

 PRINCETON INDEPENDENT SCHOOL DISTRICT		Campus: Harper Elementary	
Author(s): Hernandez		Date Created / Revised: July 11, 2016	
Six Weeks Period: 4th		Grade Level & Course: Kindergarten, Social Studies	
Timeline: 4 Days		Unit Title: Unit 9: People Who Helped Shape the State and Nation/ Comparing George Washington and Stephen F. Austin	Lesson # 3
Stated Objectives: TEK # and SE	<p><i>K.2 History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</i> K.2A Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</p> <p><i>K.10 Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</i> K.10A Identify the flags of the United States and Texas.</p> <p><i>K.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</i> K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.</p> <p><i>K.15 Social studies skills. The student communicates in oral and visual forms. The student is expected to:</i> K.15A Express ideas orally based on knowledge and experiences. K.15B Create and interpret visuals, including pictures and maps.</p> <p>ELPS</p>		
See Instructional Focus Document (IFD) for TEK Specificity			
Key Understandings	<ul style="list-style-type: none"> • Individuals shape communities through their contributions and acts of good citizenship. — How do individuals shape communities? — How do individuals contribute to their communities? — What are acts of good citizenship? — What did Stephen F. Austin do to create and shape our state community? — What characteristics of a good father did he exhibit? — How did he make sure this new community/state would be a good place to live, work and play? — How do his contributions affect us today? 		
Misconceptions	None indicated		
Key Vocabulary	<p>citizen – a member of a community, state, or nation who respects the rules of the community voting – expressing a choice as a way to make a decision history – studying about events and people in the past</p> <p>Related Vocabulary</p> <ul style="list-style-type: none"> • community • authority figure • historical figure <p>(contribution, citizenship, state, leader, Texas, Virginia, Father of Texas, colonists, capitol, Mexico,</p>		

	citizens)	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1- Engage/ Explore/Explain	<p>ENGAGE – Introduce the name “Austin”</p> <p>1. Display a picture of Stephen F. Austin. Introduce him as an historical figure and explain how he was very important to Texas.</p> <p>2. Display a picture of the state capitol of Texas. Ask: Do you know where the state capitol of Texas is? (Austin, Texas is the location of our state capitol. It is named after Stephen F. Austin.)</p> <p>EXPLORE – The story of Stephen F. Austin</p> <p>1. Share with students the story of Stephen F. Austin using the Teacher Resource: PowerPoint: Stephen F. Austin: The Father of Texas, or a picture book about Stephen F. Austin. The following points may be included:</p> <ul style="list-style-type: none"> ○ Stephen F. Austin was born in Virginia on November 3, 1793. ○ Stephen F. Austin became a leader to the people who settled in Texas. ○ Stephen F. Austin helped the colonists write rules for their new colony. ○ Much of the money Austin earned was spent on the colony. ○ Stephen F. Austin died on December 27, 1836, at the age of 43. ○ After Stephen F. Austin died, the city of Austin, the capital of Texas, was named in honor of him. <p>EXPLAIN – Sequence four events from the life of Stephen F. Austin</p> <p>1. Students share what they know about Stephen F. Austin with a partner.</p> <p>2. Teacher monitors, listening to student statements and/or scribing.</p>	<p>Resources:</p> <p>Attachments: Teacher Resource: PowerPoint: Stephen F. Austin: The Father of Texas</p> <p>Materials: Picture of Stephen F. Austin</p> <p>Picture of the Texas state capitol</p>
Day 2 – Engage/ Explore	<p>ENGAGE – United States Flag</p> <p>1. Display the United States Flag. Ask:</p> <ul style="list-style-type: none"> ● Who can identify the flag? ● Who knows what the flag stands for and why we display the flag. <p>2. Encourage students to recall information about the flag from Celebrate Freedom Week in September. Emphasize the United States Flag is the flag for our nation.</p> <p>EXPLORE – Texas Flag</p> <p>1. Display the Texas Flag.</p> <p>2. Students should be familiar with the Texas Flag. Ask: How is this flag different from the U.S. Flag?</p> <p>3. Display both flags side by side. Students compare and</p>	<p>Materials: United States Flag</p> <p>Time created in the first lesson of this unit (Unit 9, Lesson 1)</p>

	contrast orally through a teacher guided discussion.	
<p>Day 3 – Engage/ Explore/Elaborate/ Explain</p>	<p>ENGAGE – Leader of Our Country and Leader of Texas</p> <ol style="list-style-type: none"> 1. Display photos of George Washington and Stephen F. Austin. 2. Review the contributions made by George Washington through pictures, a PowerPoint or a story. <p>EXPLORE – Leader of Texas</p> <ol style="list-style-type: none"> 1. Review with students the characteristics of a good leader. 2. Like George Washington, Stephen F. Austin exhibited these characteristics as he helped create and shape our state. 3. While emphasizing the role Stephen F. Austin played in shaping our state, include the following facts that led to his and earning the title “Father of Texas.” (Age appropriate comparisons to a father in parentheses.) <ul style="list-style-type: none"> ○ He was a positive influence on the colonists. He told them they could succeed. ○ He was kind and was deeply respected by the colonists. ○ He was a good decision maker. ○ He helped to pay for things that people needed. ○ He took care of the colonists. 4. Like George Washington, some of the values Stephen F. Austin modeled were honesty, bravery, a sense of calmness, loyalty, and thoughtfulness toward the people of Texas. <p>ELABORATE</p> <ol style="list-style-type: none"> 1. Facilitate a discussion based on these Key Understanding and Guiding Questions: <ul style="list-style-type: none"> ● What did Stephen F. Austin do to create and shape our state community? ● What characteristics of a good father did he exhibit? ● How do those same characteristics help a leader be successful? ● What leadership roles did he hold as a leader of Texas? ● How did he make sure this new community/state would be a good place to live, work and play? ● How do his contributions affect us today? <p>EXPLAIN – Create class book</p> <ol style="list-style-type: none"> 1. Students create a class book about Stephen F. Austin. Each student will illustrate one page which will show a fact about Stephen F. Austin and his contributions to Texas. (There can be duplicates.) Students write or dictate a sentence that tells about the illustration. 2. Students share their illustration with the class and read their sentence of explanation. 3. After the book is bound, make it available for individual students to check out and take home to share with their 	<p>Materials: Photos of George Washington and Stephen F. Austin</p> <p>White drawing paper, one sheet per student, 8 ½ X 11 or similar size</p> <p>Binding (staples, spiral binding, or other appropriate material)</p>

	families. Then add to the class library.	
Day 4 – Engage/ Explore/Evaluate	<p>ENGAGE – Use T Chart to compare Washington & Austin</p> <ol style="list-style-type: none"> 1. Display a T-chart. Label one side “George Washington” and the other side “Stephen F. Austin”. 2. Remind students a T Chart is a tool used to compare two people, events, or things. 3. Display picture books about George Washington and Stephen F. Austin. 4. Complete a picture walk through the books to help students recall events in the lives of George Washington and Stephen F. Austin. <p>EXPLORE</p> <ol style="list-style-type: none"> 1. Guide students to think of contributions each of the two leaders made to our state and nation. Ask questions, such as the following: <ul style="list-style-type: none"> • In what way was George Washington a leader? • In what way was Stephen F. Austin a leader? • How did George Washington help the colonists in the American Revolution as a military leader? • How did Stephen F. Austin help the Texas settlers in their colony as a military leader? • Why was George Washington called the “Father of our Country”? • Why was Stephen F. Austin called the “Father of Texas”? <p>EVALUATE Kindergarten Social Studies Unit 09 PI 03 Create a T chart to list contributions of George Washington and Stephen F. Austin that helped shape our national and state communities. Choose one contribution for each person to elaborate on by providing additional detail information, orally or in writing. Standard(s): K.2A , K.14B , K.15A , K.15B ELPS.c.1C</p>	<p>Resources: 4th six weeks mastery checklist</p> <p>Materials: 4th six weeks assessment materials provided by lead teacher</p> <p>T-chart drawn on butcher paper, chart paper or board. Picture books about George Washington and Stephen F. Austin used in previous lessons.</p> <p>Handwriting paper, 8 ½ X 11 or similar size</p>

**Accommodations
for Special
Populations**

Accommodations for instruction will be provided as stated on each student’s (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.