



Theme 1

**We are a Product of the past and what we value
we pass on to the Future**

Theme 2

Where we are influences Who we are

Theme 3

Laws are made to keep Order

Theme 4

**People have unlimited wants and desires but only
limited resources and must make Choices**

Theme 5

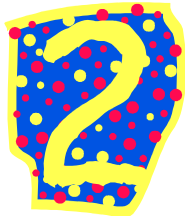
**People move from place to place for Social,
Political and Economic Reasons**

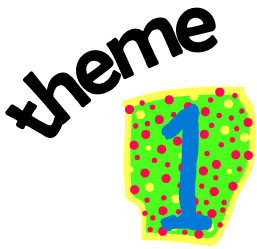
Dear Teachers,



This guide is designed to provide support and supplement the Dysart Kindergarten Big Book. The big book was created around the Five Themes in Social Studies that are essential to Kindergarten learning and understanding. Within each theme, you will find Major Ideas, Academic Vocabulary, Teaching Tips and Activity Ideas. This outline of information will be complimented by the Kindergarten Social Studies Curriculum Guide and the Harcourt Kindergarten Social Studies: Our World, Now and Long Ago series. It is our strong recommendation that you utilize all tools to provide the most complete learning experience for all students. Please continue to supplement with other sources as you see fit.

Enjoy!
Carrie and Jenny





We are a Product of the past and what we value we pass on to the Future

Major Ideas

- Personal History
- Timeline
- Family Interviews
- Family Tree
- Ancestors

Academic Vocabulary

- Ancestors
- First
- Beginning
- Next
- Then
- End
- Last
- Now
- Before
- After
- Past
- Present
- Future
- Same
- Different
- Families

Teaching Theme 1

- Who is in your family?
- Are all families made of the same members?
- Each family is unique in many ways.
- We rely on our family members to pass on traditions, tell stories and teach us about their past.
 - Oral tradition
 - Oral history
 - Personal history
 - Family history
- A family tree lists the people who are in a family
- A timeline is a means in which to place events in chronological order
- Discuss sequencing
 - Getting dressed
 - Baking a cake etc
- A personal timeline orders events in your life
 - What things would you put on a timeline? (list)

- Can the events go in any order you want? Give examples of an incorrect timeline from events previously listed
- Can we make a timeline of the school year?
 - What events might we put on the timeline?
 - Events have to be placed in a clear and organized manner.
 - Events cannot be written any way you want.
- Our world is changing all the time
- Discoveries and inventions that are important have stayed in our world and changed to become better
 - The first way to communicate was writing letters. Then the land line telephone and finally cell phones.
 - The first car was the Model T. It did not go very fast and could not go very far. Now our cars are very developed, travel quickly and can go many miles at a time.
 - The first airplane was not very advanced and flew only a short distance. People did not rely on the plane for transportation. Today, people fly frequently and over long distances. Planes now come with instruments that tell pilots ANYTHING they would need to know to keep the plane and passengers safe.

Theme 1 Activities

- Create a classroom family tree
- Fill in family names on leaves to create an in-class family tree (see attached note. You will need to draw a page of leaves)
- Create a personal family tree at home to share with the class
- Create a class timeline
- Create a group timeline using events supplied by the class. Either use pictures or words.
- Create a personal timeline at home to share with the class (see attached note. You will need to supply paper)
- Create a family timeline
- Choose a favorite object, write and draw about what the item would look like and do when YOU are an adult.
- Make a model of what a current object would look like in the future. Be prepared to talk about the new features of the object and how it has changed.

Dear Families,

In the coming weeks, we will be learning about our own personal history and timelines as part of our Social Studies curriculum. To reinforce these concepts, Kindergarten students will be creating a family tree. Attached you will find a sheet of leaves. Please help your child write the names of their family members. You may choose to write immediate family names or include significant extended family members in addition. Please return the attached leaves by WEDNESDAY OCTOBER 15th. If you are feeling creative, feel free to add some “leafy” color to the leaves but be sure we can still read the names. Thank you in advance for your help!



Sincerely,

Mrs. West, Mrs. Reed,
Miss A and Miss Thomas ☺

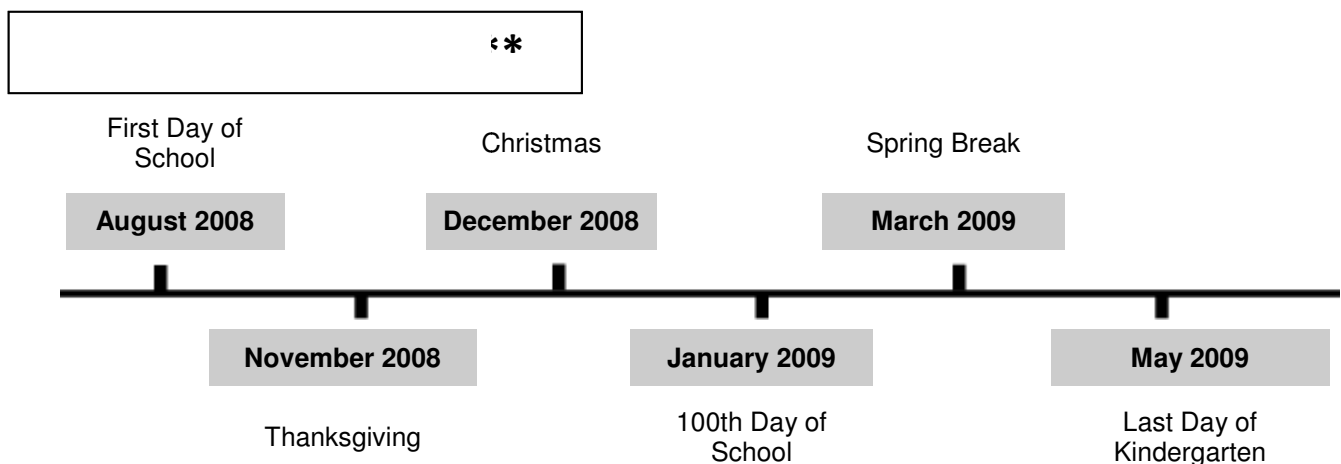


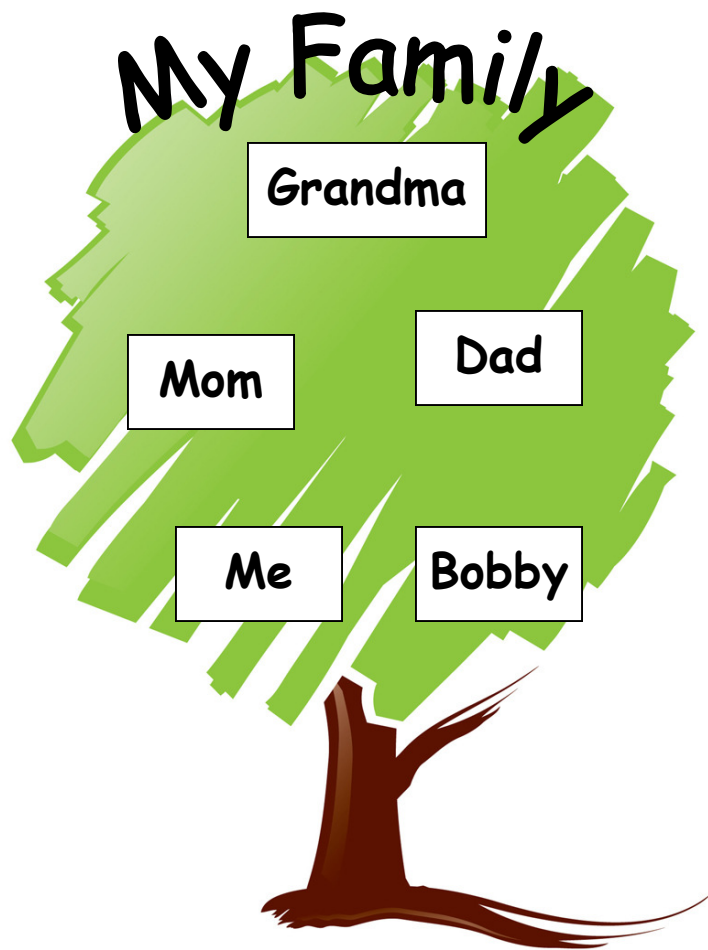
Kindergarten Timeline Project

1. Together, create a list of important events in your child's life (approximately 6-8 events).
2. Together, arrange the events sequentially from the first to the last. (ex: born, 1st birthday, starting kindergarten).
3. Write the events from left (first event) to right (last event) on the provided paper OR the paper of your choosing (poster board, butcher block etc). You may help your child write the events, model for them or have them copy your writing.
4. Use photos, drawing or magazine clippings to illustrate each significant event.

Due Tuesday, March 24th

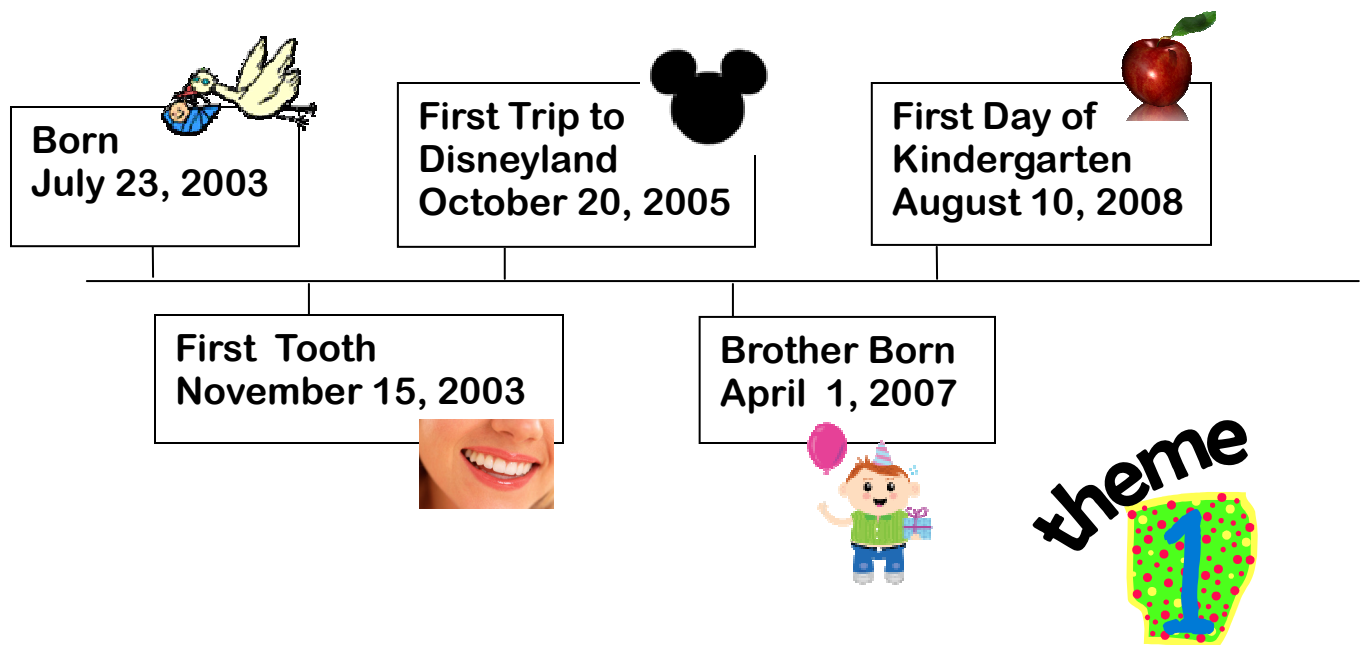
Please contact your child's teacher with any further questions. We have been talking about timelines for several weeks. Your child should be familiar with this concept. We have created class timelines of our school year all ready!





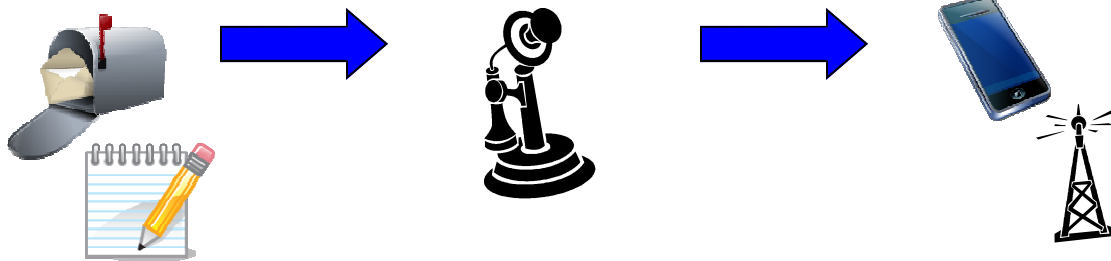
Who is in your family?

A timeline is

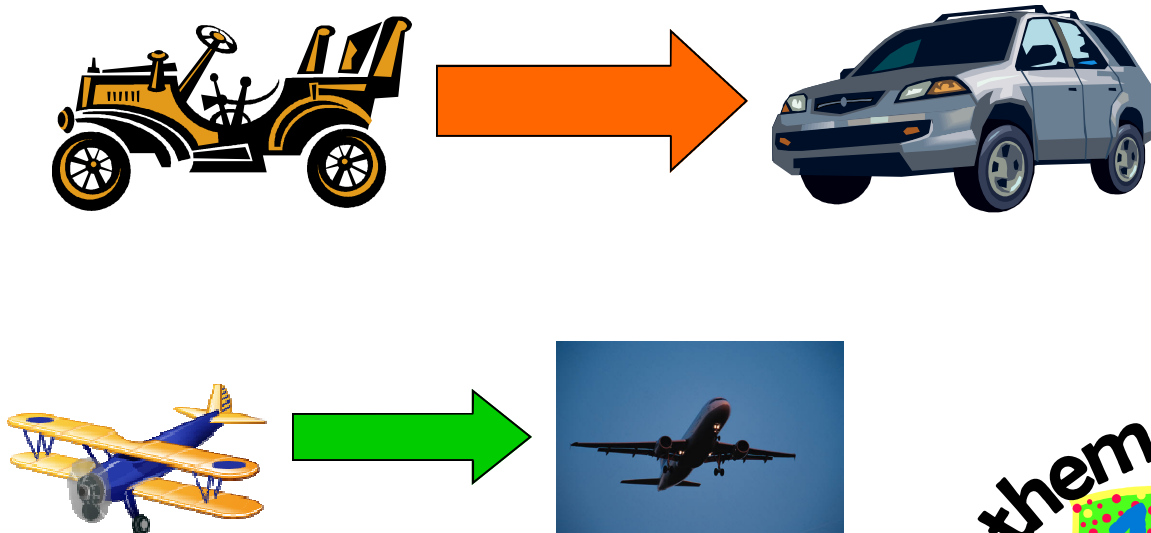


**We are a
product of the past and
what we value, we pass
on to the future.**

Communication over time



Transportation over time



theme
1

theme



WHERE we are influences WHO we are

Major Ideas

- Spatial Terms
- Maps
- Globes
- Models
- Directions (north, east, south, west)/ Compass Rose
- Map Key/Legend

Academic Vocabulary

- Geography
- Compass Rose
- Direction
- Map Key
- Symbol
- Globe
- Map
- Land
- State
- Vegetation
- Continent
- Country
- Peninsula
- Landform
- Mountain
- Valley
- Island
- Ocean
- River
- Plain
- Lake
- North
- East
- South
- West
- Symbol
- Bald Eagle
- Statue of Liberty
- Pledge of Allegiance
- National Anthem
- Liberty Bell
- Washington Monument

Teaching Theme 2

- We live on the planet Earth. A globe is a model of the Earth.
 - Looking at the globe, why are there 2 different colors on the globe?
 - What shape is the globe?
- Examine the Earth
 - Do any shapes look familiar?
 - Where do we live on the globe?
 - What is the area of land called?
 - How many states are in the United States?
 - What state do we live in?
 - Can you think of any other states? List them
 - What city do you live in?
 - Can you think of any other cities in the area? List them
- There are numerous symbols associated with the United States
 - What is a symbol?
 - Of school?
 - Of the community?
 - Of the state?
 - Of the US?
 - What do symbols make you think of?
 - Can you recite the Pledge of Allegiance?
 - Why do we say the Pledge of Allegiance?
 - Can you sing the National Anthem?
- What is the difference between a map and a globe?
 - They both show snapshots of the Earth
 - A map is a flattened version of a globe
- How would a globe help you?
- How would a map help you?
- What do maps show?
 - Land
 - Are there different types of land?
 - They are all land, but they have different names. Continent, country, peninsula, landform, mountain, valley, island, plain
 - Can you find any of these on a map?
 - Islands are unique since they are surrounded by water on all sides
 - Can you locate an island?
 - Peninsulas are also unique since they are surrounded by water on 3 sides
 - Can you locate a peninsula?
 - What do we use land for?
 - Are they all related?
 - Water
 - Does water on maps have different names?
 - Yes! Water is water on a map, however it looks different
 - Maps display water as oceans, rivers and lakes
 - What is water used for?
- How do you know what you are looking at on a map?
 - Map key

- Maps may be difficult to read
- Keys clarify what you are looking at and help you locate specific features
- When you move from place to place, you move in a specific direction
 - There are 4 cardinal directions
 - North
 - East
 - South
 - West
 - These help you to tell someone exactly where they need to go, where you are or where you need to go.
 - Directions can be found on an object called a compass rose
 - The directions are always placed in the same location on the compass
 - They are very helpful in reading a map or globe
 - They will help you get to a particular location
 - They are the same wherever you go (i.e. unlike non standard units)

Theme 2 Activities

- Draw a picture and write a story about a place you have visited in Arizona
- Identify, label and color Arizona on a United States Map
- Create a model of the earth using paper mache
- Create a book (individual or class) about US Symbols
- Draw and write about a US symbol you have visited or would like to visit.
- Create a classroom map
- Create a map key to match your classroom map
- Create an individual map of a familiar place
- Write the directions
- Fill the directions in a blank compass
- Make your own compass model using a dessert size plate and brad to make the arrow move
- Label the classroom walls with the cardinal directions



Compass



North

East

South

West

N

W

E

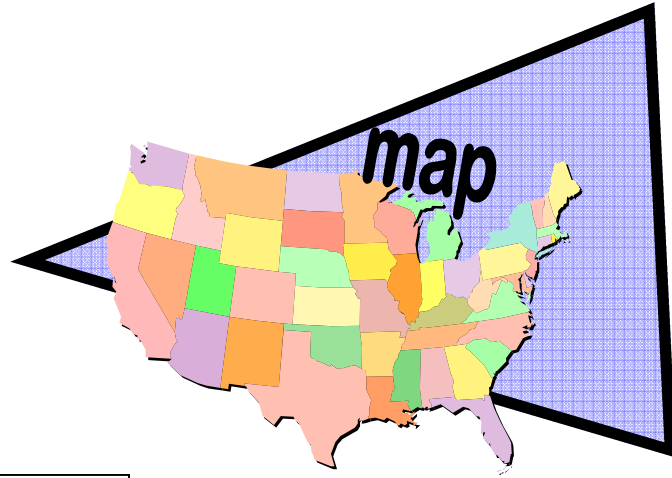
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Where do we live?

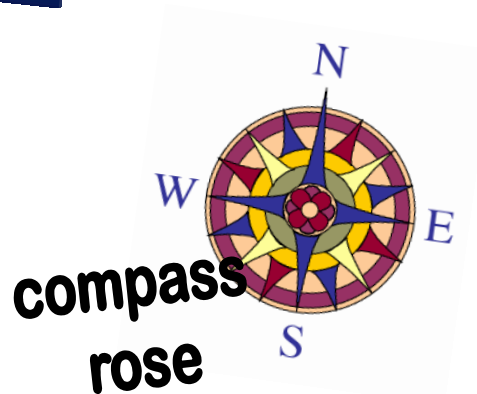


WHERE we are influences
WHO we are





**What is
the
difference
between a
map and a
globe?**





Laws are made to keep Order

Major Ideas

- Citizenship
- Foundations and Structure of Government
- National Symbols

Academic Vocabulary

- Law
- Government
- Constitution
- Elect
- Consequence
- Fairness
- Symbol
- Monument
- Statue of Liberty
- Pledge of Allegiance
- Anthem
- Patriotism
- President
- Congress
- Problem
- Solution
- Vote
- Democracy
- Responsibility
- Leader
- Citizen
- Safety

Teaching Theme 3

- The United States have a lot of national symbols and monuments
 - What is a symbol?
 - What are some symbols of the United States?
 - Why do we have them?
- Holidays are celebrated in the United States for specific reasons
 - Why do we celebrate national holidays?
 - Can you name national holidays?
- Who is the President of the United States?
 - What does he do, how did he get the job?
- Who is the Governor of Arizona?

- How is the Governor's job different from the President's?
- What is Citizenship?
 - List some examples of good citizenship.
 - What are the rights and responsibilities of citizens?
 - Why is it important to treat others the way you want to be treated?
- Why do we have rules or laws?
 - What are the rewards of following the rules/laws?
 - What are the consequences of disobeying a rule/law?
 - Why is it important to contribute to a community (home, school)?

Theme 3 Activities

- Label national symbols and monuments
- Perform the Pledge of Allegiance and National Anthem
- Choose a national holiday and create a poster depicting the important aspects
- Create a book (individual or class) about national symbols and holidays
- Participate in class research project about George Washington and Abraham Lincoln
- Identify the current president and the governor of Arizona
- Create a flag to represent something important to the student
- Create a class list of school rules and consequences
- Create a realistic plan on how to contribute to a community
- Identify people who keep us safe in a community, interview or invite them to speak to the class

Laws are made to keep Order

Why do we have
rules?

Why is it important
to follow rules?



classroom



school



community



home



United States Symbols



Congress



Statue of Liberty



Flag



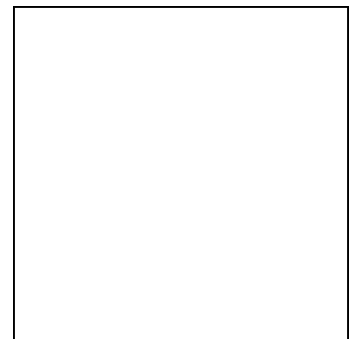
Washington

George
Washington



Lincoln

Abraham
Lincoln



Current
President



Current Governor





People have unlimited wants and desires but only limited resources and must make Choices

Major Ideas

- Interdependence
- Wants
- Needs
- Barter/trade
- Currency
- Resources (renewable, non renewable)
- Labor/work

Academic Vocabulary

- Choices
- Wants
- Needs
- Shelter
- Goods
- Decisions
- Resources
- Limited
- Unlimited
- Source
- Cost
- Money
- Services
- Trade
- Customer
- Seller
- Savings
- Spend
- Products

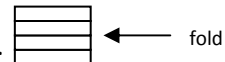
Teaching Theme 4

- Has anyone ever wanted to do something on their own? Have your parents or other adult tried to help you and you did not want them to help?
- It's good to try things on your own, but sometimes it's easier to do things along with other people. (2 heads are better than 1 😊)
- We want to be independent but we have a lot of needs so we need to work as a team.
- A **want** is something we would like to have. It is not necessary to live.
 - Share with a partner something you want
 - Create a class list of wants
- A **need** is something we absolutely NEED to stay alive.

- Share with a partner something that you need
 - Create a class list of needs
- Can a want and a need be the same thing?
- **Labor and Work** are jobs or occupations that people hold. People must do these things in order to earn wages.
 - What is a job?
 - Does everyone have a job?
 - What are some jobs that people have? Are there people that work at our school?
 - Share with a partner
 - Create a list
 - What is a volunteer?
 - How is a volunteer different than someone who does a job for wages?
- **Currency** is another name for money.
 - What is money?
 - You must do a job in order to earn wages or money.
 - Money is used to purchase things your want and need.
 - It is your job to decide what you spend your money on.
- People must make choices. They must weigh their options and make decisions.
 - People must work in order to earn wages (currency)
 - You must use currency, barter/trade or use resources in order to attain your wants and needs.

Theme 4 Activities

- Create a collage of (class or individual)
 - wants and needs
 - resources (renewable or non renewable)
 - labor/work
- Draw a picture and write a story about a want
- Choose something that you need and tell a partner why you need it
- Identify forms of currency. Match currency to amounts
- Combine currency amounts to buy something that you would want
- Bring in a special treat to trade. When the trade is made, be sure it is fair and agreeable. (see attached letter)
- Students create a lap book from a file folder.
 - Fold in flaps to make 4 equal size rectangles (trim as necessary).
 - Outer title page (the lap book will be folded completely so it looks like a single rectangle) "Interdependence Diagram: We want to be independent but we have a lot of needs so we need to work as a team" Supply or have students illustrate teamwork
 - Inner 2 flaps (open once to find these) should be labeled with "wants" and "needs". Students should illustrate an item for each term.
 - Open the lap book completely and have students write and illustrate as they are able, "resource", "labor/work", "barter/trade". Use a small envelope for "currency" and use a math copy page for pictures of coins students can cut and place in their envelope.



want
need

resources
labor/work
barter/trade
currency

Dear Kindergarten families,

Students have been learning about economics in Social Studies. To reinforce the ideas of bartering and trading, Kindergarten students will be participating in a trading exercise. Each class will do this individually on Friday afternoon. If possible, please send your child with a small treat/snack (store bought) to trade during this exercise. You may send the item in ahead of time and we will be happy to store it. Please send this item by Friday December 12th. We will review that the trade must be agreeable for both parties, how to make a fair trade and why people traded to begin with. If you have any questions, please do not hesitate to contact your child's teacher.

Thank you for your support!

Sincerely

Miss Thomas, Mrs. Reed, Mrs. West and Miss A

Teamwork!

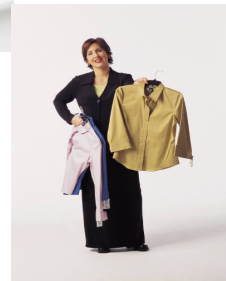


We want to be independent, but have a lot of needs, so we need to work as a team

want

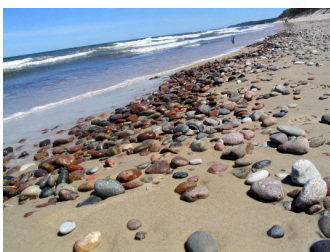


need



theme
4

resource



labor/ work



barter/trade



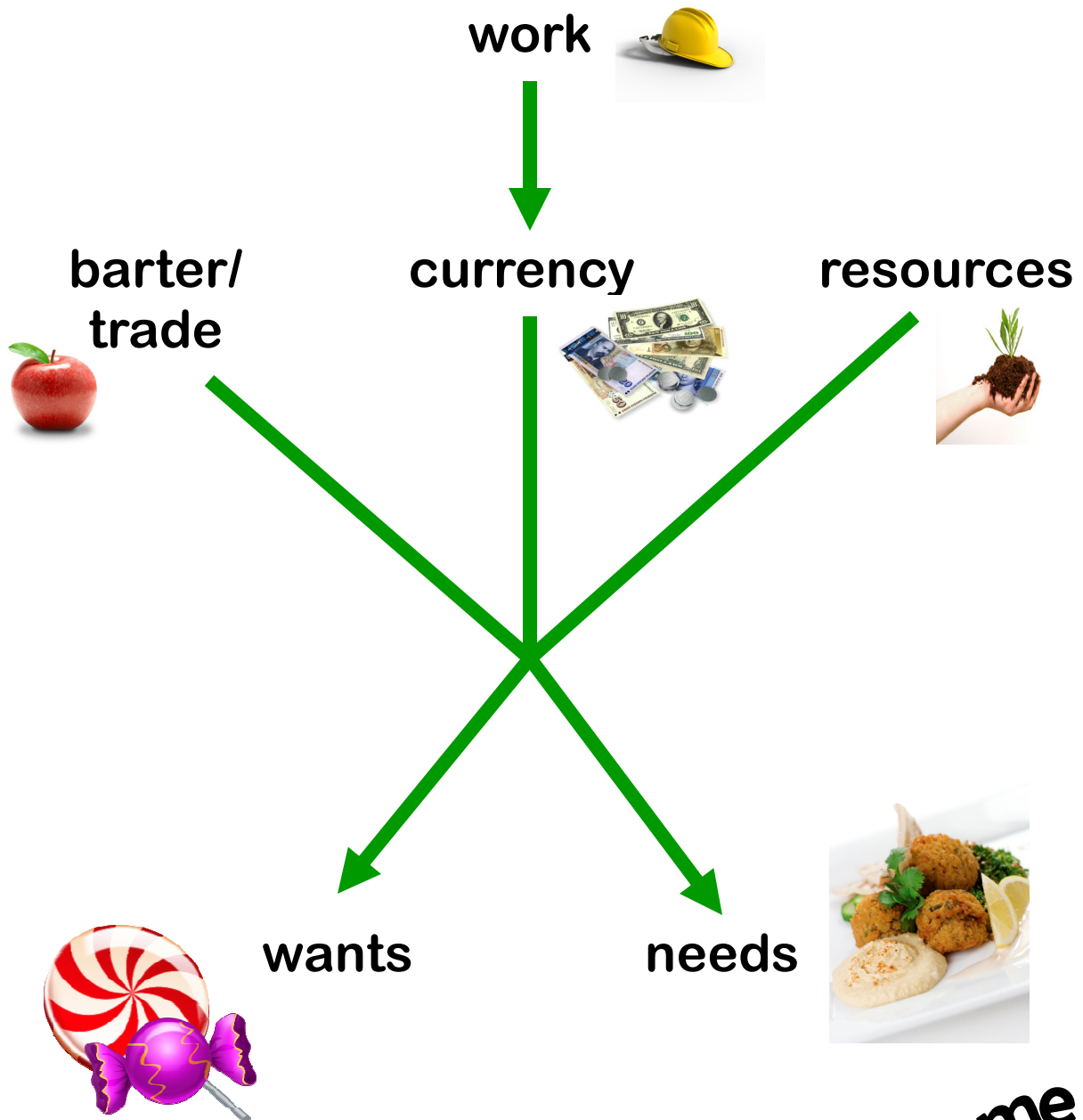
currency



theme



People have unlimited wants and desires but only limited resources and must make choices





People move from place to place for Social, Political, and Economic Reasons.

Major Ideas

- Exploration
- Explorers
- Exchange of ideas
- Cultures
- Movement
- World History

Academic Vocabulary

- Geography
- Ancestors
- Explorer
- Settlement
- Movement
- Exchange
- Trade
- Travel
- Freedom
- Conflict
- Reason
- Push reason
- Pull reason
- Change
- Culture

Teaching Theme 5

- Connection to Theme 1- timeline
 - Do you know any stories about people, events, and places in the past?
 - Have you heard of explorers?
 - Have you ever explored? What? Why? How?
- How did other people live and work in other countries in the past?
 - Compare life today in our country to the lives of people in the past.
 - Why did the pilgrims leave England? (example)
 - How was life in other countries similar or different from your life?
- Who were your ancestors?
 - Where did they come from?
 - Why did they move to the United States?
- How have early civilizations improved your life? (Connect to Theme 1)
 - What advancements have helped you?
 - Why do you think it's an improvement?
- Who are some famous explorers?
 - Why are they considered important?

- Who was Marco Polo, Magellan, and what did they do?
- What are astronauts? How have their explorations improved our knowledge of the universe?

Theme 5 Activities

- Create a graphic organizer comparing life today in our country to the lives of people in other countries
- Sequence pictures of world history events
- Write a class report about famous explorers
- Create a book (individual or class) about students' ancestors
- Draw a picture of why early civilizations moved from place to place
- Create a collage of how early civilizations improved their lives
- Role play early civilizations exchanging new ideas and implementing them
- Participate in a play about the explorers and their adventures.
- Create a class newspaper of events, past or current

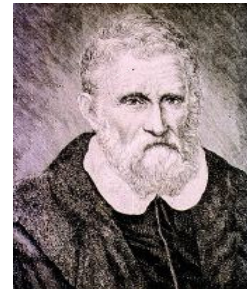
People move from place to place for Social, Political, and Economic Reasons.



Choice

Freedom

Exploration



theme
5

People move from place to place for Social, Political, and Economic Reasons.



Movement

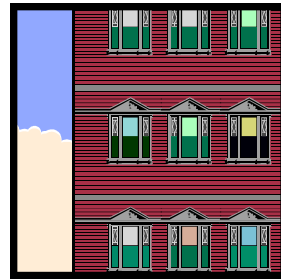
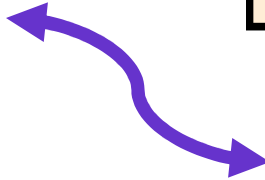


Push Reason

Push Reason

Pull Reason

Pull Reason



theme



