

Accessible Sources for Elementary Social Studies

Adapting Sources for Elementary Classrooms:

<http://teachinghistory.org/teaching-materials/teaching-guides/23560>

Information on how to prepare documents for the elementary students' reading level, developing a focus for study, while addressing common pitfalls and offering examples for teachers to view.

Context for Teaching and Learning Social Studies:

Guide from Rochester City School district that provides information about the goals of social studies education, descriptions of the key areas of social studies instruction, and guidance in lesson planning and implementation. Also includes questions pertaining to each of the Social Studies Practices (What I Should Think About.../What I Should Do...) <https://goo.gl/TcaFvp>

General Places to Find Resources

<https://www.nationalgeographic.org/education/>

<http://www.archives.nysed.gov/>

<https://www.archives.gov/>

<https://newsela.com/articles/#/category/kids>

<https://www.readworks.org/>

<https://loc.gov/>

Kindergarten:

Key Idea K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

Images:

- Images of families - different ethnicities, different time periods, different areas of NY State, different areas of the United States, images of teacher's and students' families.
- Photos of Children Playing Around the World: <https://www.boredpanda.com/happy-children-playing/>

Picture Books:

- *Skin Again* by Bell Hooks - Celebrating all that makes us unique and different, *Skin Again* offers new ways to talk about race and identity.
- *You're Here For a Reason* by Nancy Tillman - Not only are we loved, but we also matter and are here for a unique purpose
- *Counting Community* by Innosanto Nagara - A broad and inspiring vision of diversity is told through stories in words and pictures.
- *A is for Activist* by Innosanto Nagara - *A is for Activist* is an ABC board book written and illustrated for the next generation of progressives: families who want their kids to grow up in a space that is unapologetic about activism, environmental justice, civil rights, LGBTQ rights, and everything else that activists believe in and fight for.
- *Unique and Wonderful* by Dee Smith - *Unique and Wonderful* is a rhyming picture book all about diversity.
- *I'm Like You, You're Like Me: A Book about Understanding and Appreciating Each Other* by Cindy Gainer - In this colorful, inviting book, kids from preschool to lower elementary learn about diversity in terms they can understand.
- *The Skin You Live In* by Michael Tyler - With the ease and simplicity of a nursery rhyme, this lively story delivers an important message of social acceptance to young readers.
- *Same, Same but Different* by Jenny Sue Kostecki-Shaw - Elliot lives in America, and Kailash lives in India. They are pen pals. By exchanging letters and pictures, they learn that they both love to climb trees, have pets, and go to school. Their worlds might look different, but they are actually similar. Same, same. But different!
- *People* by Peter Spier - In this encyclopedic picture book, Spier celebrates humankind in all its diversity-how we are similar and how we are different; in what we wear, eat, play, and how we worship.

Songs and Rhymes:

- Songs That Build Positive Attitudes and Self-Esteem
<http://www.songsforteaching.com/positiveattitudes.htm>

Inquiries

- Identity: http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_K_Identity.pdf

The Social Studies Practices for Key Idea K.1

Gathering, Interpreting and Using Evidence:

1. Ask students what questions they have about the source.
2. Ask students to identify the author or creator of the source.
3. Ask students to identify the opinion expressed by the author.
4. Ask students to identify similarities and differences of families and cultures.

Chronological Reasoning and Causation:

1. Ask students to retell the story of a family addressed in the source, in sequential order.
2. Ask students to identify the time reference for the source. (Is this source addressing a family from current or past time period?)
3. Ask students to identify causes and effects of differences in families.
4. Ask students to identify a change in their own family over time.
5. Ask students to identify events of the past, present and future in their own family.

Comparison and Contextualization:

1. Ask students to identify similarities and differences between the families addressed in the sources.
2. Ask students to identify similarities and differences between the families addressed in the sources and their own families.
3. Ask students to describe a family event that is addressed in the source(s).

Geographic Reasoning:

1. Ask students to what they know about where the family addressed is located. What clues does the source offer?
2. Ask students what questions they have about the location of the families addressed in the source.
3. Ask students to offer how the physical features of the location are similar/different to their area.
4. Ask students to describe how the environment may have affected the family addressed in the source.
5. Ask students to identify how an activity of the family may have changed an environment.

Economic and Economic Reasoning:

1. Ask students to identify examples of scarcity or a choice may due to scarcity, that the family in the source faced.
2. Ask students to identify examples of goods and services used by the family in the source.
3. Ask students to identify what people use/used for money and how it is/was used.

Civic Participation:

1. Ask students to identify how the family members in the source expressed respect for each other.
2. Ask students to identify how family members addressed a problem they faced.
3. Ask students to identify a role a family member plays within a family.
4. Ask students to describe how people within a family group settled differences or conflict.
5. Ask students to relate a situation in which a family member or the family needed to take social action.
6. Ask students to explain some of the rules that are followed within a family.