

# Social Studies





# Format of the TEKS

K-3 TEKS are taught in conceptual strands  
Students in 4th grade on have to synthesize  
those strands into historical  
understanding

4th is aligned to 7th grade Texas History  
5th is aligned to 8th and 11th grade History  
If 5th graders don't get to the second half of  
US History, they won't learn about WWII  
until 11th grade.

# Historical Figures

not every historical figure is significant enough in the grade level to devote a biography study to.

historical figures are examples of a larger concept. i.e. Mary Kay Ashe= business person

# Social Studies Skills

many of the skills match ELAR Fig 19  
the skills strand includes a problem solving  
model  
this is an area that has to improve based on  
8th grade STAAR scores

# Justiceville, USA

[http://texaslregames.org/Justiceville\\_USA/starthere.html](http://texaslregames.org/Justiceville_USA/starthere.html)



The screenshot shows the homepage of the Justiceville, U.S.A. website. At the top, there is a navigation bar with the title "Justiceville, U.S.A." and links for "MAPS", "GAMES", "RESOURCES", and "ESPAÑOL". Below the navigation bar is a large green banner. On the left side of the banner is an isometric illustration of a town. On the right side is a text box with the following content:

Welcome to Justiceville. This project is a fun, educational and highly engaging web-based project to help students understand specific elementary and secondary citizenship, geography and government TEKS. The map is designed to advance students' understanding of the functions and purposes of government, the role of public officials and authority figures, examples of individual, and interpretation of map information. This project was made possible through funding provided by the Texas Bar Foundation.

Below the banner are four main navigation buttons: "START HERE" (with a magnifying glass icon), "MAPS" (with a location pin icon), "GAMES" (with a laptop icon), and "RESOURCES" (with a document icon). At the bottom of the page, there are several small logos, including the Texas Bar Foundation logo and the Texas State Seal.

# New Adoption

Pearson: My World  
non-consumable  
online TE for support teachers



# Leveled Readers



# Weaknesses of the New Adoption

2nd and 3rd grade are not closely aligned  
to the TEKS

teacher discomfort with online access

# Existing Materials

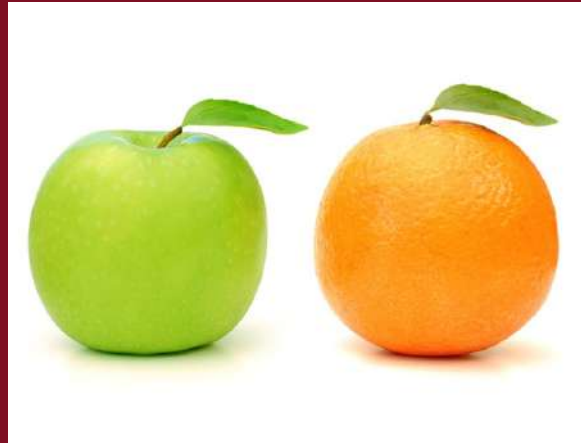
maps 101

primary source readers

History Alive (5th grade)

primary source kits

# Integration Strategies



# Work Stations

Will include ELAR and SS TEKS

Fill gaps in the instructional resources  
maximize time for teachers

# Give One - Get One

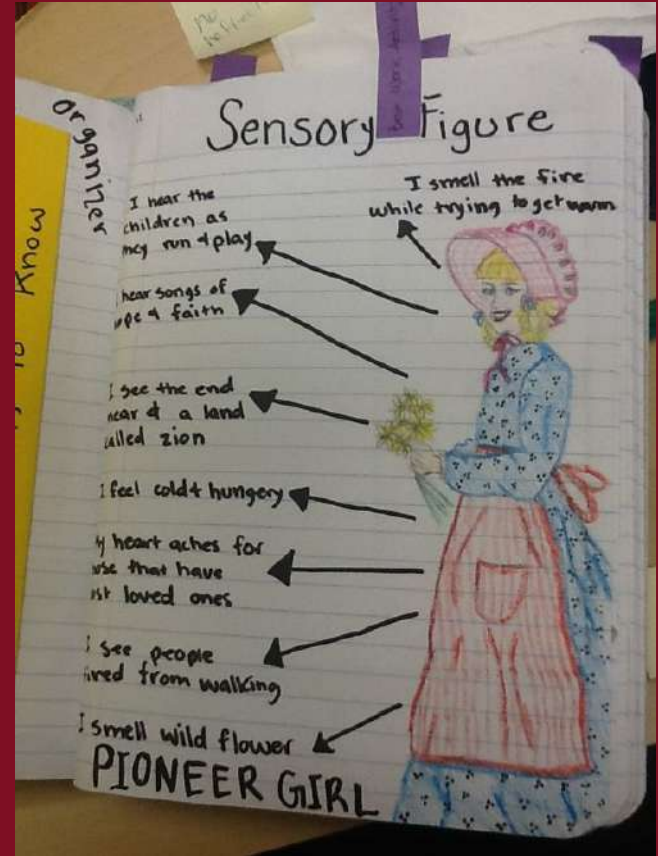
## A Cooperative Learning Strategy

- On a sheet of paper, students list 3-5 ideas about a topic.
- Under their list, they draw a line to separate their ideas from the ideas they will get from classmates.
- Students stand up, walk around the room, and get ideas from classmates to add to their list.

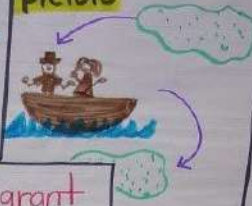
# Sensory Figure

students draw historical figure

students write a statement about each sense



# Frayer Model

<b>definition</b> An immigrant is a person who moves from one country to another country.	<b>picture</b> 
<b>Immigrant</b>	
<b>examples</b> Vietnam to America Mexico to America Canada to America America to Finland America to Pakistan America to Nigeria Spain to America America to Germany Brazil to America China to America France to America Kenya to Japan New Zealand to New Zealand	<b>non-examples</b> Houston to Chicago Texas to California New York to Indiana Florida to Texas San Antonio to Dallas Texas to Louisiana Las Vegas to Houston Galveston to Houston Austin to San Antonio Texas to Illinois

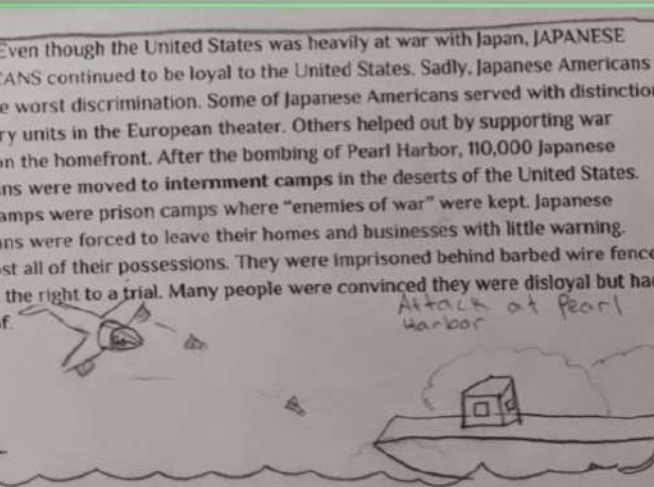
<b>Definition:</b> A natural feature of Earth's solid surface.	<b>Characteristics:</b> Made of land shaped by wind, water, and ice.
<b>land form</b> 	
<b>Examples</b> canyon mountain delta beach glacial valley	<b>Non-Examples</b> lake flower trees snow



# Illustrated Notes

## CLOSE-UP STUDENT EXAMPLES

Even though the United States was heavily at war with Japan, JAPANESE AMERICANS continued to be loyal to the United States. Sadly, Japanese Americans faced the worst discrimination. Some of Japanese Americans served with distinction in military units in the European theater. Others helped out by supporting war efforts on the homefront. After the bombing of Pearl Harbor, 110,000 Japanese Americans were moved to **internment camps** in the deserts of the United States. These camps were prison camps where "enemies of war" were kept. Japanese Americans were forced to leave their homes and businesses with little warning. Many lost all of their possessions. They were imprisoned behind barbed wire fences without the right to a trial. Many people were convinced they were disloyal but had no proof.



USA  
Tuskegee Airman

Attack at Pearl Harbor

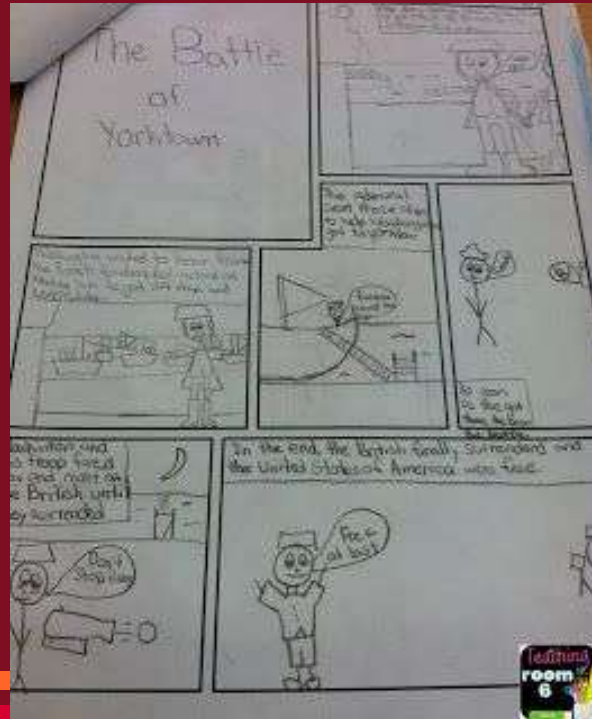
After Japan Attacked Pearl Harbor Japanese Americans were facing discrimination, because people thought they were disloyal to America. Japanese Americans had to leave their homes and businesses and were moved into internment camps.

by the Sweetest Thing

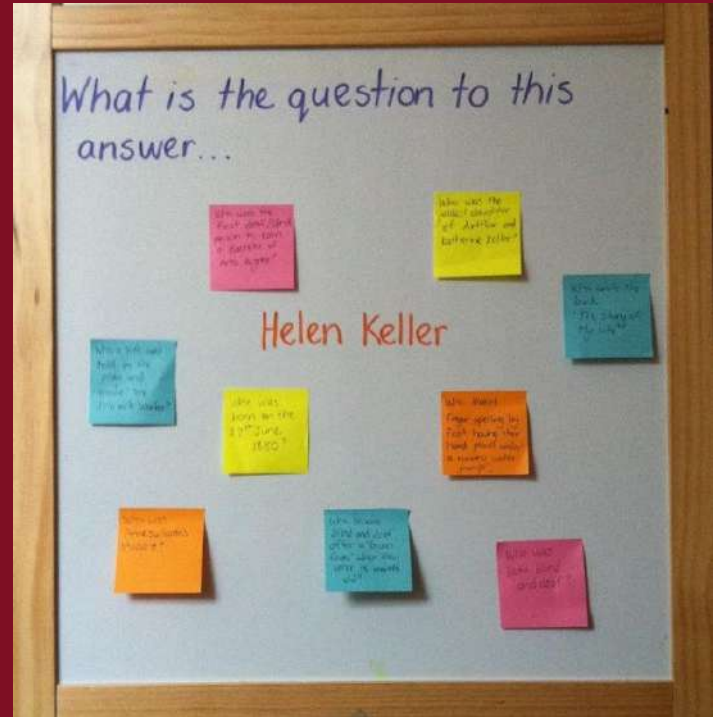
# Venn Diagram- Compare and Contrast



# Comic Strip- Summarizing



# Answer-Write the Question



# Together Create the Best Answer

The difference between lines 8-14 and 35-40 is he is having trouble in lines 8-14 because he says there is always one to many. Then in lines 35-40 he gets a rhyme going.

The juggler's attitude changed from a self-4th thing first, then in class and in the 7th time, then tell me.

*Juggler*

**Best Answer:**

The difference between lines 8-14 and 35-40 is in lines 8-14 he is not confident. He says he is always one too many because he keeps dropping the pins. In lines 35-40 he starts to trust he can do it and adds the third pin.

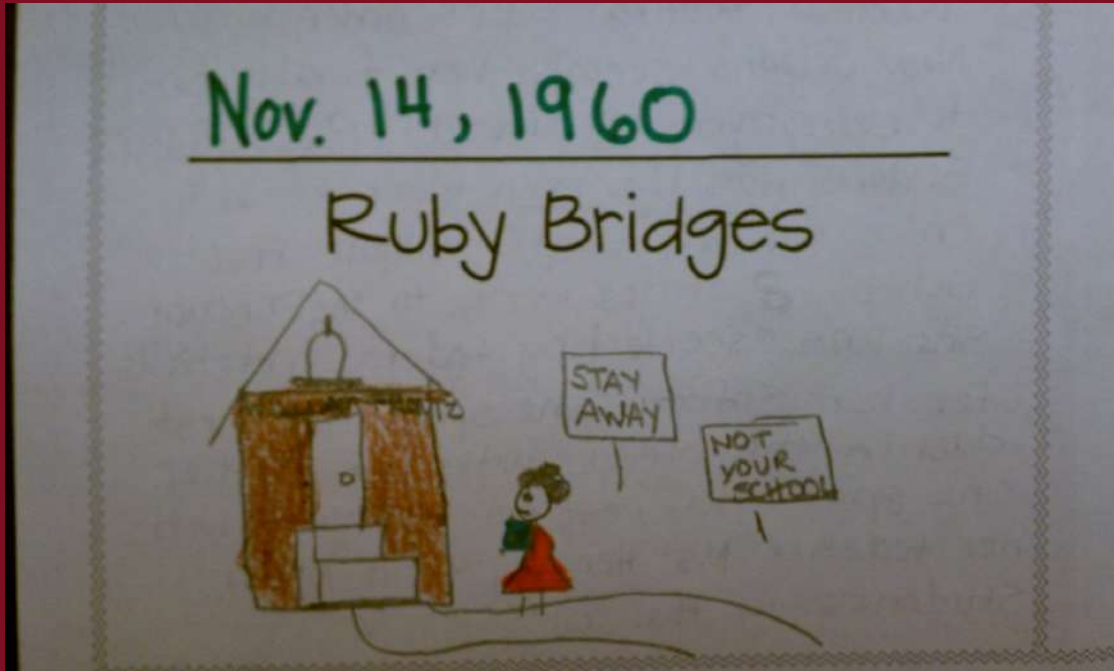
By: \_\_\_\_\_  
and \_\_\_\_\_

The change in the juggler's attitude in lines 8-14 to lines 35-40 is that in lines 8-14 the juggler isn't confident in his juggling and in the lines 35-40, the juggler finally adds the 3rd.

He compares the change in the juggler's attitude because he gets back in the juggling and he never gives up he tries to do his best at doing the KC juggling.

**Runde's Room**

# Class Timeline



# Map What We Read



# Children's Literature

Creating  
Bibliographies  
for each grade level





# Websites

<http://www.texaslre.org/>

<http://www.tmcec.com/drsr>

<http://bensguide.gpo.gov/>

<http://kids.house.state.tx.us/>