



**Gulfport School District**  
**Social Studies Instructional Strategies**



Check Grade Level K \_\_\_ 1\_x\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_ 6\_\_\_ 7\_\_\_ 8\_\_\_ 9\_\_\_ 10\_\_\_ 11\_\_\_ 12\_\_\_

**Competency:** 3 *Demonstrate the ability to use social studies tools*  
**Objective(s):** d *recognize the globe as a representation of the earth*  
*GSD5 use simple maps and globes*  
*GSD7 identify and use a map legend*

**Vocabulary:** *model, sphere, globe*

**Teaching Strategy(ies):**

- Show class a globe and a picture of the earth from space. Explain that a globe is a model of the earth
- Use globe to explain that Earth is a sphere and has land and water on it
- Make a globe by using blue balloons and cutouts of 7 continents

**Materials:**

Globe, picture of Earth from space, balloons, copy of 7 continents

**Competency:** \_\_\_\_\_

**Objective(s):** \_\_\_\_\_

**Vocabulary:**

**Teaching Strategy(ies):**

**Materials:**



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**Competency: \_\_\_1\_\_\_ Content Standard(s):c**

*Develop an understanding of family/school in relationship to the expanding horizon theme  
1c identify student responsibilities at home and school*

**Vocabulary: responsibility**

**Teaching Strategy(ies):**

- *Discuss meaning of responsibility*
- *Create two circle maps showing responsibilities of child at home and school*
- *Create a double bubble map comparing/contrasting responsibilities at home and school*

**Materials:**

Paper, pencil, Circle Maps, Double Bubble Map

**Competency: \_2\_\_\_ Content Standard(s):b**

*Acquire the characteristics to be a responsible citizen*

*2b explain the purpose/consequences of rules in the school and how and why authority is obtained*

*GSD 1 Identify figures of authority in his/her school, such as teacher or principal*

*GSD 2 recognize the duties of a position of authority*

**Vocabulary: responsibility, relationships, obey**

**Teaching Strategy(ies):**

- **Read Stellaluna.** Discuss the way Stellaluna acted with the birds and the bats. (She followed rules to live with the family) even if you don't like the rules, you must follow them
- **Write in a journal** about a time you broke a rule and what were the consequences. How could you have done the right thing

**Materials: Stellaluna, journal**



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**Competency:** 2b 1 and 2      **Content Standard(s):**

Acquire the characteristics to be a responsible citizen  
 2b explain the purpose/consequences of rules in the school and how and why authority is obtained  
 GSD 1 Identify figures of authority in his/her school, such as teacher or principal  
 GSD 2 recognize the duties of a position of authority

**Vocabulary:**  
 responsibility

**Teaching Strategy(ies):**

After reading The Gingerbread Man, the sw go on a hunt throughout the school searching for the gingerbread man. They will visit the principal’s office, nurse’s office, cafeteria workers, etc... searching for the G-man! While visiting these people, they will learn about the duties of these school workers. In the end, the sw find the gingerbread man and eat him!!!

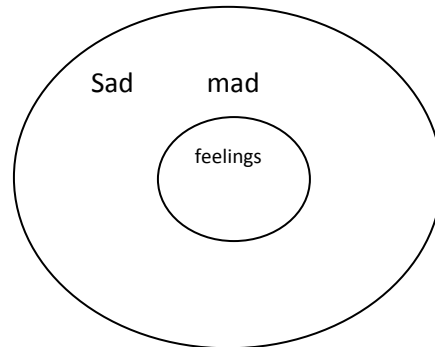
**Materials:**  
 Gingerbread Man book

**Competency:**                      **Content Standard(s):**

**Vocabulary:** responsibility, relationships, obey, respect

**Teaching Strategy(ies):** Read the book The Rag Coat. Discuss respect and relationships. Students will journal about a time when somebody was mean to them and it made them feel. Use a tree map to do a writing activity. Use a Circle Map describing how students’ feel when someone is unkind to them.

<u>Name</u>		
_____	_____	_____
_____	_____	_____
_____	_____	_____



**Add name and verbs.**

**Materials:** *The Rag Coat, Tree Map*





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**Competency: 2 Content Standard(s):c**

***Acquire the characteristics to be a responsible citizen***

***2c Explain why certain civil responsibilities are important to a child, family, and school***

***GSD1 Identify figures of authority in his/her school such as teacher or principal***

***GSD2 Recognize the duties of a position of authority***

**Vocabulary:**

**Teaching Strategy(ies):**

- Read Strega Nona aloud. During discussion, ask volunteers to brainstorm how the story would have been different if Big Anthony listened to Strega Nona’s directions not to touch the magic pot. Discuss the importance of following directions and taking responsibility for your actions. Give each child a piece of black construction paper, scissors, and chalk. Have each student cut a cauldron from the paper and write one direction/rule they always follow. Have students write names on bulletin board entitled Don’t Stir Up Trouble—Follow Directions

**Materials:**

**Black construction paper, crayons, Strega Nona**

**Competency: 2 Content Standard(s): d**

**2d recognize the responsibilities of the individual**

**GSD1 Identify figures of authority in his/her school such as teacher or principal**

**GSD2 Recognize the duties of a position of authority**

**Vocabulary :responsibility, respect, tolerance, chore**

**Teaching Strategy(ies):**

- ***Ask what does it mean to be responsible for something? Solicit comments and discuss. Then sa: Being responsible is like being in charge. It means it’s your job to take care of something. Ask: Do any of you have pets? Do you have to do anything to care for your pet? Allow for responses, then tell them: If you say you will wash, feed, or walk your pet, then that chore is your responsibility. Say: One of the most important things you are responsible for is yourself. You are responsible for what you do. SO if you make a mess, guess what? It’s your job—your responsibility—to clean it up. IT may be tempting to blame someone else, but you are in charge of you and what you do. We are responsible for other people and things. Have you ever had to watch a younger brother or sister? What about caring for the earth? Solicit comments and affirm that we all have to protect ourselves, others, and our environment. To reinforce this discussion, have each youngster draw up and sign a “Positive Pledge” emphasizing personal responsibility. Post these on the wall or tell them to post their pledges at home as a reminder to be responsible.***

**Materials: paper, pencil**



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**Competency: 3 Demonstrate the ability to use Social Studies tools**

**Objective(s): a identify time and space relevant to a student's environment by using Social Studies tools**

**GSD 3 Recognize geographical terms dealing with location**

**GSD 4 Become familiar with the geography of his/her surroundings**

**GSD 5 Use simple maps and globes**

**GSD 6 Identify and use map legend**

**Vocabulary: map, legend, symbol, globe, direction**

**Teaching Strategy(ies):**

- Read and discuss Me on the Map
- Create a map of room at home

**Materials:**

Paper, pencil, Me on the Map

**Competency: 3 Demonstrate the ability to use social studies tools**

**Objective(s): c Identify and apply cardinal directions to maps**

**GSD3 recognize geographical terms dealing with location**

**GSD4 become familiar with the geography of his/her surroundings**

**GSD5 use simple maps and globes**

**GSD6 identify and use a map legend**

**Vocabulary: North, South, East, West, compass rose, cardinal directions**

**Teaching Strategy(ies):**

- Model/demonstrate for students cardinal directions (label classroom walls)
- Using map of classroom, show students how compass rose shows direction
- Have students draw map with compass rose showing directions (map can be of classroom, school, home, setting of story...)

**Materials: signs to label walls, map of classroom, pencil, paper**