

Second Grade Social Studies Curriculum Bundle #9

Title		Suggested Dates
Texas		February 22 – March 12, 2010 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Our state has unique symbols, history, and contributions by historical people which shape who we are today. 	<ul style="list-style-type: none"> How do symbols of Texas reflect our history and culture? What can we learn from local museums about our local culture and heritage? How do symbols, celebrations and customs bring us together? How have historical people helped shape our state?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:</p> <p>2.4A identify contributions of historical figures such as <u>Henrietta King</u> and Thurgood Marshall who have influenced the community, state, and nation.</p>	<ul style="list-style-type: none"> Henrietta King: (King Ranch) supported Texas businesses, industry, churches and schools, and health care. Stephen F. Austin: (Known as the Father of Texas) brought settlers to Texas, Capital is named after him. <p>Such as: Sam Houston, William Travis, Henry Pfluger</p>	<p>Teacher Information on Henrietta King from the Handbook of Texas Online</p> <p>Information on the Founders of Pflugerville</p>
<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p> <p>2.1A explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving.</p>	<ul style="list-style-type: none"> Juneteenth San Jacinto Day 	<p>Texas Info Site: Texas History information from Teacher Oz</p>
<p>2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>2.14B identify selected symbols such as state and</p>	<ul style="list-style-type: none"> Recognize Texas Flag Know Texas Symbols: Lone Star State (nickname), Mockingbird (bird), Pecan (tree), Bluebonnet (flower), Friendship (motto) <p>TEACHER NOTE: You can read Legend of the Bluebonnet, Indian Paintbrush or other books about TX.</p>	<p>Reading A-Z: Remembering the Alamo (Level T) <i>Remembering the Alamo</i> tells about the famous battle in 1836 and highlights the leaders on both sides. It recounts the history of Texas and Mexico, the events leading up to the battle, and what happened after Mexican troops defeated the Texans. Illustrations, diagrams, photos, a time line, and maps support the informative text.</p>

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<p>national <u>birds and flowers</u> and patriotic symbols such as the U.S. and <u>Texas flags</u> and Uncle Sam.</p>	<p>You can describe Texas flag: white-purity, blue-loyalty, red-bravery, lone star-Republic of Texas.</p>	<p>American Symbols Game from Law-Related Education</p> <p>Reading A-Z Book: “Mount Rushmore” (Level N) http://www.readinga-z.com/allbooks/index.html</p> <p>“A Symbol of Freedom: The Statue of Liberty” (Oct. 2005) from Texas Law-Related Education (Helps teach TEKS 2.14BC, 2.18)</p> <p>“Draw One: A State and National Symbols Card Game” (May 2006) from Texas Law-Related Education (Helps teach TEKS 2.1B, 2.14B, 2.17B)</p> <p>“The White House” (October 2007) from Texas Law-Related Education (Helps teach TEKS 2.1B, 2.14B, 2.17B, 2.18 and ELA TEKS 2.1A-E, 2.3C, 2.14D)</p>
<p>2.6 Geography. The student understands the locations and characteristics of places and regions. The student is expected to:</p> <p>2.6B locate the community, <u>Texas</u>, the United States, and selected countries on maps and globes.</p>	<ul style="list-style-type: none"> • Rio Grande River (as the border between Texas and Mexico) • Red River (as the border between Texas and Oklahoma) • States that boarder Texas (Oklahoma, Louisiana, New Mexico, Arkansas) <p>Such as: Big Bend National Park, Panhandle, The Valley, the Gulf Coast, etc.</p>	<p>Maps 101 South Central States</p>
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>2.17C use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information.</p>	<ul style="list-style-type: none"> • Keyword computer searches • Reference Books (ex: encyclopedia, text book, etc) 	<p>Use library information resources (Web Path Express) Searchasaurus (EBSCO database)</p>