

Introducing Texas History
to Second Graders
From Prehistory to 1860's

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TEKS



- ❧ 2.3a,b - understand how various sources provide information about the past and present
- ❧ 2.7a - understand how physical characteristics of places and regions affect people's activities and settlement patterns
- ❧ 2.2a - create and interpret timelines for events in the past and the present
- ❧ 2.6b - locate places of significance in a map, including the local community and Texas

Theme:

Where we are in place and time



Students will gain an understanding of the valley history and recognize that the past is part of their culture.

Guiding Questions



- ❧ What is our family's past, and why is it important?
- ❧ How does culture influence our lives?
- ❧ How do we learn about events in the past?
- ❧ How do past events make our present in the Rio Grande Valley?

∞ In order for the students to understand the meaning of the past and make a connection, students made an interview to a member of their family, this being their grandparents or parents. These are some of the questions they used for the interview:

Week 1: Interview

1. What places did you use to go when you were a child?
2. What were your favorite candies when you were a child?
3. How were the birthday parties back then?
4. What toys did you use to play with?

Interview Samples



Week 2: My own culture



Students were required to identify their own culture, by creating a small collage of all the celebrations and traditions in their families. These included holidays and special dates.



Weeks 3, 4, 5:

Prehistory to 1860's



- ❧ Students learned about the history of the Rio Grande Valley from prehistory to 1860's. Students read articles, worked on research, and watched videos.
- ❧ A lapbook with foldables was created to include some of the different time periods that occurred here in South Texas, these were: Mosasaurs, Mammoths, Coahuiltecan, Palo Alto Battle, and Steamboats in the Rio Grande River.
- ❧ Students had the opportunity to visit the Museum of South Texas History to increase their understanding of history.
- ❧ Students also were excited with the visit from Dr. Russ in our classroom who explained and taught them about the Coahuiltecan Indians.

Samples



Week 6: Final Product



☞ Students reflected on their own local history as an assessment. They also had the opportunity to select an event that connected and show them how that event contributed to their own culture. They wrote a composition and created a diorama of that event.

Presentations of Dioramas

