

## *How can I best use these materials to support the Social Studies TEKS for Grade 5?*

- **History:** Use the “Kids Dig Reed Farmstead” site, <http://www.kidsdigreed.com>. Click on “History” to read about changes during the 19th century (1800s) and the artifacts gallery to view items used as part of farm and family life as well as items from the Civil War. Why would Civil War artifacts be on a farm?
- **History (5.4):** Part of the story of U.S. territorial expansion includes the memories of Alice Fay Lozano, a Texas Black Seminole from Brackettville, who remembered the stories told by her grandmother Rose about the migration of the Black Seminoles from Florida, first to Oklahoma, then to Texas and northern Mexico. The Seminoles’ enforced migration was part of the same policy which produced the better-known Cherokee Trail of Tears. This text was developed from materials collected over a period of 10 years of study by ITC researcher Dr. Shirley Mock, whose frequent interviews and friendship with Alice Fay Lozano and the Black Seminoles in Brackettville has resulted in an honoring of their history and culture both within their community and outside it.

Print out Dr. Mock’s 18-page manuscript, *My Black Seminole Ancestors: Running to Freedom*, from the Institute of Texan Cultures Web site <http://www.texancultures.utsa.edu/>.

- **Culture (5.22B) and Geography (5.6A):** Use the Animal Effigy Pots Grid to reinforce the use of environmental elements as motifs in decorative art such as American animals on effigy pottery created by indigenous Americans—not because they were “patriotic,” but because they copied the things around them, especially the animals which affected their lives in some way. Give students the blank Word Search activity page to use in creating their own word search on some topic of their (or your) choice, while manipulating letters to fill in the columns, rows, and diagonals of a simple grid system.
- **Geography (5.6B):** For further grid experience in an archaeological context, set up this activity: Divide the class into two teams. Each team buries “artifacts” in a sandbox. Switch sandboxes. Each team lays a string grid (strings spaced 12” apart) and digs for the hidden artifacts. They then number and describe the artifacts as found and record the location of each artifact on a grid map of the sandbox. For maximum benefit, students should create their own grid map identical to the actual sandbox and string grids.
- **Economics (5.10A, 5.10B, 5.11A):** View the Gilbert site at <http://www.texasbeyondhistory.net/gilbert/index.html> for text and photographs of this archaeological dig of a Caddo deer-hunting and hide-processing camp, where the Caddos prepared hides to trade for guns and other manufactured items with French traders, who sold them to get the hides to make fine leather clothing for wealthy Parisians.
- **Culture (5.22A, 5.22B, 5.23A):** Ancient peoples still speak through their art and stories. Listen to Native Americans speak through their folktales from a longstanding oral narrative tradition to gain deeper insights into Indian values, humor, and relationship to the environment. Invite a Native American storyteller to your classroom or read tales from various Indian traditions at [http://www.y-indianguides.com/pfm\\_st\\_nativestories.html](http://www.y-indianguides.com/pfm_st_nativestories.html), <http://www.angelfire.com/ia2/stories3/>, or [http://www.turtletrack.org/CO\\_Indices/CO\\_Index\\_Story.htm](http://www.turtletrack.org/CO_Indices/CO_Index_Story.htm). Listen to an audio story by Tschin, a Narraganset storyteller (and other native storytellers) at <http://www.pbs.org/circleofstories/storytellers/tchin.html>