

TESTING

#1/2/3

SOCIAL STUDIES



1st & 2nd Grade

Objective: Students will examine communities from a spatial perspective, as in using directions on a map.

Activity: Find the names of five cities in the newspaper. Determine the direction of each city from its present location: east, west, north, or south. If you want a challenge, list more specific directions – northeast, southwest, etc. Also indicate any geographic elements you will encounter on your way to the location, as in mountains, bodies of water, swamps, etc.

3rd to 5th Grade

Objective: Student will analyze the human characteristics of communities. Developing an understanding of and an appreciation for the cultural diversity of his or her community. Student will explore the growth and progress of the new nation.

Activity: Discuss the meaning of the word integration for Black History Month. Read the newspaper and search over the entire month for each of the following people, places and things that relate to integration: an African American political leader, a minority figure in the comics, a photo with people of more than one race, a coach of a sports team who is a member of a minority group and a television show with an integrated cast or a story that has race as a theme. Discuss how this hunt may have been different 40 years ago and why it may still be difficult today.

6th – 7th Grade

Objective: Student will use geographic representations to draw conclusions. Students will recognize regional climate patterns and weather phenomena, and identify factors that contribute to them.

Activity: Using the weather page, locate the world temperature statistics. Locate all the listed cities and their countries on a world map and describe the climate at the location. List the ways that the cities' geography influences climate.

8th Grade

Objective: Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution and the Bill of Rights.

Activity: Locate all the articles of today's newspaper that reflect on one or more of the First Amendments five freedoms in action. For example, an editorial is an example of free speech and details on a political rally is an example of freedom to assemble. Then take a black marker and completely cross out all the articles. How many remain? If the freedoms were not available, what would the newspaper and our lives be like?

9th – 12th Grade

Objective: The student will evaluate the major political and economic events prior to statehood.

Activity: Write several classified ads for jobs that would be available in Oklahoma territories prior to statehood. Make sure to describe the job, environment, salary and necessary skills. Use classifieds in today's paper as examples.

ALL GRADES:

EXTRA, EXTRA:

This is Black History Month. Choose someone in this week's paper who might someday be a part of a textbook created to teach about Black History Month. Write out the 5WH of the article – who, what, when, where, why and how.

This weekly feature will run from September 15 to March 30, except on holidays. Each week the newspaper activities will connect to P.A.S.S. objectives; teachers can find the teachers' version of the feature and the exact P.A.S.S. standards in the teacher's guide. Math, Language Arts, Writing and Social Studies activities will rotate each week. For more information visit www.tulsaworld.com/nie. Thank you to Dianna Buck and Sarah Ramsey for their contributions to this feature.



TULSA WORLD