

1st Grade History and Social Studies

(With Utah State Core Standards)

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Unit 1: Maps and Globes

**Standards Taught: 1.SS.3, 1.SS.3.1, 1.SS.3.1.a, 1.SS.3.1.b,
1.SS.3.1.c, 1.SS.3.1.d, 1.SS.3.2, 1.SS.3.2.a, 1.SS.3.2.b,
1.SS.3.2.c**

***Words in bold are vocabulary words your child should learn**

Lesson 1: Using a Compass

For this lesson, you will need a traditional compass.

Show your child the compass. Explain that, to help us travel and know where we are, humans named directions. There are four directions. **North, South, East, and West.** These directions are known as the cardinal directions. Point out that each of these Explain that a compass can help us figure out our directions.

Show your child the needle on the compass. Explain that this needle always points towards the North. Demonstrate that you can turn the compass, but the needle always points the same direction. Then, ask your child which marking on the compass represents North. Yours may say the word *north* or it may just have a letter *N*. Show your child how to rotate the compass until the needle lines up with the symbol for North.

Next, ask your child to point to the other symbols or words on the compass. Point out that, because the needle and the symbol for North are lined up, we can now figure out all of the other directions. Show your child where East, South, and West are. Point out that the compass tells us by pointing in each of those directions in the markings. Ask your child to take a few steps in each direction as you work.

Finally, tell your child that there is a way to find directions, even without a compass. If we know where the sun rises and sets, what time of day it is, and what order the directions are in, we can figure out directions using the sun. Explain that the

sun rises in the East every day. It sets in the West. If we know where East and West are, we can figure out North and South.

Teach your child the following phrase: Never Eat Shredded Wheat. Point out that the first letter of each word matches the first letter of each direction. (N = North and so on). Ask your child to repeat this phrase a few times, pointing in the directions as they do so. Then, ask your child to walk outside and point out the directions, based on the time of day and the position of the sun.

Practice these skills several times until your child has mastered the concepts.

Lesson 2: Using a Map

**For the following 4 lessons, you will need a map that includes a compass rose, legend, key, and physical features of the landscape.*

Show your child a large map of your state, the United States, or the world. Tell your child what this map shows. Point out that it may show land and/or water. Ask your child to tell you what they see on the map. Explain that maps can help us understand the layout of the area around us, help us find our way, and show us direction and distance.

Point out the **compass rose** on the map. Ask your child to repeat the phrase *compass rose*. Explain that, like the compass, the compass rose helps us understand direction. However, the compass rose does not tell us the directions for where we are, but the directions for the map. Point out North, South, East, and West on the compass rose. Ask your child to use the compass from the previous lesson or the sun to find each of these directions. Then, ask your child to turn the map to match.

Next, point out the **map legend**. Explain that the legend gives us the information we need to understand the symbols, colors, and distances on the map. Point out the **map key**. Explain that this is a part of the information in the legend. The key tells us what the symbols on our map mean. Explain each symbol in your map's key to your child, asking them to find that symbol somewhere on the map. Explain that this is showing us where each item is.

Allow your child to ask questions about maps. Explore and look at different maps together, pointing out the compass rose, legend, and key on each one.

Lesson 3: Physical Features on a Map

Review the previous two lessons with your child, asking them to tell you some of the things we can learn by looking at a map. Remind your child that a map can tell us direction, location, and distance. Point to the key and remind your child that a map can also tell us the location of **natural and manmade** items. Point out a few examples from your map's key.

Next, point out a few of the physical features shown on your map. These may be markings for **mountains, oceans, rivers, forests, ponds, hills, or lakes**. Ask your child if they see any other examples of these things. Explain that these are natural parts of the places around us. Ask your child to look out of the window and name the natural features they see around them. Then, ask them if they can find some of the same items on the map. Note how each feature is drawn onto the map. Explain that this can help us understand what each place is like.

Next, show your child a map of the world. Explain that world is made up of water (point to oceans, rivers, and lakes) and land (point to each continent). The big pieces of land throughout the world are called **continents**. Point to each continent, saying its name aloud and asking your child to repeat the name. Tell your child which continent they live on.

Ask your child if they see any lines on the map. Explain that these lines are not really drawn onto the world and are shown only on maps and globes. These lines help us break up big spaces into smaller ones and give us a way to tell where we are. They may show borders between **countries**, measurements of longitude or latitude, or even where the middle of the earth is.

Point out the **equator** to your child. Explain that the equator is a pretend belt that goes around the entire world. It is in the middle of the earth, just like we wear our belts in the middle of our bodies. Explain that the equator is one way humans can measure where they are on earth using maps.

Finally, point out the North and South poles. Ask your child to tell you what they know about these places. Point out that the North Pole is at the top of the earth while the South Pole is at the bottom. These poles show us direction and location.

Allow your child to ask questions and continue to explore the features they see on the map. Remind them that they can use the key to help them understand symbols they may not recognize.

Lesson 4: Create a Map

Briefly review the previous lessons with your child, showing them the maps you have learned about so far. Tell your child that today we are going to make our own map. Explain that their map will show your **neighborhood**. It should have a compass rose, legend and/or key, and symbols for physical features you see (i.e. gardens, ponds, hills, trees, etc).

Give your child a blank piece of paper, a pencil, and a clipboard. Take them on a walk (or car ride) around the neighborhood, pausing to allow them to draw buildings, sidewalks, parks, streets, and other features to their map. Help your child note and record where items are in relation to each other. Use positional words (i.e. in front of, behind, beside, etc) to help your child correctly record each item on their map. Encourage your child to use neighborhood **landmarks** (something easily seen or recognized) to help the person using the map find their way.

Next, ask your child to add a compass rose to their map. Help them orient the map in the same layout as the neighborhood. Then, help your child use a compass or the sun to figure out where North, East, South, and West are. Ask your child to draw a compass rose and label it with the directions, matching the correct directions to the neighborhood.

Then, ask your child to add their legend/key. Encourage them to use symbols to add physical features (i.e. water, gardens, trees, hills, etc) to their map. Remind them that this helps people using the map to

understand what they layout of the land is like.

Finally, allow your child to color the map. They may want to color each land plot or home a different color, showing the boundaries between them. Encourage your child to show their map to others and teach them how to read and use it. Keep this map for use in lesson 7.

Lesson 5: Using a Globe

Review the previous lessons about maps with your child. Then, review the science lesson about the planet Earth. Show your child a globe, reminding them that this is a model of Earth. Point out that a globe is like a map that is not flat, but shows the shape of the entire world.

Spend some time comparing the map of the world with the globe. Point out the continents, North and South Poles, oceans, equators, familiar countries, physical features, and the equator on the globe. Then, help your child find the same places on the map. Finally, ask your child to point out the cardinal directions on both the map and the globe.

Lesson 6: Finding Me on a Map

Ask your child to pull out the map they made of your neighborhood. Help them orient the map, matching the compass rose to real-life cardinal directions. Then, ask your child to point out their home on the map.

Next, show your child a map of your city. Ask them to tell you their address. Then, help your child find the street they live on in

the map. Ask your child to find their home on this map.

Then, show your child a map of your state. Ask your child to find their city on the map.

Show your child a map of the United States. Ask your child to find their state, then their city on the map.

Finally, show your child a map (or globe) of the world. Ask them to find their city on this map.

Review vocabulary words for this unit with your child and ensure they understand each of the concepts covered.

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Unit 2: My Neighborhood

**Standards Taught: 1.SS.1, 1.SS.1.1, 1.SS.1.1.a, 1.SS.1.1.b,
1.SS.1.1.c, 1.SS.1.1.d, 1.SS.1.2, 1.SS.1.2.a, 1.SS.1.2.b,
1.SS.1.2.c**

Lesson 7: Who is in my Neighborhood?

Show your child the map they made of their **neighborhood** in lesson 4. Ask them to remind you what it shows. Then, ask your child if they know anyone who lives in those houses. Help remind them of your neighbors' names if needed. If you don't know your neighbors, this is a great time to stop by with a treat and say hello with your child.

Ask your child to draw a picture of the people they know (or just met) in your neighborhood inside of their respective homes on the map. Then, ask them to tell you what they know about each neighbor.

Point out how your family is similar to your neighbors' families. Encourage your child to do the same. Perhaps many of them have children, like your family. Maybe one has the same type of pet, a common hobby, or a shared religion. Maybe family members have the same color hair or eyes. Ask your child to look for similarities with you.

Then, point out how your family is different than the other families. Differences in appearance, family types, hobbies, beliefs, or even foods they like. Point out that it is these differences that make each of your neighbors special and unique. That each difference helps us all to learn from each other. Perhaps one neighbor is really good at BBQ while another grows a garden. Point out how they could teach each other or help each other.

Explain that a neighborhood is like a big family. Each person has their own job and unique skills that can help the others. Each family can work together to keep the

neighborhood safe, be good friends, and help each other out if one neighbor is in need.

Read Leviticus 19:18 with your child and ask them what it means to love thy neighbor as thyself. Explain that, if we love our neighbor, we are willing to help them, be friends with them, and **respect** them, even when we don't agree or get along all the time. Respect means that we treat them kindly, even if they are sometimes different than we are.

Ask your child to tell you about a time they had a neighbor help them or their family. How did it make you feel? Did this neighbor have some things in common with your family? Did they have some differences? Why did their help make a difference?

Then, ask your child to tell you about a time they helped a neighbor. What did they do? How did it make them feel? How do they think their neighbor felt?

Ask your child to think of something kind they could do for a neighbor today. It can be as simple as leaving a note to brighten their day. Help them carry out their plan and discuss how proud you are of them.

Lesson 8: My Community

Remind your child of the previous lesson on neighborhoods and how neighbors can respect and love each other through kind actions and an understanding of similarities and differences.

Then, point out that their community is made up of several different neighborhoods.

Explain that a community is a group of people who live near each other and share a common goal or value. A community may be a church group, extracurricular activity group, group of friends, or even a whole city.

Ask your child to tell you what they like about living in their community. Where are their favorite places to go? Who are their favorite people to see? Why do they enjoy these things?

Then, tell your child why you like your community. Maybe the people are very kind and work together well. Perhaps you like the big-city or small-town feeling. Maybe your community has great resources, are good at loving their neighbors, or is a safe place for your child.

Explain that, like a neighborhood, a community is made up of different people. Each person has their own unique role and can help the others in some way. Likewise, each of them has something in common with the others.

One thing a community has in common is its history. Briefly review the history of your community. How did it start? What did the founders value? What kinds of **traditions** (special events or activities that happen over and over again) has your community started and/or which ones still carry on today? Why are these important? Does your community have any **folk tales**? Songs? Special musical pieces? Art? Or stories? Share some of this community culture with your child. Include a field trip if you can to areas that are unique to your community or show its history and traditions.

Lesson 9: Community Roles

Ask your child to review what they've learned about their community so far. Remind them that each person in a community has a unique **role**, or job, that helps the others. Ask your child what they do to help the community (e.g. service projects, learning in school, part of a team, acts of kindness, etc). Then, discuss the following roles and how they help your child and the community as a whole. Allow your child to add what they know about each role to the discussion. If possible, travel to meet some of these community helpers. Encourage your child to thank them for their role in the community.

Principal, teacher, librarian, custodian, bus driver, crossing guard, secretary, cafeteria workers, police officer, firefighter, EMT, doctor, store clerk, sanitation worker, father, mother.

Lesson 10: Community Ties

Ask your child to remind you of a few of the community roles you learned about in the previous lesson and how they help the community. Point out that many of the people who fill these roles work hard every day to help others. Then, ask your child to name someone else in their community who they have seen helping others. Discuss their actions and why these acts are important to the community. How does the entire community benefit when someone is helped? (e.g. a woman drops her wallet, a man finds it and turns it in to the store, the woman returns to find her wallet safely waiting for her)

Point out that, in addition to roles and jobs within a community, there are ways that we can help each other each day. Discuss the following examples and ask your child to tell you how they may help the community:

A child gets separated from his mother. Another mother helps the child find her.

A man falls while working on a ladder. Someone walking by sees him and calls an ambulance.

A fire starts in a home and a family loses all their clothing and food. Many people offer shelter, food, furniture, and clothing to the family.

A dog gets off his leash and wanders away from home. A woman finds him and gives him food and water. She posts a picture of him on social media.

A woman at the store is holding a crying baby while working to get her groceries in the car. Another woman helps her unload groceries as she puts the baby in his car seat.

A child sees a **friend** struggling with a math assignment and offers help.

A teenager sees an area where others dropped their trash on the ground and picks up all the litter.

Point out that, like in a family or in a neighborhood, communities can perform small acts of service, even those that are not in their normal role, and help each other. This makes the community stronger, ensures each person gets help when they need it, and keeps the community a safe place for all. Simply by helping someone in the

community, we make it a better place and show that we respect and love our neighbor.

Lesson 11: Things Change

Ask your child to remind you what a neighborhood and a community is. Point out that each of us has a different role in both, just as we do in a family. Remind your child that, even if we have some differences, we should always respect and try to help each other.

Adjust this part of the lesson to fit your family: Next, show your child a picture of your wedding. Explain that, when mom and dad were married, you started a new family. This family did not have children yet, just two adults. Ask your child to describe how your family grew. Children came into the family. Perhaps you moved, went through a divorce, got pets, or had a grandparent or other family member move in.

Explain that, like families, neighborhoods and communities can change, too. Families may move in and out. New businesses can open and old ones can close. Technology can help change the way we learn, live, and interact with each other. Buildings may be put in where empty grass once was.

Discuss some of the recent changes in your own neighborhood and community. If possible, visit places where these changes took place. Remind your child of what used to be there and point out ways it has changed. Explain that, like a family, a community grows. Changes can be difficult, like when a neighbor who is a good friend moves away, but can also bring new opportunities, like when a new family moves into the house and you make new

friends. Allow your child to share some ways they've seen their neighborhood or community change. Ask them what was difficult about that change and what they gained from it.

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Unit 3: Citizenship

**Standards Taught: 1.SS.2, 1.SS.2.1, 1.SS.2.1.a,
1.SS.2.1.b, 1.SS.2.1.c, 1.SS.2.1.d, 1.SS.2.1.e,
1.SS.2.1.f, 1.SS.2.1.g, 1.SS.2.2, 1.SS.2.2.a,
1.SS.2.2.b, 1.SS.2.2.c, 1.SS.2.2.d, 1.SS.2.2.e,
1.SS.2.2.f**

Lesson 12: My Job in My Family

Review the various communities your child is a part of: family, neighborhood, activities, clubs, and/or churches, city/town, state, and nation. Fold a blank paper into eighths and open it again. List all of the communities your child belongs to, one in each box. Be sure to include your child's family, neighborhood, activities/clubs/church, city, state, and nation.

Next, ask your child to remind you what a community is and how they help each other. Briefly review different community roles.

Finally, ask your child about their family community. Remind them that a family works together to get what they need to done. Point out a few of the projects your family just finished or is currently working on and how everyone is helping with those goals. Ask your child to outline their roles in the family community (**responsibility** for learning in **school**, chores, helping mom and dad, etc.). Have your child draw and color some of these roles in the box labeled *Family*.

As they color, ask your child how family projects go when everyone is grumpy or not working together well. Point out that it is when we are trying to be kind and willing to listen to each other that projects work out the best. Everyone is happier and the work gets done more quickly. This is called **cooperation**.

Ask your child to identify a time when their behavior helped in a project and how they felt. Then, ask your child to name a time when the opposite was true. Point out that we sometimes get frustrated or tired,

especially when there is hard work to do. Explain that it's okay to have these feelings, but the way we express them can affect our work and the feelings of those around us. Point out a time when you lost your temper. Explain how you were feeling and how your reaction was wrong and slowed the work or made others feel badly. Ask your child what you could've done differently in this situation and how that different method would've helped the family community to work better.

Point out a time when your child was committed to fulfilling their role in the family community, (e.g. they cleaned their room without throwing a fit). Explain how this action and their attitude helped you and your family. Point out that your child that their **choices** affect others and they have the opportunity to make their community better through their actions, communication, and attitudes. Praise your child for their service in your family and the positive changes they bring to your home.

Keep the paper to use in the next few lessons.

Lesson 13: My Job in My Neighborhood, Activities, Church, and/or Cities

Remind your child of the power they have to positively affect their family community and those around them. Review some of the methods they can choose to continue to be a positive influence (communication, **service**, hard work).

Next, remind your child that their family is not their only community. Review the list that you made together on the paper from the previous lesson. Ask your child to

explain how they can help in their neighborhood. Point out ways they already have (e.g. playing with neighbor children, helping with lawn work, picking up **litter**, obeying safety rules, respecting **private property** by not engaging in **vandalism**, etc). Ask your child to draw and color a way they can choose to fulfil their role as a good neighbor.

Repeat this process for any clubs, committees, extracurricular activities, and/or church memberships your child has listed on their paper.

Finally, point out that your child is a part of a town/city community. Ask your child to name some of the people and resources in your city. Discuss how your child fits into their city and how they can fulfil their role as a part of the city (e.g. participation in **customs** and traditions, respect of public spaces, learning and sharing the truth, helping those around you). Briefly discuss your own role in the city (e.g. public office, service, occupation, voting, daily tasks within the city) or an example of how others in your city have helped the community. Allow your child to draw a way they can fulfil their role within your city and color it.

Save this paper for the next lesson.

Lesson 14: My Job in My State

Show your child their community paper and briefly review the different ways they can fulfil their role in their communities and how those roles may change as they grow.

Then, point out that your child is also a part of a state community. If possible, visit your state capital (or show the image [here](#) if you

are in Utah), point out state symbols, and/or find your state on a map.

Explain that just as neighborhoods make up your city, cities make up the state.

Together, people living within the state can work together to solve problems, make changes, and create a better place to live.

Point out that many of the changes in your state happen at the state's capital building, where elected officials gather to listen to the people in the state community and try to help them.

Explain that, as a child, part of their responsibility in the state community is to follow laws, respect others, and try to help where they can. As they grow, they will be able to learn more about problems and goals in the state, vote, comment, and help work towards solutions.

Ask your child to draw a picture of a way they can currently, or will eventually, help in their state community in the *State* box of their paper.

Save the paper for the next lesson.

Lesson 15: My Job in the Nation

Briefly review the filled squares on your child's paper, showing them how big of a difference they can make in each of their communities. Ask them to remind you of a time where they helped one of their communities in some way.

Then, point to the final box on their paper. Explain that this is their national community. Show your child a map of the nation, pointing out that the states make up

the country of the United States. Together, the states, and the people in them, create laws, protect rights, and work to improve our country. Though we do not always agree, in America, we are able to learn, discuss, and build our goals together.

Explain that, in America, we are free. This means that we have no king who can tell us what to do. We can make our own choices. Point out some choices we are free to make (e.g. what job we work at, where we can go, what we can buy, what church we go to, what we say and learn, how we teach our children, etc). These choices allow us to choose whether or not we will do the right things.

Point out that we cannot take away these choices for others, however, just as they cannot take them away from us. There are **consequences** (or things that happen because of) to our choices. If we choose the right things (e.g. keeping the commandments), we are blessed with good consequences and able to keep our freedom. If we choose the wrong things (e.g. harming someone else), we can be punished with bad consequences.

Learning is a part of making good choices. We cannot choose the right thing if we don't understand why it is right. So, in America, learning and sharing truth are responsibilities of all. Respecting the rights of others is also a responsibility.

Americans elect officials, like the president and congress, to create and enforce laws and help protect our rights. Voting for good men and women who are moral is a responsibility of all Americans. Learning

about, commenting on, and respecting laws is also a responsibility.

Explain that American children learn about freedom and the responsibilities that come with it as they grow. By learning how the government of our nation works and what it's purpose is, children can grow to be good, responsible **citizens** of their national community.

Children also learn about the nation's symbols, customs, and etiquette for respecting the freedoms we enjoy. Ask your child to name some of the things that symbolize America (e.g. flag, eagle, Liberty Bell, etc.), a tradition that Americans celebrate (e.g. 4th of July, Veteran's Day, etc.), and a form of **etiquette** they observe (e.g. standing for the flag, Pledge of Allegiance, calling the President Sir, etc).

Finally, ask your child to draw a picture in their final box of how they can fulfil their role as a member of the national community.

Lesson 16: Being a Good Citizen

Review and praise your child for their work to be a good community citizen. Remind them that every citizen has a role within each of their communities and that cooperation and hard work can help us to make the world a better place together.

Then, point out that there are certain things every good citizen does, no matter what their role is.

First, good citizens understand that our communities need to have rules. These rules protect the rights and safety of the entire community. Ask your child to name a

family rule. Then, discuss how this rule helps the family to work together more smoothly and/or helps to protect the safety and/or freedom of each member. What would happen if your family didn't have this rule? What does this rule teach you?

Repeat this process for each community your child is a part of, pointing out that part of being a good citizen is helping to make those rules. Communities may call these rules laws, which are made by elected officials with input from citizens and within the goal of protecting rights. Explain that our country has a document known as the Constitution, which tells our elected officials which rules they can and cannot make.

Secondly, every good citizen respects others. Respect means we treat others the way we would like to be treated. We listen to their ideas and thoughts, even if we don't agree. We allow them to make their own choices, as long as those choices don't violate the rights of others. We don't harm others, say or do mean things, or take their property.

Finally, good citizens serve each other. Heavenly Father taught us that we need to love everyone. One way to do this is to help others when they need it. This is service. Service may be helping with a big project, taking treats to a neighbor, listening to a friend or **peer** when they are having a difficult time, spending time hanging **signs** to support a good law or candidate, teaching the gospel, or even just smiling at someone who is having a hard day.

Lesson 17: Service Project

Review the previous lesson with your child, asking them what three things can help them to be a good citizen, or community member. Remind them of what they have already done and encourage them to keep going.

Then, explain that today we are going to do a service project. Ask your child to identify something in one of their communities that could be improved. This may be a problem, or something that could be made better. Some examples are: a place with too much litter, a group of lonely community members, someone who feels sad or left out, or a method or rule that is unfair. Encourage your child to think of a way they can use their influence to change this situation. How can they make it better? Discuss a few different plans with your child, encourage them to choose the best one, and help them carry out their service project.

Afterwards, point out the impact that your child made and praise them for their choice to help their community.

Unit 4: Symbols, Landmarks, and Important Documents

**Standards Taught: 1.SS.2.3,
1.SS.2.3.a, 1.SS.2.3.b, 1.SS.2.3.c,
1.SS.2.3.d, 1.SS.2.3.e**

Lesson 18: Neighborhood Symbols and Landmarks

Review with your child the previous lessons about your neighborhood. Discuss the different families and people that live around you, the layout of the neighborhood, the way your neighborhood works together and helps each other, and your child's responsibilities within their different communities (i.e. church, activities, family, and neighborhood).

Next, discuss what your neighborhood is known for. Are there any **landmarks**? Traditions? City buildings such as **firehouses**, police stations, or **city hall** within your neighborhood? What about **church** buildings?

Finally, ask your child to create a set of written instructions on how to find your house within the neighborhood. Encourage them to include pictures of landmarks or well-known businesses as a reference point within their directions.

Lesson 19: City Symbols and Landmarks

Briefly discuss the previous lesson with your child, reminding them of symbols, landmarks, major buildings, and traditions of your neighborhood.

Then, explain that your city (name city) also has these things. Discuss some of the things your child has seen around the city. Talk about some of the landmarks, businesses, and public buildings or parks that your child is familiar with.

Then, take your child on a driving field trip around your city. Ask them to look for the

city logo, city vehicles, important buildings, firehouses, police stations, city hall, churches, and other important landmarks. Discuss the importance of each one. Talk about whether or not each is unique to your city.

Finally, discuss the **festivals** and traditions that take place in your city. This may include parades, holiday celebrations, or annual festivals and events. Explain the origins and purpose of each and remind your child of a time when they may have participated. Then, take your child to the next celebration happening in your city and remind them of the importance of having city-wide celebrations to help bring the community together.

Lesson 20: State Symbols, Landmarks, and Documents

Ask your child to tell you about the city symbols, landmarks, and traditions they remember from the previous lesson. Then, show your child a map of the United States. Point out where your city is on that map. Next, point out your state on the map. Explain that groups of cities make up states and all of the states make up the United States of America, our country.

Point out that, like your city, your state also has symbols, landmarks, documents, and traditions that represent the people and culture there. Remind your child of a few state landmarks, symbols, or traditions they've had personal experience with (e.g. state flag, capital building, Pioneer Day, etc).

Then, watch this [video](#) with your child, pausing to discuss some of the symbols

found there. Explain that the song on the video is Utah's state song. Discuss the significance of some of the symbols and what they stand for. Point out that these are the things and ideals that the people of Utah value most.

Finally, ask your child to choose a state symbol and work together to create a craft or drawing of that symbol. Ask your child to show their work to a friend or family member and explain why this symbol is important.

Lesson 21: National Symbols, Landmarks and Documents

Review the previous lessons with your child, asking them to review what a symbol, landmark, and tradition is and give some examples in your neighborhood, city, and state.

Then, ask your child to find your city and state on a U.S. map. Remind them that our country, the United States of America, is made up of states that work together to protect everyone's rights. The country was created with the **Declaration of Independence**, a document (or paper) signed by the Founding Fathers (or men who started America) long ago. This document stated that Americans were free and would not live under a king who would not protect their rights any longer. This, and the war that followed, made America into an independent country. We celebrate the day the Declaration of Independence each year on the 4th of July.

After Americans won the war, the Founding Fathers gathered and created the **Constitution**. This document created the government, a set of three groups that would

make, enforce, and judge laws. It ensured rights to each citizen, or person living in America, that would protect their lives, freedom, and property (or things) from others, including the government itself. The goal of the Constitution was to make everyone in America free to live according to their conscience (do what they thought was right) as long as they didn't affect anyone else's ability to do the same.

Next, watch this [video](#) with your child, pointing out different important symbols and landmarks in the U.S. Discuss the importance of each and what they represent. Point out that each of these symbols helps Americans remember how important freedom, our rights, and our choices really are. Pay special attention to the U.S. flag, the bald eagle, the Liberty Bell, the Washington Monument, the White House, and the Lincoln Memorial.

Then, show your child a flag that you have in your home. Discuss proper flag etiquette (e.g. don't let it touch the ground, stand when it goes by, correct folding, etc). Explain that we show respect to the ideals of the country when we respect the flag. Recite the **Pledge of Allegiance** (with proper etiquette) with your child. Then, listen to the National Anthem with your child, teaching them to stand and face the flag as it is played. Explain that this song represents America.

Finally, give your child a poster board, glue, construction paper, scissors, and markers or crayons. Ask them to create a collage that represents America and what it means to them. Allow your child to display their finished work in a prominent place in your home.

Unit 5: Economic Choices

**Standards Taught: 1.SS.4, 1.SS.4.1, 1.SS.4.1.a, 1.SS.4.1.b,
1.SS.4.1.c, 1.SS.4.1.d, 1.SS.4.2, 1.SS.4.2.a, 1.SS.4.2.b,
1.SS.4.2.c, 1.SS.4.2.d**

Lesson 22: Money Basics

Show your child a penny, nickel, dime, quarter, one dollar bill, five dollar bill, ten dollar bill, twenty dollar bill, fifty dollar bill, and hundred dollar bill. Ask them to explain what these items are and what we do with them.

Explain that money is simply something that a society decides has value. It is used to **purchase**, or buy, things we need and want. Every community has a form of money, though it may look different than the money in the United States.

Ask your child to pick up the penny and tell you how much it is worth. Explain that a penny is the smallest amount in our currency, or money, system. It is worth one cent.

Next, ask your child to find the nickel and discuss its value of 5¢. Point out that this means one nickel is worth 5 pennies. The amount of things we can buy with one nickel is the same as with 5 pennies.

Repeat this process with each coin and bill, pointing out a few combinations that are equivalent (e.g. a dime equals 10 pennies or 2 nickels, a quarter equals 25 pennies or two dimes and a nickel, a dollar equals 100 pennies or 10 dimes or 4 quarters, a 5 dollar bill equals 5 one dollar bills).

Review money values often with your child, allowing them to help purchase items at the store with cash.

Lesson 23: Wants and Needs

Using the money from the previous lesson, review values with your child.

Then, ask your child what money is used for. Point out that money can be traded, or **exchanged**, for things we need or want. When we go to the store, we use money to purchase items. Those items are then ours and the store keeps the money. The store can then use the money to purchase things they need. The things we purchase are called **goods**. Some goods include food, toys, school supplies, and dishes.

Likewise, we can use money to purchase, or buy, **services** that we need or want. A service is a job someone else does for us in exchange for money. Some examples of services are babysitting, cleaning, teaching a class, and fixing a car. Though we do not buy an item, we are trading money for the work someone else did for us.

Ask your child to point out some goods and services your household purchases. Remind them of the difference, one is a physical thing you can hold while the other is someone doing a job.

Next, point out that there are goods and services that we need to survive. Others are extras, things that we want. For example, we need healthy food to survive but we may want a treat when we go to the grocery store. Explain that needs and wants may be different for different people. Someone who is sick may need medicine but want a book to read while they rest. Someone else who is not sick may not need the medicine but may need to purchase a book for school.

Discuss some of your family's needs vs. wants. Explain why the needs are so important to your child.

Next, explain that your family is able to purchase wants because you have extra money left over after your needs. Point out that we should always purchase the things we need before the things we want. This way, we have what we need. If we were to purchase the things we want first, there may not be enough money left over for needs.

Ask your child to find a needs vs. want in your home. Discuss what would happen if your family only had enough money to buy one and which would be the best **choice**.

Lesson 24: Spending Money

Briefly review the previous lesson with your child. Discuss wants vs. needs and the choices that sometimes have to be made with limited amounts of money. Point out that there are times when we cannot get the things we want because we must get the things we need.

Finally, give your child two blank papers. Label one Needs. Label the other Wants. Give your child a grocery advertisement, glue, and scissors. Ask them to cut items from the ad and decide if they are wants or needs. Help your child glue the items to the correct paper. Ask them which items they would purchase first, ensuring that their needs would be met. Praise your child for their correct choices.

Lesson 25: Earning Money

Review the previous lessons with your child, asking them to remind you what wants and

needs are, what a goods and services are, and how we exchange money for these things.

Next, point out that money has to be **earned**, or worked for. Discuss who earns the money for your household. Point out that this person provides a service or makes goods for others. Those people pay him/her for their work. The money they earn then pays for goods and services your family needs and wants. Explain that he/she works very hard so that they can take care of dad, mom, and all the kids and ensure you have all you need. Encourage your child to thank him/her for all their hard work.

Then, tell your child that today they are going to earn money. Help them think of a good or a service they can do to earn money. This may be an extra chore in your own home, a service for a neighbor, a lemonade or bake sale, or anything else they may think of. While your child works, praise them for their dedication and hard work. Help them communicate and be polite to customers. Ensure that they understand that the money they earn is an exchange for the work that they did.

Don't let your child spend their money until the end of the next lesson.

Lesson 26: Savings

Briefly review the lessons from this unit. Remind your child of ways to earn and spend money, pointing out that needs should be met before wants.

Then, tell your child there is one more thing we should do with our money. We should **save** some of it. If there is extra money after

our needs are taken care of, we should put some money aside for later rather than spending it all on wants.

Saving ensures that we have money if we need it later. It can help us to purchase big things that are more expensive by allowing us to add a little bit at a time to our total amount. It can also help us to pay for emergency expenses that we may not have been planning on.

Share a time when you saved money and it helped your family purchase something big (e.g. a family trip, furniture, car, home) or helped to cover an emergency expense (e.g. hospital care, broken car). Discuss how it made you feel to know you had the money you needed waiting compared to if you had spent all the money and not saved it.

Finally, talk about different ways to save money. You may put it in a piggy bank, envelope, or safe. Banks can also hold money for savings. Help your child develop a savings system and put some of the money they earned in the previous lesson in it. Praise them for their willingness to save. Then, allow them to choose whether they will save or spend the rest of their money.