Social Science in the K-5 Classroom

Katie Elvidge - Social Science Content Specialist
Workshop Objectives

- Quick Standards Refresher
- Incorporating SS in the Classroom
- Experience a Classroom 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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<table>
<thead>
<tr>
<th>Inquiry Skills</th>
<th>Developing Questions and Planning Inquiries</th>
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<tbody>
<tr>
<td>Constructing Essential Questions</td>
<td>SS.ES.1.K-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</td>
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<table>
<thead>
<tr>
<th>Civic Standards</th>
<th>Civic and Political Institutions</th>
</tr>
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<tbody>
<tr>
<td>SS.C.V.1.1:</td>
<td>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.C.V.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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<table>
<thead>
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<th>Geography Standards</th>
<th>Geospatial Representations: Spatial Views of the World</th>
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</thead>
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<td>SS.G.1.1:</td>
<td>Construct and interpret maps and other representations to navigate a familiar place.</td>
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<th>Economic Decision Making</th>
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<td>Explain and give examples of when choices are made that something else is given up.</td>
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<td>Describe the skills and knowledge required to produce certain goods and services.</td>
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<table>
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<tr>
<th>History Standards</th>
<th>Change, Continuity, and Context</th>
</tr>
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<tbody>
<tr>
<td>SS.H.1.1:</td>
<td>Create a chronological sequence of multiple events.</td>
</tr>
<tr>
<td>SS.H.1.2.1:</td>
<td>Describe individuals and groups who have shaped a significant historical change.</td>
</tr>
<tr>
<td>SS.H.1.3.1:</td>
<td>Compare perspectives of people in the past to those of people in the present.</td>
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### 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>
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<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>
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<tr>
<td>- Third Grade: Communities Near and Far</td>
<td></td>
<td></td>
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<tr>
<td>- Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
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<tr>
<td>- Fifth Grade: Our Nation, Our World</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

Social Emotional

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

<table>
<thead>
<tr>
<th>Social Science Standard</th>
<th>Literacy standard(s) that directly connect to the Social Science Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS &amp; ELA Correlation Documents (grade specific)</td>
<td>2nd Grade Social Science Standards with Literacy Connections</td>
</tr>
<tr>
<td>Inquiry Skills</td>
<td></td>
</tr>
<tr>
<td>Possible Literacy Standard Connections: (All Inquiry Skills)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>RI.2.1 – Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>RI.2.2 – Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
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<tr>
<td>RI.2.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
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<tr>
<td>RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
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<tr>
<td>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.</td>
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<tr>
<td>RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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<tr>
<td>RI.2.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
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<tr>
<td>RI.2.8 – 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.</td>
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<tr>
<td>W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>SL.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
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</tr>
<tr>
<td>Determining Helpful Sources</td>
<td>SL.2.e – Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
</tr>
<tr>
<td>Literacy Standard Connections:</td>
<td>SS.IS.2.K–2: Explore facts from various sources that can be used to answer the developed questions.</td>
</tr>
<tr>
<td>RI.6.2 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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<tr>
<td>W.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</td>
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<tr>
<td>SL.2.c – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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<tr>
<td>SL.2.2 – Ask and answer questions about what speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
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<td>Literacy Standard Connection:</td>
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<tr>
<td>RI.9.2 – Compare and contrast the most important points presented by two texts on the same topic.</td>
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</table>
Look at what you’re already doing (reading series or literacy curriculum) and see where these standards fit (ex: units themed around stories in your ELA block).

For Example: SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).
- Read Aloud a book about this topic
- Incorporate the word scarcity into your discussion of the story
- Reinforce concept with classroom activity
- Encourage kids to continue using the word scarcity in other situations

Word wall? Other stories? Real-world situations?

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 the classroom.
What if I have a Social Science block in my elementary classroom?

For example, a 5th grade classroom with...

› 30 minute social studies block daily
› access to a textbook about US History to support district-chosen curriculum

Now what??

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.
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. These categories are expected to be used simultaneously. Inquiry skills are found within the inquiry standards; historic contextualizing, investigating, exploring, and responsible action. These inquiry skills are to be used when learning about the disciplinary concepts of history, economics, geography, and civics.

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, not reading a book does not teach a standard. However, they can be used to reinforce the classroom standards:

› Introduction of a book, week or month
› Supplementing a lesson or unit
› Providing additional information for specific topics/standards

It is books that are the key to the wider world: if you can’t do anything else, read all that you can. – Jan Ham龙湖

<table>
<thead>
<tr>
<th>Books</th>
<th>Description</th>
<th>Standards Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boy Who Invented the Wind by Stephen Krensky and BrianTRAVER</td>
<td>When a young boy in Kerala realizes his ability to spin a windmill, he begins to make a wind turbine out of trash. That wind turbine powers electricity for his home, and later inspires a country strong enough to pump water and bring needed water to the farmers.</td>
<td>5.6.5.H. Use listening, conversation building, and visual prompts to express on and off task in action in their classrooms.</td>
</tr>
<tr>
<td>A Day at the Library by Candace Fleming</td>
<td>A library is a special place where a family goes to read. When two young girls visit the library, they discover new ideas about how much children’s books can teach and what important people in our community can be. In addition, children can understand how to picture a community and its members in the library.</td>
<td>5.6.5.H. Use listening, conversation building, and visual prompts to express on and off task in action in their classrooms.</td>
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<tr>
<td>MOUNTAIN CURIOUS by Amanda Palmer and the Soil of New Orleans by Phil Begin</td>
<td>Mount Curious has always pulled up trash in the city of New Orleans with his bit. But when Hurricane Katrina destroys the city, he realizes he cannot save the city on his own. It takes the actions of the community and thousands of others to bring the city back to life.</td>
<td>5.6.5.H. Use listening, conversation building, and visual prompts to express on and off task in action in their classrooms.</td>
</tr>
<tr>
<td>Children's Corner by Joyce Bedichowski</td>
<td>Every day, a new story is brought to the library. But today is no ordinary day. Children go to the library, read stories, and help organize their own library, which they then take to school and share with their classmates.</td>
<td>5.6.5.H. Use listening, conversation building, and visual prompts to express on and off task in action in their classrooms.</td>
</tr>
<tr>
<td>The Night before Thanksgiving by Christy Warren</td>
<td>Ever since Brian and his sister were little, their family has celebrated Thanksgiving in a very special way. But when other students in their class talk about their own traditions, they realize they need to do something different.</td>
<td>5.6.5.H. Use listening, conversation building, and visual prompts to express on and off task in action in their classrooms.</td>
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</table>
Lesson Focus
- People can satisfy their wants by saving
- Every choice has costs and benefits

Essential Questions
- Why is it important to think about costs and benefits when we make choices?
- What is the difference between costs and opportunity costs.
Have you ever had to make a choice with more than two alternatives?
SOMETHING SPECIAL FOR ME

VERA B. WILLIAMS
Something Special for Me

1. Why is the money jar only partly full?
2. Where does the money in the jar come from?
3. What do we call money that we are keeping for later?
4. What does Rosa’s mother decide to do with the money in the jar?
Something Special for Me

1. Why did Rosa cry after they left the camping store?
2. What are Rosa’s wants?
3. What could Rosa do to help her choose how she wants to spend the money in the jar?
<table>
<thead>
<tr>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Roller Skates" /></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Positives (Benefits)</th>
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<table>
<thead>
<tr>
<th>Negatives</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
1. What were Rosa’s alternatives?
2. What were some positives (benefits) of each alternative?
3. What were some negatives for each alternative?
4. What is a cost of choosing the roller skates?
Opportunity Cost
When we make a choice, our opportunity cost is the second best alternative.

Costs are all of the things we give up when we make a choice.

Opportunity Cost is the second best alternative when we make a choice.
### Rosa’s Birthday Choice

<table>
<thead>
<tr>
<th>Best Alternative</th>
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<tbody>
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<td>Second Best Alternative</td>
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<tr>
<td>Third Best Alternative</td>
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</tr>
<tr>
<td>Fourth Best Alternative</td>
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</tbody>
</table>

**Rosa’s Decision**

I think Rosa should choose ____________
so she has to give up the opportunity to choose her second
best alternative ________________.

**Rosa’s Opportunity Cost**

Rosa’s opportunity cost is ________________.

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Alternatives

- Roller skates
- Outfit
- Tent
- Accordion
Graphing Rosa’s Choice

Math Extension Activity Only
Graphing Rosa’s Opportunity Cost
1. What did Rosa decide to purchase?
2. Why did Rosa choose the accordion?
3. What were Rosa’s wants?
4. How did Rosa satisfy her wants?
Let’s remember...

1. Why do we have to make choices?
2. Why is it important to think about costs and benefits when we make choices?
3. What is opportunity cost?
4. What is the difference between cost and opportunity cost?
A Decision with Three Alternatives

Julie’s Problem
Today is Julie’s birthday. Julie’s aunt gave her money so she could pick her own present. Julie wants a game, a soccer ball, and a teddy bear. Julie only has enough money for one toy. Julie has to make a choice. Julie made a decision chart to help her decide what to choose. Look at Julie’s chart. Read the positives (benefits) and negatives of each alternative.

Rank Julie’s alternatives. Write 1 below her best choice, 2 below her second-best choice, and 3 below her third-best choice.

Julie’s Decision
Circle the alternative Julie should choose.

Julie should choose this alternative because

Julie’s Opportunity Cost
Circle Julie’s opportunity cost.

How can you tell which alternative is the opportunity cost?
<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Positives (Benefits)</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You can play inside.</td>
<td>You can’t play by yourself.</td>
</tr>
<tr>
<td></td>
<td>You can practice for your soccer game.</td>
<td>Can’t play if it is raining.</td>
</tr>
<tr>
<td></td>
<td>You can sleep with it.</td>
<td>It could get dirty when you play with it.</td>
</tr>
</tbody>
</table>
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:

Our Questions
- Is she nervous?
- Where are they going?
- Why does she have a book & ruler?
- Did someone throw a tomato? Who?
- Is there blood on the wall?
- What is in the note in his pocket?
- Are they police officers? U.S. Marshalls?
- Why do they have medals?
- Why is she by herself?
- Why are the men surrounding her? To protect her?
- Is she in trouble? No!
- Why are they ignoring her? They are protecting her. Order was needed.
- Does she live in a castle?

Plans for Research:

Where can we find answers?
- internet
- facebook
- google
- amazon
- vedio
- siri
- youtube
- netflix
- phone
- teacher
- principal
- look for a girl, ask her
- ask people in town or family
IF FIRST GRADERS CAN DO IT...

RESEARCHING & DEVELOPING MORE QUESTIONS:

- The Story of Ruby Bridges by Robert Coles

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 school. Did anyone say sorry? Do you still talk with Mrs. Henry? Do you have white friends now?

Yours Truly,

[Signature]

Jan. 9, 2017

Dear Ms. Bridges,

My name is Kiera. I am in 1st grade. We have been learning about you. I think you helped things change. The world brave and peaceful. You helped black people. I get to go to school and be friends with Ken. Thank you for being kind and white. People are friends and change 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.

Illinois Learning Standards for Social Science-1st Grade

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<td>55.3.C.2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers</td>
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<td>55.3.C.3: Explore facts from various sources that can be used to answer the developed questions</td>
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<td>55.3.C.4: Gather information from one or more sources with guidance and support from adults and/or peers</td>
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<td></td>
<td>55.3.G.2: Evaluate a source by distinguishing between fact and opinion</td>
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<td></td>
<td>55.3.C.5: Communicating Conclusions and Taking Informed Action</td>
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<td>55.3.C.6: Ask and answer questions about arguments and explanations</td>
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<td></td>
<td>55.3.C.7: Use information, concepts, building, and writing procedures to develop and take action in their classroom</td>
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</table>

Core Standards

Civic and Political Institutions
55.3.C.1: Identify and explain roles of people and people who take on important roles in the community

People, Power, and Issues
55.3.C.2: Identify and explain how rules function in various settings, inside and outside of the school

Geographic Standards

Geographic Representations: Spatial Views of the World
55.3.G.1: Construct and interpret maps and other representations to navigate a familiar place

Economics and Financial Literacy Standards

Economic Decision Making
55.3.E.1: Explore and give examples of choices when one choice is made that something else is given up
55.3.E.2: Describe the skills and knowledge required to produce certain goods and services

Financial Literacy
55.3.F.1.3: Explain how people can pay for income in exchange for work

History Standards

Changes, Continuity, and Conflict
55.3.H.1.1: Create a chronological sequence of events in the history
55.3.H.2.1: Describe individuals and groups who have shaped a significant historical change

Perspectives
55.3.H.3.1: Compare perspectives of people in the past to those of people in the present
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
Classroom Inquiry Example

- How many people does it take to turn a bill into a law?
- How did Congress start?
- Why are people still littering even though it is a law?
- What's it like to be in office?
- Can you out-law smoking?
- Will there be a law where texting is legal?
Information about Unit:

Throughout the month of April, 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 democratic values (such as honesty, mutual respect, cooperation, and fairness) 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 so 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 that 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 Fraley,

I have been noticing that in my class in the afternoon like the kids are just sitting around in the office. The teacher Ms. Lee has been getting mad about it. So I have been thinking about an extra 5 minute class because I think it will be good for kids.

Sincerely,
Zoe Fullerton
Fourth Grade Student in Mrs. Jem's Class

Dear Senator Manar,

I sent you a letter earlier as a positive sum to my question. Now I know that if the person make laws it would be a mess people won't buy and just complain. Can you please not next to the class room going taking in fifth grade please.

Sincerely,

Sara Wilson
Fourth Grade Student at Beckemeyer School
Available Resources
Illinois-Specific Resources

› Illinois Social Science in Action website
  - 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
Katie Elvidge
- kelvidge@isbe.net
- 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
  - Resources to support all content areas

Please provide some brief feedback: