Making Time for Social Science: K-5

Katie Elvidge - Social Science Content Specialist
Kathi Rhodus - ELA & SS Content Specialist
Before we begin...

› We know how much new has been thrown at you recently!
› Our goal is to help make the Social Science transition as seamless as possible.
› Many of these things are simply shifts to emphasize things great teachers already do in their classrooms!
Workshop Objectives

- Quick Standards Refresher
- Incorporating SS in the Classroom
- Children’s Literature Activity
- Resources
A few reminders...

› Standards are not forcing you to change the content

› Rather, they are asking you to change the way you think about students’ roles in social science classes
  - want students to take more active role in learning process
  - asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond

› Inquiry goes hand in hand with content - they work together to shape future citizens who can think about and solve issues.
What goals do we have for our students in the future?

› Provide students the skills they need to be functional citizens

› Students take ownership of learning to truly understand material
  - Engage them in the curriculum

› Intensified focus on understanding the why things happened and the impact of those events
  - Less focus on memorization of dates/names
  - Focus on key skills and concepts
Components of Standards

Standards are divided into two portions that work in tandem - Inquiry Skills and Disciplinary Concepts

Inquiry skills are the method in which you accomplish your disciplinary concepts
- Divided into 3 main areas that mirror the dimensions of the C3 Framework:
  › Developing Questions and Planning Inquiries
  › Evaluating Sources and Using Evidence
  › Communicating Conclusions and Taking Informed Action

Disciplinary Concepts are divided into 4 categories: Civics, Geography, Economics, and History
- Do not focus on memorization of facts or dates but rather work towards an understanding of more complex concepts.
- Specific content should be determined locally and reflect the state mandates

The Inquiry Skills guide HOW students should learn about the Disciplinary Concepts
These are the skills students should use...

The components of the inquiry skills, when used together, form an inquiry arc that should guide learning in the classroom.

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### Inquiry Skills

<table>
<thead>
<tr>
<th>Skills</th>
<th>Developing Questions and Planning Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing Essential Questions</td>
<td>SS.5.1.K.2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</td>
</tr>
<tr>
<td>Determining Helpful Sources</td>
<td>SS.5.2.K.2: Explore facts from various sources that can be used to answer the developed questions.</td>
</tr>
<tr>
<td>Gathering and Evaluating Sources</td>
<td>SS.5.3.K.2: Gather information from one or two sources with guidance and support from adults and/or peers.</td>
</tr>
<tr>
<td>Developing Claims and Using Evidence</td>
<td>SS.5.4.K.2: Evaluate a source by distinguishing between fact and opinion.</td>
</tr>
<tr>
<td>Communicating Conclusions</td>
<td>SS.5.5.K.2: Ask and answer questions about arguments and explanations.</td>
</tr>
<tr>
<td>Taking Informed Action</td>
<td>SS.5.6.K.2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.</td>
</tr>
</tbody>
</table>

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### Civic Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and Political Institutions</td>
<td>SS.CV.1.1: Explain how all people, not just official leaders, play important roles in a community.</td>
</tr>
<tr>
<td>Processes, Rules, and Laws</td>
<td>SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of the school.</td>
</tr>
</tbody>
</table>

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### Geography Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Representations: Spatial Views of the World</td>
<td>SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.</td>
</tr>
</tbody>
</table>

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### Economics and Financial Literacy Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Decision Making</td>
<td>SS.EC.1.1: Explain and give examples of how choices are made when something else is given up.</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.</td>
</tr>
</tbody>
</table>

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### History Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes, Continuity, and Context</td>
<td>SS.H.1.1: Create a chronological sequence of multiple events.</td>
</tr>
<tr>
<td>Perspectives</td>
<td>SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.</td>
</tr>
<tr>
<td>Perspectives</td>
<td>SS.H.3.1: Compare perspectives of people in the past to those of people in the present.</td>
</tr>
</tbody>
</table>
## Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ based on themes and aligned to the disciplinary concepts.</td>
<td>▪ banded by levels of complexity rather than grade levels</td>
<td>▪ organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)</td>
</tr>
<tr>
<td>▪ The themes are:</td>
<td>▪ Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school</td>
<td>▪ cross-curricular integration encouraged</td>
</tr>
<tr>
<td>▪ Kindergarten: My Social World</td>
<td>▪</td>
<td></td>
</tr>
<tr>
<td>▪ First Grade: Living, Learning, and Working Together</td>
<td>▪</td>
<td></td>
</tr>
<tr>
<td>▪ Second Grade: Families, Neighborhoods, and Communities</td>
<td>▪</td>
<td></td>
</tr>
<tr>
<td>▪ Third Grade: Communities Near and Far</td>
<td>▪</td>
<td></td>
</tr>
<tr>
<td>▪ Fourth Grade: Our State, Our Nation</td>
<td>▪</td>
<td></td>
</tr>
<tr>
<td>▪ Fifth Grade: Our Nation, Our World</td>
<td>▪</td>
<td></td>
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</tbody>
</table>
Cross-Curricular Inquiry

Inquiry helps to weave together ELA strands.

ELA focuses on critical skills that strongly correlate with the Inquiry Skills portion of the Social Science Standards.

Science Practices (SEP)

Math Practice Standards 1 & 3

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

SOCIAL EMOTIONAL
The top of each document lists possible connections that could occur *depending on the tasks planned by the teacher*.

### 2nd Grade Social Science Standards with Literacy Connections

#### Inquiry Skills

**Possible Literacy Standard Connections:** (All Inquiry Skills)

The literacy standards listed below can be used in tandem with the Social Science Inquiry Skills. These are standards that could be addressed within the Social Science classroom *depending on the tasks planned by the teacher*. When students read or listen to Social Science text, use the literacy standards for question development to help students access and comprehend the text.

- **RI.2.1:** Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Developing Questions and Planning Inquiries

**Literacy Standard Connection:**

- **SS.IS.1.K-2:** Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

**Determining Helpful Sources**

- **SS.IS.2.K-2:** Explore facts from various sources that can be used to answer the developed questions.

#### Evaluating Sources and Using Evidence

**Literacy Standard Connection:**

- **SS.IS.3.K-2:** Gather information from one or two sources with guidance and support from adults and/or peers.

**Literacy Standard Connection:**

- **SS.IS.9.K-2:** Compare and contrast the most important points presented by two texts on the same topic.

### Social Science Standard

**SS & ELA Correlation Documents**

(grade specific)

- **SL.2.1c:** Ask for clarification and further explanation as needed about the topics and texts under discussion.

- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally through other media.
- **SL.2.3:** Ask and answer questions about what speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- **SS.IS.1.K-2:** Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

- **SS.IS.2.K-2:** Explore facts from various sources that can be used to answer the developed questions.

- **SS.IS.3.K-2:** Gather information from one or two sources with guidance and support from adults and/or peers.

- **SS.IS.9.K-2:** Compare and contrast the most important points presented by two texts on the same topic.
How can I possibly incorporate more content into my already busy day without a Social Science block?

› Look at what you’re already doing (reading series) and see where these standards fit (ex: units themed around stories in your ELA block

› Read Alouds
  › SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).
    Incorporate the word scarcity into your discussion of the story

  › Encourage kids to continue using the word scarcity

Take the standards for your grade level and highlight key words/themes - use that as a starting point to see where these topics fit with what you’re already doing in your classroom
What if I have a Social Science block in my elementary classroom?

1. Does your textbook align to the New Social Science Standards? All of it? Parts of it?
2. Are there parts of your ELA series that pairs well with different standards?
3. Find resources to fill the gaps.
Journey’s ELA 5th Grade Scope & Sequence

5th Grade Social Science Standards

Journeys had texts that meet the following disciplinary concepts

• Civics
• All but one Geography standard
• History

Journeys is missing Economics and Financial Literacy Standards
With my civics and history texts, my lessons/units need to...

› Add read alouds that coordinate with the texts and provide additional information to increase knowledge about the topic.

› Determine what types of questions should work in tandem with the text to get at the essential understandings of the standards. (ELA and Social Studies)

› Provide opportunities to discuss and write about what they are learning and address questions they still have.
Next Steps for 5th Grade

<table>
<thead>
<tr>
<th>Disciplinary Concepts</th>
<th>Yes</th>
<th>Partial</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics/Financial Literacy</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
SS.G.4.5: Compare the environmental characteristics of the United States to other world regions.

https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-grades-5-8
EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.

EC.2.5: Discover how positive incentives and negative incentives influence behavior in our nation’s economy and around the world.

EC.3.5: Determine the ways in which the government pays for the goods and services it provides.

FL.4.5: Explain that interest is the price the borrower pays for using someone else’s money.
Wonders 1st Grade Series: Scope and Sequence

1st Grade Social Science Standards

Wonders had texts that meet the following disciplinary concepts:

• Civics
• Geography
• History

Wonders did not have any texts that would help meet the economics and financial literacy standards.
Consider the following...

The Reading Series offers week long lessons based around multiple texts for 36 weeks.

- Examine the calendar.
- Examine texts - choose what works.
  - Exceptions
- Don’t let the organization of the reading series determine time needed.
With my civics, geography and history texts, additional work may be needed to fully meet the social studies standards. For example, I may need to...

› Add read alouds that coordinate with the texts and provide additional information to increase knowledge about the topic.

› Determine what types of questions should work in tandem with the text to get at the essential understandings of the standards. (ELA and Social Studies)

› Provide opportunities to discuss and write about what they are learning and address questions they still have.
## Next Steps for 1st Grade

<table>
<thead>
<tr>
<th>Disciplinary Concepts</th>
<th>Yes</th>
<th>Partial</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✗</td>
<td></td>
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<tr>
<td>History</td>
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<td></td>
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</tr>
<tr>
<td>Economics/ Financial Literacy</td>
<td></td>
<td></td>
<td>✗</td>
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</tbody>
</table>
### Economics/Financial Literacy

**ECON ED AT THE ST. LOUIS FED**

- Visit the St. Louis Fed page on economic education at

**NEW YORK STATE SOCIAL STUDIES RESOURCE TOOLKIT**

- Explore the New York State Social Studies Resource Toolkit at

### Inquiry Topics Combined with other Disciplinary Topics

<table>
<thead>
<tr>
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<th>Yes</th>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
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<td></td>
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<tr>
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<tr>
<td>History</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>✗</td>
<td></td>
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</tbody>
</table>
Strategy #2: Use Read Alouds

Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000).

It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996).

It reveals the rewards of reading, and develops the listener’s interest in books and desire to be a reader (Mooney, 1990).

- Build background knowledge
- Add information
- Introduce a social studies unit/lesson
- Be used to create a unit/lesson
Children’s Literature Connections

Grade Specific

Full Standards Included

Address:
- Inquiry - Taking Informed Action
- Civics
- Geography
- Economics
- History

Children’s Literature Connections to the Illinois Social Science Standards

2nd Grade Theme: Families, Neighborhoods, and Communities

This packet provides a list of potential children’s books that may assist teachers with connections to the Illinois Social Science Standards. The Illinois Social Science Standards referred to in this document fall into two complementary categories: inquiry skills and disciplinary concepts. The categories are expected to be used simultaneously. The inquiry skills found within the inquiry standards involve understanding, investigating, reasoning, and responsible action. These inquiry skills are to be used when learning about the disciplinary concepts of history, geography, and culture.

Included are the following:
1. Grade Level Social Science Standards
2. Books to assist with the inquiry standard of taking informed action.
3. Books to assist with the Civics Standards
4. Books to assist with the Geography Standards
5. Books to assist with the Economics Standards
6. Books to assist with the History Standards

These books listed can be a great resource when teaching the Illinois Social Science Standards. Of course, just reading a book does not teach a standard. However, the books can be used to construct the Illinois standard by:
- Introducing a concept, skill, or concept
- Supplanting a lesson or unit
- Providing additional information for specific topics/standards

It is books that are the key to the wide world; if you can’t do anything else, read all that you can. — Jane Hamilton

Children’s Book List

<table>
<thead>
<tr>
<th>Books</th>
<th>Description</th>
<th>Standards Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boy Who Invented the Wheel by Howard Fast</td>
<td>A young boy discovers a secret about his family and decides to use it to build a better life for himself.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
<tr>
<td>The 100th Birthday by Vera B. Stechert</td>
<td>A book about a special day in the life of a community.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
<tr>
<td>The Great Blizzard of 1888 by Mary Pope Osborne</td>
<td>A story about a historic event that changed the course of history.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
<tr>
<td>American Civil War: A History by David M. Potter</td>
<td>A book about a pivotal moment in American history.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
<tr>
<td>Abraham Lincoln: A Life of Mystery and Courage by John Miller</td>
<td>A biography of a great American leader.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
<tr>
<td>The War of the Worlds by H.G. Wells</td>
<td>A story about a war between two countries.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
<tr>
<td>The Civil War by David Macaulay</td>
<td>A book about a major historical event.</td>
<td>SS.5.3.2.a, Cite evidence supporting conclusions and make inferences about the impact of decisions on society in the Industrial Revolution.</td>
</tr>
</tbody>
</table>

It is books that are the key to the wide world; if you can’t do anything else, read all that you can. — Jane Hamilton
https://www.stlouisfed.org/education/something-special-for-me
Classroom Inquiry Example

First Grade Classroom in Hillsboro, IL
Shonda Ronen
What questions do you have about this picture?
IF FIRST GRADERS CAN DO IT...

Questions They Developed:

- Is she nervous?
- Where are they going?
- Why does she have a book and ruler?
- Did someone throw a tomato? Who?
- Is there blood on the wall?
- What is the note in his pocket?
- Are they police officers? U.S. Marshals?
- Why do they have medals?
- Why is she by herself?
- Why are the men surrounding her to protect her?
- Is she in trouble?
- Why are they ignoring her?
- Does she live in a castle?

Plans for Research:

Where can we find answers?

- internet
- Facebook
- Google
- Amazon
- YouTube
- Netflix
- Phone
- Teacher
- Principal
- Look for the girl, ask her
- Ask people in-town or family
IF FIRST GRADERS CAN DO IT...

RESEARCHING & DEVELOPING MORE QUESTIONS:

TAKING ACTION:

- Writing Letters to Ruby Bridges
- Group presentations to the other 4 first grade classrooms explaining what they had learned from their inquiry.
IF FIRST GRADERS CAN DO IT...

Dear Ms. Bridges,

My name is Alex. I am in first grade. We have been learning about you. I think you were brave and nice. You helped our world. I get to go to school with everyone. Thank you for integrating our schools. Will anyone say soon? Do you still talk with Mrs. Henry? Do you have white friends now?

Yours Truly,

[Signature]

Jan. 9, 2017

My name is Kiera. I am in 1st grade. We have been learning about you. I think you helped things change the world. You are brave and peaceful. You help black people. I get to go to school and be friends with Kent. Thank you for being black and white people be friends and changing the laws. Do you still talk to Mrs. Henry?

Yours Truly,

[Signature]

Jan. 9, 2017
WHAT DID THEY LEARN?

- Students actively participated in each step of the inquiry arc.
- This unit also fulfilled a state mandate: African American History

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History.

- The inquiry skills were used to teach the history standard:

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.
THAT’S NOT ALL...

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (“segregate”/“integrate”)
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.7 Participate in shared research and writing projects.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

What’s Next? Let Them Decide!
Classroom Inquiry Example

Fourth Grade Classroom in Hillsboro, IL
Marcy Jorn and Shonda Ronen
4th Grade Classes in Beckemeyer Elementary
“The students were intrigued by the fact that a bill starts as simply an idea. This inquiry was structured to be very open-ended as students could choose to investigate how a bill becomes a law and then try to come up with an idea to drive change at the school, local or state level. This flexibility allowed students to distinguish the roles of the different officials. They quickly learned that some of their proposals didn't need to go to the Senator or Mayor but were more related to our own district and could be heard by the principal and superintendent/school board. Other proposals needed to be brought to the Mayor, Representative or Senator.”
Classroom Inquiry Example

Mayor
Sullivan

Senator
Manar

Bill to
Law

Representative
Bourne

Other

We're not sure who they are in charge of what?

DO YOU HAVE A CURRICULUM?

Are you sure you know what your role is?

What is the role of a representative?

What is it like to be a mayor?

Do you have a curriculum?
Classroom Inquiry Example

- How many people does it take to turn a bill into a law?
- How did Congress start doing that?
- How many steps does it take to go through to become a law?
- Are there laws that are not laws?
- What is it like to be in office?
- Can you vote on smoking?
- Why are people still littering even though it is a law?
- Will there be a law where texting is illegal?
Information about Unit:

Throughout the month of April:

Mrs. Jorda’s class.

Students have been learning the following new Illinois Social Science standards through an inquiry-based unit on civics:

- Distinguish the responsibilities and powers of government officials at the local, state, and national levels.
- Explain how democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- Identify core civic values (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives and democratic principles such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.
- Explain how rules and laws change society and how people change rules and laws in Illinois.

We have already been visited by Representative Avery Bourne and Mayor Sullivan. We are learning to much from these primary sources.

Senator Andy Manar will be here on Tuesday, April 11th to speak with the students and answer their questions about state laws and how state government works.

We hope this will be a valuable learning experience for all of the students in learning the above civics standards. We want our students to learn the importance of civic engagement. We told students to try to “dress their best” on this special day when they get to meet Senator Manar. Please talk with your child about questions he/she may want to ask the Senator. We have attached a sheet for your child to record his/her questions. Students have been researching certain questions throughout this month. They may want to ask Senator Manar specific questions related to their research topic.

As always, thank you for your continued support!
Dear Principal Frailey,

I have been noticing that in my class in the afternoon the kids are not 

sitting neatly around in their seats. The teacher is often 

having to get up and yell at them. I think it will be good for 

kids.

Sincerely,

Zoe Fullerton
Fourth Grade Student in Mrs. Jones's Class

Dear Senator Manar,

I read how you used tobacco as a response to the problem I have 

is that one person may give up. It would be a mess people 

aren't going to complain or come again next to 

the class room going to be in third grade please.

Sincerely,

Gwendolyn Wilson
Fourth Grade Student at Beckeyeyer School
Available Resources
Illinois-Specific Resources

› Illinois Social Science in Action website
  – [http://www.ilsocialscienceinaction.org/](http://www.ilsocialscienceinaction.org/) (is also linked from IL Classrooms in Action)

› Resources:
  › Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  › Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
Inquiry Graphics K-12

- Intention is to support teachers with the goal of engaging students in the inquiry process
- Statements include suggested steps for each stage of the inquiry process
- Select grade level from: http://www.ilsocialscienceinaction.org/illinois-resources.html
Analyzing Source Packets

- K-2, 3-5, and 6-12

- By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.

- The purpose of this document is to provide teachers tools to assist students as they examine and analyze sources.
Children’s Literature Connections to the IL SS Standards

- One for each grade level, K-5 at http://www.ilsocialscienceinaction.org/illinois-resources.html
- This packet provides a list of potential children’s books that may assist teachers with connections to the Illinois Social Science Standards.
- Included are the following:
  - Grade Level Social Science Standards
  - Books to assist with the Inquiry Standard of taking informed action.
  - Books to assist with the Civics Standards
  - Books to assist with the Geography Standards
  - Books to assist with the Economics Standards
  - Books to assist with the History Standards

- Of course, just reading a book does not teach a standard. However, they can be used to reinforce the learning standard by:
  - introducing a lesson, unit or concept
  - supplementing a lesson or unit
  - providing additional information for specific topics/standards

It is books that are the key to the wide world; if you can’t do anything else, read all that you can. —Jane Hamilton
Websites Available:

- [www.ilsocialscienceinaction.org](http://www.ilsocialscienceinaction.org)
  - Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  - Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
- [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
  - Resources to support all content areas

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