

Social Studies 3

Society

TEACHER'S EDITION

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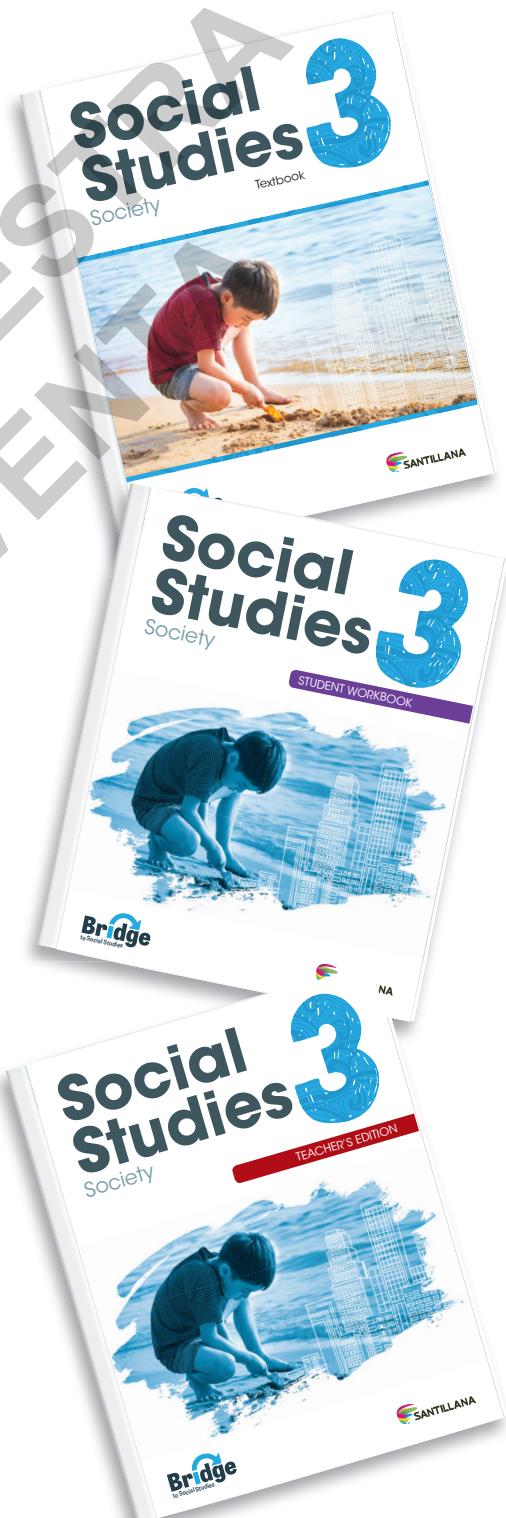
Bridge to Social Studies' Didactic Proposal

Society is constantly changing and, students change with it as well. To be successful, educational proposals must respond to new needs that emerge from contexts so different from those we knew as students or as teachers in training. Nowadays, thanks to theoretical, scientific and technological advances, teachers have new resources and tools that allow them to promote learning that is profound, of high caliber and, above all, necessary for the 21st century.

The **Bridge to Social Studies** series is a project whose purpose is to provide the educational community with a space for growth, with particular attention paid to the key ideas for 21st century education. One of the approaches in this series is for students to build their knowledge. This way, students will be able to put into practice the four pillars of education: learning to know, learning to do, learning to live together and learning to be.

To achieve these pedagogical objectives, the series was designed in a way that includes a **greater amount of activities** that allow for the practice and application of knowledge. Thus, we manage the development of skills that seek lifelong learning. On the other hand, we also emphasize **civic education**, the development of **entrepreneurship skills** and **education in values via problem solving**.

The contents that are presented in each chapter favor the incorporation of students into social, economic and productive life, and prepare them to face society's challenges. We aim to ensure that students are exposed to educational experiences that best enable them to act in a rational and critical way. This new project promotes strategies that help create citizens with the knowledge, skills and attitudes that are capable of **contributing to the social processes** they are meant to experience. Finally, the **Bridge to Social Studies series** aims to awaken in students an interest in knowing and analyzing the changes that have occurred in their family, community, Puerto Rico and the world, as well as recognizing the importance of these as part of their historical heritage.



An Initiative for Entrepreneurial Development

Entrepreneurship involves the development of skills and attitudes that promote the integral formation of students. "Entrepreneurship is defined as the competition that results from the mobilization of skills and attitudes that jointly enable the creation of initiatives, the implementation and development of a project or the achievement of a personal and/or social goal." (Rodríguez Osés, et al., 2014)

The entrepreneurship concept has two aspects: the generic and the specific. The generic aspect refers to that which serves for different purposes and to all individuals. Whereas, the specific aspect only relates to everything that is connected to the business world. The **Bridge to Social Studies series'** proposal emphasizes the generic aspect, but also includes activities that promote the business aspect as well.

The training of students for entrepreneurship is one of this project's key objectives. This training promotes in students the preparation for a working and professional world that is constantly changing. **The activities and workshops that are included in Bridge to Social Studies focus on the presentation of a problem, the search for solutions and the execution of these.** Through these activities students develop the following skills and attitudes:

Abilities:

- Decision making
- Communication
- Persuasion
- Teamwork
- Leadership
- Planning
- Organization
- Work with mistakes, among others.

Attitudes:

- Creativity
- Commitment
- Patience
- Confidence
- Leadership
- Initiative
- Innovation
- Improvement, among others.

These skills and attitudes favor the development of empathetic and assertive leaders who can communicate effectively with the ability to relate to their environment and to work as a team. This way, we seek to contribute to the formation of our children with the objective of developing a society composed of capable, creative, innovative and autonomous individuals.

Information taken and translated from Rodríguez Osés, J.E., Dalmau Torres, J.M., Pérez-Aradros Muro, B., Gargallo Ibort, E. y Rodríguez Garnica, G. (2014). *Educar para emprender. Guía didáctica de educación emprendedora en Primaria*. Logroño: Universidad de la Rioja, 94 pp.

21st Century Skills: How Do We Achieve Their Teaching and Acquisition in the Classroom?

The 21st century skills are summarized in learning and innovation skills; information, media and technology skills; and life and professional skills. But how do we achieve their teaching and acquisition in the classroom? First of all, in order for our students to develop these competences it is imperative that the student has the opportunity to participate in a learning process that focuses on collaborative work and problem solving. The transmission of learning has proven to be an ineffective strategy, which is why it should be the student, with the direction of the teacher, who builds up and upon their learning. "[T]he studies have shown that students acquire new skills better when they develop great meta-cognitive skills, when they objectively reflect upon the new concepts learned and when they integrate that information with the knowledge and skills they already have." (Scott, 2015)

On the other hand, it is essential for students to know these skills, to know when they are putting them into practice and, above all, to understand why it is important to develop them. The 21st century skills go far beyond promoting and enhancing the use of technology in the classroom. The development of these competences requires that autonomy and creativity be promoted in students. These skills are geared towards working in new types of jobs and fostering critical analysis, technological learning, teamwork, appropriate communication through different means, problem solving in a creative way, and working effectively with the flow of information.

The integration of all the components that make up the Social Studies series provides the teacher with the material necessary to achieve the teaching and acquisition of 21st century skills in the classroom. Through the planning and teaching process, the Bridge to Social Studies series provides teachers with the tools that allow them to develop meaningful and relevant learning experiences for our children. The content, practice exercises, workshops, special sections, assessments, projects, worksheets, and activities suggested in the Teacher's Edition are aimed at encouraging the student to be the architect of their learning. This way, teachers find instruments in the series that will allow them to evaluate and follow up on students' academic achievement.

Information taken and translated from Scott, C.L. (2015). "El futuro del aprendizaje 3 ¿Qué tipo de pedagogías se necesitan para el siglo XXI?" *Investigación y Prospectiva en Educación*. UNESCO, París. [Documentos de Trabajo ERF, No. 15].

Teacher's Edition Structure

Components

Curricular Profile

Each chapter provides the teacher with the information needed for lesson planning. The curriculum profile includes the topics discussed in the chapter, the concepts, the skills that are worked on during the activities, and the learning objectives. It also includes alignment with Puerto Rico Core Standards.

Chapter 1: I Am a Leader

Curricular Profile

Topics

- 1. Why Am I Unique?
- 2. Values are...
- 3. My Values and My Friends
- 4. I Change, I Grow Up, I Learn
- 5. There Is Nobody Like Me!
- 6. People Around Me

Learning in Context: Time

Concepts

- abilities
- personality
- self-esteem
- values
- generosity
- independence
- tolerance
- honesty
- friendship
- trust
- good manners
- physical traits
- neighborhood
- neighbors

Skills

- Identify
- Relate
- Classify
- Evaluate
- Interpret
- Write
- Value
- Analyze
- Create

Objectives

- Identify which characteristics make them unique.
- Recognize the importance of practicing values.
- Identify the characteristics that make them different to others.
- Interpret their family history.
- Establish the ways in which they relate to other people around them.
- Describe how time is used and measured.

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Puerto Rico Core Standards

CC.3.3	DR3.3
PLA.3.10	DR3.4
DR3.1	DR3.5
DR3.2	CCD3.1

Notes for lesson planning

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Chapter 1: I Am a Leader

Opening

- Encourage students to observe and describe the image of hands holding a plant. Ask: Who do these hands belong to? What do you think they will do? Why do they want to do it?
- Read the chapter title. Ask: What does the word "leader" mean? In what ways does one work up the meaning of the words enterprise and enterprising in the dictionary. Discuss the meaning of the words as a class.

Development

- Give each student an index card.
 - Ask them to write their name on it.
 - Ask a student volunteer to read the chapter title and the first opening paragraph. Allow enough time for students to respond to the reading.
 - Encourage students to read the questions from the What Do I Know? section.
 - Clearly mark question number three with the people who are part of our lives.
 - Encourage students to use the index cards to work on the three questions listed in the What Do I Know? section.
 - Tell students that the What Will I Learn? section contains important questions that will be answered as the chapter progresses.
 - Ask for a volunteer to read the questions.
 - Ask: What does the word abilities mean? Allow students enough time to share knowledge.

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Team-teaching

Activity: Self-portrait

Objective: By creating a self-portrait, students will express ideas about themselves. This activity encourages the development of healthy self-esteem and the concept of enterprise.

- Tell students beforehand to bring a mirror.
- Ask the art teacher to explain what a self-portrait is and share famous artists' self-portraits.
- Provide students a checklist with the following criteria:
 - a. Draw the head only.
 - b. Show facial features: the shape of the eyes, brows, nose, and mouth.
 - c. Show emotions: happiness, surprise, etc.
 - d. Use colors that are similar to your hair, skin and eye colors.
- Allow students enough time to look at themselves in the mirror and create their self-portraits. Teachers will provide feedback to students throughout the activity.

Closure

- Give each student lined paper.
- Encourage students to write a descriptive paragraph that will be titled "I Am".
 - a. Tell them that they can use the information on their cards so that they may use them in the next class.
 - b. Allow students enough time to review their work.
 - c. Ask for volunteers to share their work.

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Activities and Workshops

The Teacher's Edition includes the answers to the activities found on textbook pages, as well as including suggested activities for the development of workshops.

Checking Understanding

- Mark with an X all the ethic values that you can find:
 - honesty
 - courage
 - generosity
 - respect
 - friendship
 - tolerance
 - trust
 - good manners
 - neighborhood
 - neighbors
 - physical traits
- Find the following words in the word soup:
 - abilities
 - personality
 - self-esteem
 - values
 - respect
 - independence
 - tolerance
 - honesty
 - friendship
 - trust
 - good manners
 - neighborhood
 - neighbors
 - physical traits

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Assessment

3. Draw a picture of how you relate to others in a positive way.

Creative drawing.

4. Read the following sentences carefully. Mark with an X for yes or no.

I show my good values and manners when...	Yes	No
I help my grandmother around the house.	X	
I scream at my brother.		X
I say "please" and "thank you."	X	
I help the new kid at school.		X
I tell my teacher know if anything she should know about happened during recess.	X	
I take my neighbor's doll from her without permission.		X
I respect my mother.	X	
I apologize to whomever I have hurt.		X

What Did I Learn?

- Which are my abilities? Is my personality unique?
- Why is it important to have good manners?
- Is it important to be a good neighbor? Why?

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In addition to these activities, the guide also includes didactic suggestions to enrich teaching and student learning.

Chapter 1: I Am a Leader

Opening

1. Encourage students to observe and determine what makes a good leader. Ask them to think about the traits leaders have in common. Who are some leaders they know? Who are some leaders they admire?

2. Have the class list the 10 traits that make up a good leader. Ask them to rank the traits according to the following scale: Essential, Important, or Unimportant.

Development

- 1. Define leadership and its role.
- Ask the students to list traits they feel are important for a good leader to have.
- Ask for a student volunteer to read their list. Ask the class if they agree with the traits listed. Allow time for discussion.
- Ask the class to list traits that make up a good leader. Ask them to rank the traits according to the following scale: Essential, Important, or Unimportant.
- Discuss the questions.
- Clarify that a good leader is one who can work well with others and can help others reach their goals.
- Encourage students to list the 10 traits that make up a good leader. Ask them to rank the traits according to the following scale: Essential, Important, or Unimportant.
- Ask students that their top 10 traits are the same as those of a good leader.
- Ask students to list the 10 traits that make up a good leader. Ask them to rank the traits according to the following scale: Essential, Important, or Unimportant.
- Ask students to share the qualities most often listed by their peers.

Team Teaching

Activity: Self-portrait

1. Have students complete the following sentence:

“I am a leader because...”

2. While the students do this, ask them to draw a self-portrait. Ask them to include in their drawing the shape of the head, shoulders, and the neck. Ask them to include a portrait of themselves.

3. Ask the students to explain what a self-portrait is and how it can help them self-portray.

4. Encourage students to complete the following sentence:

“I am a leader because...”

5. Ask students to draw a self-portrait. Ask them to include in their drawing the shape of the head, shoulders, and the neck. Ask them to include a portrait of themselves.

6. Draw the heart emoji.

Observe the drawing of a self-portrait, children will draw a heart around the head, shoulders, and the neck of a person they like, admire, and the colored in the area of the heart.

7. Show students how to draw a heart.

8. Show students how to shade a heart.

9. Ask the students to draw a self-portrait and self-portray.

10. Encourage students to complete the following sentence:

“I am a leader because...”

11. Ask students to draw a self-portrait. Ask them to include in their drawing the shape of the head, shoulders, and the neck. Ask them to include a portrait of themselves.

Closure

- Draw each student a leader poster.
- Ask each student to draw a self-portrait of a leader they admire.
- Ask each student to draw a self-portrait of a leader they would like to be.
- Set these in a frame and hang them on the wall.
- Ask each student to draw a self-portrait of a leader they would like to be.
- Ask each student to draw a self-portrait of a leader they would like to be.
- Ask each student to draw a self-portrait of a leader they would like to be.

Team-teaching: Following an integrative perspective, this strategy encourages the development of a professional learning community through the union of two or more teachers for lesson development. This way, the teaching-learning process is strengthened.

Professional Development: With a focus on the professional development of teachers, this section includes information of a disciplinary or methodological nature. The objective is to offer recommendations, resources, and practical information to strengthen the training of 21st century students.

Why Am I Unique?

Opening

1. Ask students to identify their strengths and talents. Encourage them to think about what makes them unique.

2. Distribute the *Identify Your Strengths* worksheet. Ask students to reflect on their strengths and talents, and then write them down. Encourage them to include both academic and non-academic strengths.

3. Ask students to share their responses with a partner or small group. Encourage them to listen actively and provide positive feedback.

4. Write up the *Identify Your Strengths* activity on the board. Ask other members of the class to add to the list based on what they have learned from their peers.

Professional Development

The individual personality is the basic characteristic that distinguishes one person from another. It is the way each person reacts to situations and events in his or her life. Most people have a unique combination of traits and abilities. They may be more outgoing than others, or more reserved. They may be more creative or more practical. They may be more artistic or more scientific. Each person has his or her own special qualities and interests. These qualities and interests are what make each person unique. By understanding your own unique qualities and interests, you can better appreciate and respect the uniqueness of others.

It is important to know your own strengths and weaknesses so that you can work on improving them. This will help you become a better person. It is also important to respect the uniqueness of others. By doing this, you can help create a more positive and accepting environment for everyone.

Closure

1. Ask students to use their worksheets to reflect on their unique strengths and talents. Encourage them to think about how they can use these strengths to benefit themselves and others.

2. Distribute the *Identify Your Strengths* worksheet. Ask students to reflect on their strengths and talents, and then write them down. Encourage them to include both academic and non-academic strengths.

3. Ask students to share their responses with a partner or small group. Encourage them to listen actively and provide positive feedback.

4. Write up the *Identify Your Strengths* activity on the board. Ask other members of the class to add to the list based on what they have learned from their peers.

Assessments

- Self-assessment
- Peer assessment
- Group discussion
- Community involvement
- Service projects

Additional Information: Includes additional content related to the topic currently being discussed so that teachers may share with students.

Curricular Integration: Provides suggestions for activities that promote the integration and coordination of Social Studies with other subjects such as Spanish, English, Mathematics, Science, Fine Arts, Health, and Physical Education, among others.

Attention to Diversity: Presents a reinforcement activity and an extension activity related to the chapter. This section is created so that the teacher adapts it to students according to their learning pace.



This symbol indicates digital resources that have been included to enrich student experience.

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Chapter 1: I Am a Leader

Curricular Profile

Topics	
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2. Values are...	5. There Is Nobody Like Me!
3. My Values and My Friends	6. People Around Me
Learning in Context: Time	
Concepts	
<ul style="list-style-type: none">abilitiespersonalityself-esteemvaluesgenerosityindependencetolerance	<ul style="list-style-type: none">honestyfriendshiptrustgood mannersphysical traitsneighborhoodneighbors
Skills	
<ul style="list-style-type: none">IdentifyRelateClassifyEvaluateInterpret	<ul style="list-style-type: none">WriteValueAnalyzeCreate
Objectives	
<ul style="list-style-type: none">Identify which characteristics make them unique.Recognize the importance of practicing values.Identify the characteristics that make them different to others.	<ul style="list-style-type: none">Interpret their family history.Establish the ways in which they relate to other people around them.Describe how time is used and measured.

Puerto Rico Core Standards

- CC.3.3
 - PLA.3.10
 - DP.3.1
 - DP.3.2
 - DP.3.3
 - DP.3.4
 - DP.3.5
 - CCD3.1

Notes for lesson planning

<ul style="list-style-type: none">• DP3.1• DP3.2	<ul style="list-style-type: none">• DP3.4• DP3.5• CCD3.1
<p>Notes for lesson planning</p> <p>EJEMPLAR DE MUESTRA PROHIBIDA SU VENTA</p>	

Chapter 1: I Am a Leader

Opening

1. Encourage students to observe and describe the image of the hands holding a plant. Ask: Who do those hands belong to? What do you think they will do? Why do they want to do it?
2. Read the chapter title. Ask: What does the word *enterprising* mean? Have them look up the meaning of the words *enterprise* and *enterprising* in the dictionary. Discuss the meanings of the words as a class.
3. Have students explain how the people who are holding that plant can be enterprising.
4. Write the word *citizen* on the board. Ask: What is a citizen? What is an enterprising citizen? Who are Puerto Rico's citizens? Are children citizens? Allow students enough time to share their ideas.

Development

1. Give each student an index card.
 - a. Ask them to write their name on it.
2. Ask for a student volunteer to read the chapter title and the first opening paragraph. Allow enough time for students to react to the reading.
3. Encourage students to read the questions from the *What Do I Know?* section.
 - a. Discuss the questions.
 - Clarify that question number three refers to the people who are part of our lives.
 - b. Encourage students to use the index cards to work on the three questions found in the *What Do I Know?* section.
4. Tell students that the *What Will I Learn* section presents important questions that will be answered as the chapter progresses.
5. Ask for a volunteer to read the questions.
6. Ask: What does the word abilities mean? Allow students enough time to share their knowledge.

I Am a Leader

Can you imagine if we lived in a world in which we were all alike? In this chapter you will learn about what makes you unique in the world, as well as how important your values and good manners are in order to relate well to others.

What Do I Know?

1. Which are the things that I can do well?
2. Do I treat others as they deserve to be treated?
3. Who lives near me?

What Will I Learn?

1. What are abilities?
2. Are values important in my community?
3. Why is it important for me to connect with others?

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Team-teaching

Activity: Self-portrait

Objective: by creating a self-portrait, students will express ideas about themselves. This activity encourages the development of healthy self-esteem and the concept of *enterprise*.

1. Tell students beforehand to bring a mirror.
2. Ask the art teacher to explain what a self-portrait is and share famous artists' self-portraits.
3. Provide students a checklist with the following criteria:

- a. Draw the head only.
 - b. Show facial features: the shape of the eyes, brows, nose, and mouth.
 - c. Show emotions: happiness, surprise, etc..
 - d. Use colors that are similar to your hair, skin, and eye colors.
4. Allow students enough time to look at themselves in the mirror and create their self-portraits. Teachers will provide feedback to students throughout the activity.

Closure

1. Give each student lined paper.
2. Encourage students to write a descriptive paragraph that will be titled "I Am".
 - a. Tell them that they can use the information on their cards. Ask them to save their cards so that they may use them in the next class.
3. Allow students enough time to review their work.
4. Ask for volunteers to share their work.



1 Why Am I Unique?

Opening

1. Prepare beforehand blank paper sheets titled "A World of Equals." Make copies for students.
2. Ask students to chorally read the first sentence on the subject. Tell them to close their eyes and imagine this world. Have them write on their sheets words to describe what they have imagined.
3. Write on the board *A World of Equals*. Encourage students to share their answers. Write their answers on the board.
4. Carry out a quick survey. Ask: How many of you would like to live like that for the rest of your lives? Ask for volunteers to support their answers for and against the idea.

Development

1. Ask for a volunteer to identify the sentence that explains what an ability is.
 - a. Ask students to identify types of abilities. Write them on the board.
 - b. Carry out a quick survey on students' abilities.
2. Continue shared reading of the subject's third paragraph.
 - a. Ask for a volunteer to identify the sentence that explains what personality is and what elements make up a personality.
 - b. Tell students to write a brief paragraph describing their personalities on the back of their cards from the previous class.
3. Finish a shared reading of the fourth paragraph on the subject.
 - a. Ask for a volunteer to identify the sentence that explains what self-esteem is. Clarify the concept.
 - b. Ask for volunteers to identify a good and positive person that is part of their lives.

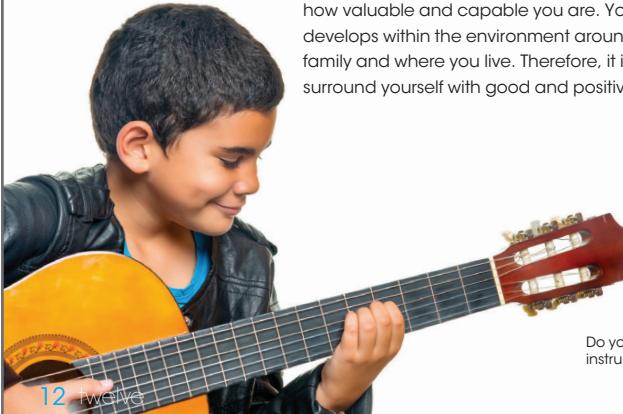
1 Why Am I Unique?

Could you imagine a world in which we were all alike? It would be very boring, wouldn't it? Our being different is what makes us and our planet unique!

Everyone can do a few activities better than others. Maybe you play basketball very well and some of your friends can easily draw and paint. Perhaps your dad is a great cook and both your mom and dad have amazing dance skills. All the things you do well are called **abilities**. Everyone has abilities, and they may be similar or different to other people's of abilities set. In addition to our abilities, we all have emotions, feelings, and tastes.

Your tastes, emotions, feelings, and abilities are part of your personality. Your **personality** shows in your way of thinking and your behavior. Your personality develops as you grow. All the experiences that you live with your family, friends, school, and community are different from those of your friends, and this is what makes their personalities different.

It is important to accept the ways in which you are different, as this will help you in developing good self-esteem. **Self-esteem** is loving yourself and understanding how valuable and capable you are. Your self-esteem develops within the environment around you, like your family and where you live. Therefore, it is very important to surround yourself with good and positive people.



Do you like playing an instrument or singing?

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Professional Development

"The school community and the family face great challenges, since it is a great responsibility to inform children and teenagers that they must value important things, such as personal and academic achievements, and virtues such as honesty, solidarity, and teamwork. They must also objectively measure the value that is given to external things, such as being fashionable, having the latest gadget, or being the most popular person. For example,

it is essential for them to know that self-esteem cannot be measured by the amount of friends one has, but by the satisfaction of finding support in friendship."

(Translation of *Self-Esteem in the School Environment*)



Found at <http://www.fundaciontelevisa.org/mejorenfamilia/autoestima/autoestima-mbito-escolar-docentes/>

Closure

1. Have students use their notebooks to work on the following exercise:
 - a. Abilities are _____.
 - b. Personality is _____.
 - c. Personality consists of _____, _____, and _____.
 - d. Self-esteem is _____.
2. Encourage students to play "Guess who I am".
 - a. Randomly choose five student cards.
 - b. Read the personality description.
 - c. Encourage the class to guess who it is.

Answers

1.
 - a. self-esteem
 - b. abilities
 - c. emotions
 - d. personality
 - e. community
2. Word search

Practice

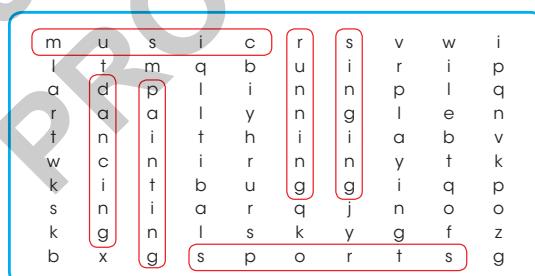
Chapter 1: I Am a Leader

1. Choose the word that best completes the following sentences.

abilities self-esteem personality emotions community

- a. To accept myself and to see how valuable I am part of having good _____.
 - b. The things we do well are called _____.
 - c. Besides abilities, we also have tastes, feelings and _____.
 - d. The _____ of each person is different.
 - e. Our _____ is part of what makes up our personality.
2. Look for the following words in the word soup.

- music
- singing
- dancing
- painting
- sports
- running



1 Values are...

Opening

1. Write a list of values on the board (honesty, respect, tolerance, friendship, gratitude, and responsibility, among others). Explain that these words are a list of values. Ask students what characteristics these words have in common that make them values.
2. Encourage students to think about their positive qualities. Then ask them to identify which of these positive qualities they consider to be values.
3. Ask students about the role that children, teachers or trainers, and parents carry out in a team.
4. Direct the conversation toward values such as fellowship and respect. Explain why it is important to maintain this type of atmosphere when people are part of teams.

Development

1. Write the word **values** on the board.
2. Carry out a shared reading of the first paragraph on the subject.
 - a. Ask: What are values?
3. Continue the shared reading on the subject.
 - a. Discuss the reading and explain the concepts.
4. Allow students to gather in pairs to prepare a list of values.
5. Ask students to discuss what would happen if nobody had values.

1 Values are...



We all have qualities or characteristics of our personality that are positive, these qualities are known as **values**. Values are the ideas we have about what is good and bad, and about the things that are important to us or not. The values that we have are important because they give meaning to our lives and help us live peacefully with others.

Our family and our community members help us in the formation of our values. There are many values that we all should develop. An important value is **generosity**, which is when we help others or we give without expecting anything in return. Other values such as consideration and respect help us teach and treat people well, even when they are different from us. Values are necessary for the welfare of all those around us.

As you grow, you learn to do things on your own; this value is called independence. By being **independent**, we recognize the work of others. We can appreciate our similarities and differences, and be **tolerant** of people who are different from us.

Being respectful helps us to accept others.



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Additional Information

"Teaching values is as important as acquiring knowledge in school because without the correct application of this information, we will not be whole and happy people. Outside religion and political tendencies, values such as sincerity, respect, perseverance, the capacity for forgiveness, or friendship rise as society's

basic foundations. These are values we must teach our little ones, with these they will be happy and help others be happy." (Susana Cantini, translation)



Found at <http://arboldevalores.blogspot.com/p/valores.html>

Closure

1. Work on the board with students to create a conceptual map on values:
 - a. Define the concept values.
2. Write examples of values along with their definitions.
 - a. The importance of values.
3. Tell students to write down the conceptual map in their notebooks.

Answers

Practice

Chapter 1: I Am a Leader

1. Read:

John and Laura study at the same school and have been in the same homeroom since they were little. Marlene, a new girl from another country, was introduced to the members of the classroom. Since Marlene did not know many of the customs and some of the vocabulary used in Puerto Rico, many classmates would tease her during recess. John knew that said teasing was not right, because his mother had told him that he has to respect everyone. Laura also teased Marlene because she feared that if she didn't she'd be rejected by her peers. One day, John decided to invite Marlene to play hide-and-seek with him and his friends. After seeing John accept and play with Marlene, the other children in the classroom did the same and asked her for forgiveness for their actions.

2. Mark the values that John showed when he accepted Marlene.

- | | |
|------------------------------------|-------------------------------------|
| a. <input type="radio"/> love | d. <input type="radio"/> friendship |
| b. <input type="radio"/> respect | e. <input type="radio"/> honesty |
| c. <input type="radio"/> tolerance | f. <input type="radio"/> generosity |

3. Choose a value and explain its importance.

independence tolerance respect love

1 My Values and My Friends

Opening

1. Search the Internet for a video of the song "*Un millón de amigos*", by Brazilian singer Roberto Carlos, which is appropriate to share with students.



(We recommend <https://www.youtube.com/watch?v=lkc-kngbeig>).

2. Discuss the song's message with students.

3. Have students use their notebooks and draw a picture that is inspired by the song they just heard.
4. Ask for several student volunteers to share and explain their drawings in class.
5. Create an exhibit with all of the students' works.

Development

1. Carry out a shared reading for the first paragraph on the subject.
2. Ask for a volunteer to identify the sentence that explains what *honesty* means. Ask:
 - a. Are we always honest? Why is being honest difficult at times?
3. Discuss the concept of *bullying*. Clear up any doubts students may have about what is and isn't considered bullying.
4. Write the word *friendship* on the blackboard.
5. Show students a picture of your best friend. Talk to them about that person.
6. Have students identify one of their friends and list some characteristics that make them special. Allow students enough time to participate.
7. Finish reading the subject.
8. Discuss the questions in the third paragraph. Allow enough time for all students to participate.

1 My Values and My Friends



Friends should always help each other.

You should have fun with your friends!

As you know, values are very important in our society. When you treat people as you want to be treated, you show respect. It is also very important to practice the value of honesty when you spend time with other people. If someone lost a book, and you give it back, that means you are an honest person. If something wrong happens during recess, such as when someone is "bullying" someone else and you report it, you are an honest person. Being **honest** means always telling the truth.

Friendship is the love you feel for the people who have tastes and values similar to yours. Friends should be respectful, caring and honest. A real friend helps you by always giving the best of themselves and by teaching you to become a better human being. Friends support you during your sad and happy moments. To be good friends, there must be **trust** between you. Have any of your friends ever told you that they feel sad about something? Or have you ever told a friend that you feel happy? This means that there is trust between both of you, which involves sharing what we think and feel with others.

Curricular Connection

1. Access <http://cuentosparadormir.com/videocuentos/espanol-neutro/videocuento-el-gran-lio-del-pulpo-acento-latino> and download the video *The Great Mess of Christian Valverde's Octopus*. 
2. Project the video.
3. Discuss the story with the students:
 - a. Identify the environment.
4. Encourage students to explain how values helped the characters.
 - b. Describe the characters.
 - c. Identify the conflict.
 - d. Identify the outcome.
 - e. Identify the values present in the story.

Closure

1. Read the following sentences. Tell students to identify which action represents the use of values.
 - a. Some children throw paper balls around while the teacher is giving class.
 - b. A child picks up trash in the yard.
 - c. Some children argue because one broke the other's electronic toy.

Answers

1.
 - a. green
 - b. pink
 - c. green
 - d. pink
 - e. pink
 - f. green
 - g. pink
 - h. pink
 - i. green
 - j. green

2. Answers will vary.

Practice

Chapter 1: I Am a Leader

1. Color in  the phrases that represent friendship, and in  the phrases that represent trust.

- a. I told Quique that I aced my math test.
- b. Both Mari and I like to dance salsa.
- c. I told Marlene that I felt sad yesterday.
- d. Mario, John and James like baseball.
- e. Teresa and Monica discovered that they both take ballet lessons.
- f. Sofia and Marien let me know when they feel happy or sad.
- g. Roberto and Kevin share their snacks.
- h. Susan and Adriana like to go to the library to read together.
- i. I told Angel that my mom is taking us to the movies.
- j. I told Cindy that sometimes I am bored at school.

2. Write a sentence with each word. Follow the example.

Friendship	Trust	Honesty
Both Juan and I like videogames.	I tell my friends how I feel and think.	I tell my teacher when something that is not right happens.

1 I Change, I Grow Up, I Learn

Opening

1. Have students study the picture of the two girls.
 - a. Ask for a volunteer to read the image's text.
 - b. Ask: Besides the size of our bodies, what else changes as we grow?
2. Have students use their notebooks to write down a list of characteristics and traits that change as we grow.

3. Ask for three volunteers to share their lists by reading them to the rest of the class.
4. Ask how many students have siblings, relatives, or young neighbors that they have known since they were babies. Find out how they have changed and how they have been able to identify these babies as they have grown.

Development

1. Write down the following table on the board:

YES	NO
Saying, "Good morning". Throwing the trash into the trash can.	Skipping the line Screaming

2. Invite students to play a guessing game.
 - a. Ask: Why does the first column say yes? Why does the second column say no? (Direct the conversation so that students identify the concept of *manners*.)
 - b. Ask students: What are manners?
3. Carry out shared reading on the subject.
 - a. Have students identify the sentence that explains the concept of *good manners*.
4. Ask for a volunteer to read the *Citizens of the World* section.
5. Explain to the class that some manners change from one culture to another. Provide the following examples to the class:
 - a. In China, people slurp soup loudly to show that it is delicious.

1 I Change, I Grow Up, I Learn

Your body is not the only thing that changes while you are growing.

Citizens of the World

Good manners are not only about getting along with others. In some parts of the world, they are part of the culture. In England, part of the classes that children attend have to do with manners and etiquette. They teach how to act, dress and express oneself, depending on the occasion and situation.

Ask your mother to show you a photo of when you were a baby. You have changed a lot, haven't you? Perhaps you still look like that little person, but you have actually grown and gone through many changes in your lifetime. As your body changes, your mind and your emotions also change. When you were a baby, you did not know how to express that you were hungry or sleepy. As you get older, you learn to speak out and to ask for the things you need.

Now that you are bigger, you know you have to talk to others with respect and good manners. **Good manners** are those words or actions that we say or do to help us get along with those around us.

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Additional Information

"Good manners are important when it comes to maintaining good relations with those around us. They involve acknowledging others and receiving their attention in return. Instilling good manners in children provides them with the keys to developing well and being able to approach others with confidence. Good manners also help them to find their place and establish contact with classmates with greater ease. Knowing how to carve a spot within a group is a very important element towards social success. That is how a well-behaved child will become an accomplished adult."

(*The importance of good manners in education*)



Taken from <http://bienestar.doctissimo.es/psicologia/educacionimportanciabuenos-modales.html>

Closure

1. Divide the class into two groups in order to carry out the following exercise:
 - a. Have one group add examples of good manners to the table.
 - b. Tell the other group to add examples of bad manners to the table.
2. Ask for a volunteer from each group to read their results.
3. Tell students to write down the table in their notebooks.

Answers

1.
a. T
b. T
c. F
d. T
e. T
f. F

2. GM, GM, BM, GM, BM, GM, BM

When we use phrases like "please", "thank you", or "excuse me"; we are demonstrating our manners and our place in society. Good manners are also our way to show people that, although we are different, we can live together peacefully in our society.



It is important to practice good manners.

Practice



1. Read the following sentences. Write **T** if the statement is true; and **F** if it is false.
 - a. When I want something, I should say please.
 - b. If I hit someone unintentionally, I must say: "I'm sorry" or "excuse me".
 - c. When someone does something for me, I do not have to say: "Thank you."
 - d. When someone helps me, I should always say: "Thank you".
 - e. If I see an older person who needs help, I should help them.
 - f. I do not have to open the door for anyone.
2. Read the following sentences and **classify** the actions as good manners (GM) or bad manners (BM).

My Actions	GM	BM
I asked permission to go out to play with my neighbor.		
I thanked my grandmother when she gave me candy.		
I complained when it was time to go to sleep.		
I helped clear the table after eating.		
I made fun of a classmate that fell in the yard.		
I raised my hand to answer in class.		
I gave a bad look to the janitor while he was working.		

1 There Is Nobody Like Me!

Opening

1. Show students pictures of your parents and siblings. Ask them to answer the following questions:
 - a. Which family member do I look like the most?
 - b. Share a fun anecdote about your family.
2. Tell students to use a blank sheet of paper and draw a picture of their family members. Allow enough time for students to complete this activity.

Development

1. Ask for a volunteer to read aloud the first two sentences on the topic. Allow enough time for students to observe their classmates and you.
2. Ask for another volunteer to continue reading the first paragraph on the topic.
3. Have students work on the following exercise:

My Physical Traits

- a. My eyes look like my _____.
 - b. My nose looks like my _____.
 - c. My hair looks like my _____.
 - d. My skin color looks like my _____.
4. Have students write a paragraph titled "My Family".

3. Afterwards, have them use their notebooks and write down the names of all of their family members. They will then identify who they look like the most.
4. Also, have students make a list of the traits they possess that make them unique.

1 There Is Nobody Like Me!



I am unique!



Sometimes we look a lot like our parents.

Look at your classmates; now look at your teacher. What do you see? They are all pretty different, right? Since you were a baby, your family wondered who you looked the most like as you were growing up. Maybe your eyes look like your grandmother's, or you have your father's nose, or your mother's hair.

All these characteristics that set us apart from others, are known as **physical traits**. When a baby is born, he or she shares some of the physical traits of both parents, such as skin color, hair type or the shape of their eyes. There are children who share physical traits with mostly only one parent or physical features of their grandparents. No matter who you look like in your family, the important thing is that nobody in the world looks like you.

Not all families are the same or have the same number of family members. For example, there are families in which both mom and dad are part of it, and there are also families in which only one parent is present. There are families where the grandparents are the ones who take care of the children. But the important thing to remember is that regardless of how big or small a family is, what matters most is that they all love and respect one another.

Additional Information

"We define family as a human being's primary group. This is established as such because families act as the first group of people with which a human being comes into contact after birth. Families are the groups responsible for not just the care and protection of a child, but also in charge of integrating them into the

world and, through the teaching of practices, rules, and cohabitation patterns, helping them successfully adapt to society's needs."

(*The Importance of Family*)



Found at <http://www.importancia.org/familia.php>

Closure

1. Prepare bookmarks beforehand with the following text on them:

*Do you know you are special?
There's no one else like you!*

2. Give each student a bookmark.

- a. Encourage students to decorate their bookmarks.
- b. Ask them to dedicate the bookmark and give it as a present to a family member.

Answers

- 1.

- a. second image
- b. third image
- c. first image

2. Answers will vary.

Practice

Chapter 1: I Am a Leader

1. Read the following. Then, match the phrase or words to the correct illustration.
 - a. family composed of both parents
 - b. family composed of a single mother or father
 - c. family composed of grandparents
2. Describe your family. Who do you most look like? Who do you share physical traits with?

1 People Around Me

Opening

1. Ask students: *Do you live in a house or an apartment?* Allow students enough time to answer aloud and discuss the subject with their classmates.
2. Now ask students to answer and describe the environment surrounding their house or apartment.
3. Tell them to close their eyes and picture their home.
 - a. Ask: Are there other homes near yours? What are they like?

4. Tell students to use their notebooks and write a short paragraph wherein they explain what their house or apartment is like and which colors decorate it. Also ask them to include external details. For example, they should say if there are trees or a driveway in front of or next to the house.

Development

1. Do a shared reading on the subject.
2. Allow students to gather in pairs to talk about their neighborhood.
 - a. What is the name of the neighborhood you live in?
 - b. Who are your neighbors?
 - c. What activities do you do with your neighbors?
3. Give each student a blank sheet of paper.
4. Challenge students to draw their home and neighboring homes.
5. Have students label the picture:
 - a. Title: My Neighborhood
 - b. Identify the homes.
 - c. Ask them to draw some of their neighbors and write down their names.



Our classmates also become our friends.



Our neighbors can help us.

As you know, we need to relate well to one another. First, we begin by knowing our family—those who are closest to us, such as our parents and siblings. Then, we interact with family members that we see often, like uncles, aunts and cousins. While you are interacting with your family and are growing, you're also getting to know people in your neighborhood.

Your **neighborhood** consists of homes that are close to yours, and those living in those homes are your **neighbors**. Another place where you learn how to interact with others is at school. There, your peers and teachers help you to learn more about the world around you, as they help us learn about the differences in others, and how we should appreciate those differences. Also, in school we learn to relate to others through the use of good manners. It is important that you learn to interact positively with everyone both at school and in your neighborhood, because that is how we begin to make our first friendships.



Our families, our first relationships.

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Attention to Diversity

Reinforce

1. Mark the actions that describe good neighbors with an X.
 - a. Nydia and Bruni grabbed their brooms and cleaned the sidewalk.
 - b. Eladio helped Ms. Ketty carry her shopping bags to the kitchen.
 - c. Priscilla yells at her neighbors when they play music loudly.

- d. When strolling around the neighborhood, Alex lets his dog Chiqui use Ms. Luisa's yard as a bathroom.
- e. Jaime saw a bag full of garbage in the middle of the street right in front of his house. He picked it up and threw it in the trash can.

Expand

Imagine that a new family arrives in your neighborhood. Write them a welcome letter that describes how the neighbors help each other.

Closure

1. Encourage students to explain their drawings to the rest of the class. Ask them to describe their neighborhoods.
2. Have students share details about their neighborhoods as they describe them. What do they like the most about their neighborhood? What do they like the least?
3. If possible, help students in suggesting alternatives that could help solve the aspects they dislike about their neighborhood.

Answers

Practice

Chapter 1: I Am a Leader

1. Mark with an X the images that represent people relating to each other in a positive way.



2. Write an X next to the sentences that are correct.

- a. It is important for me to get along well with others.
- b. When someone bullies me, I should hit him or her.
- c. My teachers and classmates can help me in school.
- d. My neighbors cannot help me.
- e. It is important to get along with my neighbors because they could help me.

3. Draw your neighborhood. Include in your drawing friends that are also your neighbors.



1 Learning in Context

Opening

1. Have students join you in solving riddles:
 - a. For those who are sad, I am slow. For those who are happy, I am quick. (Time)
 - b. I have two hands on my face; you check on me to keep your pace. What am I?" (Clock)
2. Have students use their own words to define the concept of time.

Development

1. Carry out a quick survey. Ask students in which year they were born.
2. Ask a student to volunteer by reading the theme.
 - a. Discuss the lesson and the concepts that were presented in it.
 - b. Clarify that we do not experience all four seasons in Puerto Rico.
3. Have students use their notebooks to carry out the following exercise:
 - a. one hour = 60 minutes
 - b. one day = 24 hours
 - c. one year = 12 months
 - d. a lustrum = 5 years
 - e. a decade = 10 years
 - f. a century = 100 years
 - g. a millennium = 1,000 years

3. Encourage students to describe situations in which it seemed that time passed by quickly and others in which time seemed to pass slowly.

1 Learning in Context

Time

As you know, there are many ways to measure the passing of time. We know that one hour consists of 60 minutes, a day of 24 hours, a year of 12 months, and that each passing year consists of four seasons. But did you know that there are other ways of measuring time? When people refer to a lustrum, they are talking about 5 years. When we talk about a decade, we are talking about 10 years. So if we say: "This event occurred two lustrums ago," it is the same as saying: "This event took place 10 years ago." Because $5 + 5 = 10$! The concepts century and millennium also exist. A century means 100 years, while millennium means a 1,000 years.



Closure

1. Show students a picture of a New Year's Eve celebration.
 - a. Ask: On which day does the new year start? At what time?
2. Explain that many people welcomed the new millennium in 2000, but they were wrong. Tell students that the new millennium began in 2001.
3. Ask students to lower their heads. Explain that they are going to measure how much time a minute lasts without looking at a clock. Tell them that they will raise their hands when they believe a minute has passed. If a minute has not yet passed, tap their hand so they know that there is still time remaining.
 - a. Ask students if time passed slowly or fast. Have them explain why they feel this way.

Answers

1.
 - a. a year
 - b. a century
 - c. a lustrum
 - d. a lustrum
 - e. a decade
 - f. a century

2.
 - a. hour
 - b. months
 - c. lustrum
 - d. clock
3. Individual work

Chapter 1: I Am a Leader

Let's Do It!

1. Write the time each date represents.

- a. from 1985 to 1986 _____
- b. from 1900 to 2000 _____
- c. from 1990 to 1995 _____
- d. from 2001 to 2006 _____
- e. from 2000 to 2010 _____
- f. from 1905 to 2005 _____

2. Complete the sentences using the correct words.

clock	months	lustrum	hour
-------	--------	---------	------

- a. An _____ is made up of sixty minutes.
- b. A year is divided into twelve _____.
- c. I am five years old. That means I was born a _____ ago.
- d. We use a _____ to measure time.

3. Write:

- a. The current time _____
- b. Which year we are in _____
- c. Your birthday _____
- d. The time at which you wake up in the morning _____
- e. The year it will be in five more years _____

1 Checking Understanding

1. **Mark** with an X all the ethic values that you can find.

a. honesty

d. hate

b. courage

e. friendship

c. generosity

f. tolerance



2. **Find** the following words in the word soup.

- abilities
- respect
- friendship
- neighborhood
- personality
- independence
- trust
- neighbors
- self-esteem
- tolerance
- good manners
- values
- honesty
- physical traits



3. **Draw** a picture of how you relate to others in a positive way.

Creative drawing.

4. **Read** the following sentences carefully. **Mark** with an X for yes or no.

I show I have good values and manners when...	Yes	No
I help my grandmother around the house.	X	
I scream at my brother.		X
I say "please" and "thank you."	X	
I help the new kid at school.	X	
I let my teacher know if anything she should know about happened during recess.	X	
I take my neighbor's doll from her without permission.		X
I disrespect my mother.		X
I apologize to whomever I have hurt.	X	

What Did I Learn?

1. Which are my abilities? Is my personality unique?
2. Why is it so important to have good manners?
3. Is it important to be a good neighbor? Why?