**Elementary Social Studies Learning Experience**

**Integrated with Reading and Writing Instructional Resource**

Grade 1: Geography

*This example was adapted from a teacher submission.*

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| **Reading and Writing Connection** |

Knowledge-Building Topic: Birds’ Amazing Bodies

Grade-Level Complex Text(s): *Bird Builds a Nest: A First Science Storybook* by Martin Jenkins

Text-Dependent Tasks: Writing to Learn, Writing to Demonstrate Learning, Writing for Publication

*Kentucky Academic Standards for Reading and Writing*: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.9, RI.1.10, C.1.2, C.1.6

*Interdisciplinary Literacy Practices*: 1, 2, 3, 4, 8

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| **Social Studies Experience Overview** |

After reading an informational text about birds’ physical features and needs for survival, students will consider their own communities and determine factors that influence the survival of birds. Students will construct arguments about actions that can be taken to ensure that birds can continue surviving in our own backyards. Then, students will examine ways humans modify or change the environment that can impact living things, including birds (such as pollution, mining, deforestation and chemical uses).

***KAS for Social Studies* alignment:**

* 1.I.Q.1 Ask compelling questions about communities in Kentucky.
* 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.
* 1.G.HE.1 Describe ways people modify their environment.
* 1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.

*Educators may have to engage with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified*.

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| **Setting the Stage: Compelling Question** |

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| **1.I.Q.1** Ask compelling questions about communities in Kentucky.  **Compelling Question**: How do our actions affect our environment? |

Compelling questions are open-ended, enduring and center on significant unresolved issues. For more information on compelling questions, visit Section B: “What are Compelling Questions and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the compelling question to students. Display and read the question. Discuss the meaning of “affect” and also review “environment” with students.

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| **Supporting Question** |

| **1.I.Q.2** Identify supporting questions to investigate compelling questions about communities in Kentucky.  **Supporting Question:**What actions can we take to make sure birds survive in our community? |
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Display the supporting question and introduce it to students. Explain to students that they will be expanding upon the contextual knowledge about birds they received during their reading instruction to further explore how birds survive and how our actions can have both positive and negative impacts on birds.

**Investigation 1: Modifying the Environment**

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| **1.G.HE.1** Describe ways people modify their environment. |

**Source:** Next Generation Science. (2023, July 7). *Human Changes to the Environment* [video]. <https://www.youtube.com/watch?v=mhtB7nJKugU>

Begin by explaining to students that they are going to investigate how people change the environment and how this action impacts the environment. Display the T-chart below for students and explain that they will be watching a video to help them collect evidence about actions people take that changes their environment.

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| Action that modifies the environment | Impact on the environment |
|  |  |

Show students [Human Changes to the Environment](https://www.youtube.com/watch?v=mhtB7nJKugU) to help them complete the chart. Consider pausing to complete the chart together as the information is presented. After collecting the evidence from the video, students may draw from their own knowledge and experiences with participating in or observing people changing the environment in their community and add to the chart.

An example of a completed chart is below for your reference:

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| Action that modifies the environment | Impact on the environment |
| *Building roads and buildings* | *Animals lose their homes and plants are destroyed* |
| *Driving cars* | *Air pollution* |
| *Cutting grass* | *Air pollution, animals may lose homes* |
| *Cutting down trees* | *Animals lose homes* |
| *Hunting* | *Overhunting can cause animals to become endangered or extinct, but some hunting can help control certain animal populations* |
| *Farming/Gardening* | *Grow good food for people and animals/bugs, but chemicals can destroy habitats and harm nutrients in the soil.* |
| *Pollution (water or land)* | *Animals can die if they eat or get stuck in trash* |

Now that students have an understanding of the ways humans modify and impact their environment, explain to them that they are going to take this knowledge and apply it to the survival of birds.

**Investigation 2: Impacts on Birds in Kentucky**

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| **1.G.HE.1** Describe ways people modify their environment. |

**Sources**

* BirdAdvisor. (2022, July 30). *13 Common Birds in Kentucky (with Pictures)* [video]. <https://www.youtube.com/watch?v=slA4OgwqSBo>
* Wild Bird Scoop. (2021, March 4). *Hawks In Kentucky: Spot All 7 Birds Of Prey In The Bluegrass State* [video]. <https://www.youtube.com/watch?v=BplZHo5Vwnk>
* A Story for Every Child. (2023, April 7). *A Garden to Save the Birds* [video]. <https://www.youtube.com/watch?v=M9LnS3iUVHs>

First, ask students to think about birds in their community. Some of the birds they have learned about so far may not live near them. Take a nature walk outside of the school building and look for birds or evidence of birds. Ask students to notice what the birds are doing and the things that surround them in their environment. Then, ask students to share what they notice and wonder about birds in their community based on their nature walk and their personal experiences in their community.

Next, allow students to further explore the types of birds in their state by watching the [13 Common Birds in Kentucky (with Pictures)](https://www.youtube.com/watch?v=slA4OgwqSBo) and [Hawks In Kentucky: Spot All 7 Birds Of Prey In The Bluegrass State](https://www.youtube.com/watch?v=BplZHo5Vwnk), which provide an image and title for each bird species.

Ask students to use what they learned from the video to complete the following task:

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| Draw and describe one bird found in Kentucky. |

Now that students are familiar with the birds that can be found in their community and state, they will investigate ways the actions of people affect birds in their community. Ask students to brainstorm different ways they modify their environment that impacts birds, either positively or negatively. As students are brainstorming, have them complete a chart like the one before on environmental impact, but this time focusing on impacts on birds:

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| Action that modifies the environment | Impact on birds in our community |
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To help students develop more ideas, you can have them watch [*A Garden to Save the Birds*](https://www.youtube.com/watch?v=M9LnS3iUVHs). Below are some sample responses:

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| Action that modifies the environment | Impact on birds in our community |
| *Cutting down trees* | *Birds lose their homes* |
| *Littering* | *Birds can die from eating trash* |
| *Putting up a bird feeder* | *Birds will have more food* |
| *Planting trees* | *Birds will have more places to live* |
| *Building windows* | *Birds cannot always tell there is a window and fly into it* |
| *Turning lights on at night* | *Birds can get lost* |

After completing the chart, ask students to identify the actions that have positive impacts on birds, and highlight or circle these positive impacts. Then, revisit each action with a negative impact and discuss if there is a different action that can help the problem that is being created. For example, littering has a negative impact on birds, but if people pick up litter, it can help avoid birds accidentally eating trash. Add these new actions and impacts to the chart. Consider adding a third column to the chart to record students’ ideas.



Now that students have investigated ways people modify their environment and the impact on birds, students will complete the task aligned to the supporting question, below.

**Task Aligned to the Supporting Question**

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| * 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky. * 1.G.HE.1 Describe ways people modify their environment. * 1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky. |

Have students respond to the supporting question, “What actions can we take to make sure birds survive in our community?” Encourage them to revisit the charts they created as needed during this task. Explain to students that they will select one action that can harm birds and suggest a way to help fix it so birds can survive better in our community and state.

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| **Task:**  Construct an argument to answer the supporting question: “What actions can we take to make sure that birds can survive in our community?” |

Students can respond to this supporting question in a variety of ways that will allow them to share their knowledge with others. Some ideas are:

* Write a letter to a school or community leader suggesting changes that can be made to help birds.
* Make a poster to display in your home, school or community that educates people on the actions they can take to help birds.
* Create a video that can be shown to people in your home, classroom or school that explains changes they can make that can help birds.

**Exemplar**

The following is a possible response that would demonstrate strong mastery:

To help birds in our community survive, we can provide bird feeders and bird baths and turn our lights out at night. This will provide food and water for birds and help make sure they don’t get lost when flying at night.

**Student Work Samples**

**Ways to help birds survive:
Build nest for birds.
Leave piles of leaves
Leave lights out at night
Feed the Birds**Ways to help birds survive:
Leave pumpkin out for birds
water flowers.
Flowers for seed
Build a nest