Write down what you see.

Write down the questions you would ask about the picture.

How do you use visuals in your classroom?

Quadrant Strategy/Visual Discovery
## AGENDA

**August 17 and 18, 2009**  
Department: Social Studies  
Presenter:  
Grade Level: 1-5  
Contact Information: Janet Mansmann, Social Studies Senior Coordinator  
Cynthia Hernandez, Elementary Teacher Specialist

<table>
<thead>
<tr>
<th>Content</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| **Norms** | - Participate actively  
  - Ask questions  
  - Take care of your neighbor  
  - One person talks at a time  
  - Take care of yourself.  
  - Electronic devices off or silent.  
  - Have fun! |
| **Expectations** | - Teach social students daily!  
  - Implement the activities presented today in the classroom.  
  - Integrate reading and writing in social studies.  
  - Plan instruction based on “how students learn” (auditory, visual, tactual, kinesthetic and multiple intelligences.)  
  - Post objectives and student outcomes on the board (“I can” statements).  
  - Plan and use a variety of strategies to engage students in the learning process. |
| **Objectives & Overview** | **Objectives:**  
  - To model differentiated instructional strategies which engage all learners daily.  
  - To model effective, research based strategies which enhance student thinking.  
**Overview:**  
- Sponge Activity – Using Visuals  
- Agenda/Pacing Guides/Curriculum Guides  
- U.S./Texas Pledge  
- Introductions/Personal Time Line/Social Studies Tools  
- Read Aloud/Building Background/Benefits  
- Continents Song  
- Social Studies Skills/TAKS Recap  
- Citizenship Activity/ Writing/Mobility  
- Foldable/ Writing/ Blooms  
- Multiple Intelligences  
- Kagan Cooperative Learning Strategies  
- Jigsaw Activity - Cooperative Learning Activity (Content Reading, Vocabulary, QUILT, Differentiated Instruction, Social Studies Every Day for Every Child)  
- Revised Blooms/ Questions  
- Social Studies Handouts (People Mentioned in the TEKS, Well-Equipped Classroom, Dates to Remember, Fall Conference, Social Studies Website) |
| **Q&A/Evaluation** | - Closing/Evaluations |
First Grade
Unit 1 – Week 1 – School Community/Citizenship Skills
Week 2 – Government/Citizenship Skills
Week 3 – Symbols of Our Country/Citizenship

Second Grade
Unit 1 - Week 1 – Building Citizenship Skills
Week 2 – Building Geography Skills

Third Grade
Unit 1 - Week 1- Building Citizenship Skills
Week 2- Building Geography Skills
Week 3 – Building Research Skills

Fourth Grade
Unit 1 – Week 1 – Geography of Texas
Week 2 – Regions of Texas
Week 3 – Regions of Texas (continued)

Fifth Grade
Unit 1 – Week 1 - Building Geography Skills
Week 2 – Geography of the United States
Week 3 – The Regions of the United States and Its First Inhabitants
Texas Pledge

Honor the Texas flag;
I pledge allegiance to thee,
Texas, one state under God, one and indivisible.

Reciting the Texas Pledge

Sec. 3100.104. Reciting Pledge: If the pledge to the state flag is recited, each person who is present and:

(1) not in uniform should:

(A) face the state flag and stand at attention with the person’s right hand over the heart;

(B) if wearing a head covering that is easy to remove, remove that head covering with the right hand and hold it at the person’s left shoulder, with the person’s hand over the heart; and

(C) recite the pledge; or

(2) in uniform should remain silent, face the flag, and make the military salute.

Added by Acts 2001, 77th Leg., ch. 1420, Sec. 7.001, eff. Sept. 1, 2001.

http://tlo2.tlc.state.tex.us/statutes;gv.toc.htm

Rosemary Morrow, Ph.D.
Director of Social Studies
Division of Curriculum
Texas Education Agency
512-463-9581
Using Time Lines

- Think of 4 significant events in your life (turning points, happy events, etc.)
- You will use these events to create your foldable time line.

What are some other ways that you use time lines in your classroom? Why are they important?

Ways to Build Relationships With Students

- Personal time line
- Interest Inventory
- Asking students to think of an event in their lives related to the new learning
- Sharing favorite things related to student culture
- Writing personal poems than comparing to historical characters
- Learning about their family (photos-past/present)

Create a graphic organizer to show ways to build relationships with students. Write *Ways to Build Relationships With Students* in the center of the graphic organizer.

*Word Web*
Social Studies
Tools for the Thinking Classroom

• Planning is Essential
• Correct Tools Are Vital
• Make Sure All Necessary Tools Are Handy
• Come Prepared
• Cover the Curriculum
• Hit All Areas
• Tighten Up On Instruction
• Balance Instructional Strategies
• Dig Deep for Rigor and Complexity
• Drill for Deeper Understanding
• Measure Progress Frequently
• Get a Grip on Students’ Data

Which of these are your strengths?
Which of these will you work on this year?

Pair/Share
“What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content.”

Robert J. Marzano

Ways to Activate Background Knowledge

- Read Aloud
- Singing a song
- Listening to music
- Picture Walk
- Realia (real-life objects)
- Games
- Brainstorming
- Showing Visuals (as students walk into the classroom)
- Personal Connections/Activities
- Speakers/Interviews or presentations
- Graphic Organizers
- Simulations
- Role Playing
- Field Trips
- Pair/Share About a Topic
- Tea Party Strategy
- Inside/Outside Circle Strategy

Other Activities:

Paraphrase Passport
The Continents Song
Tune: “Row, Row, Row Your Boat”

Seven Continents on the globe,
Count them now with me.
North America, South America,
Africa makes three.
Europe, Asia, Australia,
Are three more I know.
Don’t forget Antarctica,
That’s seven—way to go!

Continents
Tune: “He’s Got the Whole World in His Hands”

We’ve got ASIA and EUROPE in our hands,
We’ve got AFRICA and AUSTRALIA in our hands,
We’ve got NORTH and SOUTH AMERICA in our hands
We’ve got the whole WORLD in our hands.

We’ve got six huge continents in our hands.
We’ve got six huge continents in our hands.
We’ve got huge continents in our hands.
But where is number seven?

It’s at the south point of the globe—yes, it is.
It’s at the south point of the globe—yes, it is.
It’s at the south point of the globe—yes, it is.
And it’s called ANTARCTICA.

Lyrical Lessons
A READ ALOUD can:

- help students associate reading with pleasure.
- provide motivation for learning to read and reading.
- introduce students to new authors, new experiences, and new worlds.
- create shared experiences and knowledge in the classroom community.
- enhance language development.
- impact students’ writing.
- present a variety of forms of language.
- provide good reading models.
- help develop a sense of story.
- develop phonemic awareness.

(Parkes, 1995)

Poems for Two Voices
Social Studies Skills

Kindergarten

The student is expected to:

- obtain information about a topic using a variety of oral sources such as conversations, interviews, and music
- obtain information about a topic using a variety of visual sources such as pictures, symbols, television, computer images, print material, and artifacts
- sequence and categorize information
- identify main ideas from oral, visual, and print sources
- express ideas orally based on knowledge and experiences
- create and interpret visuals including pictures and maps
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Grade 1

The student is expected to:

- obtain information about a topic using a variety of oral sources such as conversations, interviews, and music
- obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature and artifacts
- sequence and categorize information
- identify main ideas from oral, visual, and print sources
- express ideas orally based on knowledge and experiences
- create visual and written material including pictures, maps, timelines, and graphs
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision
Social Studies Skills

**Grade 2**

The student is expected to:

- obtain information about a topic using a variety of oral sources such as conversations, interviews, and music
- obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, reference sources, and artifacts
- use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information
- sequence and categorize information
- interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting
- express ideas orally based on knowledge and experiences
- create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

**Grade 3**

The student is expected to:

- obtain information, including historical and geographic data about the community, using a variety of print, oral, visual and computer sources
- sequence and categorize information
- interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting
- use various parts of a source, including table of contents, glossary, and index, as well as keyword computer searches, to locate information
- interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps
- use appropriate mathematical skills to interpret social studies information such as maps and graphs
- express ideas orally based on knowledge and experiences
- create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
- use standard grammar, spelling, sentence structure, and punctuation
- use a problem-solving process to identify a problem, gather information list and consider options, consider disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision
Social Studies Skills

Grade 4

The student is expected to:

- differentiate between, locate, and use primary and secondary sources such as computer software, interviews, biographies, oral print, and visual material, and artifacts to acquire information about the United States and Texas
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify different points of view about an issue or topic
- identify the elements of frame of reference that influence the participants in an event
- use appropriate mathematical skills to interpret social studies information such as maps and graphs
- use social studies terminology correctly
- incorporate main and supporting ideas in verbal and written communication
- express ideas orally based on research and experiences
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Grade 5

The student is expected to:

- differentiate between, locate, and use primary and secondary sources such as computer software, interviews, biographies, oral print and visual material, and artifacts to acquire information about the United States and Texas
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making predictions, and drawing inferences and conclusions organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify different points of view about an issue or topic
- identify the elements of frame of reference that influence the participants in an event
- use appropriate mathematical skills to interpret social studies information such as maps and graphs
- use social studies terminology correctly
- incorporate main and supporting ideas in verbal and written communication
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Date</th>
<th>Total Passages</th>
<th>Passages related to Social Studies</th>
<th>Skills/information/vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Feb 2006</td>
<td>3</td>
<td>“Home in Texas”</td>
<td>Graphic organizers Cinco de Mayo mole mariachi</td>
</tr>
<tr>
<td>3</td>
<td>April 2006</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>June 2006</td>
<td>3</td>
<td>“A Lesson”</td>
<td>Graphic organizers ancestors powwow</td>
</tr>
<tr>
<td>3</td>
<td>June 2006</td>
<td>3</td>
<td>“Entre nubes y campos”</td>
<td>Graphic organizers Cortesia Bessie Coleman</td>
</tr>
<tr>
<td>4</td>
<td>April 2006</td>
<td>4</td>
<td>“An Island Vacation”</td>
<td>Graphic organizers Geography island</td>
</tr>
<tr>
<td>5</td>
<td>Feb 2006</td>
<td>4</td>
<td>“London Eye Sees First Passengers”</td>
<td>Graphic organizers Geography steamship river</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Sunken Treasure in a Cornfield”</td>
<td>riverbank ranch</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“My Trip to the Rain Forest”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“The Ranch Hand”</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>April 2006</td>
<td>4</td>
<td>“New Life on Mount Saint Helens”</td>
<td>Graphic organizers Geography Eruption Mountain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Letting Go”</td>
<td>Crest Rippling water</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Discovering the Past”</td>
<td>Cause/effect</td>
</tr>
<tr>
<td>5</td>
<td>June 2006</td>
<td>4</td>
<td>“Texas Times”</td>
<td>Geography Civil Rights movement Dr. King</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“The Flag Designer”</td>
<td>Rosa Parks Boycott</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Part of History”</td>
<td></td>
</tr>
</tbody>
</table>
What is a Good Citizen?

Cut the following sentences into strips.

1. In pairs, have students rank the following examples (the first one being the best example of a good citizen).
2. Have students discuss their ranking of the sentences in pairs, and then have them write about why they chose the top 2 sentences as best examples of a good citizen.

Person who votes in every election.

Person who volunteers at a homeless shelter.

Person who has never missed a day of school.

Person who obeys school rules and community laws.

Person who volunteers to clean up a public park.

Person who throws trash in the trash can.

Person who crosses the street at the corner.

Person who helps an older person cross the street.

Tactual/Kinesthetic Activity
Develop a chart with students about the kinds of writing that will be expected in your class or subject. The chart should help students distinguish three broad categories of school writing: *writing without composing, writing to learn, and writing to demonstrate learning*. The concept is to help students understand the purposes for different kinds of writing so they understand the processes or strategies used for each type.

<table>
<thead>
<tr>
<th>Writing Without Composing</th>
<th>Writing to Learn</th>
<th>Writing to Demonstrate Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists</td>
<td>Journals</td>
<td>Essays</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Logs</td>
<td>Book reports &amp; reviews</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Quickwrites</td>
<td>Research papers</td>
</tr>
<tr>
<td>Fill-in-the-blank</td>
<td>Rough drafts</td>
<td>Written papers</td>
</tr>
<tr>
<td>Outlining</td>
<td>Short answer</td>
<td>Formal letters</td>
</tr>
<tr>
<td></td>
<td>Content notebooks</td>
<td>Newspaper writing</td>
</tr>
<tr>
<td></td>
<td>Response guides</td>
<td>Expository writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrative writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative writing</td>
</tr>
</tbody>
</table>

Virginia P. Rojas Language Consultant  VPRojas@aol.com
Social Studies Department  8/09
When students are not interested in what they are learning, they tend to lose concentration. Sometimes they do not focus on the content because they do not read well or have any background knowledge of the information presented. Often they lose interest because the material, vocabulary or concept is difficult; when that happens, they become nervous or fidgety and, in turn, require a great deal of mobility.

The more students squirm in their seats and the more negative attention they receive, the more difficult it is for them to refrain from moving. Examining their learning styles may provide a vital clue to why some students cannot sit still. Look for the student’s mobility needs, perceptual strengths or weaknesses. Observe the student sociologically. Does he learn best alone? With peers? With teachers? Does he like alternatives, or does he prefer stability and appear to become disoriented by changes in routine or resources. The wrong response by a teacher to a student’s strong learning style element easily can cause nervous reactions and mobility needs. Many adults react similarly under stressful conditions.

 Permit breaks when students appear to require them. There is no specific amount of time that is appropriate for all students to study, practice, or do homework. Because of their differing persistence levels, some are able to work for long periods of time consecutively, others need frequent opportunities to relax and then return to their studies, and others vary in their periods of concentration based on how important persistence, design and mobility are for them.

Students (as well as adults) mobility needs are often related directly to their willingness, abilities, interests and energy level.

Once you begin responding to individual learning style differences, you will be amazed at how much more each student learns, how much better he or she enjoys learning and how much better he or she behaves.
FOLDABLE

• With a person sitting next to you, brainstorm ways to use the foldable.

• Brainstorm a list of ideas on a paper.

• Select one idea to create your sample.

• Upon completion of your foldable, walk around the room and share your idea(s) with at least 3 other people.

Tea Party Strategy
### Multiple Intelligences
#### Instructional Techniques and Activities

<table>
<thead>
<tr>
<th>Verbal-Linguistic “word smart”</th>
<th>Logical-Mathematical “number smart”</th>
<th>Body-Kinesthetic “body smart”</th>
<th>Visual-Spatial “picture smart”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who demonstrate a mastery of language and strength in the language arts -- speaking, writing, reading, listening.</td>
<td>Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem solving.</td>
<td>Students who use the body to express their ideas and feelings, and learn best through physical activity -- games, movement, hands-on tasks, dancing, building</td>
<td>Students who learn best visually and organizing things spatially by creating and manipulating mental images to solve problems.</td>
</tr>
<tr>
<td>• Culminating essay that reviews project accomplishment</td>
<td>• Scoring sheets</td>
<td>• Exhibitions - public demonstration of knowledge gained from books, videotapes, experiments, art work, models, or skits</td>
<td>• Pictorials - chart or graph of student progress in study unit</td>
</tr>
<tr>
<td>• Journals</td>
<td>• Out-loud problem solving</td>
<td>• Mind maps</td>
<td>• Models</td>
</tr>
<tr>
<td>• Logs</td>
<td>• Puzzles</td>
<td>• Timelines</td>
<td>• Photographic essays</td>
</tr>
<tr>
<td>• Portfolios of written work</td>
<td>• Games</td>
<td>• Models</td>
<td>• Videotapes</td>
</tr>
<tr>
<td>• Word processor products</td>
<td>• Outlining</td>
<td>• Products</td>
<td>• Collages</td>
</tr>
<tr>
<td>• Newspaper articles</td>
<td>• Strategizing</td>
<td>• Simulations</td>
<td>• Art work</td>
</tr>
<tr>
<td>• Discussions</td>
<td>• Translate into mathematical formula</td>
<td>• Mime</td>
<td>• Clusters, graphs</td>
</tr>
<tr>
<td>• Debates</td>
<td>• Timeline</td>
<td>• Role plays</td>
<td>• Create videotape, slide show, or photo album</td>
</tr>
<tr>
<td>• Storytelling</td>
<td>• Design and conduct an experiment</td>
<td>• Creative movement</td>
<td>• Design a poster, bulletin board, or mural</td>
</tr>
<tr>
<td>• Write poem, myth, legend, short play</td>
<td>• Make strategy game</td>
<td>• Exercise in seats</td>
<td>• Visualize</td>
</tr>
<tr>
<td>• Relate a short play or novel to...</td>
<td>• Make a calendar</td>
<td>• Scavenger hunts</td>
<td>• Use memory system</td>
</tr>
<tr>
<td>• Give presentation on...</td>
<td>• Interpret data</td>
<td>• Marching</td>
<td>• Create a demonstration piece</td>
</tr>
<tr>
<td>• Lead a class discussion on...</td>
<td>• Hypothesize about...</td>
<td>• Field days</td>
<td>• Develop architectural drawings</td>
</tr>
<tr>
<td>• Create a talk show radio program</td>
<td>• Create story problem</td>
<td>• Rehearse and perform a play</td>
<td>• Make a film or an advertisement</td>
</tr>
<tr>
<td>• Write a newsletter, booklet, or dictionary</td>
<td>• Write a computer program</td>
<td>• Create a movement or sequence of movements to explain...</td>
<td>• Vary color, size, and shape</td>
</tr>
<tr>
<td>• Invent slogans</td>
<td>• Categorize facts and information</td>
<td>• Choreograph a dance</td>
<td>• Color-code a process</td>
</tr>
<tr>
<td>• Create an audio tape</td>
<td>• Set up a lab project</td>
<td>• Do a reader's theater</td>
<td>• Invent a board or card game</td>
</tr>
<tr>
<td>• Conduct an interview</td>
<td>• Describe symmetry of...</td>
<td>• Invent a board floor or adventure game</td>
<td>• Illustrate, draw, color paint, sketch, sculpt, construct</td>
</tr>
<tr>
<td>• Write a letter</td>
<td>• Use inductive or deductive reasoning</td>
<td>• Make task or puzzle cards</td>
<td>• Make a diagram</td>
</tr>
<tr>
<td>• Use technology to write a letter</td>
<td>• Select/use technology</td>
<td>• Interactive spelling</td>
<td>• Play board games</td>
</tr>
<tr>
<td>• Use Internet for e-mail</td>
<td>• Measure body or room</td>
<td>• Plan and attend a field trip</td>
<td>• Use overhead projector</td>
</tr>
<tr>
<td>• Story or poetry contests</td>
<td>• Cut out geometric shapes</td>
<td>• Use qualities of a physically educated person</td>
<td>• Use technology</td>
</tr>
<tr>
<td>• Buddy reading</td>
<td>• Use maps for direction</td>
<td>• Devise a scavenger hunt</td>
<td>• Chart, map, cluster, or graph _____</td>
</tr>
<tr>
<td>• Dialogue journal</td>
<td>• Graphing activities</td>
<td>• Make a model</td>
<td>• Create slide show, video, or photo album of _____</td>
</tr>
<tr>
<td>• School newspaper</td>
<td>• Brain teasers</td>
<td>• Design a product</td>
<td>• Create a piece of art that demonstrates _____</td>
</tr>
<tr>
<td>• Use storytelling to explain ____</td>
<td>• Translate a ______ into a mathematical formula</td>
<td>• Select/use technology</td>
<td>• Use game to demonstrate</td>
</tr>
<tr>
<td>• Conduct a debate on ____</td>
<td>• Make up syllogisms to demonstrate _____</td>
<td>• Create sequence of movements to explain ____</td>
<td>• Use hands-on materials to demonstrate ______</td>
</tr>
<tr>
<td>• Create a talk show radio program about ______</td>
<td>• Describe the patterns of symmetry in ______</td>
<td>• Build or construct a _____</td>
<td>• Design a demonstration ______</td>
</tr>
<tr>
<td>• Conduct an interview of _____ on _______</td>
<td>• Make up analogies to explain ______</td>
<td>• Use hands-on materials to demonstrate ______</td>
<td>• Use technology to write a letter</td>
</tr>
</tbody>
</table>
| | • Design and conduct an experiment on ______ | • Use game to demonstrate | }
## Multiple Intelligences
### Instructional Techniques and Activities

<table>
<thead>
<tr>
<th>Naturalistic “nature smart”</th>
<th>Musical-Rhythmic “music smart”</th>
<th>Interpersonal “people smart”</th>
<th>Intrapersonal “self smart”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who love the outdoors, animals, plants, field trips, and nature in general and have the ability to identify and classify patterns in nature.</td>
<td>Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments, and musical expression.</td>
<td>Students who are sensitive to other people, noticeably people oriented and outgoing, and learn cooperatively in groups or with a partner.</td>
<td>Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.</td>
</tr>
</tbody>
</table>
| - Create observation notebooks of _______  
- Describe changes in local or global environment  
- Care for pets, wildlife, garden, or parks  
- Use microscopes, magnifiers binoculars, or telescopes to ________  
- Draw natural objects  
- Photograph natural objects  
- Video natural objects  
- Nature walk  
- Science experiment  
- Go to the zoo, animal preserve, or game park  
- Classify animals or plants  
- Visit botanical garden  
- Visit a flower shop  
- Plant a garden  
- Write a flora journal  
- Bird watching  
- Going to the beach or mountains  
- Nature object lessons  
- Teaching out-of-doors  
- Book reading outside  
- Cloud watching  
- Leaf or insect collecting  
- Building habitats  
- Dissections  
- Create own animal  
- Listen to the rain or wind  
- Tree rubbings  
- Spider web art  
- Rock collections  
- Camping trip  
- Pond ecology  
- Identify plants/animals | - Original songs - write lyrics, compose music  
- Dances that illustrate a concept  
- Explore sounds  
- Explore vibrations  
- Song or musical collage  
- Musical mnemonics  
- Rhythmic patterns  
- Aerobics  
- Parades  
- Attend a musical/concert  
- Indicate the rhythmical patterns  
- Give presentation using musical accompaniment  
- Sing patriotic or historical songs  
- Present a short class musical  
- Make an instrument and demonstrate it  
- Use music to enhance skill building  
- Create musical game  
- Collect and present songs  
- Write a new ending to a song  
- Use musical technology  
- Mathematics or vocabulary rap song  
- Sing a rap or song that explains _________  
- Indicate the rhythmical patterns in ___________  
- Explain how the music of a song is similar to __  
- Make musical instrument  
- Give presentation with musical accompaniment | - Peer review - students decide together on skills and criteria to evaluate  
- Collaborative learning or service projects  
- Teaching others, peer or younger student tutoring  
- Leadership skills  
- Create and implement group rules  
- Classroom government  
- Identify/assume a role  
- Puppet shows  
- Organize or participate in a group  
- Use conflict management strategy  
- Accommodate learning differences  
- Mentoring, tutoring, or apprenticeship programs  
- Culturegrams/Pen pals  
- Multiple perspectives  
- Scavenger hunt teams  
- Simulations  
- Debate teams  
- Help resolve local or global problem  
- Multi-ethnic perspective  
- Use telecommunications  
- International issues  
- Conduct a meeting to address _________  
- Intentionally use social skills to learn about _________  
- Participate in a service project  
- Teach someone about _________  
- Practice giving and receiving feedback  
- Use technology to ________ | - Reflective journal track process and learning, daily or weekly goals, learning method, or results  
- Self assessment activities  
- Describe feelings about learning, setting, achieving goals  
- Managing self-directed projects  
- Describe qualities you possess that will help you be successful  
- Create personal analog  
- Explain your personal philosophy  
- Process emotions  
- Describe personal values  
- Use self-directed learning  
- Explain the purpose in studying  
- Explain intuitive hunches  
- Receive feedback  
- Pen pals  
- Select/use technology  
- Dialogue journals  
- Design own models  
- Make personal books  
- Conduct research  
- Individual instruction  
- Describe qualities you possess to help you successfully complete _________  
- Set and pursue a goal to _________  
- Describe one of your personal values about _________  
- Write a journal entry on _________  
- Assess your own work in _________ |
1. **Agreement Circles**
   Students stand in a large circle in proportion to their agreement with a statement by a student or teacher.

2. **Blind Sequencing**
   Students sequence all pieces without peeking at the pieces of the teammates.

3. **Circle-the-Sage**
   Students who know, stand to become sages; teammates each gather around a different sage to learn. Students return to teams to compare notes.

4. **Corners**
   Students pick a corner, write its number, go there, and interact with others with the same corner choice in a Rally Robin or Timed Pair Share.

5. **Find Someone Who**
   Students circulate, finding others who can contribute to their worksheet.

6. **Find the Fib**
   Teammates try to determine which of three statements is a fib. Fact or Fiction: Teammates try to determine if a statement is true or false.

7. **Inside/Outside Circle**
   Students in concentric circles rotate to face a partner to answer the teacher’s questions or those of a partner.

8. **Line Ups**
   Students line up by characteristics, estimates, values, or assigned items.
   **Value Lines:** Students, line up as they agree or disagree with a value statement.
   **Folded & Split Line Ups:** Students fold the Line Up or Split and Slide it to interact with someone with a different point of view, characteristic or estimate.

9. **Jigsaw Activities**
   A popular cooperative learning strategy that divides the material to be studied into sections and makes students responsible for learning and then teaching their material to other students.

10. **Lyrical Lessons**
    Students write and/or sing songs based on curriculum, often to familiar tunes.

11. **Match Mine**
    Receivers arrange objects to match those of Senders whose objects are hidden by a barrier.
    *Build-What-I-Say* - Receiver constructs what Sender has described in writing.

12. **Mix-Freeze-Group**
    Students rush to form groups of specific size, hoping not to land in the “Lost and Found.”

13. **Mix-Pair-Discuss**
    Students pair with a classmate, to discuss questions posed by the teacher.

14. **Numbered Heads Together**
    Students huddle together to make sure all can respond.

15. **One Stray**
    The teacher calls a number; students with that number “stray” to join another team, often to share.

16. **Pairs Compare**
    Pairs generate ideas or answers, compare their answers with another pair, and then see if working together they can come up with additional responses neither pair along had.

17. **Paraphrase Passport**
    Students can share their own ideas only after they accurately paraphrase the person who spoke before them.

18. **Partners**
    Pairs work to prepare a presentation, then present to the other pair in their team.

19. **Poems for Two Voices**
    Partners alternate reading “A” and “B” lines of a poem, and read “AB” line together in unison.

20. **Rally Robin**
    Students in pairs take turns talking.
    **Rally Toss:** Partners toss a ball (paper wad) while doing Rally Robin.

21. **Rally Table**
    Students in pairs take turns writing, drawing, pasting; (2 erasers, 2 pencils per team)
    **Pass-N-Praise:** Students in pairs take turns writing and hand their paper to the next person only after receiving praise.

22. **Rotating Review**
    Teams discuss topic, chart their thoughts, rotate to the next chart to discuss and chart their thoughts.
    **Rotating Feedback:** Teams discuss, then chart their feedback.
to another team’s product, then rotate to do the same with the next team.

23. Roundtable – Students take turns writing, drawing, pasting.

24. Sages Share – Students ThinkPad Brainstorm ideas, and each initial those ideas they can explain, then students take turns interviewing “sages”- those who can explain an idea they don’t understand.

25. Send (or Trade) – A-Problem – Teammates make problems which are sent around the class for other teams to solve.

26. Showdown – Teammates each write an answer, then there is a “showdown” as they show their answers to each other. Teammates verify answers.

27. Similarity Groups – Students form groups based on a commonality.

28. Spend-A-Buck - Each student has four quarters to spend on two, three, or four items. The item with the most quarters is the team choice.

29. Teammates Consult – For each of a series of questions, students place pens in a cup, share and discuss their answers, and then pick up pens to write an answer in own words.

30. Team-Pair-Solo – Students solve problems first as a team, then pairs, then alone.

31. Team Statements – Students think, discuss in pairs, write an individual statement, RoundRobin individual statements, and then work together to arrive at a team statement they all endorse more strongly than their individual statements.

32. Team Word-Web – Students write a topic in the center word-web. Round Table core concepts then free-for-all to write supporting elements, and bridges. (Students each use a different color pen or marker for individual accountability and to ensure equal participation.)

33. Team Mind Map – Students draw and label the central image, brainstorm, draw and label main ideas radiating out of the central image, and finally add details using colors, images, branches and key words.

34. Think-Pair-Share – Students think about their response to a question, discuss answers in pairs, and share their own or partner’s answer with the class.

35. Three-Step Interview – Students share with a partner, the partner shares with them, and then they RoundRobin share their partner’s response with the other teammates.

36. Who Am I? – Students attempt to determine their secret identify (taped on their back) by circulating asking “yes-no” questions of classmates. They are allowed three questions per classmate (or unlimited questions until they receive a no response). They then find a new classmate to question.
Cooperative Learning
Jigsaw Activity
DIRECTIONS

1. Get into groups of 4.

2. Select a recorder, materials person, timekeeper and encourager. (Materials person should pick up one sheet of chart paper, box of markers and a reading selection)

3. Read the selection and discuss the major points.

4. As a group, decide how your group would like to present the selection. (see Multiple Intelligence list)

5. Group presents to the larger group.

Also called Reciprocal Teaching
Topics for Jigsaw
Cooperative Learning Activity

- Why Teach Content Reading
- Vocabulary
- QUILT (Questioning for Understanding
- Differentiated Instruction
- Social Studies Every Day for Every Child
BLOOM’S REVISED TAXONOMY

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing, demonstrating more than one way to solve a problem, using information in new ways

Evaluating
Justifying a decision or course of action
Checking, hypothesizing, critiquing, experimenting, judging, support opinions/answers with evidence

Analyzing
Breaking information into parts to explore understandings and relationships
Comparing, organizing, deconstructing, interrogating, finding, comparing elements/components

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing, transferring knowledge, demonstrate relevance

Understanding
Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying, explaining, retelling, comparing

Remembering
Recalling information
Recognizing, listing, describing, retrieving, naming, finding, fill-in-the-blanks, matching, defining
# Questions

## Revised Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Level</th>
<th>Key Words</th>
<th>Questions</th>
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<tr>
<td><strong>REMEMBERING</strong>&lt;br&gt;Recalling information&lt;br&gt;Exhibits previously learned material by recalling facts, terms, basic concepts, and answers. Example: knowledge of dates, events, and places</td>
<td>who, what, why, when, omit, where, which, choose, find, how, define, quote, collect, retrieve, name, find, describe, label, show, spell, list, match, name, relate, tabulate, tell, recall, select</td>
<td>• What is . . . ? How is . . . ?&lt;br&gt;• Where is . . . ? When did ______ happen?&lt;br&gt;• How did ______ happen? How would you explain . . . ?&lt;br&gt;• Why did . . . ? How would you describe . . . ?&lt;br&gt;• When did . . . ? Can you recall . . . ?&lt;br&gt;• How would you show . . . ? Can you select . . . ?&lt;br&gt;• Who were the main . . . ? Can you list three . . . ?&lt;br&gt;• Which one . . . ? Who was . . . ?</td>
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<td><strong>UNDERSTANDING</strong>&lt;br&gt;Explaining ideas or concepts&lt;br&gt;Demonstrates an understanding of facts and ideas by organizing, grouping, ordering, comparing, translating into a new context, interpreting, giving descriptions, and stating main ideas.</td>
<td>compare, contrast, demonstrate, retell, interpret, explain, extend, illustrate, infer, outline, relate, paraphrase, translate, associate, summarize, show, classify, estimate, discuss, distinguish</td>
<td>• How would you classify the type of . . . ?&lt;br&gt;• How would you compare . . . ? Contrast . . . ?&lt;br&gt;• Will you state or interpret in your own words . . . ?&lt;br&gt;• How would you rephrase the meaning . . . ?&lt;br&gt;• What facts or ideas show . . . ?&lt;br&gt;• What is the main idea of . . . ?&lt;br&gt;• Which statements support . . . ?&lt;br&gt;• Can you explain what is happening . . . ?&lt;br&gt;• What is meant by . . . ?&lt;br&gt;• What can you say about . . . ?&lt;br&gt;• Which is the best answer . . . ?&lt;br&gt;• How would you summarize . . . ?</td>
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<tr>
<td><strong>APPLYING</strong>&lt;br&gt;Using information in another familiar situation&lt;br&gt;Solves problems by applying acquired facts, knowledge, techniques, and rules in a different way. Also, uses methods, concepts, or theories in new situations.</td>
<td>implement, carry out, use, execute, transfer, apply, build, choose, construct, demonstrate relevance, develop, interview, make use of, illustrate, organize, experiment with, plan, select, solve, utilize, model, identify, complete, classify, discover, experience, examine, modify, relate</td>
<td>• How would you use . . . ?&lt;br&gt;• What examples can you find to . . . ?&lt;br&gt;• How would you solve ______ using what you have learned . . . ?&lt;br&gt;• How would you organize ______ to show . . . ?&lt;br&gt;• How would you show your understanding of . . . ?&lt;br&gt;• What approach would you use to . . . ?&lt;br&gt;• How would you apply what you learned to develop . . . ?&lt;br&gt;• What other way would you plan to . . . ?&lt;br&gt;• What would result if . . . ?&lt;br&gt;• Can you make use of the facts to . . . ?&lt;br&gt;• What elements would you choose to change . . . ?&lt;br&gt;• What facts would you select to show . . . ?&lt;br&gt;• What questions would you ask in an interview with . . . ?</td>
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<td>Level</td>
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<td><strong>ANALYZING</strong>&lt;br&gt;Breaking information into parts to explore understandings and relationships</td>
<td>analyze, categorize, classify, compare elements/components, organize, deconstruct, interrogate, find evidence to support generalizations, contrast, discover, divide, examine, group, inspect, simplify, survey, take part in, test for, distinguish, theme, relationships, order, function, motive, infer, arrange, select, assume, explain, connect, conclude</td>
<td>• What are the parts or features of . . . ?&lt;br&gt;• How is ______ related to . . . ?&lt;br&gt;• Why do you think . . . ? Explain your answer.&lt;br&gt;• What is the theme . . . ?&lt;br&gt;• What motive is there . . . ?&lt;br&gt;• Can you list the parts . . . ?&lt;br&gt;• What are some possible explanations as to why _____?&lt;br&gt;• What inference can you make . . . ?&lt;br&gt;• What conclusions can you draw . . . ?&lt;br&gt;• How would you classify . . . ?&lt;br&gt;• How would you categorize . . . ?&lt;br&gt;• Can you identify the difference parts . . . ?&lt;br&gt;• What evidence can you find . . . ?&lt;br&gt;• What is the relationship between . . . ?&lt;br&gt;• Can you make a distinction between . . . ?&lt;br&gt;• What is the function of . . . ?&lt;br&gt;• What ideas justify . . . ?&lt;br&gt;• How does ______? Support your answer.&lt;br&gt;• Tell why ______ did wrong.&lt;br&gt;• Draw or describe ________. Explain why.&lt;br&gt;• Explain how ________.&lt;br&gt;• Describe several way to ________.&lt;br&gt;• What other _____ would be affected by _____? Why or why not?</td>
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<td><strong>EVALUATING</strong>&lt;br&gt;Justifying a decision or course of action</td>
<td>check, hypothesize, critique, experiment, judge, support opinions/answers with evidence, award, choose, conclude, decide, defend, determine, dispute, evaluate, explain, judge, justify, measure, compare, mark, rank, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct, summarize, discriminate, grade, measure</td>
<td>• Do you agree with the actions . . . ? with the outcomes . . . ?&lt;br&gt;• What is your opinion of . . .?&lt;br&gt;• How would you prove . . . ? disprove . . . ?&lt;br&gt;• Can you assess the value or importance of . . . ?&lt;br&gt;• Would it be better if . . . ?&lt;br&gt;• Why did they (the character) choose . . . ?&lt;br&gt;• What would you recommend . . . ?&lt;br&gt;• How would you rate the . . . ?&lt;br&gt;• What would you cite to defend the actions . . . ?&lt;br&gt;• How would you evaluate . . . ?&lt;br&gt;• How could you determine . . . ?&lt;br&gt;• What choice would you have made . . . ?&lt;br&gt;• What would you select . . . ?&lt;br&gt;• How would you prioritize . . . ?&lt;br&gt;• What judgment would you make about . . . ?&lt;br&gt;• Based on what you know, how would you explain . . . ?&lt;br&gt;• What information would you use to support the view . . . ?&lt;br&gt;• How would you justify . . . ?&lt;br&gt;• What data was used to make the conclusion . . . ?&lt;br&gt;• Why was it better that . . . ?&lt;br&gt;• How would you prioritize the facts . . . ?&lt;br&gt;• How would you compare the ideas . . . ? people . . . ?</td>
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| **CREATING**  
Generating new ideas, products, or ways of viewing things | design, construct, plan, produce, invent, demonstrate more than one way to solve a problem, use information in new ways, build, choose, combine, compile, compose, create, design, develop, estimate, formulate, imagine, invent, make up, originate, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change, generalize, prepare, modify, integrate, substitute, rewrite, rearrange | - What changes would you make to solve . . . ?  
- How would you improve . . . ?  
- What would happen if . . . ?  
- Can you elaborate on the reason . . . ?  
- Can you propose an alternative . . . ?  
- Can you invent . . . ?  
- How would you adapt _______ to create a different . . . ?  
- How could you change (modify) the plot (plan) . . . ?  
- What could be done to minimize (maximize) . . . ?  
- How could you design a new__________?  
- What could be combined to improve (change) . . . ?  
- Suppose you could _______ what would you do . . . ?  
- How would you test . . . ?  
- Can you formulate a theory for . . . ?  
- Can you predict the outcome if . . . ?  
- How would you estimate the results for . . . ?  
- What facts can you compile to modify . . . ?  
- Can you construct a model that would change . . . ?  
- Can you think of an original way for the . . . ? |
# People Mentioned in the Social Studies TEKS
## Grades K – 5

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<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>Stephen F. Austin (4)</td>
<td>Sam Houston</td>
<td>Henrietta King</td>
<td>Pierre-Charles L’Enfant</td>
<td>Cabeza de Vaca</td>
<td>George Washington</td>
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<tr>
<td>George Washington (5)</td>
<td>Abraham Lincoln</td>
<td>Thurgood Marshall</td>
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<td>Alexander Graham Bell</td>
<td>Amelia Earhart</td>
<td>Meriwether Lewis</td>
<td>Robert, Sieur de la Salle</td>
<td>William Penn</td>
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<td>William Clark</td>
<td>Moses Austin</td>
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<td>Clara Barton</td>
<td>Florence Nightingale</td>
<td>Henry Ford</td>
<td>Martin de Leon</td>
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<td>Nathan Hale</td>
<td>Paul Revere</td>
<td>Jane Addams</td>
<td>Henry Cisneros</td>
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<td>Eleanor Roosevelt</td>
<td>Sojourner Truth</td>
<td>Helen Keller</td>
<td>Miriam A. Ferguson</td>
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<td>Harriet Tubman</td>
<td>Audie Murphy</td>
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<td>Daniel Boone</td>
<td>Cleto Rodriguez</td>
<td>Dwight Eisenhower</td>
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<td>Davy Crockett</td>
<td>John Tower</td>
<td>Martin Luther King, Jr.</td>
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<td>Gail Borden</td>
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<td>Cyrus McCormick</td>
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<td>Louis Pasteur</td>
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<td>Thomas Edison</td>
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## Recommendations for a Well-Equipped Elementary Social Studies Classroom

### Geography Tools
- World, U.S., & State Wall Maps
  - 3rd Grade – San Antonio/Community Map
  - 4th Grade – Texas & U.S. Map
  - 5th Grade – U.S. & World Map
- Student Desk Maps (8.5x11 or 8.5x14)
- Atlases
- Globes (16 or 24 inch demonstration-political or physical or combination)
- 9 inch Student Inflatable Globes (one for every two students)

### Classroom Environment
- Warm & Encouraging
- Flexible Set-up
- Moveable Furniture
- Current Student Work Posted
- Agenda of Lesson
- I Can Statements Posted
- Dry-Erase Boards
- Bulletin Boards: Relevant to TEKS

### Technology Tools
- Video-Cassette Recorder/Player (VCR)
- Audie-Cassette Recorder/Player
- Large Screen
- Radio
- Computer & Printer
- Overhead Projector/Multimedia Projector

### Reading Integration
- Reading Process Posted
- Word Walls for Social Studies
- Classroom Library Related to TEKS
- Social Studies Biographies
- Almanacs, Dictionaries, Encyclopedias
- Newspapers & Magazines
- Fiction & Non-fiction References to Support Curriculum

### Writing Integration
- Writing Process Posted
- Interactive Notebooks (5th Gr.)
- Social Studies Journals
- Editing Checklist (grade appropriate)

### Other Instructional Resources
- U.S. & Texas Flags
- Pictures & Artifacts
- Social Studies Centers
- Maps, Puzzles, & Games
- Social Studies Alive!
  - * Our Community & Beyond (3rd Grade)
  - * America’s Past (5th Grade)

### General Social Studies Skills to be Used During Lessons: TAKS Objective 5
- Timelines, Charts, Tables, Graphs
- Compare/Contrast
- Summarize
- Cause/Effect
- Point of View
- Express Ideas Orally
- Problem-Solving & Decision-Making Skills
- Sequence & Categorizing
- Inferences/Conclusions
- Main Idea/Details
- Social Studies Terminology

*Adapted from the Texas Social Studies Framework, Texas Education Agency, 1999. Created 9/17/02*
Dates to Remember in September

Patriot Day – September 11 of each year.
(Referred to as “Nine-Eleven” (9-11))
http://en.wikipedia.org/wiki/Patriot_Day

Designated in memory of the nearly three thousand who died in the September 11, 2001 attacks. Initially, the day was called the National Day of Prayer and Remembrance for the Victims of the Terrorist Attacks on September 11, 2001. In December 2001, Congress and the President enacted Public Law 107-89; declaring September 11 as Patriot Day. On this day, the President directs that the flag of the United States be flown at half-staff and displayed from individual American homes, at the White House, and on all U.S. government buildings and establishments, home and abroad. The President also asks Americans to observe a moment of silence beginning at 8:46 A.M. (Eastern Daylight Time) marking the first plane crash on September 11, 2001. Some countries have also shared Patriot Day with the U.S.

Celebrate Freedom Week – Week of September 17
(Enacted by the legislature of the state of Texas)
To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded.
Constitution Day (or Citizenship Day)
September 17
http://en.wikipedia.org/wiki/Constitution_Day_(United_States)
Constitution Day is an American federal holiday that recognizes the ratification of the United States Constitution. It is observed on September 17, the day the U.S. Constitutional Convention signed the Constitution in 1787.

The law establishing the holiday was created in 2004. Before this law was enacted, the holiday was known as “Citizenship Day”. In addition to renaming the holiday, the act which was passed mandates that all publicly funded education institutions provide educational programming on the history of the American Constitution on that day.

In May 2005, the United States Department of Education announced the enactment of this law and that it would apply to any school receiving federal funds of any kind.

Hispanic Heritage Month
Hispanic Heritage Month begins on September 15, the anniversary of independence for five Latin American countries – Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. In addition, Mexico declared its independence on September 16, and Chile on September 18.

The term Hispanic, as defined by the U.S. Census Bureau, refers to Spanish-speaking people in the United States of any race. On the 2000 Census form, people of Spanish/Hispanic/Latino origin could identify themselves as Mexican, Puerto Rican, Cuban, or “other Spanish/Hispanic/Latino.” More than 35 million people identified themselves as Hispanic or Latino on the 2000 Census.

September 16 (16 de septiembre)
Celebration of Mexico’s independence from Spanish rule.
9th Annual Social Studies Conference  
“We Are All Citizens”  
San Antonio Independent School District

Saturday, October 3, 2009  
Region 20 Service Center  
8:00-3:30 Conference

Breakfast and Lunch  
(Courtesy of the Teaching American Grant)

Conference Sessions Will Include:  
Door Prizes (after lunch at the beginning of each session)  
Handson Interactive Lessons  
Technology  
Reading and Social Studies Integration  
Exhibits  
And Much More!

GT 6 hour credit or Day 4 or 5 of the 30 hour GT Training;  
6 hours toward 150 hours required for teachers not grandfathered

Please remember to register on E-Path according to grade level. If you have questions  
regarding registration call Judy Thompson.  
Phone    354-3439       Fax    224-6448
BULLDOZING TOWARD EXEMPLARY!

- **Clearing** the ground for effective instruction
- **Removing** excuses
- **Taking** out obstacles
- **Moving** student achievement forward
- **Pushing** for commended
Welcome to Elementary Social Studies!

Literacy With An Attitude
Tools for the Thinking Classroom
August 17-18, 2009

Write down what you see.
Write down the questions you would ask about the picture.

What concept can you teach using this image?
Agenda
Social Studies-Tools for a Thinking Classroom

- Sponge Activity – Using Visuals
- Agenda/Pacing Guides/U.S./Texas Pledge
- Social Studies Tool Kit/Pacing Guides/Curriculum Guides
- Introductions/Personal Time Lines/Social Studies Tools
- Read Aloud/Building Background
- Continents Song
- Social Studies Skills/TAKS Recap
- Citizenship Activity/Writing/Mobility
- Foldable/Writing/Blooms
- Multiple Intelligences
- Cooperative Learning (Content Reading, Vocabulary, QUILT, Differentiated Instruction, Social Studies Every Day for Every Child)
- Social Studies Handouts
- Closing/Evaluations

Texas Pledge

Honor the Texas flag;
I pledge allegiance to thee,
Texas, one state under God, one and indivisible.

Using Time Lines

- Think of 4 significant events in your life (turning points, happy events, etc.)

- You will use these events to create a foldable time line about your life.
Building Relationships
With Students

- Personal time line
- Interest Inventory
- Asking students to think of an event in their lives related to the new learning
- Sharing favorite things related to their culture
- Writing personal poems then comparing to historical characters
- Learning about their family (photos-past/present)

Create a graphic organizer to show ways to build relationships with students. Write Ways to Build Relationships With Students in the center of the graphic organizer.

Social Studies
Tools for the Thinking Classroom

- Planning is Essential
- Correct Tools Are Vital
- Make Sure All Necessary Tools Are Handy
- Come Prepared
- Cover the Curriculum
- Hit All Areas
- Tighten Up On Instruction
- Balance Instructional Strategies
- Dig Deep for Rigor and Complexity
- Drill for Deeper Understanding
- Measure Progress Frequently
- Get a Grip on Students’ Data

Which of these are your strengths?
Which of these do you need to work on this year?

Pair/Share

Pacing Guides

First Grade  Week 1 - School Community/Citizenship
Second Grade  Week 1 – Building Citizenship Skills
Third Grade  Week 1 – Building Citizenship Skills
Fourth Grade  Week 1 – Geography of Texas
Fifth Grade  Week 1 – Building Geography Skills
Curriculum Guides
Additions

- Guiding Questions at the beginning of each lesson
- TAKS Vocabulary
- Free Websites from Library Media Services

Background Knowledge

“What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content.”

Robert J. Marzano

Ways to Build Background Knowledge

- Read Alouds
- Sing Songs and Listening to Music Related to the Topic/Event
- Picture Walk
- Realia (real objects)
- Games
- Brainstorming
- Showing Visuals
- Field Trips
- Graphic Organizers
- Tea Party Strategy
- Inner/Outer Circle Strategy

Other Ideas:

Paraphrase Passport
Continents Song
Tune: “Row, Row, Row Your Boat”

Seven Continents on the globe,
Count them now with me.
North America, South America
Africa makes three.
Europe, Asia, Australia,
Are three more I know.
Don’t forget Antarctica,
That’s seven-way to go!

Lyrical Lessons

A READ Aloud Can:
• help students associate reading with pleasure.
• provide motivation for learning to read and reading.
• introduce students to new authors, new experiences, and new worlds.
• create shared experiences and knowledge in the classroom community.
• enhance language development.
• impact student’s writing.
• present a variety of forms of language.
• provide good reading models
• help develop a sense of story.
• develop phonemic awareness.

Poems for Two Voices

Social Studies Skills
• What do you notice about the social studies skills?
• How will the development of these skills help in other content areas?

Inside/Outside Circle
TAKS Recap for 2006

• What can be learned from this page?

Citizenship Activity

• What are the most important responsibilities of a good citizen?

Prewriting Chart

Develop a chart with students about the kinds of writing that will be expected in your class.

• Writing Without Composing
• Writing to Learn
• Writing to Demonstrate Learning
Mobility

• Draw a picture of what you read.
• Explain your picture to someone sitting next to you.
• Discuss students who were your movers in your classroom last year, and also discuss strategies that would work for them.

Drawing What I Read

FOLDABLE

• With a person sitting next to you, brainstorm ways to use the foldable.
• Brainstorm a list of the ideas on paper.
• Select one idea to create your sample.

Tea Party Strategy

Multiple Intelligences

• What are your strengths?

• Which of the activities do you use in your classroom?
Kagan’s Cooperative Learning Strategies

- Corners
- Inside/Outside Circle
- Line-Ups
- Jigsaw Activities
- Paraphrase Passport
- Pairs Compare
- Poems for Two Voices

Cooperative Learning Directions

1. Get into groups of 4.
2. Select a recorder, materials person, timekeeper and an encourager. (Materials person - pick up one sheet of chart paper, box of markers and a reading selection)
3. Read the selection and discuss the major points with your group.
4. As a group, decide how your group would like to present the selection. (see Multiple Intelligence list)
5. Group presents to the larger group.

Revised Bloom’s Taxonomy

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
Social Studies Handouts

- People Mentioned in the TEKS
- Well-Equipped Elementary Classroom
- Dates to Remember
- Fall Social Studies Conference
- Social Studies Website

Personal Reflection

Today I learned that...

The strategies I want to try include...

Bulldozing Toward Exemplary

- Clearing the ground for effective instruction
- Removing excuses
- Taking out obstacles
- Moving student achievement forward
- Pushing for commended