



Exploring Social Studies

T E X A S

EDITION



Grade 1

Program Welcome

Teacher Created Materials
PUBLISHING

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Man: A Portrait of Robert E. Lee Through His Private Letters*, wrote, “Along the way I discovered a treasure trove of unpublished or unused documents in scores of archives and attic trunks.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, and 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
Award-winning history educator and author

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.

What Are Primary Sources?

Every day, people create and use items that leave clues about their lives and about the workings of governments or businesses. These items include personal papers, letters, notes, photographs, drawings, newspapers, government documents, and more. Historians call this evidence the *historical record*. Though it is vast in scope, the historical record gives us but a tiny glimpse into the past. Much evidence from the past was never documented or has been lost or destroyed. However, people who have been interested in history have purposefully left resources such as journals, diaries, autobiographies, and recorded family trees.

Why Use Primary Sources?

Primary sources add a real-life element to history. With primary sources, history changes from a textbook study of events to a more intimate focus on the humans who participated in those events. Most books in *Exploring Social Studies: Texas Edition* are designed around primary sources that tell about the subject. When students read a soldier's letter, analyze parts of a famous document, study a picture of a historical figure as a young child, interpret an old map, or read the front page of a decades-old newspaper, they walk in the shoes of those who lived our world's history. Students begin to realize that people throughout history had goals to accomplish and difficulties to endure. Students begin to understand their own ties to the past. They can learn that other generations not only had many differences from people today but also shared many similarities.

“Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific, and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.”

—excerpt from the U.S. Library of Congress website

Primary sources help students:

- ▶ develop observation skills.
- ▶ develop vocabulary and reading-comprehension skills.
- ▶ develop inquiry skills.
- ▶ understand that history has local links.
- ▶ develop empathy for the human condition.
- ▶ analyze different points of view.
- ▶ understand that history is a continuum and that everyone makes his or her own personal histories.
- ▶ prepare for state and national tests that use document-based assessments.
- ▶ develop research skills that lead to analyzing sources and forming conclusions.

Fostering Content-Area Literacy

Everyone Should Teach Reading

It is usually regarded as the task of the English or language arts teacher to guide students through the effective use of comprehension strategies as they read. Although students read in almost every subject area they study, some teachers may overlook the need for guiding students through their textbook-based and trade-book-based tasks. Comprehension strategies best serve students when they are employed across the curricula and in the context of their actual learning. It is only then that students can independently use the strategies successfully while reading. Students will spend the majority of their adulthood reading nonfiction expository writing. With this in mind, teachers at all levels must actively pursue ways to enhance their students' ability to understand reading material. To support this goal, each lesson in *Exploring Social Studies: Texas Edition* focuses on specific reading comprehension strategies.



Social Studies Reading

The goal of literacy in social studies is to develop students' curiosity about the people and the world around them in order to promote effective citizenry in a culturally diverse world. Studying relationships among and between people and the environment helps students make better sense of the people and cultures in the world in which they live. Another important goal of literacy in social studies is to introduce students to the idea of looking at the world and current issues with a historical lens. To accomplish these goals, students must learn how to investigate and reflect on various social, economic, cultural, religious, and geographical topics.

Each lesson in *Exploring Social Studies: Texas Edition* offers multiple opportunities to foster curiosity, study relationships, and reflect on new learning. With these skills well in hand, students understand the complexity of available information and are empowered to become independent learners and to consider perspectives that they might otherwise overlook.

21st-Century Literacy Demands

The literacy demands of the 21st century are tremendous. Literacy was defined a century ago by one's ability to write his or her own name. In the 1940s, one needed to be able to read at the eighth-grade level to function adequately in the factory setting. To be considered literate today, one needs to be able to read at the 11th- or 12th-grade level (and often beyond) as a part of workplace duties, leisure activities, and civic duties.

We have entered a new era in education—one that is deeply tied to the technological advances that permeate our modern lives. Today, some children can use a cell phone to take a picture before they can speak. Students in school can use the Internet and online libraries to access information from remote locations. Now more than ever, it is the content-area teacher's responsibility to prepare students for the reading demands of our technological age. In order to become effective and efficient readers, students must utilize comprehension strategies automatically and independently. Students need teacher guidance to help them become independent readers *and* learners so that they not only understand what they read but also question it and explore beyond it.



Fostering Content-Area Literacy *(cont.)*

The Reading Process

Teachers can easily optimize reading materials with students by utilizing the three-part framework of the reading process to facilitate social studies learning. Break reading assignments into three comprehension-building steps: before reading, during reading, and after reading. What teachers do during each stage of the reading process is crucial to their students' learning.

Before Reading

Prior to beginning a reading activity, teachers can set the stage for learning by generating interest in the topic, activating and building prior knowledge, and setting the purpose for reading. Teachers should also take the time to introduce key concepts and vocabulary, thereby providing a critical foundation for conceptual understanding.

During Reading

During reading, students actively read text aloud. In this stage of the reading process, students are engaged in answering questions (either self-generated or teacher-generated), monitoring their comprehension of the text, clarifying the purpose for reading, visualizing the information, and making connections.

After Reading

Students expand their understanding of the material after reading the text. During the final stage of the reading process, students build connections among the bits of information they have read, enabling themselves to deepen their understanding and reflect on what they have learned.

This three-part framework is the foundation for each lesson.

Effective Reading Strategies

Before Reading

- ▶ scan visual aids
- ▶ preview the text
- ▶ skim the text
- ▶ brainstorm related ideas
- ▶ make predictions about the text
- ▶ generate questions about the text

During Reading

- ▶ reread for clarity
- ▶ seek answers to questions about the text
- ▶ observe and discuss text structure
- ▶ make connections between ideas
- ▶ visualize content
- ▶ generalize about specific content

After Reading

- ▶ reread to review and locate specific information
- ▶ confirm predictions
- ▶ clarify meaning
- ▶ relate the reading to the reader
- ▶ synthesize new information
- ▶ summarize what was read
- ▶ generate new questions

Writing Across the Curriculum

Teachers may wonder where writing fits within the social studies curriculum. What do run-on sentences have to do with forms of government and geography? Writing is the means through which students are able to articulate complex terms and synthesize concepts. Writing is a tool that students can use to understand and investigate the subject of social studies. Writing allows students to translate complex ideas into words and language that they understand. With this in mind, each lesson in *Exploring Social Studies: Texas Edition* features activities that encourage students to take action by using what they have learned and applying it through writing.

Research studies (Gere 1985; Barr and Healy 1988) suggest that writing in the content areas does make a difference. Barr and Healy (1988) state that “schools succeed when the emphasis by both teachers and students is on writing and thinking about relevant and significant ideas within the subject areas.” The encouragement of writing across the curriculum leads to higher-order thinking skills (Gere 1985). Shifts in students’ attitudes have also been documented and show a great benefit to writing across the curriculum (Winchester School District 1987).

Effective Writing Strategies

Writing to Learn

- ▶ observation journals
- ▶ freewrites
- ▶ vocabulary journals
- ▶ observation reports
- ▶ topic analyses
- ▶ diagrams
- ▶ charts

Writing to Apply

- ▶ research reports and projects
- ▶ friendly letters
- ▶ diary entries
- ▶ fictional stories
- ▶ poetry
- ▶ business letters and résumés
- ▶ riddles
- ▶ anecdotes
- ▶ memoirs
- ▶ autobiographies



Fostering Content-Area Literacy *(cont.)*

The Reading/Writing Connection

Reading and writing are interactive processes that use similar strategies. When taught together, they reinforce each set of skills and can improve achievement. Together, reading and writing create an atmosphere of communication in which thinking is a critical part of the process. Teachers who promote higher-level thinking with both reading and writing processes will help develop better thinkers. Each lesson in *Exploring Social Studies: Texas Edition* incorporates writing and promotes the reading and writing connection, thus increasing overall comprehension and concept development.

Readers and writers engage in similar processes for comprehension. Readers have a purpose for reading, and writers have a purpose for writing. Just as readers use prior knowledge to make connections to a particular topic, writers use prior knowledge in order to write about a topic. Readers can change comprehension strategies while reading similar to the way writers can change and develop meaning while writing. Both strategies require rereading to check comprehension. These are just some of the similarities in processes for reading and writing.

In the article “Success of Children at Risk in a Program That Combines Writing and Reading,” Gay Su Pinnell writes, “As children read and write, they make the connections that form their basic understandings about both. Learning in one area enhances learning in the other. There is ample evidence to suggest that the processes are inseparable and that we should examine pedagogy in the light of these interrelationships. Hence, the two activities should be integrated in instructional settings. Teachers need to create supportive situations in which children have opportunities to explore the whole range of literacy learning, and they need to design instruction that helps children make connections between reading and writing” (1988).

Writing is the expression of ideas and thoughts gathered while reading. Social studies texts are often heavily loaded with difficult vocabulary words and complex concepts that are challenging for students to understand. Encouraging students to both read and write helps them process the information presented. When students read content without writing about it, they miss a crucial step in the process of comprehending the information.

Writing helps create the bridge between content knowledge and understanding. A wide variety of writing assignments and activities can help students become actively engaged in social studies. Additionally, writing activities promote active learning, encourage discussion, engage all students, and develop thinking.

Developing Academic Vocabulary

Decades of research have consistently found a deep connection between vocabulary knowledge, reading comprehension, and academic success (Baumann, Kaméenui, and Ash 2003). Each lesson in *Exploring Social Studies: Texas Edition* incorporates vocabulary development so that students have experiences with learning the key words and concepts before they encounter them in the text.

Students with wide vocabularies find it easier to comprehend more of what they read than do students with limited vocabularies. The type of reading students encounter in school can be highly specialized, and the words they need to learn can be challenging. This type of academic vocabulary is often not encountered in everyday life or in everyday reading. Therefore, all students need opportunities to be introduced to, interact with, and apply new vocabulary words.

Vocabulary knowledge is essential for success in reading. However, its influence does not stop with reading. Students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content (Lehr, Osborn, and Hiebert 2004). As classroom teachers know, students have difficulty understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represent those concepts and principles.

Indeed, Marzano (2004) maintains that there is a strong relationship between vocabulary knowledge and background knowledge. Therefore, by building students' vocabulary, we can increase their background knowledge and thereby provide more opportunities for learning new concepts.

Vocabulary teaching is critical for helping students to increase their oral vocabulary, enhance their reading comprehension, and extend their writing skills. Yet in order for students to benefit from their word knowledge, it is not enough for teachers to introduce new vocabulary and share definitions. In short, the quality of a vocabulary program matters.

Research shows that there are several components of an effective vocabulary program:

- ▶ regular opportunities to develop oral language (Nagy 2005)
- ▶ a culture of promoting word consciousness (Nagy and Scott 2000)
- ▶ dynamic, explicit instruction of key words (Beck, McKeown, and Kucan 2002)
- ▶ guidance in independent word-learning strategies (Graves 2000)
- ▶ daily structured contexts for academic word use in speaking, writing, and assessment (Beck, McKeown, and Kucan 2002)
- ▶ students' fluent reading of varied texts (Cunningham and Stanovich 1998)

Differentiating for All Learners

Classrooms have evolved into diverse pools of learners—with English language learners and above- and below-grade-level students. Teachers are expected to meet these diverse needs in one classroom. Differentiation encompasses what is taught, how it is taught, and the products students create to show what they have learned. These categories are often referred to as content, process, and product:

- ▶ Differentiating by content—putting more depth into the curriculum by organizing the curriculum concepts and structure of knowledge
- ▶ Differentiating by process—using varied instructional techniques and materials to enhance learning
- ▶ Differentiating by product—asking students to show their learning in ways that will enhance their cognitive development and personal expression

Below-Grade-Level Students

Below-grade-level students will probably need concepts to be made more concrete. They may also need extra work with vocabulary and writing. With extra support and understanding, these students will feel more secure and have greater success.

- ▶ Allow partner work for oral-reading practice.
- ▶ Allocate extra time for guided practice.
- ▶ Allow for kinesthetic (hands-on) activities where appropriate. For example, students might act out a vocabulary word or a scene from a book to show comprehension.

Above-Grade-Level Students

All students need a firm foundation in the core knowledge of the curriculum. Even above-grade-level students may not know much of this information before a lesson begins. The difference is that these students usually learn the concepts very quickly. The activities and end products can be adapted to be appropriate for individual students.

- ▶ Have students skip activities that they have already mastered.
- ▶ Assign only the most difficult questions.
- ▶ Assign more complex writing assignments.
- ▶ Request oral presentations of the key social studies concepts, which will benefit all students.
- ▶ Have students design their own activities to show their learning instead of using the ones included in the lessons.

English Language Learners

Students who are English language learners are learning concepts and language simultaneously. They need to have context added to the language. Although they may have acquired social language skills (basic interpersonal communicative skills, or BICS), the language of school is academic in nature. One of the keys to success with English language learners is to ensure that they acquire the necessary vocabulary for greater comprehension of the content (cognitive academic language proficiency, or CALP).

- ▶ Always do the vocabulary activities and allow extra time to practice applying the vocabulary to the book.
- ▶ Allow extra time to process the language and the content.
- ▶ Use visual displays, illustrations, and kinesthetic (hands-on) activities.
- ▶ Plan for paired oral rehearsal of the academic language needed to respond to discussion questions.

How to Use This Product

Leveled Readers and Reader's Theater Scripts

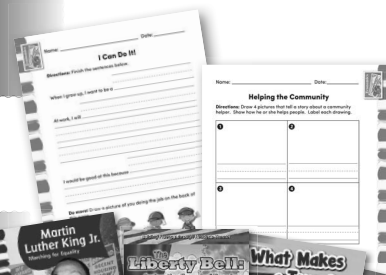


6 copies of each of book and reader's theater script

Primary Sources



Lesson Plans



Digital Resources



How to Use This Product (cont.)

Leveled Readers

Each book includes a detailed lesson plan as part of the digital resources. Lesson plans may include some or all of the following components:

Overview Page

Learning Objectives

- Students will:
 - identify the main idea and key details in the book;
 - create a class book that includes key details about the American flag;
 - understand the history and significance of the American flag.

Standards

- Reading:** Analyze the main idea and recall the most important events in a text.
- Writing:** Write expository texts to communicate ideas and information.
- Content:** Focus on the study of American civics.
- Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- I Pledge Allegiance to the Flag* book
- copy of *I Pledge Allegiance to the Flag* (page 35)
- I Pledge Allegiance* primary source (page 35)
- an American flag
- colored paper
- markers
- glue sticks
- scissors

Timeline for the Lesson

| Day | Task | Summary of Student Learning Activities |
|-------|--|--|
| Day 1 | Before Reading (page 20) | Read the main idea of the book. |
| Day 2 | During Reading (page 21) | Identify the main idea of the book and then write about what they learned. |
| Day 3 | After Reading (page 22) | Write an expository text about the main idea. |
| Day 4 | Primary Source Activity (page 23) | Study the <i>I Pledge Allegiance</i> and write a Friendship Pledge. |
| Day 5 | Activities from the Book (pages 24 and 25 in the book) | Memorize the <i>I Pledge Allegiance</i> , redesign the American flag. |

Learning objectives

Standards

Materials list

Preview of student reproducibles

Suggested timeline for lesson

Primary Source Activity Page

Primary Source Activity

Historical Background

In 1892, a man named Francis Bellamy wrote the Pledge of Allegiance. Bellamy was also an officer in the National Education Association. He wrote the Pledge of Allegiance for American schools to use at celebrations of the 400th anniversary of Columbus's voyage. The original words were "I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all." On Columbus Day 1902, 12 million American school children recited the Pledge of Allegiance.

About the Primary Source

This 1941 photograph shows children in a Norfolk, Virginia, school reciting the Pledge of Allegiance. The children are saluting the flag, which is the custom at that time.

Teaching Suggestions

- Display the primary source *I Pledge of Allegiance* (page 35).
- Ask students the discussion questions below.
 - When do you think it was created?
 - Where are the children doing?
 - What are the children doing?
 - How does this photo differ from what you might see today?
- Review the historical background information with students.
- Distribute copies of the Friendship Pledge activity sheet (page 33) to students. Explain that a pledge is a promise. Read the Pledge of Allegiance aloud and explain its meaning.
- Tell students that they will write their own Friendship Pledge. As a class, brainstorm ideas and phrases that students might want to include in their pledges. Have students work in pairs to write their Friendship Pledge.

Historical background information for the teacher

About the primary source

Activity using the primary source

Before Reading

During Reading

After Reading

Vocabulary word bank

Introductory activity

Word Bank

- impact
- symbol
- public

Before Reading

1. Introductory Activity Think of an American flag. Write down the colors and the stars. Draw the flag on a piece of paper. Write a sentence about the flag.

2. Reading Strategy Read the main idea of the book. Write a sentence about the main idea.

During Reading

1. Reading Strategy Read the main idea of the book. Write a sentence about the main idea.

2. Writing Activity Write a sentence about the main idea of the book. Write a sentence about the main idea.

After Reading

1. Reading Strategy Write a sentence about the main idea of the book. Write a sentence about the main idea.

2. Activities from the Book

- Write a sentence about the main idea of the book.
- Write a sentence about the main idea of the book.

Assessments

Activities from the book

Bolded differentiation suggestions

Student Reproducibles and Quiz

What Did You Learn?

Vocab Drawings

My Flag

Friendship Pledge

I Pledge Allegiance to the Flag Quiz

Clear directions

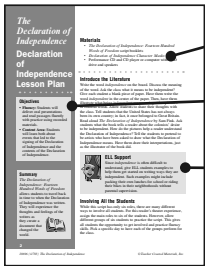
Wide write-on lines

Multiple-choice quiz

Reader's Theater Scripts

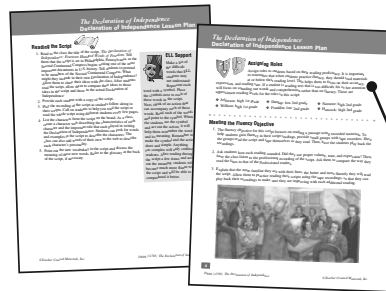
Each book includes a detailed lesson plan as part of the digital resources.

Overview Page



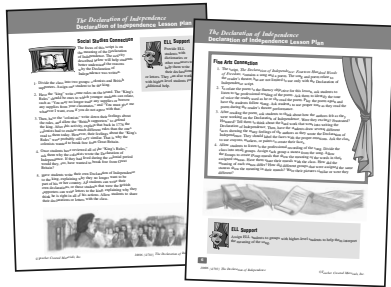
- Materials list
- Learning objectives
- Support for English learners

Reading the Script

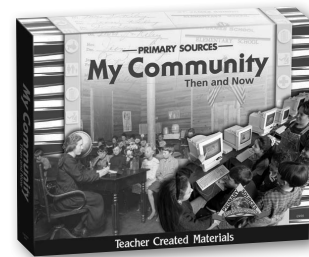


Instructions for assigning roles and supporting fluency

Social Studies and Cross-Curricular Connections

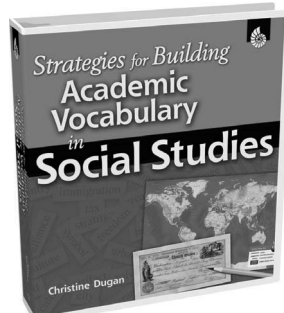
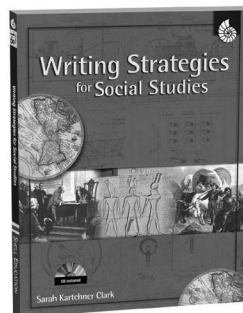
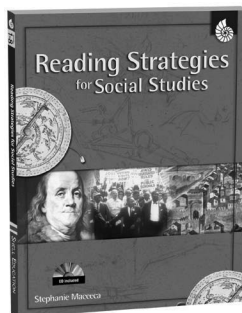
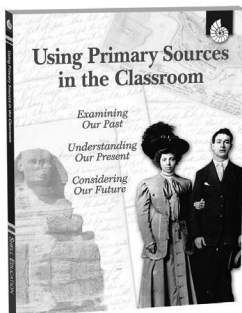


- • • • •
- **Primary Sources:**
- **My Community Then and Now**
- A complete Teacher's
- Guide offers lessons
- on 8 primary sources
- and 8 photograph
- cards as well as
- document-based
- assessments.
- • • • •



Professional Library

Professional resources offer practical, standards-based strategies for teaching social studies content. These resources are provided as part of the digital resources.



How to Use This Product *(cont.)*

Support for Social Studies

The resources in this kit have been developed specifically to meet your grade-level TEKS. They can be used in any order and at any time throughout the year. You might choose to use them at the beginning of a unit of study. So, as you begin your study of early American history, use your reading time that week to have students read either *Happy Fourth of July!* or *I Pledge Allegiance to the Flag*. This way, students will become interested in the time period through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

Support for Writing

Each book has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write letters, draft newspaper articles, or create descriptions of important characters from history. Writing, reading, and social studies content are all interwoven throughout every lesson in *Exploring Social Studies: Texas Edition*.

Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Exploring Social Studies: Texas Edition* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.

Differentiation

Students learn best when material is scaffolded appropriately. If a student is confronted with material that is too difficult, he or she may become frustrated and give up. However, if a student is not challenged enough, he or she may become bored and lose interest in the subject. Differentiation is not about making the work easy for students. Instead, it is about challenging all students appropriately.

The books in this kit are leveled to target and support different groups of learners. The chart on page 22 contains specific information on the reading levels of the books included in this kit. The lesson plans for these books have **differentiation strategies** to help **above-, below-level and English language learners**, comprehend the material. These strategies will ensure that students are actively engaged in learning while receiving the support or enrichment that they need.

Differentiation Tools in This Kit

- ▶ audio recordings of key texts to model fluency and support auditory learners
- ▶ Explor-eBook versions of each nonfiction title to support students through video, audio, and other digital functions
- ▶ graphic organizers to support visual learners and language learning
- ▶ leveled books for on- and below-level learners
- ▶ differentiation strategies embedded in each lesson



How to Use This Product *(cont.)*

Assessment

Assessment is an important part of any unit of study. The *Exploring Social Studies: Texas Edition* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

Multiple-Choice Quizzes—At the end of each book's lesson in is a short quiz with six multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

Document-Based Assessments—Each assessment includes a primary source document and three questions. These questions help students develop and strengthen critical thinking skills.

Culminating Activity—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

Formative Assessments—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

Multiple-Choice Quizzes

Name: _____ Date: _____

American Culture Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. What is culture?
 a how people communicate
 the jobs people have in their community
 a way of life shared by a group of people
 the kinds people eat

2. Which kind of music was NOT started in America?
 classical
 jazz
 rock and roll
 blues

3. Who were the first people with a culture in America?
 the Spanish
 the English
 immigrants
 American Indians

4. Which of these is the oldest American team sport?
 football
 baseball
 soccer
 tennis

5. How did American culture develop?
 Immigrants forget their culture.
 People brought books to learn American culture.
 People brought their cultures from many places. Immigrants changed their culture when they came to America.

6. American _____ are part of American culture. These include literacy, beauty, and hard work.
 customs
 values
 symbols
 independence

7/18 © Houghton Mifflin Harcourt Publishing Company

Name: _____ Date: _____

Cultures Around the World Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Why should we learn about other cultures?
 We can eat new foods.
 We can learn new dances.
 We can find out how far away other countries are.
 We can know and respect others for who they are.

2. What is highly valued in China?
 learning and respect
 puzzles and games
 sports
 friendship

3. How are Brazil's Carnival and Mexico's Independence Day alike?
 They both take place in spring.
 There are parades and lots of food.
 They both last several days.
 They eat tings.

4. How are India's and Italy's cultures different?
 They both love food.
 Italy is the home of the Pope, but many Indians are Hindu.
 They are both known for movies.
 India is known for the holy city, Jerusalem.

5. Which of the following was NOT mentioned as an important part of Mexican culture?
 art
 hunting
 ballet
 writing

6. Many traditions are passed down from one _____ to the next.
 custom
 belief
 generation
 culture


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Document-Based Assessments

Name: _____ Date: _____

Thank You, Veterans

Directions: Look at the photo closely. Then, answer the questions about the photo.



1. How can you tell this man is a veteran?

2. What do you think is happening in this photo?


3. How can you honor a veteran?

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Name: _____ Date: _____

Thirsty for Justice

Directions: Look at the photo closely. Then, answer the questions about the photo.



1. When do you think this photo was taken? How can you tell?

2. How does this photo show segregation?

3. How would you feel if you were this boy? Why?

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Culminating Activity

Name: _____ Date: _____

Destination Information

Directions: Write information about each step on your American road trip.

| | |
|--|--|
| Landmark: Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____ | Landmark: Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____ |
| Landmark: Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____ | Landmark: Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____ |

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Name: _____ Date: _____

Plan a Road Trip

Directions: Choose one landmark from your road trip and plan a trip to visit it. Answer the questions below.

1. Which landmark would you visit?

2. When do you think would be the best time to go there? Why?

3. Who would go with you on your trip?

4. How far away is the landmark? Use a map to help you answer.

5. Write a paragraph on another sheet of paper about why you chose this landmark. Your paragraph should have a topic sentence, three details, and a conclusion sentence.

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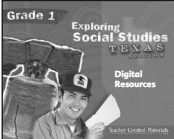
Technology Connections

The amount of information that is available to students through books, media, and the Internet is rapidly growing every day. Technology plays a key role in students' ability to access that information, but teachers play a key role in helping develop students' tools for understanding and using that information. Thus, it is vital that technology be integrated into the curriculum. According to the Partnership for 21st Century Skills (2009), the use of technology in the classroom can support effective curriculum implementation to do the following:

- ▶ promote greater student achievement
- ▶ increase student engagement
- ▶ assess student performance
- ▶ facilitate communication and collaboration
- ▶ build student proficiencies in 21st-century skills

Digital Resources

The contents of the USB are listed below.

| | |
|---|--|
|  | <ul style="list-style-type: none">▶ Lesson plans▶ PDFs of each book▶ Audio recordings of each book▶ Primary sources▶ PDFs of all student activities▶ Assessments and culminating tasks▶ Professional development resources |
|---|--|

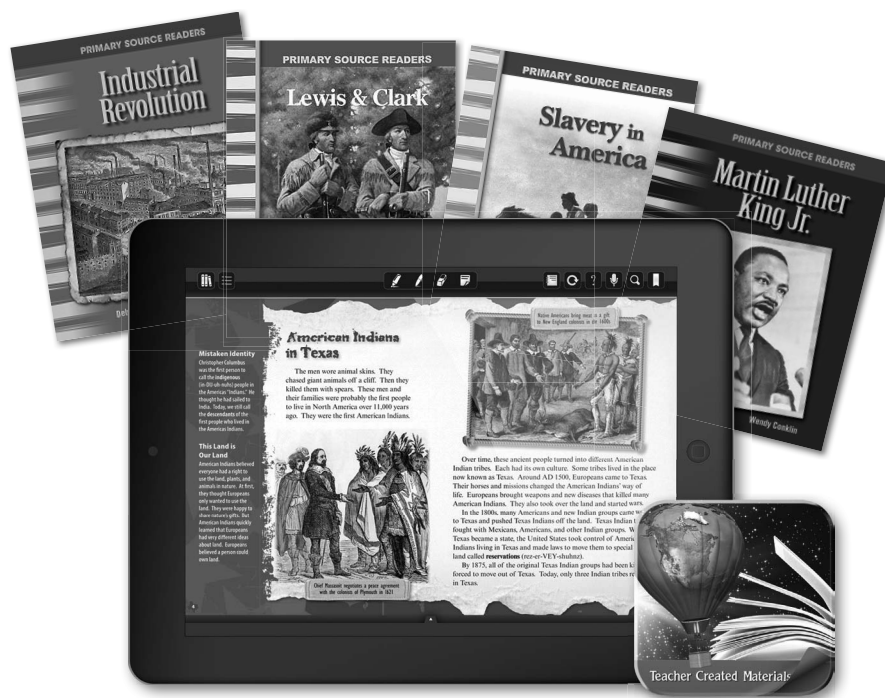
How to Use This Product *(cont.)*

Using Explor-eBook

Exploring Social Studies: Texas Edition includes a 1-year Explor-eBook subscription for the collection of nonfiction titles in this kit. Explor-eBook offers educators the unique opportunity to integrate technology into their curriculum for reading or content-area literacy instruction. Explor-eBook guides students toward independent reading while exploring core concepts.

Teachers can determine whether to use Explor-eBook in place of the print version of books or to supplement the use of the print version of books. Additionally, the use of Explor-eBook will depend on the electronic resources available to both teachers and students (e.g., the availability of a projector, the number of student computer stations), and the method of use (e.g., whole-class, small-group, or individual-learning opportunities).

Digital books can benefit student learning in a variety of instructional settings, support English language acquisition, and further content and literacy learning. They are also perfect for lessons on an interactive whiteboard. The following best practices for reading and responding to literature can guide teachers to effectively incorporate Explor-eBook into the curriculum and optimize learning.



Features for Building Literacy

Explor-eBook includes a wide variety of features that build literacy and engage readers.

- ▶ **Text-to-audio highlighting** supports struggling readers.
- ▶ **Professional audio recordings** promote fluency and vocabulary development.
- ▶ **Interactive activities and response-to-literature prompts** enrich the reading experience.
- ▶ **Editing tools** offer opportunities to interact with the text and build key comprehension skills.

Features for Building Content Learning

- ▶ **Activities** bridge the gap between students' background knowledge and the content presented in the book.
- ▶ **Easy-to-use tools** give students the power to increase their comprehension and master vocabulary.



How to Use This Product *(cont.)*

Using Explor-eBook *(cont.)*

Explor-eBook and Whole-Class Instruction

Whole-class instruction is best suited for introducing a text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and benchmarks. Every student engages with the same text at the same time. Digital books support whole-class instruction in the following ways:

- ▶ Projected on the board, they create a large canvas for a **shared literacy experience**.
- ▶ Interactive features include the ability to highlight, circle, zoom, and make notes within the text:
 - * Teachers can **provide student practice with before-reading tasks** such as making predictions and identifying and discussing key vocabulary words.
 - * Teachers and students can **zoom in on specific words** or images in the text.
 - * Teachers can **include questions in the margins** of the text for students to answer.
 - * Students can **highlight key words** and leave notes for further discussion.
- ▶ The **pen tool** can be used to **model note-taking skills**.
- ▶ The **zoom tool** can be used to **draw attention to key aspects of the text**.
- ▶ The **audio feature** models fluent reading and allows students to **hear the correct pronunciation** of words.
- ▶ The **text-to-speech audio highlighting** allows students to see which words are being read and can be used as **a model for fluent reading**.

Explor-eBook and Small-Group Instruction

Explor-eBook provides support for teachers who want to work with a specific group of students on a targeted comprehension or content skill. Choosing to use Explor-eBook in this setting can greatly benefit instruction when compared to using individual print books only. For example:

- ▶ Students can quickly link to a projected Explor-eBook page. This **limits transition times** and **fosters engagement**.
- ▶ When identifying targeted vocabulary, students can use the following:
 - * the highlighter, pen tool, and note tool to support **making connections** and **internalizing essential terms**
 - * the **visuals** in the text to further **support their vocabulary development**
 - * the **zoom tool** to **focus on key aspects of a visual feature** that communicates vocabulary, such as the labels on a diagram
- ▶ **Text-to-audio highlighting** can be used to **support struggling readers** in practicing fluency.
- ▶ Each eBook provides accompanying **interactive activities** that can be used to strengthen and **support student acquisition of essential concepts and vocabulary**.
- ▶ Using Explor-eBook in conjunction with print books allows teachers to demonstrate and **model reading skills and strategies** or **teach content using the interactive features** while students read and follow along in their own printed text.

Explor-eBook and Independent Practice

Students can engage independently in Explor-eBook to build fluency, comprehension, and vocabulary skills. They can use the tools in Explor-eBook to **navigate the books on their own**. The interactive features included **increase rigor and allow students to extend their own knowledge**.

For example:

- ▶ Students can use the **audio and text highlighting features** to listen to and reread the text in the Explor-eBook several times to improve their **sight-vocabulary acquisition, automaticity, and accuracy**.
- ▶ Students can record themselves reading the text (microphone required) using the **record function** and can then **listen** to their reading to **reflect** on their **reading**. The teacher can use this recording to rate students' **fluency**, time their reading rate, and/or conduct a formal running record on the spoken text.
- ▶ Students can **practice vocabulary and build comprehension skills** by completing the **vocabulary and comprehension activities** at the end of each Explor-eBook.
- ▶ Use these activities in conjunction with supplemental, paper-pencil, or digital vocabulary or comprehension tasks for additional learning opportunities.

Explor-eBook and English Language Support

The Explor-eBook provide support for **English language learners** through the following:

- ▶ **Text features** such as labels, captions, and vocabulary pop-ups support **vocabulary acquisition and language development**.
- ▶ Interactive **activities** support **language acquisition and comprehension building**.
- ▶ **Text-to-audio highlighting** models **fluency** and rate of speech.
- ▶ **Audio recording** allows students and teachers to **reflect on student pronunciation** and fluency.



About the Books

Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic nonfiction text while leveling it to make the text accessible for all students. In this way, our content-area texts provide rich and robust nonfiction reading experiences from which students can learn and be ready for the complexity of college- and career-level reading.

To preserve the authenticity of these nonfiction reading experiences, it is crucial to maintain important academic and content vocabulary. To support leveled instruction, new and challenging terms are used repeatedly and defined in context so as to promote understanding and retention.

The chart below contains specific information on the reading levels of the books included in this kit. **Note:** Reading levels do vary from program to program, and levels among the programs do not correlate exactly.

Reading Levels

| Title of Book | Lexile® Level | Guided Reading | DRA | TCM Level |
|--|---------------|----------------|------|-----------|
| <i>Coming to America</i> | N/A | E–M | 8–30 | 1.5–3.0 |
| <i>The Liberty Bell</i> | N/A | E–M | 8–30 | 1.5–3.0 |
| <i>The Star-Spangled Banner</i> | N/A | E–M | 8–30 | 1.5–3.0 |
| <i>Martin Luther King Jr.</i> | 560L | M | 28 | 2.9 |
| <i>Eleanor Roosevelt</i> | 420L | I | 16 | 2.6 |
| <i>Alexander Graham Bell</i> | 410L | I | 16 | 1.8 |
| <i>Benjamin Franklin</i> | 390L | 6 | 12 | 1.6 |
| <i>Happy Fourth of July!</i> | 340L | J | 20 | 1.7 |
| <i>I Pledge Allegiance to the Flag</i> | 450L | L | 28 | 1.2 |
| <i>What Makes a Town?</i> | 420L | L | 28 | 1.9 |
| <i>What Makes a Family?</i> | 300L | K | 18 | 1.2 |
| <i>Respect the Rules!</i> | 400L | K | 28 | 1.1 |
| <i>Who Makes the Rules?</i> | 350L | J | 24 | 1.7 |
| <i>Be a Good Leader!</i> | 330L | J | 20 | 1.1 |
| <i>Be Fair!</i> | 380L | K | 24 | 1.6 |
| <i>Getting Around Town</i> | 490L | M | 28 | 1.7 |
| <i>Getting Around School</i> | 360L | J | 24 | 1.1 |
| <i>Saving and Spending</i> | 350L | J | 24 | 1.7 |
| <i>Goods and Services Around Town</i> | 440L | N | 28 | 1.4 |
| <i>Earning Money</i> | 450L | L | 28 | 1.6 |
| <i>Jobs Around Town</i> | 410L | K | 28 | 1.2 |
| <i>Amazing Americans: Abraham Lincoln</i> | 340L | J | 20 | 1.0 |
| <i>Amazing Americans: Susan B. Anthony</i> | 400L | K | 28 | 1.7 |

Correlations and Samples

Correlations to Standards

Teacher Created Materials is committed to producing educational materials that are research- and standards-based. The resources in *Exploring Social Studies: Texas Edition* have been developed to meet the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). For a complete correlation to these standards for your grade-level, please visit our website at <http://www.tcmpub.com/texasess>.

Lesson Plan Sample

The lesson plan for each book in this kit can be found on the Digital Resources USB device. For your convenience as you review this kit, a sample lesson has been provided on pages 24–37.

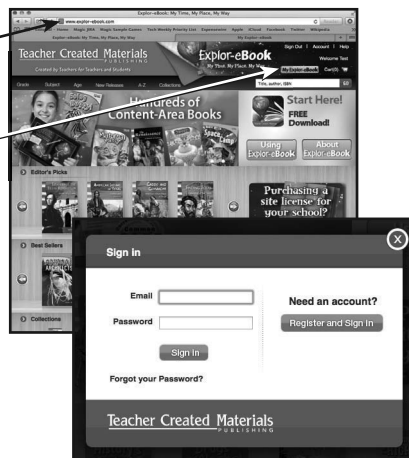
Explor-eBook Sample

The purchase of this kit includes a 1-year subscription to Explor-eBook, which will offer an interactive version of each nonfiction title in this kit. Explor-eBook is available across many platforms, including Web-based, Windows® PC, iPad®, and Android™. The titles in these collections will be offered in English and Spanish.

To view a sample of the titles offered for grades K–5 via the Web-based platform, please follow the instructions below.

1. Go to www.explor-ebook.com/.

2. Click the **My Explor-eBook** button in the top-right corner.



3. When the dialog box opens, enter your user credentials.

Email: texasess1@tcmpub.com
Password: texasESS1

4. Click **Sign In** .



All titles will be available via multiple platforms, in English and Spanish.