

SUPER-DUPER
SOCIAL STUDIES
POWER PACKET



Fun learning activities for K-5th grade!

Arkansas  **PBS**



Rise and Shine!

¡Este paquete también está disponible en español!

myarkansaspbs.org/riseandshine/es



Welcome, friends! We're glad you are joining us for our "Rise and Shine" summer learning adventure! We have a lot of fun learning planned and some great teachers leading us along the way. This Power Packet contains lots of different lessons and activities for you to choose from. You can also watch "Rise and Shine" on TV, on our website, or by streaming it. You will see some fantastic PBS KIDS shows, mini lessons with some of Arkansas's best teachers, video field trips to interesting places all around our state, cool new songs and dance videos, and more!

In addition to these activities, you can visit myarkansaspbs.org/riseandshine for mini lessons with some of the best teachers in Arkansas along with other fun content to continue learning at home!

Power Packet Guide:

- Kids in K-2nd grade – Start on page 3.
- Kids in 3rd-5th grade – Start on page 9.
- Parents & caregivers – Start on page 15.



Map It! (K-2)

Power Goal: Create a map of somewhere you know.

Learning Choice: A map is a picture or diagram of a place that shows you a part of an area or the whole area. Today you are going to make a map of a place that you know.

Maps can have many different parts, and they can show large or small areas. This map shows a park where kids like to play. There are several different symbols on this map. Each symbol has a different meaning.

Vocabulary

map: a picture that shows an area

symbol: something (like an image) that stands for something else

map key: an area on a map that explains what each symbol means

Draw a map of a place you know very well. Don't forget to use symbols and make a map key! Your map key can use any symbols you need. You could use a straight line to show a road, a dotted line for a driveway, or a rectangle to show a house. Use your imagination!



Map Key



Answers: Learners can draw a map of any place they choose. They should include symbols to represent objects or locations and a map key that tells what those symbols mean.

HELPING MY COMMUNITY (K-2)

POWER GOAL: Identify different ways you can help your community during a natural disaster.

Learning choices: Natural disasters are events caused by nature that sometimes result in damage to homes, roads, or businesses. Earthquakes, hurricanes, volcano eruptions, floods, and droughts are all types of natural disasters. There are three types of natural disasters we sometimes see in Arkansas.

A. Under each image, write or draw a problem that people may face during that type of natural disaster.

 <p>ice storm</p>	 <p>tornado</p>	 <p>flood</p>
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B. We cannot stop natural disasters from occurring, but we can help people who lose things like electricity, furniture, or food and water. Write or draw ways you can help others after a natural disaster. Remember to always have a trusted adult with you when you volunteer!

Answers: A. Answers will vary but may include things like loss of power, downed power lines or trees, and damaged homes and fields. B. Answers will vary but may include things like helping clean up debris or bringing food and water to people affected by the disasters.



Let's Trade! (K-2)

Power goal: Design a system of trade between example countries.

Learning choices: Countries around the world **trade**, or exchange, goods and services. Goods are products or objects that are produced in a country. **Goods** can be produced naturally like food or minerals or in businesses like cars or rugs. **Services** are actions that people in the country perform for others. Services use the skills and knowledge of people to perform a job for someone else like providing internet or security.

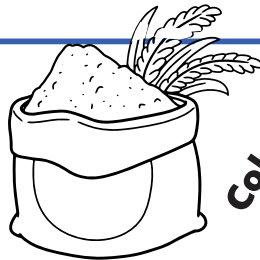
Examples

goods

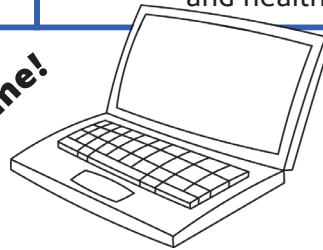
rice, wood, and iron

services

computer technology,
science and research,
and health care



Color me!



A. Create three make-believe countries. You can name them anything you like! Next, determine what their main goods and services will be by choosing from the example goods and services above.

country's name	country's name	country's name
_____	_____	_____
main goods	main goods	main goods
_____	_____	_____
main services	main services	main services
_____	_____	_____

B. Answer the following questions using the countries you created in Learning Choice A.

1. Which country has iron that it can trade? _____
2. If a country needs more rice, which country should they contact? _____
3. Which country has many people who are skilled in science and research? _____



Answers: A. Answer boxes should have a country name, main good, and main service listed.
B. Answers will vary.

Things from the Past (K-2)

Power Goal: Draw conclusions about life in the past using artifacts.

Learning Choices: **Artifacts** are items that people in the past made and left behind. Some artifacts are tools that were used to help people do things; others are toys and games that people used for fun. Today, people use artifacts like tools and toys to understand the needs and lifestyles of people in the past.

Word Bank

hook
dice
toy bull
needles
axe

A. The artifacts in these pictures can be seen in museums all around the world. Look at each artifact and write its name in the space under the picture. Use the word bank if you get stuck!



B. Each of the artifacts in Learning Choice A has a specific purpose or use. In the blanks below, write down what each one was most likely used for in the past.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C. Choose one of the artifacts and draw or write how it benefited the lives of the people who used it.

Answers: A. 1- axe, 2- hook, 3- needles, 4- toy bull, 5- dice; B. 1-to build, 2-to fish, 3-to sew, 4-to play or pretend, 5-to play a game; C. Answers will vary but should include how the tool or toy helped the people who used it.



Transportation Changes (K-2)

POWER GOAL: Compare and contrast daily life in the early 1900s to living in the modern world.

Learning Choices: Technology has changed the way that people live, work, and play.

Technology is something that is intended to improve life. One thing technology has changed a great deal is transportation. **Transportation** is how people move from one place to another.

A. Look at the two pictures taken in downtown Little Rock. The first picture was taken between 1900 and 1920, and the second picture was taken in 1958. What transportation technologies do you see in each picture? Write or draw your answers in the spaces below the pictures.



Library of Congress - Little Rock, Arkansas, 1900-1920



Library of Congress - Little Rock, Arkansas, 1958

1.

2.

B. Transportation technology also includes all the things that have been invented to make those vehicles safer. Look closely at the second picture. What things can you see that make motorized vehicles like cars, buses, and motorcycles safer?



Answers: A. 1-horse and wagon; 2-cars, buses, scooters/motorcycles; B. Stoplights, paved roads, and crosswalks are all possible answers.

Save your money! (K-2)

Power goal: Identify where and why people save money.

Learning choices: Money is a tool that people use to buy things that they want or need. People save money in different places. Each place where people save money has different advantages.



piggy bank

- It can sit in your bedroom.
- It can let you see how much you have saved.
- It can be a fun container.
- It is easy to use.



wallet

- You can carry it in your pocket or bag.
- Your money is with you when you need it.
- You can carry a lot of money in it.



bank

- It keeps your money safe.
- It pays interest (more money for saving there).
- It is easy to get your money when you need it.

A. Below, match each place where people save money to the benefit of saving money there.



a. Your money is with you when you need it.



b. It keeps your money safe and pays interest.



c. It lets you see how much you are saving.

B. There are many reasons that people want to save money. Some people save money for large purchases like cars and houses. Sometimes people save money to use if they have an emergency. People also save money so they can buy or do things that can be expensive and fun!

*Draw something below that you would like to save money for.
Then draw where you would save your money.*

Energy and Scarcity (3-5)

POWER GOAL: Identify different ways that energy is gathered and ways to conserve energy in your home and community.

Learning Choices:

A. People use energy in all kinds of ways! Cars, televisions, refrigerators, cell phones, and many other everyday items require energy. Study the definitions of different kinds of energy. Then write the correct vocabulary word under the symbol that represents it.

Vocabulary

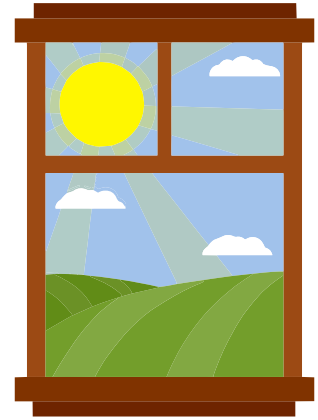
solar energy: energy that is created using the heat of the sun

hydroelectric energy: energy that is created by using running water in a river

fossil fuel energy: energy that is made by burning oil, gasoline, and natural gas

wind energy: energy that is made from wind turning windmills

scarcity: when there is not enough of something that people want or need



1. _____ 2. _____

B. Sometimes cities and states cannot make enough energy for every person and house to use as much as they want. This is called **scarcity**. The more energy we can save, the more we can share with others who need it. Saving energy can also help protect the plants and animals in our environment!

1. What are some ways that you can help save energy in your home and your community?

2. Think about it...How can saving energy help people and animals?



Answers: A. 1-wind energy, 2-solar energy; B. 1-Possible answers may include closing windows or turning off electronics while not in use. 2-Possible answers may include saving energy so that others have enough to use or preserving the environments for the animals that live there.

KNOW YOUR SOURCES (3-5)

POWER GOAL: Identify primary and secondary sources as well as author's purpose.

Learning choices: Sources provide information about a topic. The two main types of sources for research are primary sources and secondary sources. **Primary sources** give original information and are created during a specific period or event. Newspaper articles, diaries, photos, and videos are examples of primary sources. **Secondary sources** use the information from primary sources to create summaries or interpretations. History books, encyclopedias, documentaries and reports are examples of secondary sources.

- A. Each type of source is important when you are writing academically. Identify primary and secondary sources from the examples in this table by writing primary or secondary next to each source.



Source	Primary or Secondary
1. photograph	
2. textbook	
3. autobiography	
4. video of an event	
5. encyclopedia	

- B. To understand a source, it is important to understand the author or creator's **purpose**, or reason for creating the source. Read the context and quote below.

Malala Yousafzai grew up in Afghanistan where girls were not allowed to go to school. Malala went to school anyway. Some people tried to stop her, and eventually she had to leave her home. Then she began to fight for all children around the world to have the opportunity to go to school and learn. She believed education would give them chances for better lives.

In 2013, she gave a speech to the United Nations Youth Assembly in New York. During that speech, she said these words.

“One child, one teacher, one pen, and one book can change the world.”

1. What do you think Malala Yousafzai's purpose was for saying this?



Answers: A. 1-primary, 2-secondary, 3-primary, 4-primary, 5-secondary; B. 1-to persuade people to believe in the power of education or to allow all children to go to school

Independence Day (3-5)

POWER GOAL: Explain the origin and meaning of the Declaration of Independence.

Learning choice:

The Declaration of Independence is the document the original American colonists wrote to declare the colonies free of Britain and King George III's rule or control. When this document was **ratified**, or approved, by representatives of the colonies on July 4, 1776, the colonies were one step closer to becoming the United States of America.



There are three main parts of the Declaration of Independence.

The **preamble** explains why the colonists could and should declare themselves free from England. It was written to encourage all colonists and other countries to support the declaration. Not all colonists supported the idea, and the writers knew they would need to become allies with other countries.

To support their argument, there is a list of twenty-seven **grievances** or reasons the colonists wanted to found their own country. Some of these reasons are taxing the colonists without letting them have any say, cutting off the colonies' trade with other countries, forcing colonists to house members of the military, refusing to accept laws the colonists wanted, and making laws that were not in the best interest of the colonists.

The **resolution**, or course of action, declares complete separation from Britain and declares that the colonies are an independent country.

Each part was written to persuade people to agree with the argument that the group of colonies should become its own country.

A. Answer the following questions.

1. What are two reasons or grievances the colonists gave for separating from Britain?

2. Why do you think the preamble was written to convince all colonists and other countries to support the declaration?

3. Why is the resolution an important part of the Declaration of Independence?

Answers: A. 1-Answers will vary but should include two of the reasons from the reading.
2-Answers will vary but may include that not all colonists wanted to be independent or that other countries could be helpful allies against Britain.
3-The resolution declared the colonies to be an independent country.



A Gift from France (3-5)

Power Goal: Analyze the Statue of Liberty as a symbol and guide for good citizenship in the United States.

Learning Choices: A **nation** is a group of people who share some common characteristics. People that are members of a nation are called **citizens**. Just like people have different ideas about how they should act or not act, nations have different ideas about what makes people good citizens.

One way that nations can share ideas with their citizens is through **symbols**. Symbols are things that represent or stand for ideas. There are many symbols in the world around you. Warning signs are symbols to let people know to be careful. A heart is a symbol of caring for another person. National symbols represent important values and ideas of a nation.



The Statue of Liberty was given to the United States as a gift from France in 1885.

A. The Statue of Liberty is a symbol that has great importance to the United States of America and to millions of people who immigrate to America from around the world.

1. The Statue of Liberty holds a torch in her right hand. What do you think a torch could symbolize? _____

B. On the pedestal of the Statue of Liberty, there is a poem by Emma Lazarus. The final lines read,

“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

1. According to the idea of this poem, what American value does the Statue of Liberty represent?

2. Draw your own symbol that represents a value important to the United States and explain how it would inspire others to be good citizens. You could use a plant, animal, or even a statue or monument like the Statute of Liberty.

Answers A. 1-Answers will vary but should include ideas like light, hope, or guidance.
B. 1-Answers will vary, but students may write that the Statue of Liberty represents acceptance, fairness, and equality for all. 2-Answers will vary.



The Man in BLACK (3-5)

POWER GOAL: Analyze the impact of a historical figure on the past, present, and future.

Learning choices: There are many different Arkansans who influenced our country and the world. One of those Arkansans was a musician named Johnny Cash. Cash spent a lot of time and energy remembering that he came from a humble beginning in Arkansas, and he eventually became one of the most popular American singers in the world. He wrote songs that talked about how hard life was for farmers and everyday people, as well as songs that reminded Americans that no one should be held back or treated unfairly. Johnny Cash was so influential that in 2019, Arkansas lawmakers determined that his statue would join the statue of civil rights activist Daisy Bates at the National Statuary Hall in our nation's capital.

A. Johnny Cash had the nickname "The Man in Black" because he almost always wore all black when he was singing at a concert. In his song called "The Man in Black," Johnny Cash sang, "We're doin' mighty fine I do suppose, in our streak of lightning cars and fancy clothes / But just so we're reminded of the ones who are held back, up front there ought to be a man in black."

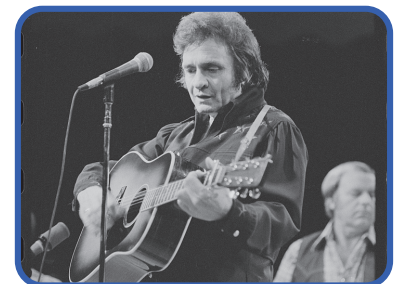
1. If Cash and other famous celebrities were doing so well, who do you think he was talking about when he said that people needed to be reminded of "the ones who are held back"?

2. Why did Cash think there "ought to be a man in black"?

B. In the song "Five Feet High and Rising," Johnny Cash wrote about a traumatic event from his childhood. Look at the excerpt of lyrics and then write what you think Cash was singing about.

"Well, the hives are gone, I lost my bees / Chickens are sleepin' in the willow trees / Cow's in water up past her knees / three feet high and risin'."

What type of event do you think Cash was describing, and what effect might that event have had on farmers and their families?



The Man in Black

C. Johnny Cash used his talent and fame to bring attention to people and ideas he believed needed help or change. If you were to become famous, how would you use your work to teach the world about something important to you?



Johnny Cash's childhood home

Answers: A. 1-Answers may include people who are not famous or wealthy and people who were not being treated fairly. 2-Answers may include reminding people about those who are not famous or wealthy or reminding people to treat others fairly. B. Answers should include a flood and may include loss of crops, livestock, homes, food, and life. C. Answers will vary.



Flag RULES (3-5)

POWER GOAL: Demonstrate proper etiquette for interacting with the Arkansas and American flags and evaluate the significance of a flag in symbolizing nationalities and boundaries around the world.

Learning Choices: Because flags are important symbols of a country or state, people are expected to follow rules when interacting with flags.

A. In the United States, the national flag and state flags have many similar rules about how they should be treated. The following expectations apply to both the Arkansas state flag and the United States flag. Read over the expectations and write down how you think the rules protect the meaning of the flag.



1. The flag shall not touch the ground, floor, water, or merchandise that is below it.	
2. People should not add images, words, letters, or insignias to the flag.	
3. The flag should never be flown upside down unless in an emergency.	

B. The United States flag represents every state in the country, including Arkansas. The United States flag has special rules that apply to it specifically. Next to each statement, sketch an example of the rule.

1. When displayed in a group of flags, the U.S. flag should be in the center and at the highest point.

2. When multiple flags are flown from the same staff or flagpole, the U.S. flag must be at the top of the pole.

Answers: A. 1-Answers will vary but may include that this rule shows that the flag is supposed to be cared for and kept clean. 2-Answers will vary but this shows that the flag represents every person, not one specific group. 3-Answers will vary but this shows respect for the flag. B. 1-The US flag should be in the center and higher than all other flags. 2-The US flag should not be below a state, city, or other flag.



Family Power Hour

STEAM Night

(Science, Technology, Engineering, Arts, and Math)

Did you know that you can practice being a scientist and an engineer using everyday items? Put on your imagination caps and get your family ready for some tinkering fun! You can choose one activity, or you can do them all. Make sure you have permission from a parent, guardian, or trusted adult before you begin the activities.

Obstacle course, of course!

In this activity, your family can make construction part of the fun! Use a variety of items like pillows, chairs, books, cardboard boxes, painter's tape, and string to create an obstacle course. Create curves, tunnels, and tight challenges! Time each other as you make your way through the course to see who can finish the fastest. To mix it up, you can crawl, crab walk, or move backwards through the course.



Vibration Station

Sound is moving all around us! It can move in waves through the air and through objects. Sometimes we can even see sound vibrations move objects! To investigate, place a glass of water on a table and use a spoon to lightly tap on the table. What do you notice about the water in the glass? Try tapping on the table a little harder. Does anything about the water change? Use your hands to gently tap out different beats on the table. What patterns can you observe about sound and vibrations?

Painting Pendulum

Swing into summer and create a painting pendulum! A pendulum is an object that is hung from a point so it can swing back and forth, just like a swing! You can make artwork using a pendulum that you create—with a paper or plastic cup, scissors, string, and tape. With the help of an adult, poke a small hole in the bottom of the cup and on either side of the upper portion at the top of the cup. Tie the string through the two holes at the top of the cup to create a handle. Place a broom or a stick between two objects, then hang the pendulum on the stick. Place a large piece of paper or cardboard under the pendulum and stick a piece of tape over the hole at the bottom of the cup.

To create art, add some paint or water to the cup, pull the cup back, remove the tape, and let gravity help the pendulum swing! Observe the patterns that are made. Can you change the pattern by changing the length of the string? This activity can be moved outdoors and, if using water, can be done over a concrete driveway or sidewalk. Have fun creating awesome art using science!

Hey, parents! If you post any pictures while you and your family are spending time together, tag us!
#ARFamilyPowerHour #RiseandShineAR

 @Arkansas_PBS

 @ArkansasPBS



HELPing ALL Learners

While you are working with children to boost their learning, consider these tips and tools to help all learners.

Skill	Strategy/Resource	Description
Communication	Helping	With your help or guidance, allow children to help with chores and everyday tasks, including things such as talking with salespeople or checking out at a store.
Writing	Chunking Writing Tasks	Instead of asking children to write an entire piece, divide it into smaller parts.
Writing	Talk It Out	If a child needs help with writing, allow them to talk through their answers in other subject areas such as math or science instead of having them write their answers.
Reading	Chunking Text	Break long texts into shorter sections. Have children read or listen to one section at a time, pausing to discuss or write about each one before reading the next.
Reading	Build Background Knowledge Prior to Reading	Before having a child read a text or story, consider what vocabulary words or ideas they might be unfamiliar with and explore those together, first.
Reading in Math	Read Aloud	For children who need help with reading, reading math problems to them will help them focus on the problem without struggling to understand it.
Math	Manipulatives	Children can work through a math problem by moving around small household objects such as building blocks, pencils, coins, rocks, beans, cereal, etc.
All	Different Ways of Knowing	Encourage learning activities involving multiple senses and types of intelligences, such as:



- Nature Spotlight: Take a walk and write down what you see, smell, hear, and sense through touch.
- Body Movement Spotlight: Create a dance or athletic routine.
- Word Spotlight: Create a poem or a set of jokes using the power words.
- People Spotlight: Get with family members or friends and play or make a game, complete a puzzle, or put on a performance.
- Self Spotlight: Express your feelings by building or creating something, drawing, or writing a journal entry.
- Number Spotlight: Using an everyday object, measure different things in/around your home (example: the chair is 12 forks tall).
- Musical Spotlight: Read books to the tune of different genres of music.
- Visual/Creative Spotlight: Draw or sketch something you learned.
- Technology Spotlight: Create a presentation/game to show your learning.

For our full list of tips, including links to online resources, visit myarpbs.org/helpinglearners

myarkansaspbs.org/riseandshine (English)
myarkansaspbs.org/riseandshine/es (Español)

