Contents of the K-1 Version of Our Town, Texas

Kindergarten and Grade 1 – Key to Sequence of .pdf Files

I. Important Places for People in Our Town (Ia)
II. Community Signs (IIa)
   - Sample Signs (IIb)
   - Questions for Community Signs (IIc)
III. The Mayor (IIIa)
   - Transparencies of Mayors (IIIb)
   - Teacher Notes for Transparencies (IIIc)
   - Handout: Symbols that Match the Mayors’ Transparencies (IIIe)
   - Sequence of Symbols (IIIe)
IV. The Problem with Trash (IVa)
   - Handout: Recycling (IVb)
V. How People of the Past Helped Our Town (Va)
   - Handout: Relative Time (Vb)
   - Teacher Notes for Examples of Contributions (Vc)
   - Handout: labels for Contributors (Vd)
I. Important Places for People in Our Town

WHAT?
Students will identify and locate significant buildings in their town including homes, stores, places of service, and recreational areas.

WHY?
To identify places of importance in the students’ town
To create pictures of specific important places in the students’ town
To examine developmental changes in the students’ town

Texas Essential Knowledge and Skills:

Geography:
• Understand the concept of location
• Understand physical and human characteristics of the environment

Economics:
• Understand the concept of goods and services

Science, Technology, and Society:
• Understand how technology has affected daily life, past and present

Social Studies Skills:
• Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
• Communicate effectively in a variety of forms.

TAKS:
Objective 2: Geographical Influences on Historical Issues and Events
Objective 3: Economic and Social Influences on Historical Issues and Events
Objective 5: Critical-Thinking Skills
HOW?

Materials Needed:
- Large map of the students’ town
- Four colors of sticky flags
- If available: Polaroid, digital, or still shot cameras
- Polaroid or still shot camera film
- Large sheets of drawing paper
- Paint or markers

Suggested Resource Person: Someone who has photographs depicting the students’ town in the past. (Note: Some towns have these kinds of pictures on the Internet.)

Suggested Teaching Time: 2 class periods

Suggested Procedure:
1. Read the book, *Communities* by Lisa Trumbauer to the class. If this book is not available, select a book that illustrates how towns have places for people to live, stores for people to buy things, places of service, and places to have fun.
2. Discuss the kinds of homes people live in such as homes in neighborhoods, homes in rural areas, and apartments or duplexes.
3. Discuss the stores where people can buy food, clothes, toys, furniture, and other items the students mention. Ask students to identify specific stores in their town. If they live in a rural community or a small town, ask students to name a nearby town and its stores.
4. Discuss places of service such as the post office, schools, doctor’s offices, hospitals, and police and fire stations. Ask students to identify specific places of service in their town. If they live in a rural community or a small town, ask students to name a nearby town and its places of service.
5. Discuss places where people have fun such as movie theaters, swimming pools, parks, and sports fields. Ask students to identify specific places to have fun in their town. If they live in a rural community or a small town, ask students to name a nearby town and its places to have fun.
6. Tell the students that they are going to paint or draw pictures of places in their town, but they will need photographs to let them know how to make their pictures.
7. Students take pictures of places in their town. Choose one of the following procedures or use a procedure that complies with the policies of your school.
   - Take a field trip to photograph places the students will depict in the pictures they will construct. Have students take turn using the cameras.
   - Ask parents to take their children to one or two places in their town to let the children take pictures and bring them to the class. (You might assign the places to be photographed so that all categories will be represented and a specific place will
be photographed only once. The categories include: places people live, stores, places of service, and places people have fun.

- Ask a parent or group of parents to take the pictures and send them to you.
- Take the pictures yourself and provide them for the class.

8. Give each student a photograph of a home, a store, a place of service, or a place to have fun and a large sheet of drawing paper with either paint or markers.

9. Have students create a picture of their photographs.

10. Assist students in locating their places on the town map and placing a colored sticky flag on the map where their places are located. For example: homes might be represented by blue flags, stores by red flags, places of service by purple flags, and places for fun by yellow flags.

11. Have the students attach their photographs to their pictures and their pictures to the wall in the order they appear on the map to form a type of mural. If they depict their town and another larger town, they could use a strip of paper to represent the road between their town and the larger one.

12. If available, arrange to display photographs of the students’ town taken in the past. Discuss the changes over time. Guide children to understand that as people’s needs change, and technology changes, people’s towns change. Discuss how the students’ town might look different in the future, particularly in the areas of transportation, communication, and recreation.

13. Conclude by asking each student to tell one idea he/she learned about important places in a town.

II. Community Signs

WHAT?

Students will identify and determine the significance of signs common to communities.

WHY?

• To identify picture signs
• To recognize picture signs in their context
• To determine the functions of picture signs
• To explain the significance of picture signs
• To categorize signs

Texas Essential Knowledge and Skills addressed in this lesson:

*History*
• Understand common characteristics of communities

*Government*
• Understand the purpose of rules and laws
• Understand how governmental services provide security

*Social Studies Skills*
• Apply critical-thinking skills and use information acquired from a variety of sources including electronic technology
• Communicate effectively in a variety of forms

*TAKS:*
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-Thinking Skills
HOW?

Materials Needed:

- Transparency of the handout, “Pictures Needed for Community Signs”
- Four copies of each picture on the handout, “Pictures Needed for Community Signs,” Cut out each picture and attach it to an index card
- If available, a book to read that illustrates community signs such as Signs by Ron and Nancy Goor, published by Thomas Y. Crowell, 1983. ISBN 0-690-04354-6
- The handout, “Questions for ‘Community Signs’”

Suggested Teaching Time: 1 class period

Suggested Procedures:

1. Ask students to look around the room for picture signs that give them information. Ask about picture signs around the school.
2. Ask why we have these signs.
3. Tell students that our towns also provide signs to help people.
4. Read a book about signs such as Signs by Ron and Nancy Goor to the class.
5. Divide the students into four groups. Tell them that each group has a stack of index cards with pictures of signs on the cards.
6. Have the students distribute the cards among them so that each student has several cards apiece.
7. Tell the students that you are going to show them pictures of the signs on the overhead. When you show a picture, the student in the group who has that picture will tell the group what he/she thinks the sign means. The student places the picture in the middle of the table so that the end of viewing the transparency, all of the pictures will be visible to the students in each group.
8. Show each sign on the overhead. After viewing each sign, ask the group what they think the sign says. Clarify for understanding.
9. As each picture appears, ask students if the picture gives information about safety, about obeying a rule, or about a service. (Service items would include the water fountain sign and the open and closed signs.) Clarify for understanding.

Evaluation: Have students redistribute the index cards so that each student has an equal number of cards. Ask the questions on the handout “Questions for ‘Community Signs.’” Have students who have the correct card to hold it front of them so that the other teams cannot see the answer. After each question, call on one of the students holding a card to tell if the sign is for safety, rules, or service. Give team scores for a prize or individual scores for a grade.

Possible Follow-Up activity: Have students stay in their teams to play charades. Teams take turns acting out a picture sign while other teams guess the correct sign. Categories for the picture signs are: Safety, Rules, and Service.
Pictures Needed for Community Signs
Questions for “Community Signs”

1. Which sign tells the location of a water fountain?
2. Which sign says “No Smoking?”
3. Which sign says to stop for school children crossing the street?
4. Which sign is used to cover a picture of something we cannot do?
5. Which sign shows where people with handicaps can park?
6. Which sign warns drivers to watch for animals that might cross the road?
7. Which sign reminds people to dispose of trash properly?
8. Which sign says that a business is open?
9. Which sign says that a business is closed?
10. Which sign tells drivers to stop and turn right?
11. Which stop sign is attached to a pole?
12. Which sign warns a driver that a railroad track crosses the road?
13. Which sign tells a driver to stop because a train is coming?
14. Which sign tells a pedestrian that it is safe to cross a street?
15. Which sign tells drivers to watch for pedestrians crossing the street?
16. Which sign tells drivers when to stop, get ready to stop, and go?
17. Which sign tells drivers to watch for people riding bicycles?
III. The Mayor

WHAT?

Students will determine the duties of a town’s mayor.

WHY?

- To describe the duties and functions of mayors
- To identify the levels of responsibility of mayors in small and large towns
- To interview a town’s mayor or city council member
- To use a map to locate the Texas towns identified in the lesson

Texas Essential Knowledge and Skills addressed in this lesson:

Geography
- Understand the purpose of maps and globes

Government
- Understand the role of authority figures and public officials

Social Studies Skills
- Apply critical-thinking skills and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms

TAKS:
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
- Transparencies of the handouts about mayors of the following towns: Laredo, Temple, Corpus Christi, Dallas, Houston, and McAllen
- Handout titled “Notes to the Teacher for Each Transparency”
- Handout titled “Symbols That Match the Mayors’ Transparencies”
- Transparency titled “The Sequence of Symbols”
- Drawing paper
- Markers
- Wall map of Texas
- Sticky flags to mark locations on the map

Suggested advanced planning:
- Invite the mayor of the students’ town to talk about his/her role in the town. If it is inconvenient for the mayor to come in person, ask if a city council member or another representative could come instead. Some towns do not have a mayor. If the students’ town has a city manager-city council system of government, invite a city council member to tell how the city council members have some of the same duties as a mayor. A city council member would be more appropriate than a city manager because the city manager is not an elected position.
- Make copies of the handout titled “Symbols That Match the Mayors’ Transparencies.” Cut out the symbols and arrange them in sets for small groups to use during the lesson. Be sure to scramble them out of sequence.

Suggested teaching time: one class period or two class periods if you choose to conduct the lesson on one day and have the mayor’s visit on another day

Suggested Procedures:
1. Ask the students what a mayor does. Establish that a mayor is a person the people of a town elect to be their leader.
2. Tell students that they will learn about what a mayor does for a town.
3. Arrange the students in small groups. Give each group a set of the symbols from the handout titled Symbols That Match the Mayors’ Transparencies.”
4. Tell students that you are going to show them pictures of mayors in some Texas towns and read a sentence the mayor says about one of his or her duties. (Note: The mayors’ pictures appear on their towns’ web sites. The words attributed to them are paraphrases of something they wrote as a welcome to those visiting the web site. The Laredo statement is a direct quote, and the Dallas statement is from the mayor’s inaugural address.)
5. Show each transparency. Place a sticky flag on each mayor’s town on the Texas wall map as you present the mayors. After reading the transparency, discuss what students think the transparency tells them about one of a mayor’s duties.
6. After discussing each transparency, tell the groups to decide which of their symbols matches what the mayor said that describes one of the mayor’s duties. Tell them that
after they see each picture, their group will decide which of the symbols matches the mayor’s duty in the picture. When they have seen and heard from all the mayors, each group will have a row of symbols in the order of the presentation of the mayors.

7. After the presentation of mayors, ask the students if they are ready to see if their symbols are in the correct order. Show the transparency titled, “Symbols That Match the Mayors’ Transparencies.”

8. Discuss how each symbol represents a mayor’s duty. The handout titled “Notes to the Teacher for Each Transparency” is available as a guide.

9. When the mayor, mayor’s representative, or city council member visits the class, ask him/her to ask students what they know about a mayor’s duties, then clarify and/or elaborate on each of the students’ comments.

Evaluation: Students draw a picture of a mayor performing a duty. Students explain their pictures to the class. Display the pictures in the room.
Laredo, Texas
Mayor Elizabeth G. Flores

“On behalf of the city of Laredo, I welcome you to come and experience the Color of our Cultures.”
Temple, Texas
Mayor Bill Jones III

Temple has great hospitals, good churches and schools, and nice places to shop.
Corpus Christi, Texas
Mayor Henry Henry Garrett

I help make good plans for Corpus Christi. One of our plans is to keep our streets in great shape.
Dallas, Texas
Mayor Laura Miller

I have helped the city of Dallas spend the town’s money wisely.
Houston, Texas
Mayor Bill White

I help make laws that keep Houston a safe place to live.
McAllen, Texas
Mayor Leo Montalvo

I am helping McAllen grow in good ways. We have built many new places for people in our town. Some of the new places are parks, libraries, and a health clinic.
Notes to the Teacher for Each Transparency

1. **Laredo** – Mayor Elizabeth G. Flores is welcoming people to her town. One of a mayor’s duties is to represent the town and welcome visitors.

2. **Temple** – Mayor Bill Jones III is telling people that his town is a really great place to live. One of a mayor’s duties is to tell good things about the town. Celebrate it. (Public Relations)

3. **Corpus Christi** – Mayor Henry Garrett is paying attention to the many needs of the citizens of his town, such as street repair. One of a mayor’s duties is to keep up with the problems and needs of the town and to help find ways to correct problems.

4. **Dallas** – Mayor Laura Miller is helping the town spend money without wasting it. One of the mayor’s duties is to meet a town’s needs without spending too much money.

5. **Houston** – Mayor Bill White helps make the town’s laws that will keep people safe. One of a mayor’s duties is help the town make its laws.

6. **McAllen** – Mayor Leo Montalvo helps his town grow. One of a mayor’s duties is to make suggestions about building new places to meet the needs of the citizens.
Symbols That Match the Mayors’ Transparencies
Sequence of Symbols

1. [Image of a handshake]
2. [Image of fireworks and a bridge]
3. [Image of a meeting with a man pointing and people sitting]
4. [Image of scissors cutting through money]
5. [Image of a road sign with people]
6. [Image of a cityscape with fireworks]
IV. The Problem with Trash

WHAT?
Students investigate the ways towns dispose of solid waste.

WHY?
- To describe the responsibilities a town has for properly disposing of solid waste
- To identify the problems towns have with waste issues.
- To identify ways citizens can help with the disposing of solid waste.
- To investigate recycling as one of the solutions towns have used to help with their problems of solid waste disposal.

Texas Essential Knowledge and Skills addressed in this lesson:

Government:
- Understand the purpose of rules that provide safety

Citizenship:
- Understand characteristics of good citizenship

Social Studies Skills:
- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms.

TAKS:
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
- *The Earth and I* by Frank Asch or another book that demonstrates the problems with litter and trash
- A day’s collection of trash from the classroom
- Copies of the handout titled “Some Trash We Can Recycle”
- Simulated litter site including both recyclable and non-recyclable items
- Boxes for recyclables
- Garbage bags for non-recyclables
- Gloves for students and adults to wear
- Video and/or still camera(s)
- Drawing paper
- Markers

Suggested teaching time: 2 class periods

Suggested advanced planning:
- Find out the recycling policy of the students’ town.
- Arrange to create a simulated litter site on your school ground. Include both recyclable and non-recyclable materials.
- Secure parental assistance for the litter collecting simulation

Suggested Procedures:
- Ask students to look around the classroom and identify items that will eventually become trash.
- Show students a trashcan filled with items from their classroom. Discuss why the items were discarded.
- Discuss why we need to remove trash from the classroom, homes and other places.
- Read the book *The Earth and I* or another book that demonstrates the problems with litter and trash.
- Discuss how towns must take care of trash collected from people’s homes, schools, and businesses. Some towns have laws about trash. Some towns provide ways for people to recycle.
- On a transparency or by distribution, give students access to the handout titled “Some Trash We Can Recycle.” Ask students if they recycle items in their home. Tell students about their town’s policy for recycling trash.
- Conduct a trash collection simulation on your campus.
  - Take pictures before, during, and after the simulated cleanup.
  - Provide gloves for the students and adults.
  - Provide boxes for recyclables according to your town’s policies for collecting recyclable items.
  - Provide garbage bags for non-recyclables.
• Have students sort the litter appropriately.
• Discuss where their collection will go. Some of the possibilities include: it will be collected with other school trash, or that non-recyclables will be collected and the recyclables will be delivered to a designated recycling center.
• Display the pictures taken of the simulation or show the movie if you used a video camera
• In the classroom, have students make posters encouraging people to recycle.

Suggested Web Sites:

Planetpals – Friends for Earth
www.planetpals.com/index.html

Earth 911
www.earth911.org/master.asp
Some Trash We Can Recycle

BOTTLES

PAPER

BOXES

NEWSPAPERS

CANS
V. How People of the Past Helped Our Town

WHAT?
Students will determine the various contributions people make to the growth or the quality of life of a town. They will identify some of the contributions of historical personages in their own town.

WHY?
• To identify various ways people make contributions to a town’s heritage
• To identify certain people as examples of contributors to a town’s heritage
• To describe how individuals, events, and ideas have changed communities over time
• To explain how local people and events have influenced local community needs
• To relate incidents that exemplify contributions of historical personages

Texas Essential Knowledge and Skills addressed in this Lesson:
History
• Understand how historical figures and ordinary people helped to shape the community
• Understand concept of time and chronology
Citizenship
• Understand characteristics of good citizenship as exemplified by historic figures and ordinary people
Social Studies Skills
• Apply critical-thinking skills to organize and use information acquired from a variety of sources
• Communicate in oral, written, and visual forms

TAKS:
• Objective 1: Issues and Events in U.S. History
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-Thinking Skills
HOW?

Materials Needed:
- Handout titled “Relative Time Represented by Transportation”
- Pictures of people who have contributed to the students’ town over time
- Pictures of types of contributions people have made to the student’s town over time
- Drawing paper
- Markers

Suggested teaching time: One or two class periods

Suggested advanced planning:
Select one or more of the following:
- Arrange for a person to visit your classroom to tell about and show pictures of people of the past who have made significant contributions to the student’s town.
- If the student’s town has a web site with pictures of their town’s history, arrange to have students view these on the Internet.
- If you have a museum or history center about the student’s town, arrange for a field trip to the place. Ask the director to emphasize people who have contributed to the student’s town over time.
- If you have access to pictures and people who have contributed to the student’s town, present them as part of this lesson.

Note Regarding the handout titled, “Relative Time Represented by Transportation”:
- “Long, Long Ago” = Early 1800s or before
- “Long Ago” = Mid 1800s
- “Many, Many Years Ago” = Late 1800s and early 1900s
- “Many Years Ago” = Mid 1900s
- “Close to Our Time” = Late 1900s and early 2000s

Suggested Procedures:

1. Attach the pictures in the handout titled “Relative Time Represented by Transportation” on the wall chronologically with the picture titled, “Long, Long Ago” being first and “Close to Our Time” being last.
2. Ask students if they know about anyone who lived a long time ago. They might include George Washington, Abraham Lincoln, and Martin Luther King.
3. Ask why we remember these people. Lead students to say that the people they named did things that helped our country become a good place to live.
4. Tell students that there are many ways people help a town become a good place to live. Tell students that they will find out how people have helped their own town over time.
5. Draw students’ attention to the relative time pictures on the wall. Discuss the pictures and tell students where people of the past fit on the pictures. For example, George Washington would go on the wagon picture, Abraham Lincoln on the train picture, and Martin Luther King on the truck picture.

6. Have a presentation about the people of the past who have contributed to the students’ town as indicated above in the “Suggested advanced planning” section.” Ask the presenter to place each person in a picture on the relative time sequence.

7. Have each student draw a picture illustrating one of the people and his/her contribution. Attach students’ pictures near the relative picture on the wall.

8. Ask students what they have learned. Lead them to conclude that many kinds of people contribute in many kinds of ways to help towns become a good place to live.

Possible Alternative Lesson
(If you do not have access to the history of the student’s town)

Materials Needed:
- Handout titled “Relative Time Represented by Transportation”
- Handout with labels of towns, people, and time frame
- Handout for the teacher titled “Some Contributions of People of the Past”
- Half or quarter sheets of drawing paper
- Markers

Suggested Procedures:
1. Attach the pictures in the handout titled “Relative Time Represented by Transportation” on the wall chronologically with the picture titled, “Long, Long Ago” being first and “Close to Our Time” being last.

2. Ask students if they know about anyone who lived a long time ago. They might include George Washington, Abraham Lincoln, and Martin Luther King.

3. Ask why we remember these people. Lead students to say that the people they named did things that helped our country become a good place to live.

4. Tell students that there are many ways people help a town become a good place to live. Tell students that they will find out how people have helped several Texas towns over time.

5. Draw students’ attention to the relative time pictures on the wall. Discuss the pictures and tell students where people of the past fit on the pictures. For example, George Washington would go on the wagon picture, Abraham Lincoln on the train picture, and Martin Luther King on the truck picture.

6. Divide the students into five groups. Assign each student in each group to create one picture as follows:
   - Group One – a town (buildings such as houses and stores, a park, streets)
   - Group Two – soap bubbles and bars of soap
   - Group Three – a school and a bridge
   - Group Four – flowers
   - Group Five – a doctor’s office

7. Tell the stories from the handout titled “Some Contributions of People of the Past.”
8. After each story, ask the students if they think their group’s pictures match the person you told them about.

9. Attach the appropriate label to the pictures designating relative time. Have students attach their pictures in the general area of the time picture.

10. Ask students what they have learned. Lead them to conclude that many kinds of people contribute in many kinds of ways to help towns become a good place to live.
Relative Time Represented by Transportation

Long, Long Ago

(Great, Great, Great, Great Grandparent's Time)
Long Ago

(Great, Great, Great Great Grandparent's Time)
Many, Many Years Ago

(Great, Great Grandparent's Time)
Many Years Ago

(Great Grandparent's Time)
Close to Our Time

(Parent's and Grandparent's Time)
Some Contributions of People of the Past

Note: Be sure to mix up the order so that students will have to think about how their symbols match a story.

Group 1 – Michel B. Menard from Galveston, Texas

Michel B. Menard was born in Canada. He and some other men started the town of Galveston. He helped the people who settled in his town in many ways. Today people can visit his beautiful home.

Group 2 – Simon Menger from San Antonio, Texas

Simon Menger was born in Germany. He and his sons built a soap factory in San Antonio and gave many people jobs.

Group 3 - Trinidad Salazar from Alice, Texas

Trinidad Salazar was born in Mexico. His parents died when he was a young boy. He worked on a ranch in Texas. Later he opened a store in Alice. He became rich and gave land to build a school and a bridge. Today another school in Alice is named in his honor.

Group 4 – Mary Sabina Daggett Lake from Fort Worth, Texas

Mary Lake went to college to learn about growing plants. She was director of a garden center in Fort Worth and taught children and adults how to grow beautiful flowers. Mary Lake helped make her town beautiful.

Group 5 – Chief Kina (Robert Fulton Battise) from the Alabama-Coushatta Indian Reservation in Polk County, Texas

Chief Kina was a good leader for his people. He worked in his church as a teacher and song leader. He made it possible for the people of the reservation to get money to help with their health and education. Today a medical center on the reservation is named in his honor.
Fort Worth
Mary Sabina Daggett Lake

Many Years Ago

Alabama-Coushatta
Indian Reservation
Chief Kina
Robert Fulton Battiste

Close to Our Time
Galveston
Michel B. Menard
Long, Long Ago

San Antonio
Simon Menger
Long Ago

Alice
Trinidad Salazar
Many, Many Years Ago