**Elementary Social Studies Learning Experience**

**Integrated with Reading and Writing Instructional Resource**

Grade 1: Kentucky History

*This example was adapted from a teacher submission.*

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| **Social Studies Experience Overview** |

Using the foundational information they have learned about American symbols during reading instruction, students will explore symbols, songs and traditions that are important to Kentucky.

***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.H.KH.2 Identify Kentucky symbols, songs, and traditions.

*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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| **Reading and Writing Connection** |

Vibrant student experiences in Social Studies differ from those in Reading and Writing. However, intentionally aligning the topics enhances learning in both. The following green-rated High-Quality Instructional Resource (HQIR) is used in Reading and Writing during the same time period as this Social Studies learning experience:

HQIR: Into Reading

Knowledge-Building Topic: Celebrate America: Holidays and Symbols

Grade-Level Complex Text(s): *Monument City* by Jerdine Nolen

The following Reading and Writing standards and tasks, along with Interdisciplinary Literacy Practices, play a supporting role and are integrated in this vibrant Social Studies Learning Experience:

Text-Dependent Tasks: Writing to Demonstrate Learning

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

*Interdisciplinary Literacy Practices*: 1, 2, 3, 4, 6, 7, 8

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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**: What do symbols show about our lives and traditions? |

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. Explain that they will be building upon what they learned about U.S. symbols during their reading instruction to further investigate symbols. Review the meaning of symbols with them, and recall some of the things they have previously learned about symbols with an activity such as [alphabet brainstorming](https://lsa.umich.edu/technology-services/news-events/all-news/teaching-tip-of-the-week/three-activities-to-activate-prior-knowledge.html). Students can use the letters of the alphabet to think about different things they learned about American symbols during their reading time, and they may bring in some additional background knowledge from their own lives and experiences.

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| **Supporting Question** |

| **1.I.Q.2** Identify supporting questions to investigate compelling questions about communities in Kentucky.  **Supporting Question:**What are symbols, songs and traditions that are important to Kentucky? |
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Display the supporting question and introduce it to students. Explain that they will now learn about symbols that represent Kentucky. To provide context and geographic awareness, show students a map of the United States, such as the one below:

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| This is an image of a political map of the United States.  https://en.wikipedia.org/wiki/Geography\_of\_the\_United\_States |

Ask students to identify Kentucky on the map. Explain that the U.S. symbols they read about apply to us in Kentucky, because we are part of the United States, and they also apply to the other 49 states. Explain that they will now investigate symbols that are special to Kentucky.

**Investigation 1: Kentucky symbols**

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| **1.H.KH.2** Identify Kentucky symbols, songs, and traditions. |

Explain to students that you are going to show them a video about the symbols of Kentucky. Provide students with a graphic organizer, such as the one below, to record information about the state symbols presented in the video. You may pause the video after each one to discuss and provide time for students to identify and illustrate the symbol.

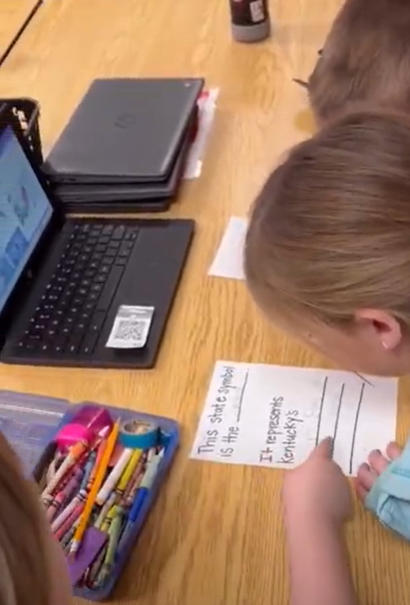
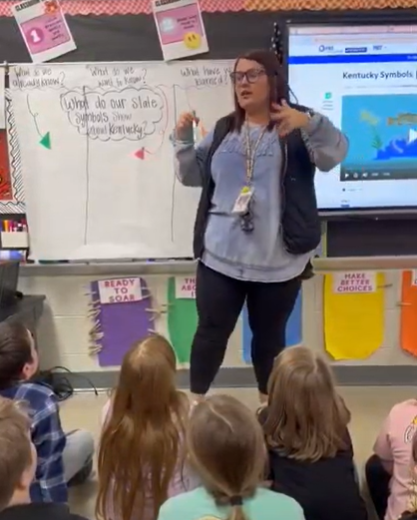
Day, A. N. (2021). *Kentucky Symbols | Social Studies Shorts*. PBS LearningMedia. <https://thinktv.pbslearningmedia.org/resource/kentucky-symbols-video/social-studies-shorts/>.

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| **State symbol** | **Symbol for Kentucky** | **Image** |
| **Flag** |  |  |
| **Bird** |  |  |
| **Fish** |  |  |
| **Fossil** |  |  |
| **Flower** |  |  |
| **Tree** |  |  |
| **Mineral** |  |  |

Now that students have become familiar with many of Kentucky’s state symbols, pose the following questions:

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| * What are some of the Kentucky symbols? * Why do you think each state has different symbols? * Why were these symbols chosen for Kentucky? |

Conduct a [Think, Pair, Share](http://www.pz.harvard.edu/resources/think-pair-share) to allow students time to discuss their responses with a peer, and then discuss as a whole group. Ensure that students are able to identify some of Kentucky’s symbols and understand that these things are special to Kentucky and represent things that are common or important to us in our state.



**Investigation 2: Kentucky songs**

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| **1.H.KH.2** Identify Kentucky symbols, songs, and traditions. |

Students will now explore Kentucky songs. Students should recall from the video that Bluegrass music is Kentucky’s state music. Play videos of two different performances of Bluegrass songs that originated from Kentucky to introduce students to this style of music:

* Music Video Vault. (2016, July 15). *Alison Krauss and Union Station - Man of Constant Sorrow - Sung by Dan Tyminski*. <https://www.youtube.com/watch?v=EuJ8xEByUf4>.
* BluegrassLibrary. (2008, February 24). *Bill Monroe & the Bluegrass Boys - Blue Moon of Kentucky.* <https://www.youtube.com/watch?v=4syA9aNnNa0>.

After students have had a chance to listen to bluegrass music, discuss as a whole class. Some questions to pose to students are:

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| * Have you heard bluegrass music before? If so, when and where? * What makes bluegrass music different from other kinds of music you listen to? * Is there any other type of music that sounds similar to bluegrass? |

Students will also recall the video mentioning our state song, “My Old Kentucky Home”. Play this song for students:

Twinspires. (2016, May 9). *Kentucky Derby Traditions: My Old Kentucky Home*. <https://www.youtube.com/watch?v=zUBAmx17nJ4>

After listening, ask students the following questions:

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| * Have you heard this song before? If so, where? * Why do you think it was being played at the Kentucky Derby? * In what ways did this song sound similar to the other songs you have listened to? |

Now that students have learned about important Kentucky music and songs, they will next learn about some Kentucky traditions.

**Investigation 3: Kentucky traditions (events)**

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| **1.H.KH.2** Identify Kentucky symbols, songs, and traditions. |

Students will now investigate some Kentucky traditions. This section provides sources for two different topics about Kentucky traditions: the Kentucky Derby and famous recipes that originated from Kentucky. Below is a list of other possible Kentucky traditions from around the state to explore:

* **Kentucky State Fair (Louisville):** One of the oldest state fairs in the US, featuring agricultural exhibits, livestock shows, carnival rides, concerts, and a wide range of food vendors offering traditional Kentucky cuisine.
* **Bourbon Festival (Bardstown):** Celebrates Kentucky's bourbon heritage with tastings, distillery tours, barrel-making demonstrations, and live music. It's a gathering for bourbon enthusiasts from around the world.
* **Forecastle Festival (Louisville):** A music festival that features a diverse lineup of national and local musicians across multiple stages. It also includes art installations, environmental activism, and local food and craft vendors.
* **ROMP Festival (Owensboro):** A bluegrass music festival held at the International Bluegrass Music Museum, featuring performances by renowned artists, workshops, and jam sessions.
* **World Chicken Festival (London):** Celebrates London's claim as the "Chicken Capital of the World" with chicken-themed events, food vendors, live entertainment, and a carnival atmosphere.
* **International Bar-B-Q Festival (Owensboro):** Highlights Owensboro's barbecue culture with cooking competitions, live music, and a variety of barbecue dishes to sample.
* **Kentucky Highland Renaissance Festival (Eminence):** A medieval-themed festival featuring jousting tournaments, costumed characters, artisan crafts, and performances of music, dance, and theater.
* **Cave City Watermelon Festival (Cave City):** Celebrates the summer harvest with watermelon-themed events, including seed-spitting contests, food vendors, live music, and carnival rides.
* **Shaker Village Craft Fair (Harrodsburg):** Showcases traditional crafts and artisans, including woodworking, pottery, weaving, and more, in the historic setting of Shaker Village of Pleasant Hill.
* **Apple Festival (Paintsville):** The Apple Festival in Paintsville celebrates local culture with music, food, and activities centered around the region's apple harvest.

Introduce the Kentucky Derby to students with this video:

PBS Learning Media. (2022). *The Kentucky Derby | Social Studies Shorts*. <https://www.pbslearningmedia.org/resource/the-kentucky-derby-video/social-studies-shorts/>.

As students watch, ask them to consider the following questions:

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| * What is the Kentucky Derby? * Why is it an important tradition in our state? |

Discuss students’ responses to these questions following the video. Then, provide the source information below from the Kentucky Derby Museum. As you go through each photograph of the source with students, use questions from the [Analyze a Photograph](https://www.archives.gov/education/lessons/worksheets/analyze-a-photograph-novice) tool to support students in analyzing the photos:

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| Meet the photo:   * What do you see? * Is the photo black and white or color? * Is there a caption? * If so, what does the caption tell you?   Observe its parts:   * What can be found in the photo: people, objects, or both? * What are the people doing in the photo? * What are the objects used for in the photo? * Write two words that describe the photo.   Try to make sense of it:   * Who do you think took this photo? * Where do you think this photo was taken? * List something that helps you prove where it was taken. * Why do you think the photo was taken? * How does this photo compare to modern times?   Use it as historical evidence:   * Where do you think we could find out more information about the people or objects in the photo? |

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| **Why Study the Derby?**  This is a black and white photo of horses racing to the finish line at the Kentucky Derby.  **Historical Event**  The Kentucky Derby is the oldest continuously held sporting event in the United States, running every year since 1875.  This photo shows people at the Kentucky Derby dressed up.  **Cultural Event**  Over 160,000 people come from around the world to attend the Kentucky Derby. Tens of millions watch on television.  It is our state’s signature event, replete with traditions, legends and icons.  This image shows a person taking a selfie in a store with a Derby style hat on.  **Economic Event**  The most recent economic impact study shows the Kentucky Derby has a $217 million economic impact on the region.  Statewide, the equine industry has a $3 billion impact, generating over 55,000 jobs.  This is a photo of a jockey on a horse during a race.  **Athletic Event**  Understanding the roles of the jockey and Thoroughbred as athletes, as well as the scientific basis for their performance, helps provide insights and comparisons into human training, nutrition and health.  This photo shows people walking off the track with a horse after a victory while carrying a Venezuelan flag.  **Diverse Event**  Kentucky Derby history is rich with diversity. Fifteen of the first twenty-eight Kentucky Derby winning jockeys were African American. Women have owned, trained and ridden Kentucky Derby horses. Hispanic, Asian and Middle Eastern populations also contribute greatly to the Derby story.  https://www.derbymuseum.org/Education/ |

To assess students’ understanding after analyzing the photos and synthesizing information, ask them to complete a quick write that answers the following question:

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| Why is the Kentucky Derby an important tradition in our state? |

**Investigation 4: Kentucky traditions (food)**

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| **1.H.KH.2** Identify Kentucky symbols, songs, and traditions. |

Explain to students that they are now going to investigate another Kentucky tradition, which includes 3 foods/dishes that originated in Kentucky and are now popular across the world. Show students the following videos to introduce the hot brown, Kentucky Fried Chicken and burgoo.

* Kentucky Educational Television. (2014, March 5). *Today's Special—The Hot Brown*. <https://www.youtube.com/watch?v=3QyVJ4i0tgs>.
* Foodify History. (2023, June 1). *The Surprising Facts About Kentucky Fried Chicken*. <https://www.youtube.com/watch?v=pp-UiC0fntw>.
* The Farmer’s Country Kitchen. (2016, October 1). Lawrenceburg Burgoo Festival. <https://www.youtube.com/watch?v=6HX-TWdYn0s>.

Show these videos to students one at a time. Provide them with a graphic organizer for each food, such as the one below, to record information as they watch:

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| **Traditional Kentucky Food** |

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| Have you seen this food before? |  |
| Have you ever tried this food? |  |
| If so, did you like it? If not, would you try it? |  |
| How did each of these foods start in Kentucky? |  |
| Why did they become so famous throughout the United States and world? |  |

After they watch and have time to take some notes, provide students with time to work with a partner or small group to share their thinking with each other. Then, discuss as a class. Allow students to share their experiences with this food. Then, ask students to share their explanation of how it started in Kentucky and became famous, checking for understanding.

Now that students have had the opportunity to explore some Kentucky symbols, songs and traditions, explain that they will demonstrate their learning with the task that follows.

**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.H.KH.2** Identify Kentucky symbols, songs, and traditions. |

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| **Task:**  Respond to the following question: “What are symbols, songs and traditions that are important to Kentucky?” Use writing and drawing to provide examples. |

Students will use writing and drawing to identify different Kentucky symbols, songs and traditions. They may work individually, with partners or in small groups. Assign specific items for each child/pair/group, or allow them to choose, as long as many different ones they learned about are represented.

When complete, students can present their product to the class to review different Kentucky symbols, songs and traditions. The products can then be compiled to serve as a reference or to teach others. They can be compiled into a gallery wall, a book or a digital slideshow.

Below are some work samples from students in a Kentucky classroom:

