**1st Grade Social Studies Inquiry**

**Do I Have To Like Everyone?**



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**Supporting Questions**

* + 1. What is a friend?
		2. How should we treat others?
		3. What do I do if I do not like someone?
		4. What do I do if someone does not like me?

**1st Grade Social Studies Inquiry**

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| **Do I Have To Like Everyone?** |
| **Arkansas Social Studies Standards** | **C.2.1.3** Demonstrate ways of being a good citizen in multiple settings. |
| **Staging the Compelling Question** | Show the YouTube video: [What Makes A Good Friend?](https://www.youtube.com/watch?v=avHdx18pi_U) (2:24) [Rocking Dan Teaching Ma](https://www.youtube.com/channel/UCImSxYV3FEQ-skkY67kFcxw)n.  |

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| **Supporting Question 1** |  | **Supporting Question 2** |  | **Supporting Question 3** |  | **Supporting Question 4** |
| What is a friend? |  | How should we treat others? |  | How do I act if I do not like someone?  |  | What do I do if someone does not like me? |
| **Formative Performance Task** |  | **Formative Performance Task** |  | **Formative Performance Task** |  | **Formative Performance Task** |
| Illustrate different qualities of friendship. |  | Construct a friendship quilt showing ways people should treat others.  |  | Create a poster illustrating ways to behave if you do not like someone.  |  | Roll play ways to cope with your feelings when someone does not like you. |
| **Featured Sources** |  | **Featured Sources** |  | **Featured Sources** |  | **Featured Sources** |
| **Source A:** Book: [How To Be A Friend](https://www.amazon.com/How-Be-Friend-about-Friendship/dp/0870295039/ref%3Dsr_1_2?s=books&ie=UTF8&qid=1498586375&sr=1-2&keywords=how+to+be+a+friend), By: Molly Wigand **Source B:** Song: [Be A Friend](https://www.youtube.com/watch?v=xr1gm5gIG4Y), By: Emily Arrow (3:06)**Source C:** other teacher selected book/text on friendship. |  | **Source A:** Book: [Rude Cakes](https://www.youtube.com/watch?v=W-1yLp9u0Lk) (2:33), Rowboat Watkins**Source B:** Video: [I Am A Good Friend](https://www.youtube.com/watch?v=fpBxIpbN7XA) (4:32)**Source C:** Song: [All About Respect](https://www.youtube.com/watch?v=TmRjyQlWyQg) (2:40) |  | **Source A:** Book: [Peanut Butter and Cupcake](https://www.youtube.com/watch?v=_8PzATgHEJQ) (5:38,) By: Terry Border **Source B:** Video:[Color Your World with Kindness](https://www.youtube.com/watch?v=rwelE8yyY0U) (2:13)**Source C:** Song: [All About Kindness](https://www.youtube.com/watch?v=1yLg1nPua0k) (2:41) |  | **Source A:** Book: [How Full Is Your Bucket?](https://www.youtube.com/watch?v=p4gjjB3PWu8) (7:47), By: Tom Rath and Mary Reckmeyer**Source B:** Video:[Kid President’s Guide to Making a New Friend](https://www.youtube.com/watch?v=OoHdwUEfBts) (4:03)**Source C:** Song: [Fill Your Bucket](https://www.youtube.com/watch?v=WaddbqEQ1NE) (3:58) |

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| **Summative Performance Task** | **ARGUMENT:** Write a sentence explaining your opinion on if you have to like everyone. |
| **EXTENSION:** Students will create classroom rules based on how they should treat others.  |
| **Taking Informed Action** | **UNDERSTAND**: Determine times when we have to treat everyone respectfully whether we like them or not. **ASSESS**: Look at pictures and decide if the person is treating the other respectfully or not. **ACT**: Create an anti- bullying poster and hang it up around the school.  |

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| Overview |

## Inquiry Description

This inquiry leads students through an investigation of early social interactions and behaviors.

 By investigating the compelling question “Do I have to like everyone?” students evaluate friendship, what is a friend, how to be a friend, and how to respond when you dislike someone or they dislike you. Students will develop a deeper understanding of friendship(s). The formative performance tasks build on knowledge and skills through the course of the inquiry and help students create their own understanding of friendships and how to treat everyone fairly. Students create an evidence-based informative argument about whether or not they need to like everyone and appropriate behaviors.

In addition to the Key Idea listed previously, this inquiry highlights the following Conceptual Understanding and disciplinary literacy skills:

**C.2.1.4 Use listening, consensus-building, and voting procedures**

**W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

**RL.1.4 Identify words and phrases in stories or poems that suggest feelings of appeal to the senses.**

Note: This inquiry is expected to take four [**4**] 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries​ in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

## Structure of the Inquiry

In addressing the compelling question “Do I have to like everyone?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

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| Staging the Compelling Question |

In staging the compelling question, “Do I have to like everyone?” show the YouTube video [What Makes A Good Friend?](https://www.youtube.com/watch?v=avHdx18pi_U) (2:24) [Rocking Dan Teaching Ma](https://www.youtube.com/channel/UCImSxYV3FEQ-skkY67kFcxw)n. A brief discussion of the behaviors described in the video can follow.

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| Supporting Question 1 |

The first supporting question—“ ***What is a friend?***”—has students take an in-depth look at what a friend is by listing the characteristics of a friend. Have students think about how they want someone they consider a friend to treat them, and how they should treat that person. The formative performance task asks students to illustrate different qualities of friendship. This can be done as a whole class, individually, or in small groups. The featured sources for this question explain what a friend is and how students can be a good friend.

**Source A:** Book: [How To Be A Friend](https://www.amazon.com/How-Be-Friend-about-Friendship/dp/0870295039/ref%3Dsr_1_2?s=books&ie=UTF8&qid=1498586375&sr=1-2&keywords=how+to+be+a+friend), By: Molly Wigand (In this book, students are introduced to values of good friendships: loyalty, trust, and honesty.)

**Source B:** Song: [Be A Friend](https://www.youtube.com/watch?v=xr1gm5gIG4Y), By: Emily Arrow (3:06)

**Source C:** other teacher selected book/text on friendship.

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| Supporting Question 2 |

For the second supporting question—“ ***How should we treat others***?”—students learn and discuss the appropriate way to treat others, including: classmates, adults, others children, family, friends, etc. The formative performance task is for students to create a friendship quilt. The students are given a letter of the alphabet, and on their quilt piece, they write a word and draw a picture using their letter that describes friendships or how to treat others. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to gain a deeper understanding of friendships, how to be a good friend, and how they are to treat everyone.

**Source A:** Book: [Rude Cakes](https://www.youtube.com/watch?v=W-1yLp9u0Lk) (2:33), By: Rowboat Watkins (This book is about a rude cake who never uses manners. However, even the rudest cake can learn to use his manners.)

**Source B:** Video: [I Am A Good Friend](https://www.youtube.com/watch?v=fpBxIpbN7XA) (4:32)

**Source C:** Song: [All About Respect](https://www.youtube.com/watch?v=TmRjyQlWyQg) (2:40)

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| Supporting Question 3 |

The third supporting question—“***What do I do if I do not like someone?”—***asks students to take a look at different situations where they may not like or agree with everything someone else does or says. The formative performance task asks students to create a poster in order to identify ways to interact with students or people that they may not like or agree with (see the “story map” appendix for one approach). In addition to the previous featured sources, the sources for this task allow students to understand that not everyone will be your friend. The students also gain a deeper understanding that even though you may not like or know someone, you must still treat them with kindness.

**Source A:** Book: [Peanut Butter and Cupcake](https://www.youtube.com/watch?v=_8PzATgHEJQ),(5:38) By: Terry Border (This book is about a lonely piece of peanut butter bread who looks for friends in different places. He encounters other foods that do not want to be his friend, but finally find his perfect friend.)

**Source B:** Video:[Color Your World with Kindness](https://www.youtube.com/watch?v=rwelE8yyY0U) (2:13)

**Source C:** Song: [All About Kindness](https://www.youtube.com/watch?v=1yLg1nPua0k) (2:41)

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| Supporting Question 4 |

For the fourth supporting question—“ ***What do I do if someone does not like me***?”— ask students to look at situations in which others may not like them. The formative performance task asks students to act out different scenarios that could occur. They will also write a sentence on how to cope with someone who does not like them. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to gain an understanding of how to make friends, and how they can gain self-confidence and build others self-confidence.

**Source A:** Book: [How Full Is Your Bucket?](https://www.youtube.com/watch?v=p4gjjB3PWu8) (7:47), By: Tom Rath and Mary Reckmeyer (This book is a story of a boy who learns what it means to fill a bucket using kindness. Everything he does either fills the bucket or takes away from the bucket.)

**Source B:** Video:[Kid President’s Guide to Making a New Friend](https://www.youtube.com/watch?v=OoHdwUEfBts) (4:03)

**Source C:** Song: [Fill Your Bucket](https://www.youtube.com/watch?v=WaddbqEQ1NE) (3:58)

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| Summative Performance Task |

At this point in the inquiry, students have examined what is a friend, how to be a good friend, how to treat others, and what to do when they do not like someone and when others do not like them.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “Do I have to like everyone?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments will likely vary, but could include any of the following:

* ***Yes, I have to like everyone because it is the right thing to do.***
* ***No, I do not because it is okay to not like everyone.***
* ***I can like people sometimes but not other times.***

To extend their arguments, teachers may have students compose a class set of rules based on their understanding of how we treat others.

Students have the opportunity to Take Informed Action by drawing on their understandings of treating everyone respectfully whether you like them or not. To *understand,* students can express different ways to show respect for others. To *assess* the issue, students will look at picture and decide if the person is treating the other one with respect. To *act*, students will create posters about How to be a Good Friend and hang them throughout the school.

Appendix

The character map is a template of a person that the students can write on.   The students would write words that describe a good friend within the template.  Like the picture below but can be altered to fit whatever the teacher would like them to write on the character.

