

**1<sup>st</sup> Grade Social Studies**  
**The TEKS Explained**  
**2009-2010**

**Third Nine Weeks** January 5 - March 12 (47 days)

**Week 1: New Year's Resolutions**  
**Time and Chronology**

TEKS 2A, 18AB  
TEKS 3ABC

- Understand the custom of making New Year's resolutions
  - resolve: to make up one's mind; to decide
  - resolution: a thing decided on
  - Share background information about New Year's Eve and New Year's Day traditions with students:
    - ✓ New Year's Eve is the evening before the first day of the new year.
    - ✓ Americans traditionally get together with family or friends. A few seconds before midnight, they begin counting down to the new year.
    - ✓ Some people watch celebrations on television; some celebrate with fireworks at midnight.
    - ✓ At the stroke of midnight, they blow noisemakers, kiss, exchange "Happy New Year" greetings, and sing "Auld Lang Syne." (*Tell students that "auld lang syne" is Scottish for "old long ago." Ask: Why is "long ago" important on this first day of the new year?*)
    - ✓ New Year's Day is an international holiday celebrating the first day of the new year.
    - ✓ Some cities have New Year's Day parades.
    - ✓ Americans traditionally make a list of New Year's resolutions (promises to themselves for the coming year).
  - [www.texaslre.org](http://www.texaslre.org) (See excellent lesson in Archives for January 2005 on New Year's resolutions.)
  - **Class discussion - Ask:** Why do people make resolutions? Why are goals important? What would be a good goal for our class?

- Create a class resolution in which the class sets a goal together.
- Create and illustrate an individual resolution. (Resolutions for children might include doing better in school and listening to their parents.) Encourage students to make a resolution - set a goal - that they can keep track of, such as reading a book each week or improving their grades in a particular subject. From time to time, refer to the class resolution and the individual resolutions to see if goals are being met.)
- IFA 86

**Week 1 (continued): Time and Chronology**

TEKS 3ABC

- **Understand the concepts of time and chronology**
  - Understand that a day is "bigger" than an hour; a week is "bigger" than a day; a month is "bigger" than a week; etc.
  - Know that there are 24 hours in one day
  - Know that there are 7 days in one week
  - Know and be able to recite or arrange the days of the week in order
  - Know that there are 28-31 days in a month
  - Know that there are 12 months in a year
  - Know and be able to recite or arrange the months of the year in order
  - Know that there are 365-366 days in one year
  - Be able to arrange the words day, week, month, and year in the correct order from the one with the least amount of time to the one with the greatest amount of time.
  - Be able to match the following:
    - day - 24 hours
    - week - 7 days
    - month - 28-31 days
    - year - 12 months
- Create timelines.
  - Using sentence strips or drawing paper, have students create personal timelines (in words and pictures) about significant events in their lives.
- IFA T1-T4

- Identify characteristics of good citizenship as exemplified by Martin Luther King, Jr.

***Background information:** Share the information below about Martin Luther King, Jr. with students in words and language they will understand.*

- born on January 15, 1929, in Atlanta, Georgia (Locate state of Georgia on U.S. map.)
- excellent student; skipped grades in elementary and high school
- His father was a minister; his mother was a school teacher.
- After graduating from college and getting married, he became a minister and moved to Alabama. (Locate state of Alabama on U.S. map.)
- important African American civil rights leader
- civil rights - rights guaranteed to all citizens by the Constitution
- gained national and international attention when he assisted in organizing the bus boycott after Rosa Parks refused to give up her seat on the bus to a white passenger
- wanted fair treatment of African Americans
- believed in nonviolent, or peaceful, protest
- fought by using words to convince people to make changes
- gave powerful and persuasive speeches that touched the hearts of millions of people
- In 1963, he led more than 250,000 people in a march on Washington, D.C.
- gave his now famous "I have a dream" speech in which he described his dream of a day when all people would be treated equally and with respect
- awarded the Nobel Peace Prize in 1964 for his work in bringing about changes in a peaceful manner; one of the greatest honors that can be given to a person; became the youngest to receive the prize
- assassinated on April 4, 1968, in Memphis, Tennessee (Locate Tennessee on U.S. map.)
  
- After sharing information about Martin Luther King, Jr. **ask** students: What are some other things you would like to know about Martin Luther King, Jr.? Write their responses in a list on the board, the overhead, or on a chart.

- **Ask:** Where do you think can we find out more information about Martin Luther King, Jr.? (books about him, encyclopedia, social studies textbook, videos, websites, gptv)
- Check out this site for a timeline made by students that you can show to your class: *Go to Google and type in these exact words: Timeline of the Life of Dr. Martin Luther King, Jr. (It's the one from Pocantico Hills.)*
- After looking at the website with the students or reading or sharing highlights from one or more of the books, refer to the list made earlier of things the students wanted to know about Martin Luther King, Jr.  
**Ask:** Did we find answers for some of the things you wanted to know?
- Check out [www.texaslre.org](http://www.texaslre.org) for two lessons about Martin Luther King, Jr.
  - ✓ First go to [www.texaslre.org](http://www.texaslre.org).
  - ✓ Then click on Lesson Plans & Curriculum Store.
  - ✓ Next click on Lesson Plans of the Month.
  - ✓ Next click on Lesson Plans Archive.
  - ✓ Scroll down to January 2004 for the Primary Lesson, "Honoring Martin Luther King, Jr." and to January 2007 for the Primary Lesson, "The Words of Martin Luther King, Jr."
- Suggested books to share with students:
  - ✓ *A Picture Book of Martin Luther King, Jr.* - David A. Adler
  - ✓ *Young Martin Luther King, Jr.-I Have a Dream* (A Troll First-Start Biography) - Joanne Mattern
  - ✓ *Martin's Big Words* - Doreen Rappaport
  - ✓ *My Dream of Martin Luther King* - Faith Ringgold
  - ✓ *My Brother Martin: A Sister Remembers* - Christine King Farris
- Understand and explain the significance of the celebration of Martin Luther King, Jr. Day.
  - national holiday - 3<sup>rd</sup> Monday in January
  - remembers his leadership of the Civil Rights Movement for fair and equal treatment of all citizens
  - honors his life and the ideas that were important to him
- IFA 92-93, 91

- Describe how household tools and appliances have changed the ways families live, past and present, in selected areas such as cooking, cleaning, lighting, storing food, and others of your choice.
  - Review meanings of past and present.
  - Observe and analyze pictures of tools and appliances from the past and present.
    - ✓ Show students pictures of tools and appliances from the past only and have them guess or predict what the pictures represent.
    - ✓ Have students sort pictures of tools from the past and present into two groups - past and present.
    - ✓ Have students match the pictures of tools and appliances from the present with the correct pictures of tools and appliances from the past.
  - **Class discussion - Ask:** How have the present-day tools and appliances changed the way we live? In what ways have they helped us or made our lives better? What do you think is the most important tool or appliance in your home? What do you think is the most important tool at school?
- Describe how technology has changed the ways people live and work in the areas of communication, transportation, and recreation.
  - Use pictures of inventions from the past and present in the areas of communication, transportation, and recreation, and then follow the same procedure as above.
  - Vocabulary: communication, transportation, recreation, invention
    - ✓ Students should be able to explain the meanings of these words and give examples of inventions in each category.
    - ✓ Sort pictures of inventions into the three categories.
- IFA 83-85, 95

- Identify and compare historic figures who have exhibited a love of individualism and inventiveness.
  - Understand meaning of inventor: someone who invents (makes, designs, creates) something new
  - Understand meaning of inventions: the new things inventors create
  - Thomas Edison (textbook p248-249)
    - ✓ famous inventor; perhaps the greatest inventor in history
    - ✓ liked to experiment and make things when he was a boy
    - ✓ came up with more than 1,000 inventions
    - ✓ Some of his inventions include the electric light, phonograph, the battery, and motion picture.
    - ✓ **Class discussion - Ask:** How many things do you use that need electricity? How many things do you use that are operated by batteries? How would your life be different if batteries had never been invented or if we did not have electricity?
  - Go to [www.texaslre.org](http://www.texaslre.org) for a lesson about Thomas Edison.
    - ✓ First go to [www.texaslre.org](http://www.texaslre.org).
    - ✓ Then click on Lesson Plans & Curriculum Store.
    - ✓ Next click on Lesson Plans of the Month.
    - ✓ Next click on Lesson Plans Archive.
    - ✓ Scroll down to April 2004 for the Primary Lesson, "Thomas Edison's Influence on the World."
  - Alexander Graham Bell (textbook p248)
    - ✓ taught at a school for the deaf
    - ✓ invented the telephone
    - ✓ helped start the first telephone company
    - ✓ helped change the way people communicate
    - ✓ **Class discussion - Ask:** How did people communicate with each other before the invention of the telephone? How did the telephone help change the way people communicate?

- George Washington Carver
  - ✓ an African American scientist, educator, and former slave
  - ✓ a plant scientist
  - ✓ created more than 300 products from peanuts, soybeans, and sweet potatoes
  - ✓ received many honors and awards for his work
  - ✓ Many museums, schools, and other buildings are named in honor of him.
  
- IFA 87-90, 94, 115, 100, 105

**Week 6: Invention Convention  
Valentines Day**

TEKS 17AB, 18AB, 19AB  
TEKS 2A

- Students will create inventions that would affect communication, transportation, recreation, or another aspect of daily life.
- IFA 96-99

An example of a rubric for judging students' inventions is shown below.

**Inventions Rubric**

<b>1. Turned in on time</b>	<b>15 points</b>	_____
<b>2. Description of how invention works</b>	<b>30 points</b>	_____
<b>3. Creativity and originality</b>	<b>30 points</b>	_____
<b>4. Neatness</b>	<b>25 points</b>	_____
<b>Total points</b>		_____

## Week 6 (continued): Valentine's Day

- Understand the origin and customs of the celebration of **Valentine's Day**
  - named after Saint Valentine
  - **History:** One legend says that Saint Valentine was arrested and sentenced to death for helping Christians escape from cruel Roman prisons. While in jail, he fell in love with the jailor's daughter. Before Valentine was killed on February 14, he wrote a loving note to the girl and signed it "from your Valentine." Valentine's Day first became popular in the United States during the Civil War when soldiers sent valentines to their sweethearts from faraway camps and battlefields.
  - **Cupid:** According to Roman mythology, Cupid is the son of Venus, the goddess of love. Cupid shoots gods and humans with his arrows, causing them to fall in love.
  - Suggested books to read to students:
    - *Celebrating Valentine's Day* - Kimberly Roark
    - *Roses Are Pink, Your Feet Really Stink* - Diane De Groat
    - *If You'll Be My Valentine* - Cynthia Rylant
- IFA 114

- Understand and describe the origins and significance of the celebration of **Presidents Day**
  - national holiday in the United States
  - honors all who have been President of the United States
  - originally began as two holidays in February to honor the birthdays of George Washington (February 22) and Abraham Lincoln (February 12)
  - **Questions to ask students:** Where does the President live? What is the President's job? What does he do all day? Who is the President of the United States? Do you know the names of other presidents?
  - Suggested books to read to students:
    - ✓ *Presidents' Day* - David F. Marx
    - ✓ *Celebrating Patriotic Holidays* - Joel Kupperstein
- IFA 111
- Identify contributions of **Abraham Lincoln** and understand how he was a good citizen and how he helped to shape our nation
  - born in a log cabin in Kentucky on February 12, 1809
  - moved to Indiana when he was seven years old
  - His mother died when he was nine, and his father remarried the next year. Abraham loved his new stepmother, Sarah.
  - loved to read and was always borrowing books from neighbors
  - Abraham moved to Illinois when he was a young man.
  - He worked several jobs: running a store, surveying, and serving as postmaster.
  - studied law in his spare time and became a lawyer
  - earned the nickname "Honest Abe"
  - met and married Mary Todd; had four children
  - became involved in politics and gained a national reputation
  - elected the 16<sup>th</sup> President of the United States in 1860
  - President during the Civil War which lasted from 1861-1865; against slavery; freed slaves; re-elected in 1864
  - assassinated on April 14, 1864, at Ford's Theater in Washington, D.C. by John Wilkes Booth while Lincoln and his wife were attending a play
  - The Lincoln Memorial honors him; picture on U.S. penny and five-dollar bill.

- Suggested books to read to students:
  - ✓ *A Picture Book of Abraham Lincoln* - David A. Adler
  - ✓ *Abe Lincoln - the Boy Who Loved Books* - Nancy Winters
  - ✓ *Abe Lincoln's Hat* - Martha Brenner
  - ✓ *Abraham Lincoln* - Mike Venezia
  - ✓ *Abraham Lincoln* - Wil Mara
  - ✓ *Vamos a Leer Sobre . . . Abraham Lincoln* - Sonia Black
  - ✓ *Abe Lincoln and Me* - Louise Borden
  - ✓ *Abe Lincoln and the Muddy Pig* - Stephen Krensky
  - ✓ *Abe Lincoln Remembers* - Ann Turner
  - ✓ *Abe Lincoln: the Young Years* - Keith Brandt
  - ✓ *Young Abraham Lincoln - Log Cabin President* - Andrew Woods
  - ✓ *Young Abraham Lincoln - the Frontier Days* - Cheryl Harness
  
- Compare how several people studied so far were good citizens (such as Nathan Hale, Clara Barton, Martin Luther King, Jr., and Abraham Lincoln).
  - This can be accomplished through class discussion followed by student-created written and/or visual products.
  
- IFA 106-110, 119

**Weeks 9 and 10: Unit - Texas: My State**

TEKS 1A, 2AC, 13ABD

- Understand and describe the origin and significance of the celebration of Texas Independence Day.
  - Identify anthems and mottoes of Texas.
  - Recite and explain the meaning of the Pledge to the Texas Flag.
  - Identify and explain selected state symbols and landmarks.
  - Identify contributions of Stephen F. Austin.
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- IFA 120-124, 129