### Objective / TEKS

**Teacher:** K. Duke  
**Subject:** Social Studies  
**Unit 13 Day 8 of 19**

<table>
<thead>
<tr>
<th>Monday 05/07/12</th>
<th>Tuesday 05/08/12</th>
<th>Wednesday 05/09/12</th>
<th>Thursday 05/10/12</th>
<th>Friday 05/11/12</th>
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| **Location:**  
K.4A use terms, including over, under, near, far, left, and right, to describe relative location.  
K.4B locate places on the school campus and describe their relative locations  
**Physical and human characteristics of the environment.**  
K.5A identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather  
K.5B identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.  
**The value of jobs.**  
K.7A identify jobs in the home, school, and community.  
**Similarities and differences among people.**  
K.11A identify similarities and differences among people such as kinship, laws, and religion  
K.11B identify similarities and differences among people such as music, clothing, and food.  
Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.  
K.14B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.  
**The student communicates in oral and visual forms.**  
K.15A express ideas orally based on knowledge and experiences.  
The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.  
K.15B create and interpret visuals, including pictures and maps. |  
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### Key Understandings

- **Human (man made) and physical (natural) features** shape our community and affect how we live in the community. Physical characteristics, Human characteristics, Compare, Similar/Different, Community, Neighborhood, Landforms, Relative, location, Map

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### Performance Indicator:

- **#1 Identify on a map the physical and human characteristics that are part of the local community and those that are not.** Write to explain what features are unique to the community. (K.5A; K.14B, K.15A) [ELPS] 5B

- **#2 Compare the features of the local community to another community using a Venn Diagram.** Explain the Venn Diagram orally. (K.5A; K.11B; K.14B, K.15A, K15B) [ELPS] 1C

- **#3 Illustrate a job found in the local community that is related to a human and/or physical feature of the community.** Write sentence(s) describing the job. (K.7A; K.14B, K.15A, K.15B) [ELPS] 5B

### Vocabulary

- **Physical characteristic**
  - Human characteristic
  - Human characteristic
  - Human characteristic
  - Human characteristic

- **Human characteristic**
  - Physical characteristic
  - Physical characteristic
  - Physical characteristic
  - Physical characteristic
### Aspects of 5E

**Show students Slide 7 of the PowerPoint related to this lesson and ask students to describe what they notice about the community.** *(Review physical and human characteristics of place during this discussion.)*

Once students have described the visual image, ask what types of jobs people might have in that specific community. Use specific details from the picture to discuss jobs related to the physical characteristics of the community (such as an oil field, farming land, and fishing) as well as jobs that are necessary in every community (such as a hospital workers, mechanic, mail carrier or teacher). Discuss the people in different areas earn a living in different ways. Jobs are different near the ocean or on a ranch. Give examples.

Create a chart for their responses with the picture of the community in the middle of the paper and “bubbles” around to list possible jobs of the community (sample charts attached). Make sure to include jobs based on the physical characteristics of the community as well as knowledge about jobs that all communities must have to meet the needs of the people in that community. Include jobs that provide goods and services that meet the needs of the people in the community from the previous lesson.

Accept all reasonable responses from students and add details to jobs mentioned as well. As students describe possible jobs in that specific community, ask students to describe how technology might help someone accomplish the specific tasks of their job. For example, a police officer might need a car that has a digital mapping device inside, a pilot would need an airplane with devices for them to fly safely, or a lawyer might need a computer. Facilitate a discussion about how similar jobs were accomplished in the past before certain technologies were available.

For example, one question might ask how police officers were able to patrol the neighborhoods before there were cars. Explicitly teach that technology has changed the way we work and the types of goods and services provided.

Continually focus students back to the ideas of why people work including but not limited to:

- So that they can earn money to purchase items they need to meet their basic needs (food, clothing and shelter).
- So that they can be a productive member of society.

### Discuss why we need these jobs. What would happen if the jobs were gone? Is the jobs important?

Students will share their pictures of the different jobs with whole class.

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<th>Discuss why we need these jobs. What would happen if the jobs were gone? Is the jobs important?</th>
<th>Play and/or sing song about jobs.</th>
<th>List three more jobs from San Antonio and Corpus Christi.</th>
</tr>
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</table>
| Students will share their pictures of the different jobs with whole class. | Songs may be found in your social studies textbook or online at:  
http://www.kidseconposters.com/ecosongs.html  
http://www.britishcouncil.org/kids-songs-jobs.htm | List three jobs found in San Antonio due to the city’s characteristics, and list three jobs found in Corpus Christi that are there due to the city’s characteristics of the city. The students will choose one job in San Antonio and draw it on one side of a folded construction paper and write a sentence. On the other side of the folded construction paper the student will draw a job found in Corpus Christi and write a sentence about it. |

### Play and/or sing song about jobs.

Songs may be found in your social studies textbook or online at:  
http://www.kidseconposters.com/ecosongs.html  
http://www.britishcouncil.org/kids-songs-jobs.htm

Show students the first Transparency: What is the Question? list. Ask students what they think the question might be: *(Why do we go to school?)*

Next show students the second Transparency: What is the Question? list. Ask students to think and share what they think the question might be: *(Why do people work?)*

The teacher will have the students look again at the list of jobs created on Day 1. The teacher will show the large map of Texas with the regions marked. The teacher will write the list of jobs on the appropriate region on the map. *(This should be wherever the local community is found on the map.)*

Then look at the other regions and brainstorm a list of jobs that might be supported by the physical and human characteristics found in that region. Notice the Piney Woods in East Texas. There are many trees in that region. People who live and work there might work in lumber yards or on tree farms. Or Ship channels are found on the Gulf Coast. People who live and work close to the ship channels might work on the boats or at the boat docks.

The discussion will continue until all regions of Texas have been covered.
### Gardendale 3.3.2, 3.3.3

**Teachers use district online curriculum & CSCOPES to create lesson plans.**

**Academic teams utilize the online curriculum to create technology infused interdisciplinary lessons.**

**Online songs about Jobs.**

**Powerpoint**

<table>
<thead>
<tr>
<th>K.17A:</th>
<th></th>
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<tbody>
<tr>
<td>1. Identify a problem.</td>
<td></td>
</tr>
<tr>
<td>2. Gather information (about the problem).</td>
<td></td>
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<tr>
<td>3. List options.</td>
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<tr>
<td>4. Consider advantages and disadvantages of the options.</td>
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<tr>
<td>5. Choose a strategy to implement.</td>
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<tr>
<td>6. Implement the solution.</td>
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<td>7. Evaluate the effectiveness of the solution.</td>
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<th>GROUPING</th>
<th>Whole and small group</th>
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**Additional Resources**

- Curious George Take a Job by H.A. Rey
- bulletin board paper, straight edge, construction paper, markers, scissors
- Every map should include TODAL: T = title
- O = orientation (compass rose)
- D = date created
- A = author
- L = legend

**GROUPING**

- Whole and small group

**Modifications:**

- MC. VP Buddy Partner

**Homework**

- None

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