

1st Grade Standards at a Glance

Communities and Cultures

In 1st grade, students will explore the culture of their own communities by examining leadership in their community, the role goods and services play in a community, and the history of diverse cultures over time.

[Unit 1: Comparing Schools Long Ago with Today](#)

[Unit 2: Meskwaki Culture](#)

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This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

Unit 1: Comparing Schools Long Ago with Today

Compelling Question: Are all schools the same?

Vocabulary: culture, change, country, artifacts, documents, photographs, analyze, long ago, today, primary source, secondary source

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.1.1. Explain why a compelling question is important.	N/A	RI 1.1
Constructing Supporting Questions (Inquiry)	SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	RI 1.1
Gathering and Evaluating Sources (Inquiry)	SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	W.1.8, RI.1.5
Developing Claims and Using Evidence (Inquiry)	N/A (not assessed)	N/A	W.1.1
Communicating and Critiquing Conclusions (Inquiry)	SS.1.4. Construct responses to compelling questions using examples.	N/A	L.1.2, L.1.6

Taking Informed Action (Inquiry)	SS.1.5. Take group or individual action to help address local, regional, and/or global problems. SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	W.1.7 SL.1.1
Examine Factors that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)	SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.	Identify cultural practices of school life and how that has changed over time, and then how students in other cultures have practices that are similar and different than in the United States.	L.1.4
Interpret Processes, Rules and Laws (Civics/Government)	SS.1.10. Compare and contrast rules or laws within different communities and cultures. (21st century skills)	Compare and contrast school rules from long ago, today, and schools in other countries.	L.1.5, RI.1.9
Analyze Change, Continuity, and Context (History)	SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times.	Analyze, order, and explain primary sources from past to present and how schools have changed over time.	W.1.3
Analyze Change, Continuity, and Context (History)	SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.	Compare and contrast school life from long ago, today, and schools in other countries.	SL.1.3, RI.1.10, RI.1.IA.1, RI.1.7, RI.1.8

Supporting Question	Resources	Additional Resources
1. What were schools like long ago?	<ul style="list-style-type: none"> • "My Country, 'Tis of Thee" Audio, 1898, and Song Sheet, 1874 (Audio, Document) • Williams School in Brush, Colorado, October 27, 1915 (Image) 	Books: <ul style="list-style-type: none"> • At School: Long Ago and Today by Lynette R. Brent • One-Room School by Bobbie Kalman

	<ul style="list-style-type: none"> • Schoolchildren on Circular Swing in San Augustine, Texas, April 1939 (Image) • Lunch Hour at a Country School in Grundy Center, Iowa, October 1939 (Image) • Students Recite "Pledge of Allegiance" in New York, January 1943, and Song Sheet, November 20, 1917 (Document, Image) • Iowa Public Television's "McGuffey's Readers," 1979 (Video) • Iowa Public Television's "One-Room Schoolhouse," 1979 (Video) 	<ul style="list-style-type: none"> • Going to School in Pioneer Times by Kerry A. Graves • School in Colonial America by Mark Thomas <p>Articles:</p> <ul style="list-style-type: none"> • ReadWorks.org One Room School House • ReadWorks.org How has it changed?
2. Have all schools changed?	<ul style="list-style-type: none"> • Children Going to School on a Horse-Drawn Bus in Keokuk County, Iowa, 1928 (Image) • Classroom in West Virginia School, between 1935 and 1942 (Image) • An Integrated School in Washington, D.C., May 27, 1955 (Image) • Third-Grade Class at Abraham Lincoln School #14 in Elizabeth, New Jersey, 1983 (Image) • Prairie Ridge Elementary School Cafeteria in Cedar Rapids, Iowa, February 2018 (Image) • Prairie Ridge Elementary Computer Lab in Cedar Rapids, Iowa, February 2018 (Image) 	<p>Books:</p> <ul style="list-style-type: none"> • At School: Long Ago and Today by Lynette R. Brent • A One-Room School by Bobbie Kalman • Going to School in Pioneer Times by Kerry A. Graves • School in Colonial America by Mark Thomas <p>Articles:</p> <ul style="list-style-type: none"> • ReadWorks.org One Room School House • ReadWorks.org How has it changed?
3. What are schools like in other countries?	<ul style="list-style-type: none"> • Lachung School in India, between 1965 and 1979 (Image) 	<p>Books:</p> <ul style="list-style-type: none"> • This Is How We Do It: One Day In the Lives of Seven Kids Around the World by Matt Lamothe

	<ul style="list-style-type: none"> • School Children at the Paljor Namgyal Girls School in Sikkim, India, January 1969 (Image) • Children in Art Class at a "Commune School" in China, 1979 (Image) • South Korean Students Completing an Assignment in Class, December 2017 (Image) • First Graders Perform at Bongeun Elementary in South Korea, 2018 (Image) • A School Playground in South Korea, 2018 (Image) • A First-Grade Classroom at Bongeun Elementary in South Korea, 2018 (Image) • First-Grade Students with Their Teacher at Bongeun Elementary in South Korea, 2018 (Image) 	<ul style="list-style-type: none"> • Exploring Cultures: South Korea by Derek Zobel
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/schools-comparing-long-ago-today-and-other>.

Unit 2: Meskwaki Culture

Compelling Question: How does our culture make us similar or different?

Vocabulary: change, compare, culture, custom, nation, native, Native American, language, powwow, settlement, shelter, tribe, tradition, wickiup

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.1.1. Explain why a compelling question is important.	N/A	RI 1.1
Constructing Supporting Questions (Inquiry)	SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	RI 1.1
Gathering and Evaluating Sources (Inquiry)	SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	W.1.8, RI.1.5
Developing Claims and Using Evidence (Inquiry)	NA (not assessed)	N/A	W.1.1
Communicating and Critiquing Conclusions (Inquiry)	SS.1.4. Construct responses to compelling questions using examples.	N/A	L.1.2, L.1.6

Taking Informed Action (Inquiry)	SS.1.5. Take group or individual action to help address local, regional, and/or global problems. SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.		W.1.7 SL.1.1
Recognize the Interaction Between the Individual and Various Groups (Behavioral Sciences)	SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.	Compare their culture, identity, and life of Meskwaki children/people exploring cultural norms of Native Americans. Understand how Native Americans did/do experience discrimination based on their identity.	RI.1.3
Apply Civic Virtues and Democratic Principles (Civics/Government)	SS.1.9. Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)	Analyze classroom/school examples of equality, freedom, and respect for individual rights, and deliberation while establishing classroom routines and expectations. Investigate how the Meskwaki people fought for freedom, rights, and their own land.	RI.1.1, RI.1.4
Evaluate Human Environment Interaction (Geography)	SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.	Describe how the Meskwaki came to Iowa, adapting to the environment which in turn impacted cultural aspects (art, food, jobs, homes, harvest dance, and powwows, etc.)	RI.1.2
Analyze Human Population Movement and Patterns (Geography)	SS.1.18. Use a map to detail the journey of particular people, goods, or ideas as they move from place to place. SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	Use a map to explain the journey of the Meskwaki as they came to Tama, Iowa. Use a map of the settlement to compare their community to the Meskwaki community.	

Iowa History (History)	SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.	Describe the Meskwaki people's culture and the impact as a settlement in Iowa.	SL.1.2, SL.1.4
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Supporting Question	Resources	Additional Resources
1. Who are the Meskwaki?	<ul style="list-style-type: none"> • Meskwaki Bead Belt Made by Chi Ki Ka, 1905 (Image) • Meskwaki Girl and Her Doll, 1925 (Image) • "Sac and Mesquakie Move to Iowa" from Iowa Public Television, 1979 (Video) • "Mesquakie" Essay from The Goldfinch, February 1992 (Document) • Meskwaki Boy's Bow and Arrows, Date Unknown (Image) • Meskwaki Woman and Child by a Wickiup in Tama, Iowa, Date Unknown (Image) 	None
2. What was life like for the Meskwaki long ago?	<ul style="list-style-type: none"> • Meskwaki Beadwork Hair String, 1905 (Image) • Meskwaki Clothing, 1925 (Image) • Meskwaki Doll, 1925 (Image) • "A Mesquakie Folk Tale" in The Goldfinch, September 1991 (Document) • "Corn Shelling with the Mesquakies" in The Goldfinch, 1993 (Document) • Meskwaki Pictograph, ca. 1830 (Image) 	<p>Books:</p> <ul style="list-style-type: none"> • When Turtle Grew Feathers: A Tale from the Choctaw Nation, by Tim Tingle (folktale) <p>Other Sources:</p> <ul style="list-style-type: none"> • Sauk and Fox Peyote Song (Prayer Song) • Meskwaki Artifacts
3. What is life like for the Meskwaki now?	<ul style="list-style-type: none"> • "Meskwaki Maintain Culture" from Iowa Public Television, 1979 (Video) 	Books:

	<ul style="list-style-type: none"> • "The People of Iowa" Essay from The Goldfinch, September 1985 (Document) • "Mesquakie Powwow Keeps Tradition Alive" Essay from The Goldfinch, 1998 (Document, Images) • Meskwaki Natural Resources Pottery Workshop, September 30, 2017 (Images) • Meskwaki Members Show Settlement Students the Maple Syrup Process, March 2018 (Images) • 104th Annual Meskwaki Powwow, August 2018 (Images) • "Meskwaki Powwow" from Iowa Public Television, August 1, 2018 (Video) • Round Basket Class with Meskwaki Natural Resources, October 2018 (Images) • "Iowa Gov. Kim Reynolds proclaims Monday as Indigenous Peoples Day" Newspaper Article, October 8, 2018 (Document) • Meskwaki Turkey Trot, November 22, 2018 (Images) • Meskwaki Holiday Expo, December 7, 2018 (Images) • Meskwaki Frybread, July 10, 2019 (Images) • Meskwaki Land Use Map, Date Unknown (Map) • Students at the Meskwaki Settlement School, Various Dates (Images) 	<ul style="list-style-type: none"> • Bowwow Powwow by Brenda J. Child • Hungry Johnny by Cheryl Minnema • Jingle Dancer by Cynthia Leitich Smith <p>Other Sources:</p> <ul style="list-style-type: none"> • Powwow Etiquette • Language video
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/meskwaki-culture>.

Unit 3: People at Work

Compelling Question: How do lowans work to provide for themselves, their families, and their communities?

Vocabulary: sales person, construction worker, secretary, manufacturing, farming, goods, services, astronaut

Anchor Standard <i>The student demonstrates an understanding of:</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.1.1. Explain why a compelling question is important.	N/A	
Constructing Supporting Questions (Inquiry)	SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.	N/A	
Gathering and Evaluating Sources (Inquiry)	SS.1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	N/A	W.1.8, RI.1.5
Developing Claims and Using Evidence (Inquiry)	N/A (Not assessed)	N/A	W.1.1
Communicating and Critiquing Conclusions (Inquiry)	SS.1.4. Construct responses to compelling questions using examples.	N/A	L.1.2, L.1.6

Taking Informed Action (Inquiry)	SS.1.5. Take group or individual action to help address local, regional, and/or global problems.	N/A	W.1.7
Taking Informed Action (Inquiry)	SS.1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	N/A	SL.1.1
Assess the Global Economy (Behavioral Sciences)	SS.1.12. Explain why people in one country trade goods and services with people in other countries.	<ul style="list-style-type: none"> compare products grown on farms in Iowa with items produced in other countries (ex: bananas, cinnamon) 	L.1.6, W.1.2
Develop Financial and Career Goals (Financial Literacy)	SS.1.13. Explain why people have different jobs in the community. (21st century skills)	<ul style="list-style-type: none"> variety of goods and services in your community 	W.1.2
Create Geographic Representations (Geography)	SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.	<ul style="list-style-type: none"> discuss routes and modes of transportation (e.g: rail, truck) how potatoes grown in Texas (see photo) might make it to a grocery store in Des Moines (see photo) long ago 	SL.1.5
Analyze Human Population Movement and Patterns (Geography)	SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	<ul style="list-style-type: none"> compare products grown on farms in Iowa with items produced in other countries (ex: bananas, cinnamon) 	RI.1.4

Supporting Question	Resources	Additional Resources
<p>1. How did Iowans make a living to support their families and communities in 1900 according to census records?</p>	<p>Men:</p> <ul style="list-style-type: none"> • Farmer Plowing with a Two-Horse Team, ca. 1900 (Image) • Man Feeding Pigs in the Barnyard, ca. 1895 (Image) • Farm Laborers Gathering Potatoes in Fort Bend County, Texas, 1909 (Image) • Men Outside the Des Moines Brick Company, ca. 1900 (Image) • W.H. Waers Grocery Store in Des Moines, ca. 1895 (Image) <p>Women:</p> <ul style="list-style-type: none"> • House Maid, between 1900 and 1920 (Image) • Teacher with Pupils of Washington School in Boston, Massachusetts, October 1909 (Image) • Dressmaker Angelina Guinzali in Boston, Massachusetts, January 25, 1917 (Image) • Mountain Milk Maids, ca. 1900 (Image) • Cook in White House Kitchen, ca. 1890 (Image) 	<ul style="list-style-type: none"> • Photo Collection: Top Ten Occupations for Men in Iowa (1900 to 2000) This document features images of the top 10 occupations self-reported by Iowans who identified as male for 1900, 1950 and 2000. • Photo Collection: Top Ten Occupations for Women in Iowa (1900-2000) This document features images of the top 10 occupations self-reported by Iowans who identified as female for 1900, 1950 and 2000. • Multiple Graphs, Charts and Graphics Featuring Iowa's Population and Occupation Willis Goudy, a professor of sociology at Iowa State University, published his 2008 book, "Iowa's Numbers: 150 Years of Decennial Census Data With a Glance to the Future." Multiple charts and graphs from the book and other sources are looking at Iowa's population and popular occupation in rural and urban areas in this additional resource. • Evolution of the Maytag Wringer Washer This webpage features a timeline of photos showing the evolution of the Maytag Wringer Washer. This additional resource connects to the laundress in the 1900s and the manufacturing operative in the 1950s.

		<ul style="list-style-type: none"> • "In the Millinery Shop" from The Goldfinch, November 1986 This article appeared in the November 1986 edition of The Goldfinch: Iowa History for Young People. It tells about the occupation of millinery and features quotes from Elizabeth Wright Heller who sold hats in 1880 at Mrs. Ann Swezey's millinery shop in Marengo, Iowa along with other milliners and customers. • "Iowa: a State of Work," from The Goldfinch, 1996 Amy Roth wrote this article for the Summer 1996 edition of The Goldfinch: Iowa History for Young People. This article explains different eras of work in Iowa over time, including in agriculture and manufacturing. • "Who Worked Where?" from The Goldfinch, 1996 This excerpt from The Goldfinch: Iowa History for Young People includes a mapping activity to meet standard SS.1.16. and connect with this unit of study about work.
<p>2. How did Iowans make a living to support their families and communities in 1950 according to census records?</p>	<p>Men:</p> <ul style="list-style-type: none"> • Elias Eliason Cultivating Corn in Kanawa, Iowa, 1949 (Image) • Farm Laborers in Fort Dodge, Iowa, August 1957 (Image) • Two Men Working on a Maytag Washing Machine in Newton, Iowa, October 1949 (Image) 	<ul style="list-style-type: none"> • Photo Collection: Top Ten Occupations for Men in Iowa (1900 to 2000) This document features images of the top 10 occupations self-reported by Iowans who identified as male for 1900, 1950 and 2000. • Photo Collection: Top Ten Occupations for Women in Iowa (1900-2000)

	<ul style="list-style-type: none"> • Construction Workers at Mercy Hospital in Des Moines, Iowa, July 1957 (Image) • Salesman Selling a Hat to a Customer in Chicago, Illinois, April 1952 (Image) <p>Women:</p> <ul style="list-style-type: none"> • Saleswoman Arranging Figurines at J.C. Penney in Des Moines, Iowa, February 1949 (Image) • Teacher and Students at P.S. 8 in New York, January 1943 (Image) • Secretary Betty Goodell in Clear Lake, Iowa, 1950 (Image) • Women Working Bore Presses at Wood Brothers Plant in Des Moines, Iowa, 1955 (Image) • Workers Harvesting Cucumbers in Muscatine Iowa, July 1959 (Image) 	<p>This document features images of the top 10 occupations self-reported by Iowans who identified as female for 1900, 1950 and 2000.</p> <ul style="list-style-type: none"> • Multiple Graphs, Charts and Graphics Featuring Iowa's Population and Occupation Willis Goudy, a professor of sociology at Iowa State University, published his 2008 book, "Iowa's Numbers: 150 Years of Decennial Census Data With a Glance to the Future." Multiple charts and graphs from the book and other sources are looking at Iowa's population and popular occupation in rural and urban areas in this additional resource. • Distribution of Iowa's Urban Population Map, 1930 This map was created by the State Planning Board of Iowa's Committee on Population Social Trends in 1930. It shows which of Iowa's 99 counties have more urban areas and which counties have more rural areas. In 1930, the United States Census Bureau defined "urban" as having a population of 2,500 or more. This map is intended to be used with the "State Map of County and City Maps, 2018" in order to show growth over time. • "Threshing on the Farm" from Living History Farms This Living History Farms webpage tells the story of the Wood Brothers Factory and contains video clips on how a Wood Brothers Steam Engine and threshing machine
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		worked. This additional resource connects to the manufacturing operative and farm laborer in the 1950s.
3. How do people make a living to support their families and communities in the 2000s that is different than previous eras?	<ul style="list-style-type: none"> • Flight Attendant for Southwest Airlines, June 25, 2012 (Image) • Second-Grade Teacher at Canaan Elementary in Patchogue, New York, June 18, 2015 (Images) • Iowa Astronaut Peggy Whitson, 2017 (Image) • Registered Nurses, 2018 (Images) • Des Moines Firefighters Stand by a Fire Engine, 2019 (Image) • News Anchor Rheyra Spigner in Des Moines, Iowa, 2019 (Images) • Park Ranger with Volunteers at Stone Park in Iowa, 2019 (Images) • Receptionist Helping a Guest at the State Historical Museum, 2019 (Image) • State Historical Society of Iowa Librarian Helping a Patron, 2019 (Images) • U.S. Senator Joni Ernst from Iowa, 2019 (Images) 	<ul style="list-style-type: none"> • "My Next Move" Website The "My Next Move" website is a searchable collection of careers hosted by the U.S. Department of Labor, Employment & Training Administration.

You can view the corresponding text set at <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/people-work>.