

Englewood Public School

District Social Studies

Grade 1

Fourth Marking Period

Unit 4 - Folklore

Overview: Students in the first grade social studies program continue to learn the social studies theme of people and cultures through the study of folklore. Although Americans may have come from different backgrounds, they share some common beliefs, customs, ceremonies, traditions, and social practices depicted in folklore.

Time Frame: 30-40 Days

Enduring Understandings:

Understand the larger culture they live in by studying and practicing forms of aesthetic expression that reinforce basic relationships.

Assess the cultural content of works of art and other related products and to value those, which express democratic virtues and aspirations.

Essential Questions:

What is folklore?

How does folklore impact present day?

What can folktales tell you about cultures?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4.A.15 Explain how folklore and actions of famous and fictional characters from New Jersey and other regions of the United States have contributed to an American national heritage.	Topics Folktales Fables Nursery Rhymes Culture Compare and Contrast Objectives	Following a read-a-loud, <i>How Beetles Became Beautiful</i> a Brazilian folktale from unit 5 (<i>A Child's View</i>), students will conduct a whole-class discussion comparing and contrasting who is faster, Paca or Beetle. (CRP4. NJSLSA.SL1)	<i>A Child's View</i> -Unit 5 "Meeting People" Folktales: <i>Anansi the Spider</i> by Jennifer Hansen <i>Johnny Appleseed</i> <i>The Hare and The Tortoise</i> <i>Paul Bunyan</i> Abiyoyo by Pete Seeger The Lion and The Mouse	Instructors will confer with students to investigate their knowledge (anecdotal records & observation). Students will conduct an oral presentation on the folklore that they researched.

<p>6.1.4.D.6 Describe the significance of songs, symbols, monuments and holidays in developing a common American</p>	<p>Students will be able to apply the following skills and strategies:</p>	<p>Lesson 3 “Expressing Culture”- After the presentation of lesson 3 (<i>A Child’s View</i>) students will learn the meaning of the vocabulary word folktale and explore different types of folktales from around the world. (NJSLSA.R4)</p>	<p>Research websites: http://www.americanfolklore.net/si ndex.html http://www.rhymes.org.uk/</p>	<p>Students will work collaboratively to write an alternative ending to a fable or tall tale.</p>
	<p>Acquire and apply vocabulary associated with folklore.</p>			<p>Students’ progress will be ascertained via oral and written class work</p>
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Read and sing nursery rhymes, lullabies, and songs about home, family, and country to intellectually stimulate level of discourse in families—and family solidarity is the basis of civic virtue.</p>	<p>Following a read-a-loud of <i>Anansi the Spider</i>, students will work independently to recreate one assigned page from the folktale and work collaboratively to retell the story in their own words using original artwork. (NJSLSA.R2)</p>	<p>Additional Resources Folktales – Goodreads: https://www.goodreads.com/genres/folk-tales Library of Congress: Fables Online: http://read.gov/aesop/001.htm 1 Reading Rainbow Literature Connections: https://www.amazon.com/Fairy-Tales-Folk-Myths-Reading-Rainbow/s?rh=n%3A2977%2Cp_lbr_books_series_browse-bin%3AReading+Rainbow</p>	<p>Alternate assessments: http://www.schrockguide.net/assessment-and-rubrics.html</p>
	<p>Will understand society’s moral attitudes and manners.</p>			<p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
	<p>Will discuss the “social capital” needed to solve problems and to manage their relationships with other people.</p>	<p>Following a read-a-loud of <i>Abiyoyo</i>, students will engage in a whole-class oral retelling of the story emphasizing the sequence of events in the story, then students will work in small groups to create their own version of the Abiyoyo monster using a variety of art mediums. (NJSLSA.R2, NJSLSA.SL1, NJSLSA.SL2)</p>		<p>Summative Assessments:</p>
	<p>Will locate states or regions from which folkloric characters originate after discussion.</p>			<p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p>
	<p>Will assess how folklore and other cultural contributions from various regions of the US and how they helped to form a national heritage.</p>	<p>Following a class read-a-loud of <i>Johnny Appleseed</i>, Students will work collaboratively to develop a list of good deeds, and then they will individually write their names with one good deed to create a “Good Deed Seeds” bulletin board (“Good Deed Seeds”). (9.2.4.A.4)</p>		<p>Portfolio of student work</p>
	<p>Will explore how American folklore and popular figures enable Americans with diverse cultural backgrounds to feel connected to a national heritage that was developed in the past.</p>			<p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minutes movie based on the topic or subject.</p>

Following a class read-a-loud of *Paul Bunyan*, students will engage in a whole class discussion comparing and contrasting Paul to Johnny Appleseed. **(CRP8)**

Following a read-a-loud of *The Hare and the Tortoise* and *The Lion and the Mouse*, students will have a whole class discussion about what a fable is and how it differs from a tall tale. **(CRP8)**

Students will work cooperatively to create visual representations of one of the lullabies they sang. **(NJSLA.SL1, NJSLA.SL2, 9.2.4.A.4)**

Students will work in small collaborative groups to research nursery rhymes from different cultures then each group will learn one rhyme and present it to the class (americanfolklore.net). **(9.2.4.A.4, 8.1.2.E.1)**

Students will work collaboratively to create a nursery rhyme mural for the classroom; students are encouraged to use a variety of materials to bring their nursery rhymes to life (“The Land of Nursery Rhyme”). **(CRP6, 9.2.4.A.4)**

Read Alouds:

The Listeners
By: Gloria Whelan

Formative Assessment:

Amistad:

Students will create inferences about slavery based on discussion and the text read.

Lesson

Teacher will facilitate an Accountable Talk class discussion.

Focus Question:

After reading these texts about slavery, what do you think it was like to be a child during slavery?

Kamma, Anne
If You Lived When There
Was Slavery in America 2004

<http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress/navigations/3533>

Teacher will facilitate a discussion focused on slavery and the integral part children played in the read aloud texts.

Key Vocabulary: Folklore, Lullabies, Nursery Rhymes, Tall Tales, Fables

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in

reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make proper adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

additional time to complete a task <ul style="list-style-type: none"> • Use graphic organizers 		knowledge of their community. <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
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Career Ready Practices:

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections: ELA-NJSLS/ELA:

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Integration of Technology Standards:

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

