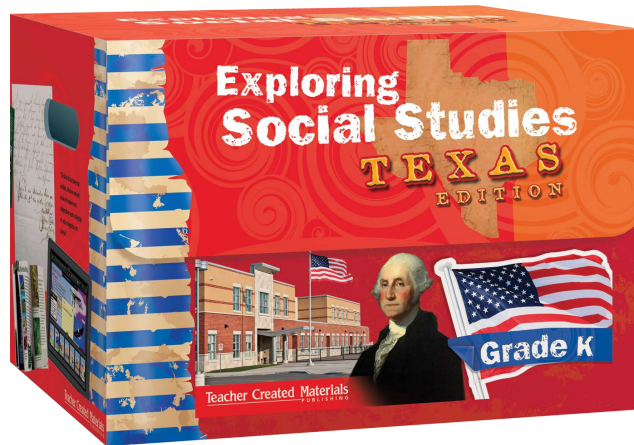


Exploring Social Studies: Texas Edition: Grade K



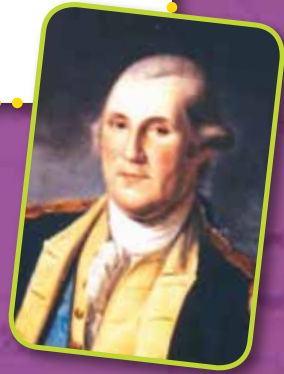
The following sample pages are included in this download:

- ***Amazing Americans: George Washington* Leveled Reader**
- ***Amazing Americans: George Washington* Lesson Plan with Corresponding *Mount Rushmore* Primary Source Document (included in lesson plan)**
- ***Primary Sources: Holidays and Celebrations* Lesson Plan with Corresponding *Holidays and Celebrations* Photocard**

PRIMARY SOURCE READERS

Amazing Americans George Washington

It is time to learn
about George
Washington.



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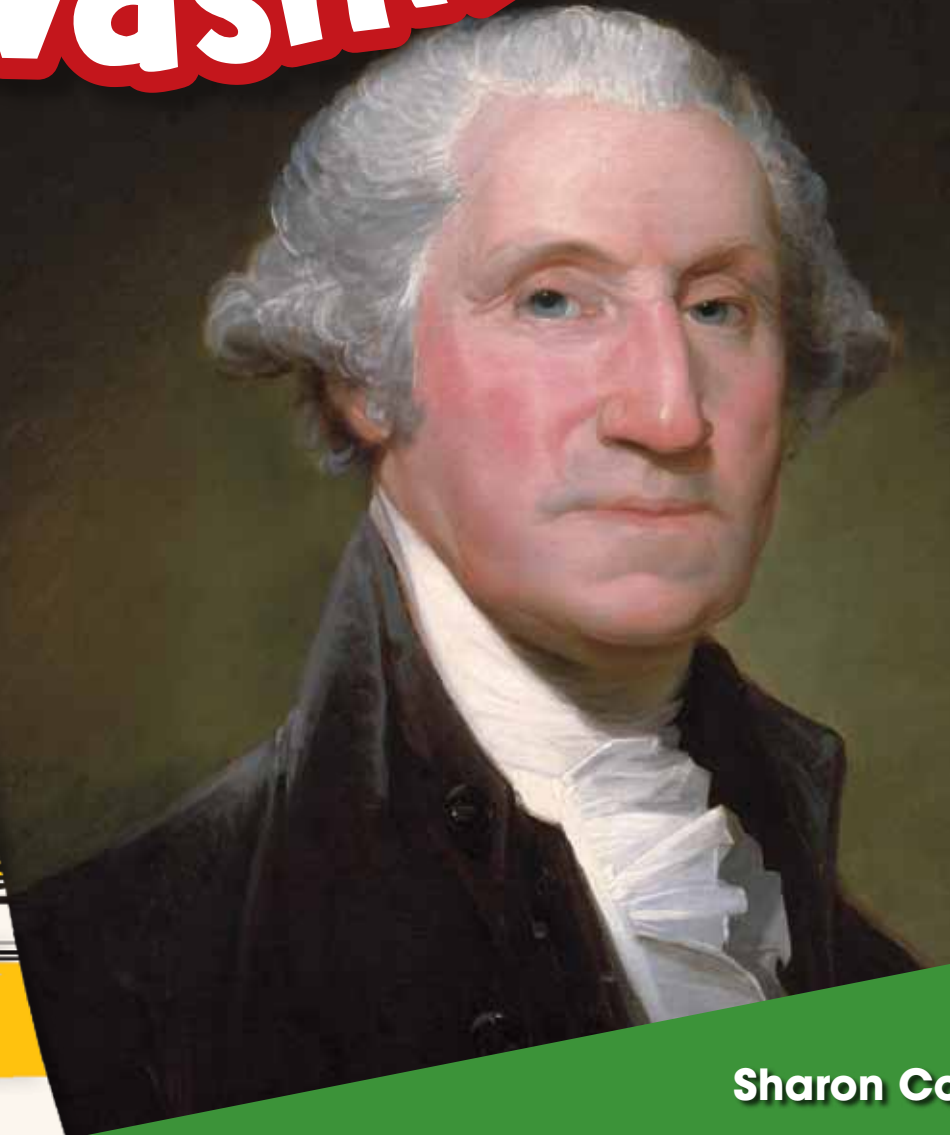


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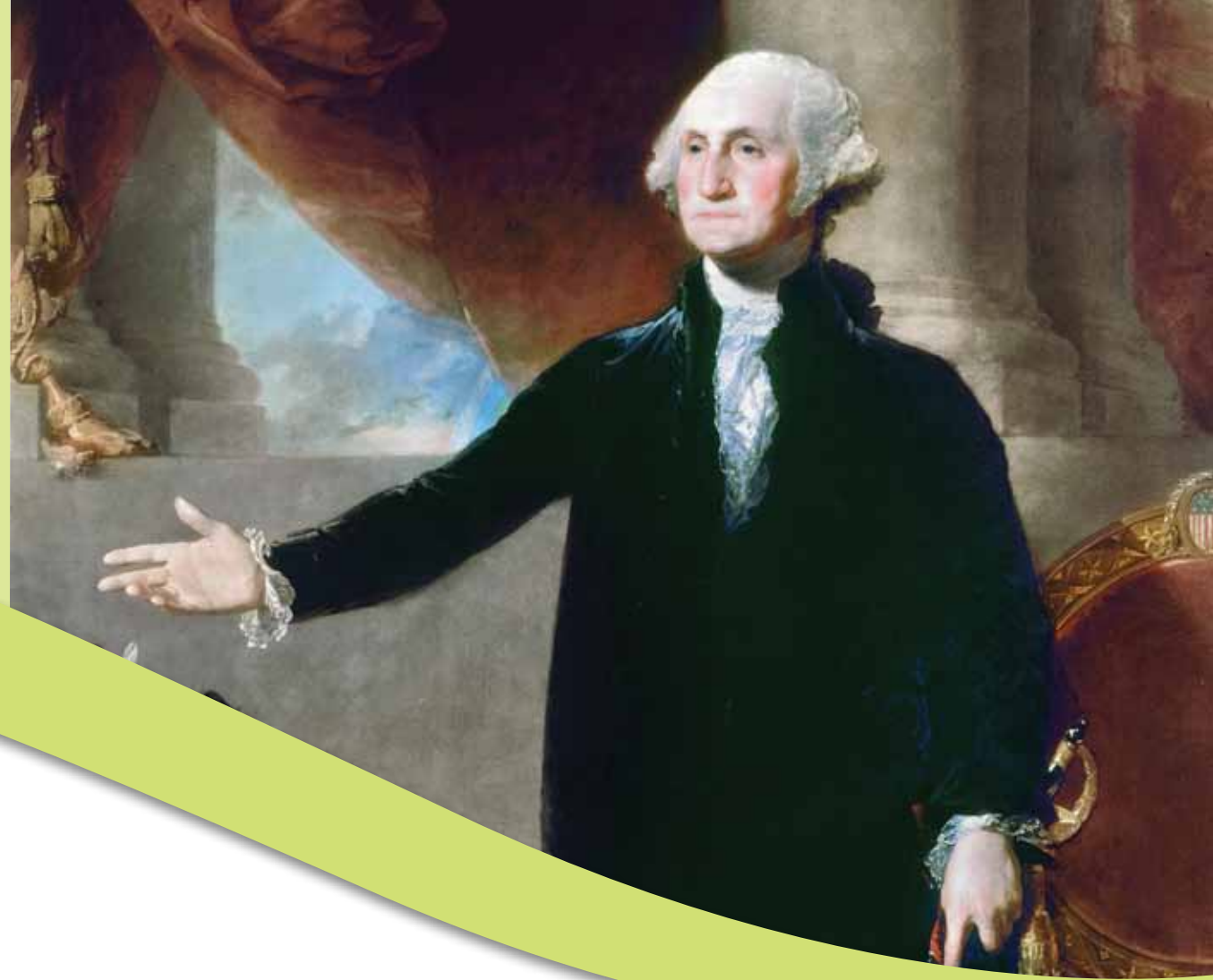
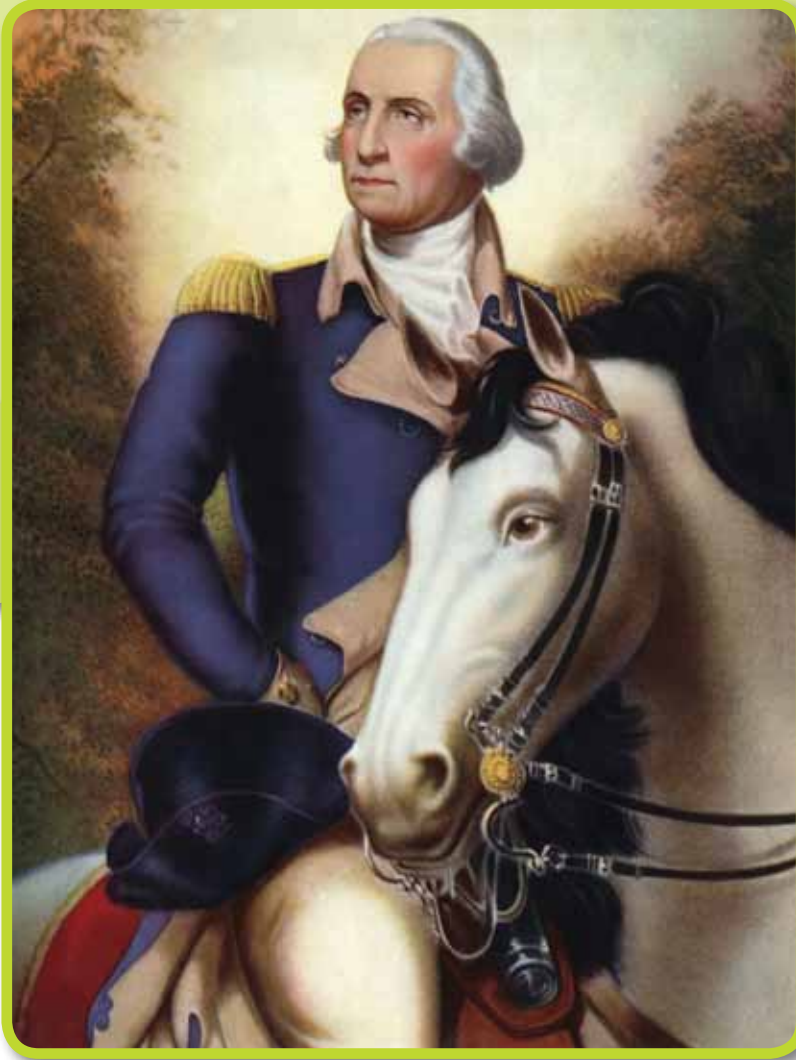
Amazing Americans: George Washington

Coan

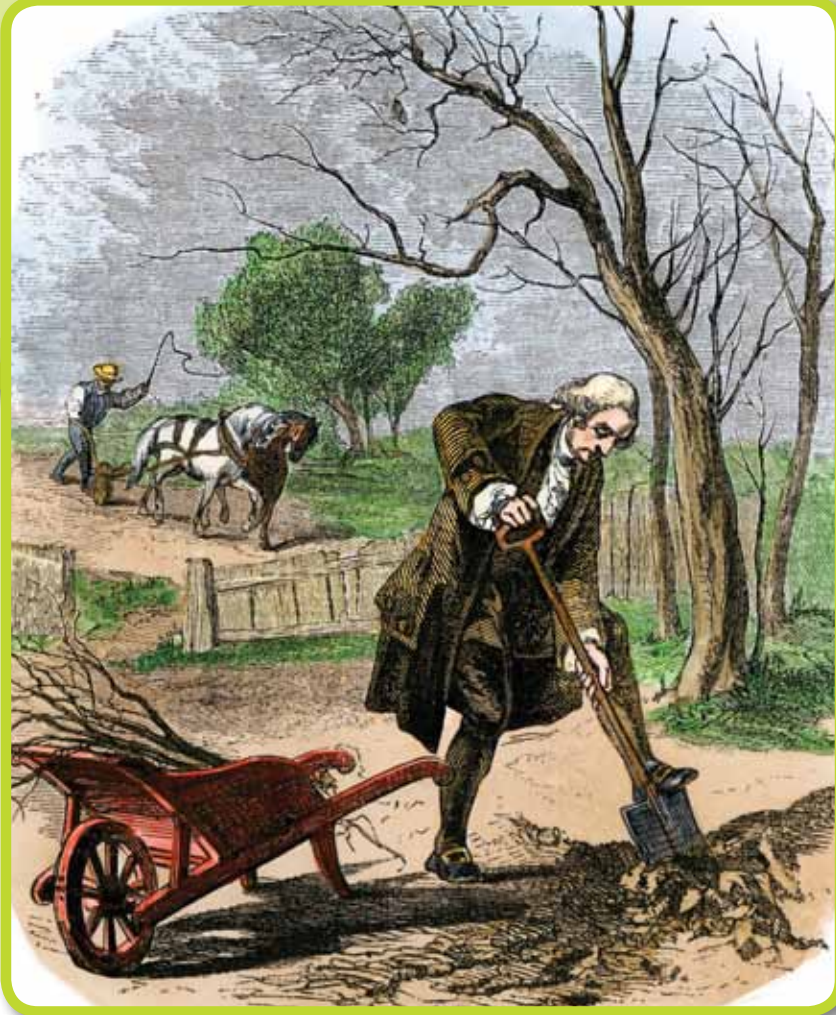
Amazing Americans George Washington



Sharon Coan



Meet George Washington.



He was a farmer.





He got married.



He wanted America
to be free.



PRIMARY SOURCE READERS
Content and Literacy
in Social Studies

Kindergarten

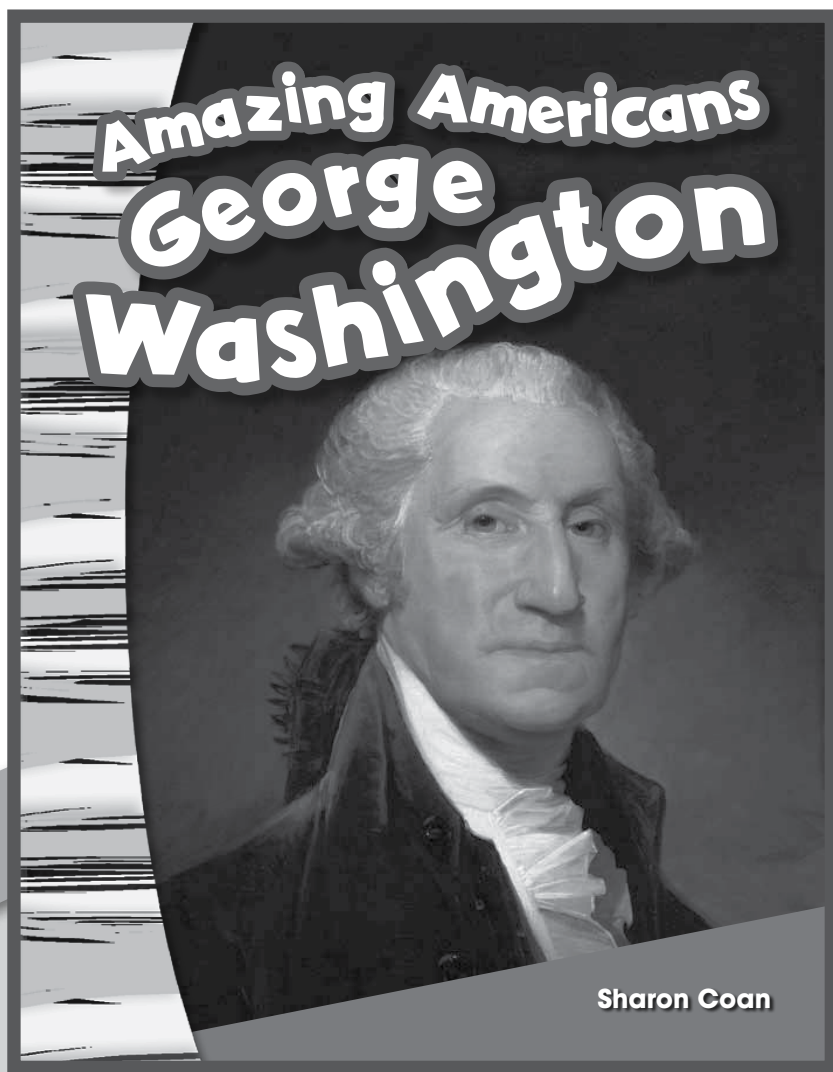
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The Power of Primary Sources

“One really cannot understand any era unless immersed in the lives of the people of the time.” The author Elizabeth Brown Pryor, in discussing the research behind her award-winning biography *Reading the Man: A Portrait of Robert E. Lee Through His Private Letters*, wrote, “Along the way I discovered a treasure trove of unpublished or unused documents in scores of archives and attic trunks. In so doing, I have been a privileged listener as he reveals himself.” Masterfully, Pryor reinterpreted for the world both Lee and his legacy. The key word Pryor uses in her passage is *listener*, for documents do speak to us!

“Listening” to documents is at the core of historical research and understanding. It matters little whether you read a document that dates from the ancient world or from the 21st century. All documents are crafted by human beings and therefore permit those who are holding them to interpret the past and form a construct—the stuff of history. In many ways, it is the historian who re-creates the past with the evidence available to him or her; hence, the study of history remains fluid as the narrative changes over time, with subsequent generations influenced by past generations as well as by any previously unknown primary materials that surface.

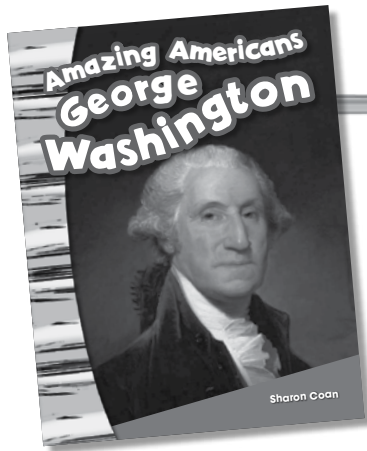
As a history educator for the past 30 years, I have witnessed the dramatic shift in changing interpretations about the past. When I first started teaching, the Civil Rights Movement and the Vietnam War were considered “current events.” There was yet to be any kind of Civil Rights Movement or Vietnam War memory. Now those moments are properly labeled as historical, since we are living more fully in the era of the results of those two events. It is easier in our present state to understand how and why we are where we are because we have the prism of time on our side. An African American has been elected to the presidency, and the Vietnam War has been over for many years. Documents related to those past events now must be reexamined within the new historical contexts.

Young people today are chroniclers of their own lives, yet they usually employ means that were unavailable to our forebears through today’s electronic social networking. It is incumbent upon history educators to point out this fact for young people, who are largely unaware that they are recording history as well. Consider, too, that historic sites are now creating Facebook pages for people who lived in those places! There is no telling what researcher of the future might be reading the Facebook pages of your current students.

No matter what person or period students are studying or researching—whether it is Gandhi, Eleanor Roosevelt, the Civil Rights Movement, or the Vietnam War—they are not only tapping into the lives and times of these historical people and places, but they are also developing a sense of historical empathy. In the end, that bodes very well for the future.

—James A. Percoco

James A. Percoco has taught at West Springfield High School in Springfield, Virginia, since 1980. An award-winning history educator, he is the author of three books, most recently *Summers with Lincoln: Looking for the Man in the Monuments* (Fordham University Press). Percoco serves as history educator-in-residence at American University.



George Washington

Learning Objectives

Students will:

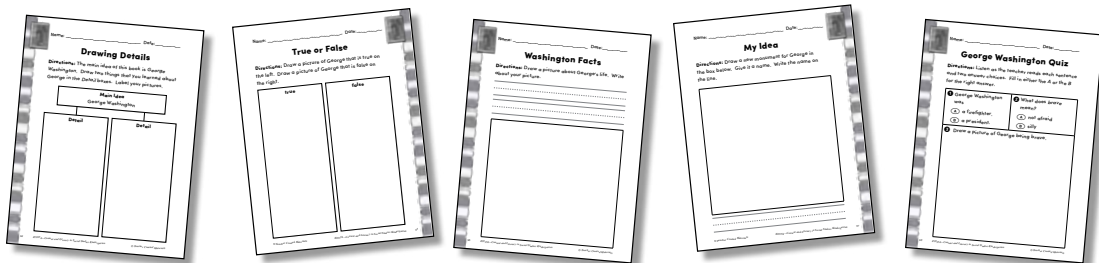
- ▶ identify the main idea and supporting details of the book.
- ▶ draw one true picture and one false picture about George Washington.
- ▶ learn about George Washington and his impact on America.

Standards

- ▶ **Reading:** Identify the topic and details heard or read.
- ▶ **Writing:** Write to express ideas about real events and ideas.
- ▶ **Content:** Understand how important figures reacted to their times and why they were significant to the history of our democracy.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *Amazing Americans: George Washington* books
- ◆ copies of student reproducibles (pages 8–12)
- ◆ *Mount Rushmore* primary source (page 13)
- ◆ copies of the *Student Letter Template* (page 16) (optional)
- ◆ a one-dollar bill and a quarter
- ◆ poster boards and chart paper
- ◆ coloring supplies
- ◆ construction paper
- ◆ stapler or hole punch and yarn



Timeline for the Lesson

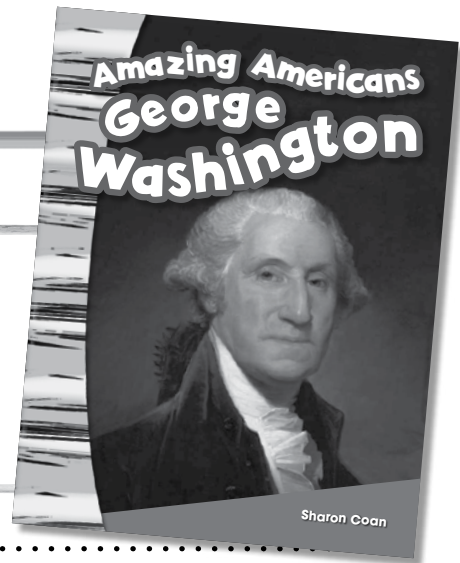
	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 4)	Preview the book and learn about finding the main idea and supporting details.
Day 2	During Reading (page 5)	Identify two key details and draw true and false pictures about Washington.
Day 3	After Reading (page 6)	Use details from the book to make a class book about Washington.
Day 4	Primary Source Activity (page 7)	Learn about Mount Rushmore and design a new monument for Washington.
Day 5	Activities from the Book (pages 28 and 32 in the books)	Ask an adult how he or she helps people and draw some of the things Washington did.



George Washington (cont.)

Vocabulary Word Bank

- ▶ army
- ▶ brave
- ▶ president



Before Reading

1. Introductory Activity—Show students a one-dollar bill and a quarter. Ask them if they know who is pictured on these items. If they do not mention George Washington, tell them who it is.

- ▶ Ask students what they know about George Washington. Write their responses on the board.
- ▶ Tell students they will be reading a book to learn more about George Washington.

2. Vocabulary Activity—Write the vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word, and use it in a sentence.

- ▶ Divide the class into three small groups. Make the groups heterogeneous so that **English language learners** and **below-level learners** have peer support. Assign each group one of the vocabulary words. Have groups discuss the word they were assigned.
- ▶ Give each group a poster board with its assigned vocabulary word written at the top in large letters. Have each group member draw a picture that relates to that word on the poster board.

- ▶ Have **above-level learners** write a sentence using their vocabulary words on their posters.
- ▶ Have each group present its poster to the class. Each group member should tell about his or her picture.
- ▶ Display the vocabulary posters around the room for students to reference during the lesson.

3. Prereading Activity—Display the *Amazing Americans: George Washington* book for the class. Show them the pictures and read the title aloud. Explain that the main idea tells what a book is about and the supporting details tell more about the main idea.

- ▶ Write *Main Idea* on chart paper. Write a familiar topic beneath it, such as *dogs* or *school*. Below that, write *Details*. Record several details about the topic. Then take student suggestions. Keep the chart as a reference to be used later.

George Washington (cont.)



During Reading

1. Reading Activity—Review the *Main Idea* chart from the Prereading Activity. Remind students what the terms *main idea* and *details* mean. Distribute the *Amazing Americans: George Washington* books to students. Read it aloud as students follow along.

- ▶ After you have finished the book, ask students what the book was mainly about. Guide them to the answer *George Washington*. Record this on the board.
- ▶ Divide the class into groups. Have groups choral-read the book for the second reading. Instruct groups to discuss the supporting details of the book.
- ▶ Distribute copies of the *Drawing Details* activity sheet (page 8) to students. Read the directions aloud. Allow time for groups to complete the activity sheet. Circulate and assist as needed.
- ▶ Ask volunteers to share their responses with the class. Record appropriate responses on the board below the main idea. Explain that all these details tell us more about the main idea—George Washington.

2. Writing Activity—Tell students that they will be drawing true and false pictures of George Washington.

- ▶ Explain that true sentences or pictures tell the truth. *The sun is hot* is a true sentence. False sentences or pictures are not true. *George Washington was the fifth president* is a false sentence because George Washington was the first president.
- ▶ Distribute copies of the *True or False* activity sheet (page 9) to students. Read the directions aloud. Have students use the book and the *Main Idea* chart to draw one true picture and one false picture about George Washington.
- ▶ Collect student papers and show students the pictures. Have the class decide whether each picture is true or false. Challenge students to tell you what makes the false pictures false.

George Washington *(cont.)*

After Reading

- 1. Vocabulary Activity**—Play a vocabulary review game with students. Tell them that you will give them clues about a word and they will try to guess it.

 - ▶ Give the glossary definition as the first clue. Other clues may include rhyming words, synonyms, antonyms, examples, and cloze sentences.
 - ▶ Continue until each word has been used. You may wish to use the words more than once, giving different clues each time.
- 2. Reading Activity**—Tell students that they will be making a class book about George Washington. Distribute the *Amazing Americans: George Washington* books and copies of the *Washington Facts* activity sheet (page 10) to students.

 - ▶ Tell students to draw and write about an important detail they have learned about George Washington. Students should refer to the books and the *Main Idea* chart made in the During Reading section.
 - ▶ Make a cover for the class book out of construction paper. Gather students' activity sheets together with the cover. Bind the sheets together with staples or yarn. Provide time for students to read it to one another.
 - ▶ Encourage **above-level learners** to write two or more sentences about their pictures.
 - ▶ Create a word bank for **below-level learners** and **English language learners** to use in their sentences.
- 3. Assessment**—A short posttest, *George Washington Quiz* (page 12), is provided to assess student learning from the book. Share with students how to read the sentences with both the *A* and the *B* answer choices to determine which one is correct. A document-based assessment is also provided on page 14.

Activities from the Book

- ▶ **Ask It! Activity**—Read the Ask It! prompt aloud from page 18 of the *Amazing Americans: George Washington* book. Students will ask an adult how he or she helps people. You may wish to fill out the *Student Letter Template* (page 16) and send it home with students to explain the assignment to their families.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 22 of the *Amazing Americans: George Washington* book. Students will draw a picture about some of the things George Washington did in his life.

George Washington (cont.)



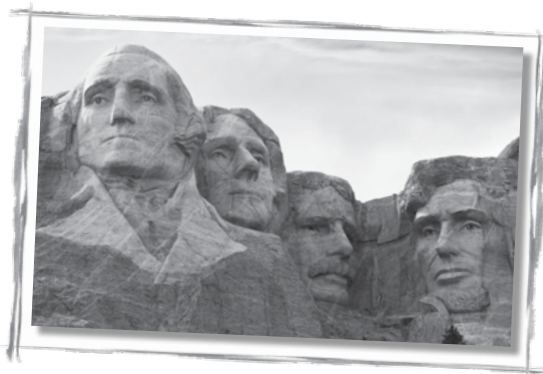
Primary Source Activity

Historical Background

Nestled in the Black Hills near Keystone, South Dakota, Mount Rushmore attracts three million visitors each year. Sculptor Gutzon Borglum, his son Lincoln Borglum, and over 400 workers spent 14 years and almost one million dollars creating the famous memorial. Almost all of the sculpting was done with dynamite by the workers, most of whom were miners by trade. Today, it stands as one of the most iconic American landmarks.

About the Primary Source

Mount Rushmore has the faces of four great American presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The presidents are each 60 feet tall, and their eyes are 11 feet across!



Teaching Suggestions

1. Display the primary source *Mount Rushmore* (page 13).
2. Ask students the discussion questions below.
 - ▶ What do you see in the picture?
 - ▶ Do you recognize any of these people? Who?
 - ▶ Why do you think these men were carved into a mountain?
3. Review the historical background information with students.
4. Distribute copies of the *My Idea* activity sheet (page 11) to students. Read the directions aloud. Explain what a monument is, and discuss its purpose. Lead a class discussion about why Washington may have been chosen for the monument. Help students brainstorm ideas for their own monuments. Allow time for students to complete the activity.



Name: _____ Date: _____

Drawing Details

Directions: The main idea of this book is *George Washington*. Draw two things that you learned about George in the *Detail* boxes. Label your pictures.

Main Idea
George Washington

Detail

A large, empty rectangular box with a black border, intended for drawing a detail related to the main idea.

Detail

A large, empty rectangular box with a black border, intended for drawing a detail related to the main idea.



Name: _____ Date: _____

True or False

Directions: Draw a picture of George that is true on the left. Draw a picture of George that is false on the right.

true

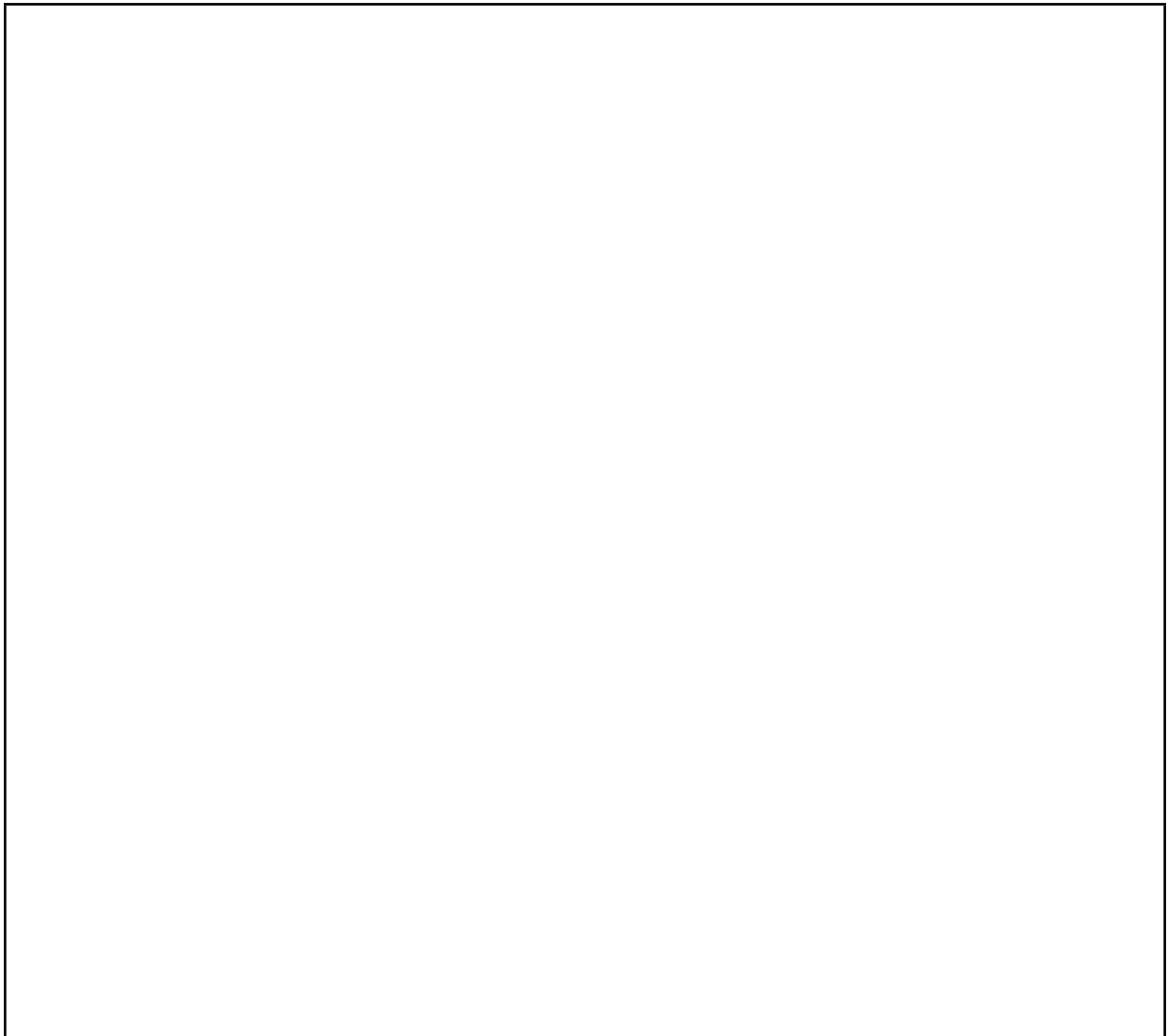
false



Name: _____ Date: _____

Washington Facts

Directions: Draw a picture about George's life. Write about your picture.



Name: _____ Date: _____



My Idea

Directions: Draw a new monument for George in the box below. Give it a name. Write the name on the line.



Name: _____ Date: _____

George Washington Quiz

Directions: Listen as the teacher reads each sentence and two answer choices. Fill in either the *A* or the *B* for the right answer.

1 George Washington was

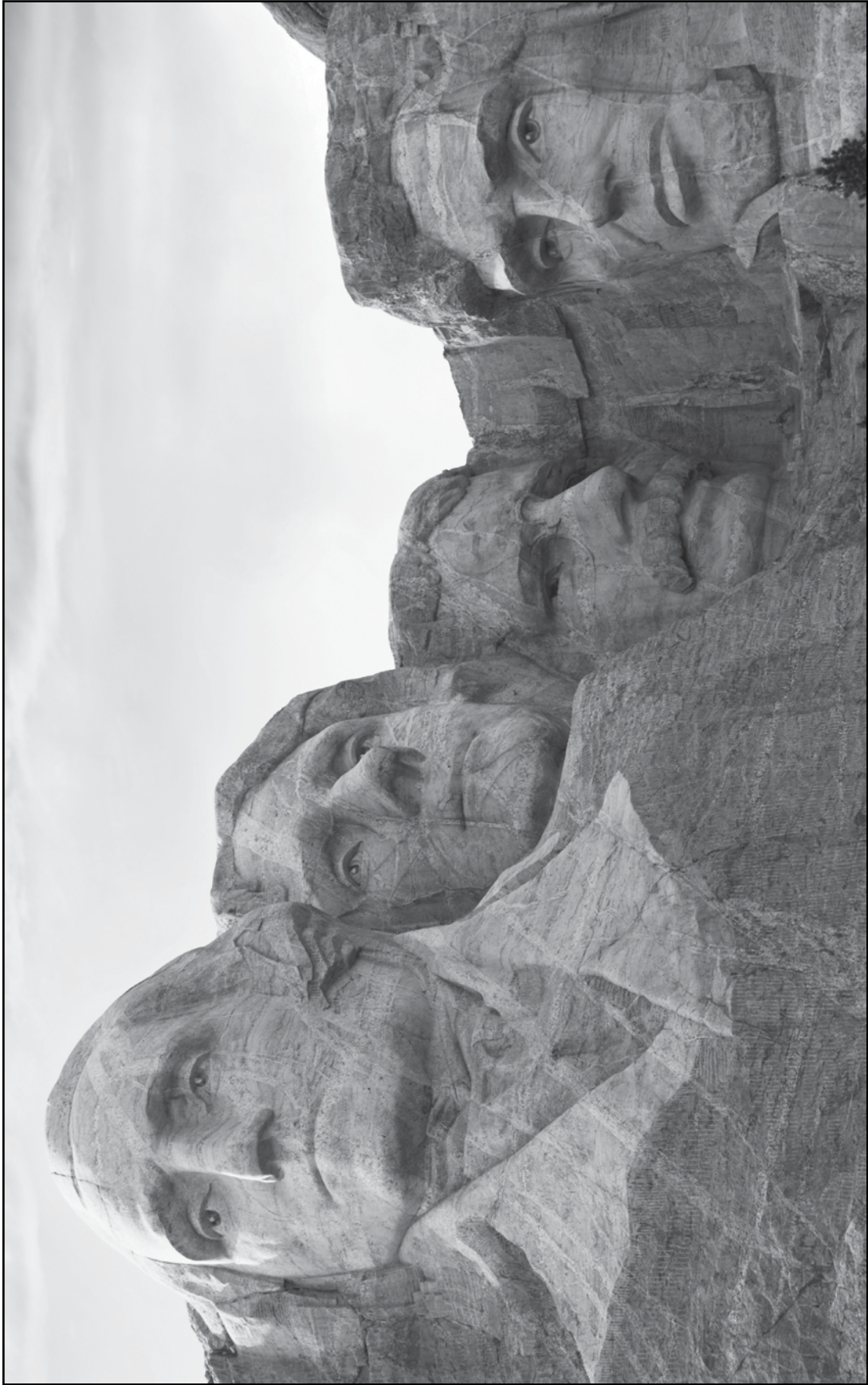
- A a firefighter.
- B a president.

2 What does *brave* mean?

- A not afraid
- B silly

3 Draw a picture of George being brave.

Mount Rushmore



Name: _____ Date: _____

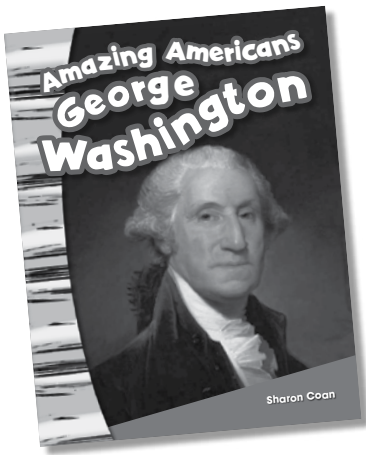
George Washington

Directions: Answer the questions about the photo.



1. Does this statue show George in the army or as a farmer?

2. List one fact you know about George Washington.



Answer Key

George Washington

page 8—Drawing Details

Drawings will vary, but may show that he was a farmer, he got married, he led the army, he was brave, or he was president.

page 9—True or False

True: Drawings will vary but may show George leading the army.

False: Drawings will vary but may show George living in England.

page 10—Washington Facts

Responses will vary but should include details from George's life.

page 11—My Idea

Responses will vary but should include a monument for George and a name for it.

page 12—George Washington Quiz

1. B
2. A
3. Drawings will vary but should show George being brave.

Document-Based Assessment

page 14—George Washington

1. in the army
2. Answers will vary, but may include that he is on the one-dollar bill, he was our first president, or he led the army.

_____ (Date)



Dear parents,



We are currently studying _____

_____ as part of our social studies



curriculum. I would love for you help your



child by _____



_____.



This will not only keep you connected to



your child's education, but will allow him



or her to deepen his or her understanding



of the subject.



Students will be sharing what they learned



on _____.



Thank you for your support.



Sincerely,

Holidays and Celebrations Then and Now

Standards/Objectives

- Students will explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. (NCSS)
- Part A: Students will examine two photographs and will complete cause-and-effect flowchart frames with information about holidays and celebrations.
- Part B: Students will understand the importance of keeping in touch and thanking others for gifts and kindnesses connected with holidays and celebrations.

Materials

Holidays and Celebrations photograph card and facsimile; Copies of the student reproducibles (pages 29–31); Large copy of the cause-and-effect frame written on the board (from the back of the photograph card); Yarn; Map of your country

Part A: The Photograph Card

Discussion Questions

Activate prior knowledge by asking students to share about their favorite holidays or celebrations. As a group, list several familiar holidays. Let students talk about the special things they do to celebrate holidays.

Then Photograph: Show students the picture of the maypole, which was taken in 1905. Have the students answer the following questions:

- What songs do you think the children are singing?
- What do you think they are saying to one another?
- Tell about their clothing. Does this look like the clothes you wear?

Now Photograph: Show students the new photograph. Ask them the following questions:

- What are these people saying to one another?
- What family members are in this picture?
- Where do you think this picture was taken?

Using the Primary Source

1. Have the students sit around you on the floor. Share the two photographs with them one at a time, asking the questions above. Have a few students get up and pose as if they are part of the picture. Then, let the students say what they think the people in the picture are saying. Share information that you learned by reading the background information for the teacher, Things Families Celebrate (page 27).

Holidays and Celebrations

Then and Now (cont.)

Part A: The Photograph Card (cont.)

Using the Primary Source (cont.)

2. Read the background information for the students from the back of the photograph card as the students view the two photographs on the front of the card. If you would prefer, you can give students copies of Celebrations (page 29), which has the photographs and the student background information.
3. Talk about the fact that families celebrate events that are important to them. Usually, celebrations become traditions and are continued year after year. Celebrations and holidays become part of family traditions that last.
4. On the board, draw a cause-and-effect graphic organizer like the one on the back of the photo card. Then, guide students through several examples of cause and effect using the flowchart. Here are two examples for you to use:

Cause: a birthday

Effect: celebration with a cake, gifts, and a party

Cause: Day of the Dead

Effect: visit cemetery with flowers and food

Part B: The Facsimile

Show the students the thank-you note from Jordan, and read it with them. Begin a discussion by asking the following questions.

Discussion Questions

- Who wrote the letter?
- Why was the letter written?
- What does Jordan like?
- How old do you think Jordan was when she wrote the letter?

Using the Primary Source

1. Ask the students how they feel when they receive a letter or an email. Ask them if they like to write letters or emails. Read Love in the Mail (page 30) to the students and talk about the information from A Note of Thanks (page 28).
2. Ask students: Why is it important to write letters? List their reasons on the board.
3. Ask students to help you write a letter. Write this sample letter on the board so that students can see the correct format.
4. Tell students that they will now get to write their own letters that tell about celebrating their favorite holidays. To whom will they write these letters? Ask for ideas about what could be included in the letters. Some suggestions might be why the chosen holidays are favorites, how they celebrate the holidays, or what they like most about the holidays. If students have time, let them decorate their letters.

Holidays and Celebrations

Then and Now (cont.)

Part B: The Facsimile (cont.)

Using the Primary Source (cont.)

5. Invite students to share their letters with the class.
6. Have the students take their letters home for help in addressing and mailing them.

Part C: Connecting to Primary Sources

Home-School Connection

- Give students copies of the Holidays and Celebrations Home-School Connection Letter (page 31). Explain the assignment to the students and answer any questions. Have students fill in their parents' names and the date at the tops of their letters. Then, they should sign the bottoms of the letters. After a week or two, ask if any of the students have received replies to the letters that they mailed.

Content-Area Connections

- **Social Studies Connection**—Display a large map of your country, and invite the students to place pieces of yarn on the map connecting their homes with the destinations of their letters.
- **Mathematics Connection**—Have students plan a class celebration for a holiday. They should begin by making lists of things they will need for the celebration. Then, they need to find out what these items cost. Round up the costs for students, and then work together to find a total cost. If the price is too high, have students cut out certain items. Students will not only get practice adding numbers, they will also see how much things can cost.
- **Science Connection**—Talk with students about how the celebrations of various holidays have been affected by modern inventions. For example, electric lights have replaced the candles once used in many celebrations. Have students predict what the celebrations will be like 100 years from now. How will the celebrations change because of new inventions?
- **Art Connection**—Have students design their own cards for different celebrations. They should decide on the kind of art to use and the words for each card.

Read-Aloud Titles

- A Gift for Abuelita by Nancy Luenn
- I'm in Charge of Celebrations by Byrd Baylor
- The Jolly Postman by Allan Ahlberg and Janet Ahlberg
- Let the Celebrations Begin! by Margaret Wild and Julie Vivas
- Children Just Like Me: Celebrations! by Anabel Kindersley and Barnabas Kindersley
- Chinese New Year: A Time for Parades, Family and Friends by Fay Robinson

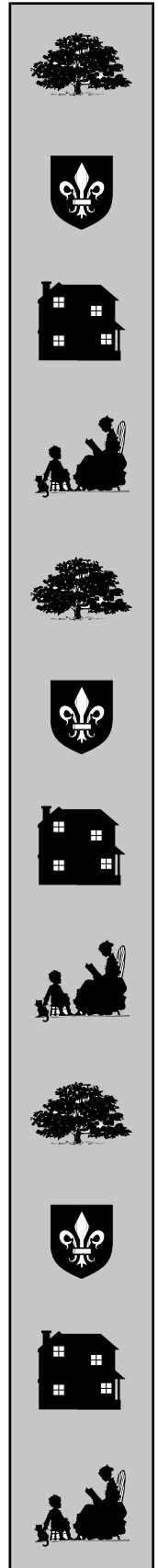
Things Families Celebrate

Photograph Background Information for the Teacher

The photographs show people celebrating holidays that occur six months apart. The first photograph shows a May Day celebration in 1905. May Day is celebrated on the first of May. It is a day set apart for celebrating spring, flowers, warm weather, love, and romance. The second photo is a recent one of a family celebrating Día de los Muertos, or Day of the Dead.

The maypole is an important part of the May Day tradition. The people in the photo are gathered around a maypole holding colorful ribbon streamers. They will dance around the maypole and weave the streamers around the pole in a colorful design. The maypole tradition dates back hundreds of years and has been celebrated throughout Europe in a joyous celebration of spring. The traditional maypole was a tall wooden pole made from a tree trunk, often hawthorn or birch. The pole was decorated with flower wreaths and colorful ribbons. In the sixteenth century, maypoles were symbols of community, and occasionally villages would steal each other's maypoles. Maypole dancing is a form of folk dancing. Dancers participate in a circle dance around the maypole. Each dancer holds a colorful ribbon and together they weave a web of ribbon around the pole as they dance. Dances vary in complexity.

The second picture is a photograph of a family at a cemetery, gathered to clean and decorate the family graves in celebration of Día de los Muertos, or Day of the Dead. This traditional Mexican celebration began more than 500 years ago when the Spanish conquistadors arrived in Mexico. They discovered the natives practicing a ritual that has evolved into Día de los Muertos. Day of the Dead takes place on November 1 and 2, dates that correlate with the Catholic holy days of All Saints' Day and All Souls' Day. During this celebration, families gather and picnic at burial plots to pray for and remember their family members who have died. Traditions include cleaning the burial sites and building altars to honor the dead. Altars are decorated with candles, sugar skulls and other sweets, marigolds, colorful streamers, and the favorite foods and beverages of those who have died. It is a time of celebration for the living as families visit with one another and remember their loved ones. Sometimes, celebrations include a mariachi band and fireworks. Although Día de los Muertos is a holiday celebrated primarily in Mexico and by people of Mexican heritage, festivities have spread around the world.



A Note of Thanks

Facsimile Background Information for the Teacher

Many holidays include the giving and receiving of gifts. Gifts can be something purchased or something homemade. Long ago, most people gave homemade gifts to others in celebration of special days. Today, people still give homemade gifts, but most people buy their gifts. Either way, it is important to express gratitude when someone receives gifts.

The ancient Egyptians and ancient Chinese people exchanged the first greeting cards. The Egyptians wrote their greetings on papyrus. The Chinese celebrated the New Year by writing notes of goodwill. About 600 years ago, the Europeans made their own cards and gave them to friends. Woodcuts of New Year's greetings were first used in Germany. These cards were expensive to make. Around 1450, other Europeans sent the first valentines.

After the invention of the printing press, greeting cards were easier and cheaper to make. Around 1840 when the first postage stamps were created, these cheaper cards could be sent in the mail instead of having to be hand delivered. An Englishman named Sir Henry Cole had an artist design the first known Christmas card in 1843. Cole sent this card to his friends to celebrate the holiday. In the United States, a woman named Esther Howland first sold handmade valentines in 1849. She then started a successful card business.

A handwritten thank-you note, such as the primary source document, is a joy to receive and tells the giver that the gift was received and appreciated. Handwritten notes provide information about the person writing the note. The choice of notepaper, the handwriting, the wording, and any illustrations, all reflect the person sending the note. Writing a thank-you note is not only the proper thing to do, but it is a way of making someone who cares enough to send a gift very happy.



The Library of Congress

A woodcut New Year greeting card

Celebrations

The Granger Collection, New York



Celebrations Then

Celebrations Now



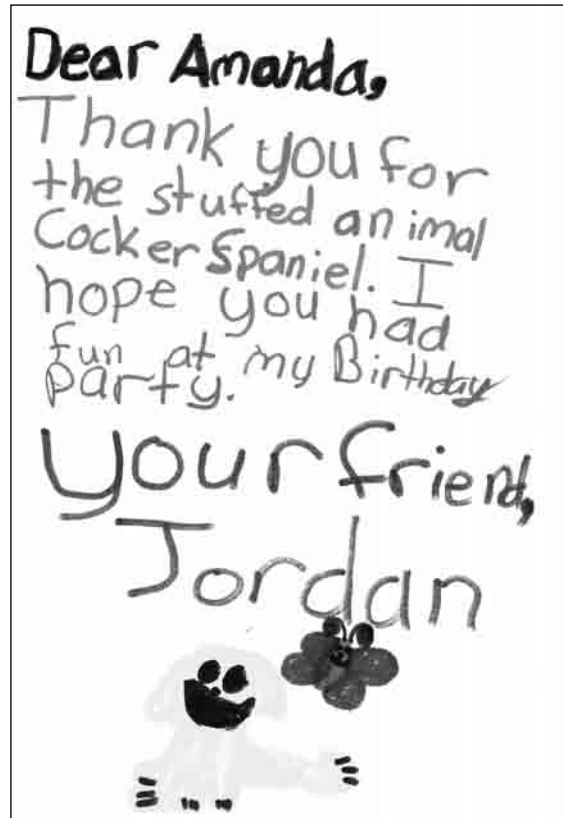
Karen Kasmauski/Getty Images

A celebration is special. It is a big party. People look forward to it. They know that they will see loved ones. They will hug and kiss. They will talk and laugh. They will eat good food.

A celebration may be held on a holiday. A holiday is a special day. It comes once a year. On that day, most people do not go to work. Instead, families get together. People may even give one another gifts. They may sing or dance. They may play games. Or, they may light candles.

Celebrations are good times. They are fun. Family members spend time with one another. They are glad to be with their families.

Love in the Mail



Courtesy of Jordan Conklin

Have you ever had a letter sent to you? When friends live far apart, they can write letters to each other. They send them in the mail. It helps them to feel close.

People write letters to say thank you. They write them to ask questions. People like to get letters. It is good to hear from family and friends.

It is fun to send a letter. You can tell what is going on in your life. You can write I love you. It is also fun to save letters you get. You can read them over and over again. Sometimes people save letters for years. They read them and smile.

Holidays and Celebrations

Home-School Connection Letter

(date)

Dear _____,

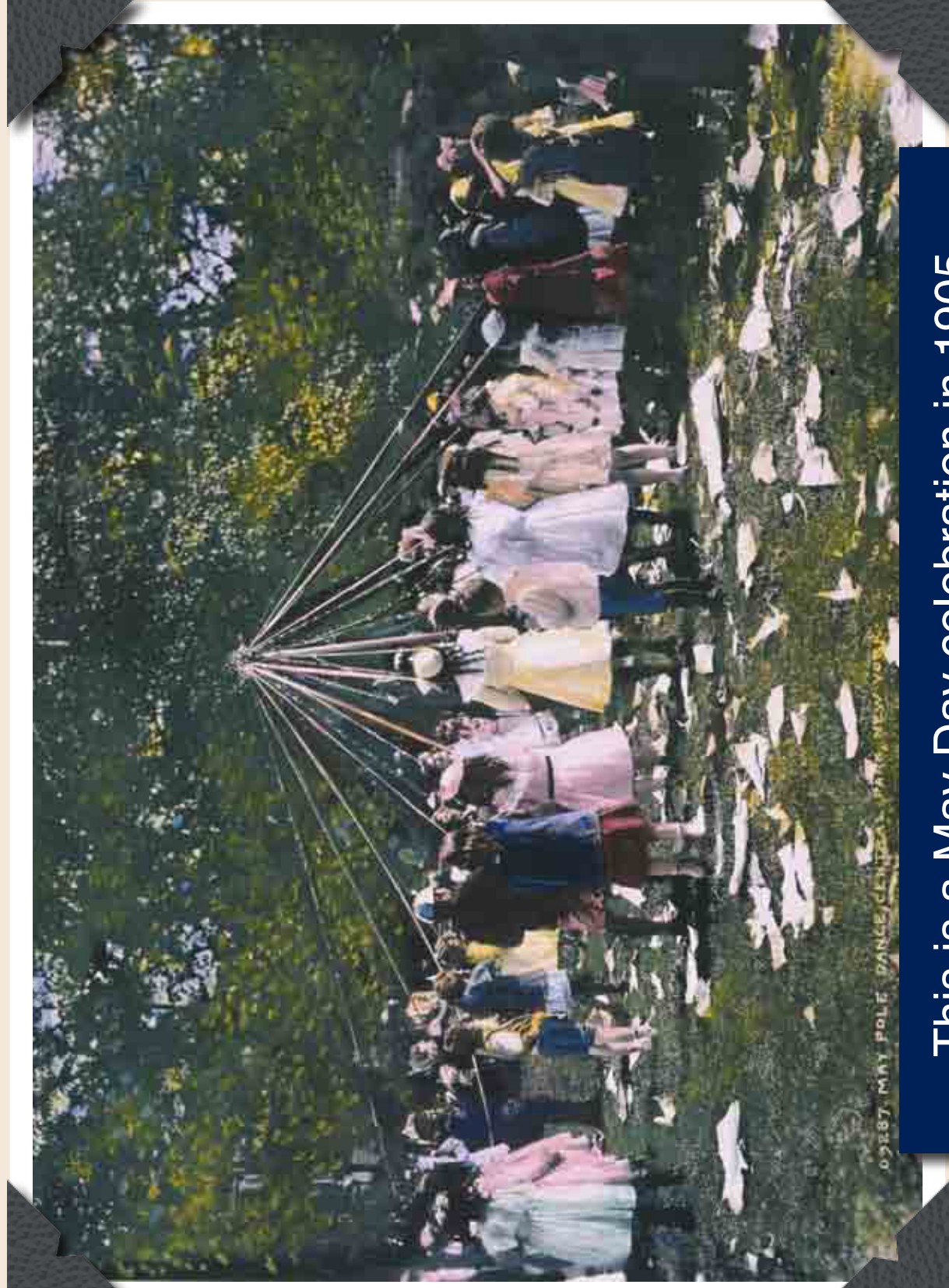
In school, I am learning about holidays and celebrations. These special days are important. We saw pictures of people celebrating holidays. We learned that families celebrate favorite holidays. They include special traditions. Food, decorations, and gifts are some of the ways that families celebrate holidays. I learned that not all families celebrate the same holidays. Holidays can be different because there are different cultures. It is fun to learn about holidays and celebrations.

What are some of the celebrations that are important to our family? I would like to know when and where they started. Could you share some of your holiday memories with me? Our class is going to talk about our holiday celebrations tomorrow. I need to write about a family holiday and draw a picture of how we celebrate it.

Letters are a good way to share thoughts with family members and friends. I wrote a letter in school today that I would like to mail. I brought the letter home today for you to look at with me. I would like you to help me address and mail my letter.

Love,

Holidays and Celebrations



This is a May Day celebration in 1905.

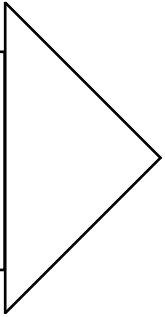
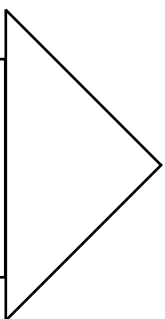
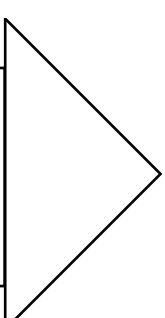
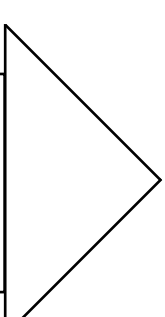


Día de los Muertos is celebrated in Mexico today.

Holidays and Celebrations Then and Now

Showing What You Know

Directions: Complete the chart below with your teacher's help.

Cause 1		Effect 1
Cause 2		Effect 2
Cause 3		Effect 3
Cause 4		Effect 4

Celebrations

A celebration is special. It is a big party. People look forward to it. They know that they will see loved ones. They will hug and kiss. They will talk and laugh. They will eat good food.

A celebration may be held on a holiday. A holiday is a special day. It comes once a year. On that day, most people do not go to work. Instead, families get together. People may even give one another gifts. They may sing or dance. They may play games. Or, they may light candles.

Celebrations are good times. They are fun. Family members spend time with one another. They are glad to be with their families.

Challenge

Think of a new holiday. Write at least one sentence that tells about it. Draw a picture of people celebrating it.