

1st Grade Social Studies

The TEKS Explained

2008-2009

Second Nine Weeks October 20 – December 19

Week 1: Map and Globe Skills

TEKS 5AB

- Map key: What is it? Why do we need it? How do you use it?
 - tells what the symbols on the map mean
 - Practice using maps and map keys on various maps. (See p54-55 in social studies textbook.)
- Understand the term: route (a way to get from one place to another) (See p120-121 in social studies textbook.)
- Practice using and creating simple maps
 - Use maps that have map keys.
 - Draw a simple map that has a map key.
 - Draw a simple map that shows a route.
 - ✓ (Example: Read a familiar fairy tale or other story such as *Goldilocks and the Three Bears*. Have students draw maps showing the route Goldilocks took from her house, into the woods, to the Bears' house, and then back home.)
 - Create simple maps that show objects relative to other locations.
 - ✓ (Examples: map of classroom, a room at home, the playground, the school)
- IFA 11-12, 14AB
- CharEd IFA 9

Week 2: Leaders

TEKS 11AB

- Identify the leaders of the community, state, and nation (country).
 - community – city – Houston – mayor – Bill White
 - Understand that the local community is Houston and that Houston is a city. *(Or you might choose to talk about the local neighborhood community such as Galena Park or Jacinto City.)*
 - Understand that the leader of a city or town is the mayor.

 - state – Texas – governor – Rick Perry
 - Understand that we live in Texas and that Texas is a state.
 - Understand that the leader of a state is the governor.

 - country – United States – president – George W. Bush
 - Understand that we live in the United States and the United States is a country.
 - Understand that the leader of our country is the president.
- On a map or maps, locate the city of Houston, the state of Texas, and the country of the United States as you talk about the different leaders.
- IFA L1 and L2

Week 2: (continued) Voting and the National Election TEKS 12C, 13C

- What is a citizen? (a member of a community, state, or country)
- Tell students that one thing a good citizen might do in the community is vote.
- What does it mean to vote? (To vote is to make a choice about something.)
- How are leaders of the community, state, and country chosen? (Citizens 18 years old and older vote to elect leaders.)
- When voting for leaders such as the mayor, governor, or president, citizens:
 1. Sign up to vote.
 2. Learn about the people running for office.
 3. Make decisions about who they want as their leaders.
 4. Get a ballot and vote. (A ballot lists the names of the people running for office.)
- IFA 61-62
- CharEd IFA 10

Week 3: National Election

TEKS 13C

- Give students an opportunity to use voting as a way of making choices and decisions by holding a class election for a class mayor, a class reward, a class mascot, etc.
 - *Example 1:* Choose characters from books to run for office such as Arthur or Clifford or another book character for class mayor. After book characters are selected, make ballots. Have students create posters for the book character of their choice. Then vote.
 - *Example 2:* Choose various animals to be the class mascot. Once animals are selected, make ballots. Have students create posters for the animal mascot of their choice. Then vote.
- If possible, allow students to participate in a campus-wide mock election.
- IFA 46, 59-60

Week 3: (continued) Compare Leaders in the Community, State, and Nation

TEKS 11AB

- Remind students of the leaders of the community, state, and nation.
- Compare roles and responsibilities of the mayor, governor, and the president.
 - *Example:* Have students create drawings that show the mayor, governor, or president at work.
- IFA L3
- CharEd IFA 11

Week 4: Veterans Day

TEKS 2A

- Understand the term: veteran
- Understand and be able to describe the significance of the celebration of Veterans Day.
- Recognize a picture of the Tomb of the Unknowns.
- Know where the Tomb of the Unknowns is located.
- IFA 67

Week 4: (continued) Responsibilities of Authority Figures

TEKS 11C

- Identify the leaders (authority figures) in the home, school, and classroom.
 - home – parent or other adult
 - school – principal and assistant principal
 - classroom – teacher
- **Class discussion:** What are the roles and responsibilities of the leaders in the home, school, and classroom? In other words, as leaders, what do they do?
- Compare and contrast the roles of authority figures in the home, school, and community.
 - How are their jobs (the things they do) alike and how are they different?
- IFA L4, 45, 47
- CharEd IFA 12

Week 5: Thanksgiving

TEKS 2AB, 3A

- Understand and describe the origin and significance of the celebration of Thanksgiving (*Refer to p198-199 in the social studies textbook.*)
 - Explain meanings and significance of terms: Pilgrims, Mayflower, Wampanoag, freedom
 - Know in what month Thanksgiving is celebrated today
- Recognize pictures and symbols that depict Thanksgiving, such as: a cornucopia, a turkey, a pumpkin, corn, Pilgrims.
- Describe Thanksgiving traditions of families
 - Class discussion: **Ask** students how they celebrate Thanksgiving and make a list of their traditions.
- Compare the observance of Thanksgiving, past and present
 - Understand the meanings of past, present, and future
 - Be able to give examples of events that happen in the present, events that have happened in the past, and events that might happen in the future.
 - Explain some similarities and differences in the celebration of Thanksgiving in the past and the celebration of Thanksgiving today.
 - ✓ foods served
 - ✓ location
 - ✓ people attending the celebration
 - ✓ dress
 - ✓ travel
- IFA 69-72
- CharEd IFA 13

Week 6: Citizenship – Clara Barton

TEKS 12B

- Identify traits of good citizenship. (See page H4 in social studies textbook.)
 - Remind students of what it means to be a good citizen.
 - Give examples of things a good citizen might do at home, at school, and in the community.
- Clara Barton: was a good citizen (See biography of Clara Barton on p114-115 in social studies textbook.)
 - helped take care of her sick brother
 - helped soldiers during a war
 - started the American Red Cross after the Civil War
 - purpose of the Red Cross
- IFA 54-55
- CharEd IFA 14

Week 7: Wants and Needs

TEKS 8ABC

- Understand the difference in wants and needs
 - Needs: things we must have to live (food, water, shelter, clothes)
 - Wants: things we would like to have
 - Be able to give examples of needs and wants
- Understand how families meet basic human needs by describing similarities and differences in the ways families today meet those needs with the ways the Pilgrims met their basic human needs
 - **Ask** and brainstorm:
 - ✓ Where do we – today – get food to cook or something to eat? (grocery store, restaurant, garden, farmers' market)
 - ✓ Where did the Pilgrims get food to cook or something to eat? (garden, woods for game, rivers for fish)
 - ✓ Where do we – today – get clothes to wear? (bought at store, homemade from cloth, hand-me-downs, gifts)
 - ✓ Where did the Pilgrims get clothes to wear? (homemade from skins, furs, and fabric spun from wool or cotton; hand-me-downs)
 - ✓ Where do we – today – live? (house, apartment, mobile home)
 - ✓ Where did the Pilgrims live? (log cabins, stone huts, caves, sod houses)
- IFA 135-138, 145
- CharEd IFA 15

Week 8: Celebration of Christmas

TEKS 2AB

- Understand and describe various customs and traditions of families relating to the celebration of Christmas
 - Class discussion: **Ask** students: How do you and your family celebrate Christmas? Make a list of their traditions and customs.
 - Know date of Christmas in the United States.
 - Recognize symbols of Christmas such as the tree, stars, angels, ornaments, candy canes, mistletoe, gifts, holly, Santa Claus, stockings, and others.

- Compare the celebration of Christmas – past, present, and future.
 - Lead a class discussion of how Christmas was celebrated in the past, such as in colonial times.
 - Have students draw three different pictures showing how Christmas is celebrated today, how it was celebrated in the past, and how it might be celebrated in the future.

- IFA 74-77, 79-82