUDIES

GEOGRAPHY (GEO)

Standards: GEO.1.4 Spatial Thinking and Skill. Maps can be used to locate and identify places.

Overview:

In this fun maze activity, students get to direct Sparky to power up different devices.

Outcome:

Students will apply map-reading skills, identify compass points, and follow directions.

Plan:

- Copy and distribute the worksheet. Explain that Sparky must power up all the devices listed below. Have students help Sparky get to each device in order.

MAP MAZE

Follow the directions to help Sparky power up the electronics in the room.

1. Go North to power up the TV—Color it RED
2. From there go East to power up the computer—Color it BLUE
3. After that, go South to power up the lamp—Color it YELLOW
4. Now go West to power up the microwave and have popcorn—Color it GREEN

IMAGE TK

Room Bingo

1ST GRADE SOCIAL STUDIES

GEOGRAPHY (GEO)

Standards: GEO.1.5 Places and Regions. Places are distinct because of physical characteristics (landforms, bodies of water) and human characteristics (built by people).

Overview:

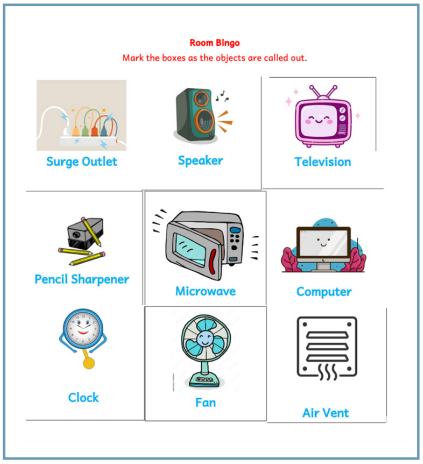
This Bingo game will orient students to their local space.

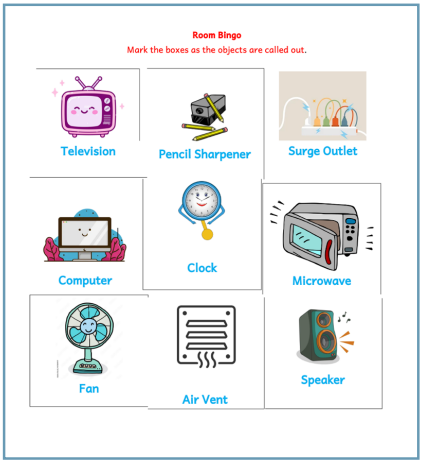
Outcome:

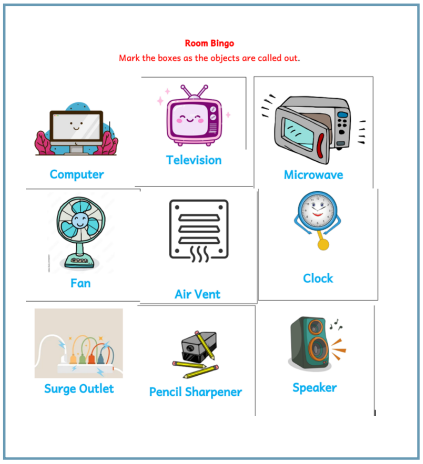
Students will identify and position objects in the room.

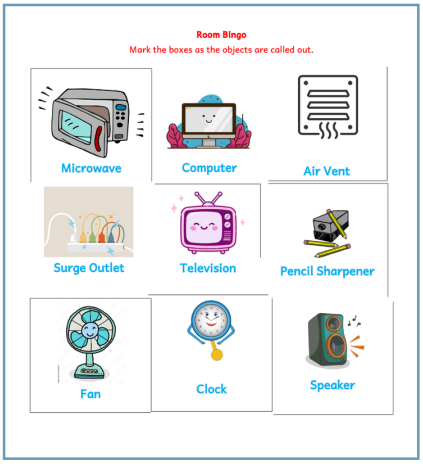
Plan:

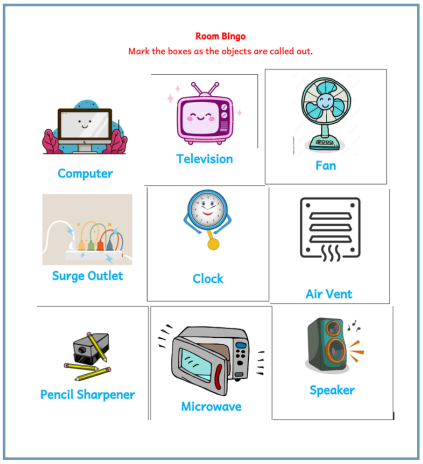
- Copy and distribute the SIX different Room Bingo cards.
- Have students work in teams of four or five. Each team gets a card. They must mark the boxes as pointed to—if the objects aren't in the room, they can just be called out. The first team to get three in a row—on the x, y, or z axis—wins.

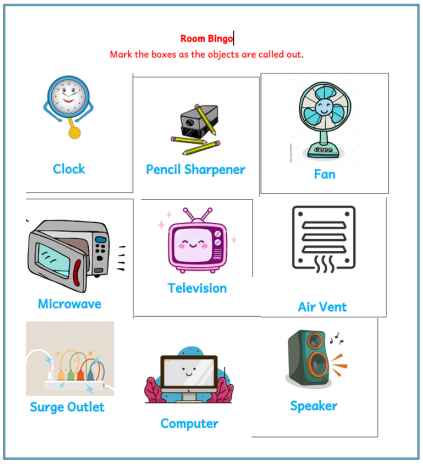












Electric Car Vote

1ST GRADE SOCIAL STUDIES

GOVERNMENT (GVT)

Standards: GVT.1.8 Civic Participation and Skills. Individuals take action toward common goals in homes, schools and communities and are accountable for those actions.

Overview:

Electric Cars are increasingly a controversy. Students will have a chance to debate the issue and vote on a measure as a way of understanding the democratic process.

Outcome:

Students will participate in the democratic process through a debate and vote.

Plan:

- Explain the issue about Electric Cars:

  Electric Cars are becoming more popular. However, people in our society have some strong views about them. You will now have the chance to vote about Electric Cars. First, we'll look at the facts. Second, we'll hear opinions. Third, we'll decide and vote. You will vote YES or NO on this topic: **Everyone should drive an Electric Car**.

- Here are some KEYWORDS:

  - **Fossil Fuels**–Very old remains of plants and animals burned to make energy. Gas, oil, and coal are fossil fuels.
  - **Pollution**–Harmful parts to the air, water, and land that come from using fuel. Carbon Dioxide is a gas we breathe out and plants breathe in, but too much of it can become pollution.
  - **Battery**–A container of metals and chemicals that react to make electricity. Batteries don't pollute while working in a car but making them and throwing them away can cause pollution.
  - **Environment**–Everything around us, including land, water, air, weather, living things, and us. Our environment needs to be protected for us to live.

- Go over the list of FACTS and SOURCES:

  - **Fact 1**: Most cars use gas. Gas pollutes the environment.
    Source: United Stated Environmental Protection Agency
  - **Fact 2**: Electric Cars don't pollute by burning Fossil Fuels.
    Source: United States Energy Information Administration
  - **Fact 3**: Electric Cars are more expensive than Fossil Fuel cars.
    Source: Clean Energy Group

- Introduce the PROS and CONS of Electric Cars:

PROS	*CONS*
Cheaper to use	**Harder to charge**
Fewer repairs	**More expensive**
Better for the environment	**Batteries have to be replaced**

- Have students divide into two groups: the YES group and the NO group. Have them discuss the issue among themselves for five or ten minutes using the facts and the pros and cons. (If a computer and printer is available, they can print out examples.)
- For the YES group, have a student spokesperson answer this sentence:

  Everyone should drive an Electric Car because

  _____.
- For the NO group, have the students fill in this sentence:

  Everyone should not have to drive an Electric Car because

  _____.
- Copy and pass out the BALLOT to each student. Have them check their answer for each of the questions:

BALLOT: SHOULD EVERYONE DRIVE AN ELECTRIC CAR?

YES_____ I voted YES because:	**NO_____** I voted NO because:
Electric Cars are safer_____	Electric Cars are not safer_____
Electric Cars are cleaner _____	Electric Cars are not cleaner_____
Electric Cars are better_____	Electric Cars are not better_____
Other Reason:	Other Reason:

- Tally the votes and announce the winner of the vote. Explain to students that this is how voting is done in a democratic government.

Laws

1ST GRADE SOCIAL STUDIES

GOVERNMENT (GVT)

Standards: GVT.1.10 Rules and Laws. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

Overview:

In this fun worksheet, students will understand that the laws of society are different from the laws of science.

Outcome:

Students will learn the difference between scientific laws and human-made laws.

Plan:

- Explain to students that there are different kinds of laws. There are scientific laws that scientists discovered. There are government laws that people made. Look at the following pictures. Write and S in the box if you think it's a Scientific Law. Write a G in the box of you think it's a Government Law.

IMAGE TK

What comes up, must come down. ◯

IMAGE TK

The freedom of speech ◯

IMAGE TK

For every push, there is a pull. ◯

IMAGE TK

All people should be treated equally. ◯

IMAGE TK

New things are made from old things. ◯

IMAGE TK

The speed of light is always the same. ◯

IMAGE TK

You have the right to feel safe. ◯

Out of Batteries!

1ST GRADE SOCIAL STUDIES

ECONOMICS (ECON)

Standards: ECON.1.11 Scarcity. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

Overview:

Students will learn about scarcity by distributing batteries to devices.

Outcome:

Students will make choices and use some math skills to distribute a limited number of batteries to a variety of devices.

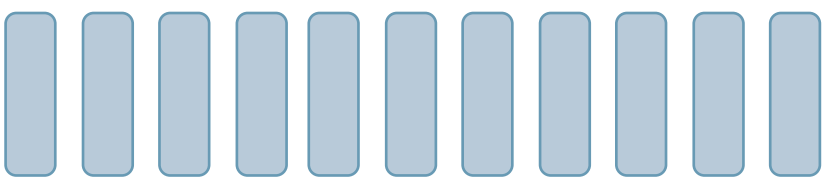
Plan:

- Copy and distribute the worksheet. Have students cut out each of the ten batteries. Have them place the correct number of batteries on each object they want to charge. The students will have to make choices about which devices to charge as they distribute the limited number of batteries.
- Explain that this is how economics works. There is a limited supply of things and an unlimited demand for those things. Choices must be made.

Sparky is Out of Batteries!

Sparky has ten batteries and must use them to charge these devices. Each one needs a different number of batteries. Help Sparky decide how many batteries to give to each device.

IMAGE TK	IMAGE TK	IMAGE TK
Car–needs 5 batteries	Flashlight–needs 3 batteries	Dinosaur–needs 2 batteries
IMAGE TK	IMAGE TK	IMAGE TK
Hand fan–needs 4 batteries	Robot–needs 4 batteries	Toothbrush–needs 1 battery



What Does an Electrician Do?

1ST GRADE SOCIAL STUDIES

ECONOMICS (ECON)

Standards: ECON.1.12 Production and Consumption. People produce and consume goods and services in the community.

Overview:

Students will color in electricians at work to become familiar with what an electrician does.

Outcome:

Students will learn about what it's like to be an electrician.

Plan:

- Ask the class what an electrician does?
- Copy and distribute the worksheet. Have students color in the images as they go over the important captions:

What does an Electrician do?

1. Electricians work with electricity.
2. Electricians go to extra school to learn about electricity.
3. Electricians put light and power into homes and buildings.
4. Electricians fix broken appliances such as fans, TV, and computers.
5. Electricians use tools such as screwdrivers and drills.
6. Electricians must work safely because electricity is dangerous.

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