Passport to Social Studies: Objects Tell Stories

Objective

Explore the stories that objects in our families tell

Resources/Materials

• Objects Tell Stories: Draw the story behind your object
• Objects Tell Stories: Write the story behind your object

Activity

• Memories don’t always fit into a photo album. They aren’t always held in pictures or paper. Sometimes we have objects that hold special meaning. The things we carry tell stories too.
• As historians, we know that every family has a history, a past. Families have different ways of preserving these memories and events that are important to remember. The way families record their memories has changed over time. People in the past wrote letters, kept journals or diaries, saved postcards, took black-and-white photographs, and held onto objects that had meaning or told stories about their families.
• Pick one object that has memories attached or it, is important to you or your family, or tells an important story about your family story.
• Complete Objects Tell Stories: Draw the story behind your object. Illustrating in whatever way you would like, the story this object tells.
• Complete Objects Tell Stories: Write the story behind your object. Writing down the story you illustrated.
Objects Tell Stories:
Draw the story behind your object
Objects Tell Stories:
Write the story behind your object
Civics For All: What is Democracy?

Objective
Students consider the role of elected officials and how they are chosen in a democracy

Resources/Materials
- Voting Line in Brooklyn (2008)
- See, Think, Wonder chart
- Trash on New York City Streets
- Model Leader Solution Chart Trash on Streets
- Leader Solution Chart Playground Problem

Activity
Day 1
- Complete the See, Think, Wonder chart.
- Voting Line in Brooklyn is a photograph of people in Brooklyn waiting in line to vote.
- In this country, adults who are 18 or older vote to elect, or choose, leaders, who they hope will help their communities and the country.
- The United States is considered a democracy. In a democracy, people have the right to vote for leaders.
- Look at Trash on New York City Streets and complete Model Leader Solution Chart Trash on Streets.

Day 2
- Have an adult read you the Leader Solution Chart Playground Problem.
- Discuss the problem with an adult.
- Complete the Leader Solution Chart Playground Problem.

Extension
- Find a problem and write a letter to an elected official about how they need to represent you by helping to solve that problem.
Voting Line in Brooklyn (2008)

<table>
<thead>
<tr>
<th>I see</th>
<th>I think</th>
<th>I wonder</th>
</tr>
</thead>
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</tbody>
</table>
Trash on New York City Streets
# Model Leader Solution Chart

## Trash on Streets

What would you promise to do if you were hoping to be elected as a new city leader?

<table>
<thead>
<tr>
<th>Leader A</th>
<th>Leader B</th>
<th>Leader C</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would...</td>
<td>I would...</td>
<td>I would...</td>
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</tbody>
</table>
**Leader Solution Chart**  
**Playground Problem**

**Problem:** The local children’s playground is full of trash and broken equipment. Playground money is being put aside to build a new tennis park for adults. The people who work in the playground are not being paid much, and so they have said they will only work on weekends, and will get a better job somewhere else on the weekdays. If this happens, the playground will only be open on the weekends.

**What would you promise to do if you wanted to be elected as a new city leader?**

<table>
<thead>
<tr>
<th>Leader A</th>
<th>Leader B</th>
<th>Leader C</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would…</td>
<td>I would…</td>
<td>I would…</td>
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</tbody>
</table>
Civics for All: Children Solving Problems

Objective

Read about a young person who solved a problem in their community.

Resources/Materials

- Problem Solver Profile: Amariyana “Mari” Copeny, “Little Miss Flint”

Activity

- Read Problem Solver Profile: Amariyana “Mari” Copeny, “Little Miss Flint” and answer the following questions about key ideas and details in the text:
  - What problem was Mari trying to solve?
  - How did Mari go about addressing the problem?
  - What can we learn about problem solving from Mari?
- Discuss your answers to the questions above and point to the places in the Problem Solver Profile that you used to find the answers to the questions.
- Think about the following questions:
  - What do Mari’s actions tell us about the importance of people trying to help their communities?
  - What are some problems that you see that you would like to solve?

Additional Resources

- ACLU: A Supreme Court Fight For Students’ Free Speech Rights
  https://www.youtube.com/watch?time_continue=10&v=go63SCNT6OQ&feature=emb_logo
Amariyanna, or “Mari” Copeny, also known as “Little Miss Flint,” helped her community of Flint, Michigan in many ways.

In 2014, the city of Flint, Michigan faced a water crisis. The water supply was contaminated with lead and other toxins. Lead made the water dangerous to drink for everyone, especially children. Members of the Flint community had to rely on bottled water instead of using water from the city’s water supply. The cost of purchasing enough bottled water for entire families was very high, so Mari started a crowdfunding webpage to raise money for water bottles. Crowdfunding is a way to raise money on the internet by asking people from inside and outside of your community to donate to a cause. Through Mari’s work, she has distributed over 1,000,000 bottles of water to date.

Mari has protested and marched on behalf of the children of Flint. She wrote a letter to President Obama explaining what she has done and asking him to meet her when she attended a congressional hearing in Washington D.C. This inspired President Obama to visit Flint. Mari has traveled all over the country talking about the children of Flint.

Mari is part of an organization called Pack Your Back which collects funds and school supplies to donate to the children of Flint and other communities. She has also started the Dear Flint Kids Project, which collects positive letters and gives them to children who live in Flint.

Culture Passport

Objective

Create a Culture Passport.

Resources/Materials

- Family Member Questionnaire
- Culture Passport

Activity

- Culture is the way of life of a group of people.
- Talk to a family member or other adult about what culture means to them.
- Interview a family member or other adult using the Family Member Questionnaire.
- Create a passport Culture Passport that describes your cultural background.
- Your Culture Passport may include drawings of family traditions, holidays celebrated, traditional clothing items worn, beliefs, cultural food, and other cultural symbols unique to them.

Extension

- Celebrate your cultural heritage by making a special meal that represents your family’s background.
Dear Parents,

We are learning about cultures and family traditions. In order to help students learn more about their own culture, please complete the survey below and discuss your family’s culture with your child.

Child’s name: _____________________________________________

Countries of your family’s heritage:

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

Traditions important to your family: _____________________________________________

__________________________________________________________________________

Cultural foods your family eats: ________________________________________________

__________________________________________________________________________

Special or traditional clothing: _________________________________________________

__________________________________________________________________________

Language(s) spoken: __________________________________________________________

__________________________________________________________________________

Which holidays are specific to your cultural heritage? ______________________________
My Culture Passport

This is me:

Ways I celebrate my culture:
Objective

Explore the purpose of our government and why it is important.

Resources/Materials

- Branches of Our Government Infographic
- United States Branches of Government Organizer Option A
- Crayons, colored pencils, or other art supplies

Activity

- The government makes our country run well and manages our system of rules (laws). We have three main groups of government and each group is called a branch of the government. There are different groups of people who are involved in helping government to run and writing the rules and laws. There are people who make the laws, people who make sure that the laws are constitutional, people who help us understand what the law means, and people who carry out and enforce the law.
- Look at the Branches of Our Government Infographic and respond to the following questions,
  - What do you see in this image?
  - What do you think about the information?
  - What do you wonder about the image or what questions do you have?
- Choose one branch of government from the Branches of Our Government Infographic and draw, label, and explain what you imagine happens in this branch of government.
- For each illustration write one sentence that helps someone looking at your drawing understand what is happening in the drawing.
- Repeat this for each branch of government.
- Find someone to share your drawings with and share your answers to the following questions with them:
  - What does this branch of the government do?
  - What might happen if we did not have this branch of the government?
  - Why do you think this branch of our government is important?
Our Branches of Government Infographic

Legislative Branch (The U.S Capitol)

We *Make* the Laws

Executive Branch
(The White House)

We Help Make the Laws *Happen*

Judicial Branch
(The Supreme Court)

We Help People *Understand* What the Laws Mean

We Help People Understand What the Laws Mean
# Our Government Organizer Option A

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<th>Branch of Government</th>
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<th>Write a sentence about the purpose</th>
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Passport to Social Studies: Communities

Objective

Explore what a community needs to function.

Resources/Materials

- Town Map
- Community Organizer

Activity

- A community is a group of people living in the same place and sharing resources, rules, and laws. We all live in a community and there are many important places and people that make up a community. These different features of a community help the people living there and make it a functioning place to live. Communities are made up of people, buildings, schools, stores, crossing guards, public places like parks and playgrounds, and many things.

- Respond to the following question, “When you walk, drive, or take the bus to school, what are some things or people you see in the neighborhood?”

- Today we are going to look at a map. A map is a drawing of a location that helps us find places and get to where we want to go. Maps have different things to help us read and understand them. They have a key which helps us read the map by telling us what drawings, symbols, and colors mean.

- Use the Town Map to complete the Community Organizer.

- Talk about the following questions with someone,
  - What did you learn from the map?
  - What makes up a community?

Extension

- Draw a map of your community. It can look similar to or different from the Town Map you used in the lesson.
Community Organizer

Name: ____________________________________________ Date: ______________

Directions: Look for places in this community and think about the people who work there. How do they help the community?

<table>
<thead>
<tr>
<th>Place in a Community</th>
<th>People Who Work There</th>
<th>How They Help</th>
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What can you add to this community? Why?

________________________________________________________________________

________________________________________________________________________

What questions do you still have?

________________________________________________________________________

________________________________________________________________________
Social Studies – Days 8 and 9

Passport to Social Studies: Maps Provide Different Types of Information - 2 Day

Objective

Explore the different features of maps to learn about the different types of information that maps can tell us about a community.

Resources/Materials

- Physical Map of the United States
- Explorer’s Map Model Task Card: Physical Map of the United States
- Explorer’s Map Task Cards

Activity

Day 1

- Maps have special features that help us to understand the information that they provide. A key is a place in a map that tells us what the images, colors, and symbols on that map mean. Maps also include a compass, these tell us where the cardinal directions (North, South, East, and West) are oriented on the map. Today we are going to look at a physical maps. A physical map shows the geography of a place. Things like mountains, rivers, and lakes.
- Look at the Physical Map of the United States and consider the following questions:
  - When would we use this map?
  - Why would we use this map?
  - What does this map teach us?
  - What special features does this map have?
- Talk to a family member or friend about what you learned about physical maps today.

Day 2

- Yesterday we looked at physical maps and today we are going to also explore political maps and transportation maps. A political map shows us where different countries, states, counties, and boroughs are. A transportation map shows us where bridges, roads, and things like trains are.
- Complete each of the Explorer’s Map Task Cards.
Welcome Explorers!
This map shows the geography of our country. Geography means things like rivers, lakes, and mountains. This is a physical map.

1. □ Draw a rectangle around the mountains.
2. ○ Circle a desert.
3. △ Put a triangle on two bodies of water and write their names:
   ___________________________ and _________________________.
4. Use the map key and the compass rose to help fill in this sentence:
   The desert is in the ______________________. (north, east, south or west)
Explorer’s Map Task Card: New York City Political Map

Welcome Explorers!
This map shows us each one of New York City’s boroughs. It is called a political map.

On the big map:

1. Circle the borough you live in on the map.

2. Put a triangle on one borough that is close—either west or east—to the borough you live in.

   Write the name of the borough: ________________________________

3. Put a rectangle around a borough that is south of the Bronx.

   Write the name of the borough: ________________________________

4. Put a green circle around each borough.

5. Put a purple triangle around the city name.

6. Write a sentence that explains what you can learn from this map.

   ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________
New York City is divided into five areas called boroughs. Can you find all five?

New York City

New York State

New York City

Brooklyn City

Which borough do you live in?

Scale in miles

0 1 2 3 4 5

1 inch stands for 4 miles

Explorer’s Map Task Card: New York State
Political and Physical Map

Welcome Explorers!
This is a map of New York State.
It shows places and geography in our state.

On the big map:
1. Circle New York City.
2. Find and circle the state capital (use the map key to find the symbol).
3. Trace the Hudson River (draw a line down the river).
4. Circle a state east of, or next, to New York State.

   Write the name ____________________________________________________________________

5. Write a sentence that explains what you can learn about New York from this map.
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
This map is divided into imaginary squares. There are letters along one edge and numbers along another.
Welcome Explorers!
This is a transportation map of New York City.
It tells you the different ways you can travel around the city.

On the big map:

1. ○ Find a bridge and mark it with a red circle.
2. ○ Find a tunnel and mark it with a blue circle.
3. Use your map key to find other ways to travel.

[Map Key Diagram]

4. If you are in Staten Island and you want to go to Brooklyn, how would you travel there?

[Space for Student Response]

5. Write a sentence that explains what you can learn about New York City from this map.

[Space for Student Response]
Many of New York’s boroughs are on islands!
Objective

Identify what people do, the environment, the consequences of those actions, and consider a solution to a common environmental problem.

Resources/Materials

• Environmental Problems and Alternatives/Solutions Cards

Activity

• Responsible citizens can protect the environment. We learned about communities and how people’s needs are met. These are important things to help us survive. For example, planting trees is good for the environment. The environment is the area in which we live. Sometimes our actions can affect the environment in ways that we didn’t plan. For example, sometimes we cut down trees to make room for gardens and farms. This has both positive and negative impacts. The environment is a complicated part of any community.” Invite students to suggest other actions that hurt the environment. There are other alternatives, or other ideas, to help solve the problem. We still want to be able to use the environment to meet our needs but want to protect it, too.

• For example, air pollution is an environmental problem. Cars, trucks, and buses are the main causes of air pollution. The more we use cars, the more air pollution increases. The invention of the car was positive in our lives, but it is causing negative effects on our lives too. Every action to reduce the use of cars helps a lot. Air pollution is a health hazard and bad for the earth. Some of the alternatives or other things people can do besides using cars for travel people can walk or bicycle to work or school.

• Carefully look at each of the Environmental Problems and Alternatives/Solutions Card.

• As you look at each card, think about the following questions:
  o What is the environmental problem being shown on the card?
  o What are some of the possible alternatives or ideas that can help protect the environment?

• Answer the question, “What can we do?” in the appropriate section of each card.

Additional Resources

• Tutlediary: Science Video for Kids: How to Care for the Environment
  https://www.youtube.com/watch?v=V0lQ3Ijji40

• Periwinkle: What is Environment and How to Keep it Clean? Environmental Studies for Kids Vid # 1
  https://www.youtube.com/watch?v=gEk6JUNg0U
<table>
<thead>
<tr>
<th>Environmental Problem</th>
<th>Alternatives/Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>People love to enjoy the beach in the summer. People also leave their garbage on the beach.</td>
<td></td>
</tr>
</tbody>
</table>
People like to use paddle boats and kayaks in our local waterways. Sometimes the water is polluted with garbage.

What can we do?
<table>
<thead>
<tr>
<th>Environmental Problem</th>
<th>Alternatives/Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>People use parks for fun.</td>
<td></td>
</tr>
<tr>
<td>There is a lot of trash on the ground after holiday parties.</td>
<td></td>
</tr>
<tr>
<td>and picnics.</td>
<td></td>
</tr>
</tbody>
</table>

What can we do?
What can we do?

Environmental Problem

Many people live in New York State and we need more clear space and used to build homes. Trees are cut down to those trees lose their homes. Animals who live in homes.

Alternatives/Solutions