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TEACHER'S GUIDE

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TEACHER'S GUIDE

Nystrom Education

A Division of Social Studies School Service
Culver City, California

NYS6022FL V1.0

NYSTROM
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Digital content is available at yc.SocialStudies.com
Cover image: iS/SolStock

© 2022 Social Studies School Service
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Printed in the U.S.A.

ISBN: 978-0-7825-3173-2

Product Code: NYS6022FL v1.0

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Researching Skills

Communicating Skills

Collaborating Skills

Leveled Student Readers

Group Activity Cards

Nystrom Young Citizens

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Welcome to Nystrom Young Citizens

The importance of social studies in preparing students for the demands of life in the twenty-first century is now widely recognized by educators and policy makers.

Our mission is to partner with educators to help build tomorrow's citizens—community members who can understand concepts and content, think critically, solve problems, collaborate well with others, use technology appropriately, and responsibly manage their own time and behavior. Students must develop a sense of civic pride and participate regularly in all levels of government. These attributes have been variously called "twenty-first-century skills," "college and career readiness skills," and "success skills."

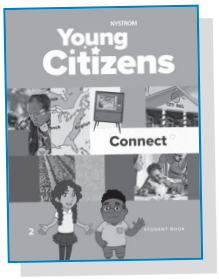
Nystrom Young Citizens steps up to meet this challenge in the classrooms of young learners. Maintaining Nystrom Education's established leadership in hands-on, engaged, sequenced learning, this program blends these strengths with extensive and diverse student development through literacy roads, collaboration opportunities, and project-based learning units. Our social studies core curriculum program brings together the latest research on literacy, brain-based imaging, and interactive learning strategies to offer a program that is colorful, accessible, and designed to meet the needs of your diverse student body. And, it deepens learning with a focus on academic rigor, literacy, hands-on experiences, digital integration, and varied assessments.

Within Nystrom Young Citizens there are multiple ways for students to interact with content that combines reading, writing, thinking, speaking, and listening skills with hands-on experiences that your students will remember for years to come. Equipped with knowledge and skills, students grow into thoughtful, caring, active citizens.

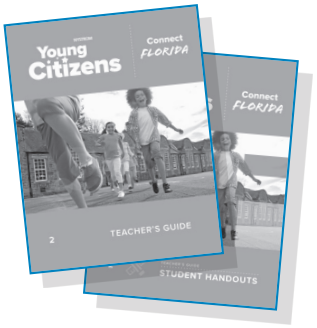
Nystrom Young Citizens has a strong foundation in civics. Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. Students will also reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Program Components

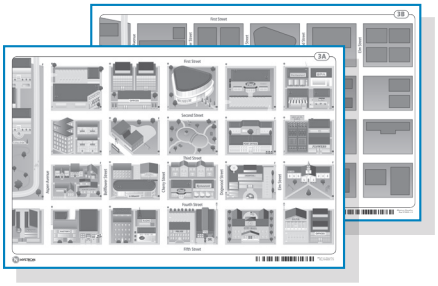
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



Student Books



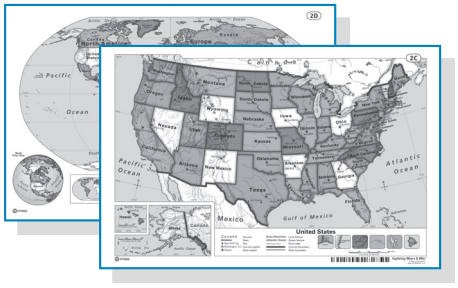
Teacher's Guide *and* Teacher's Guide: Student Handouts



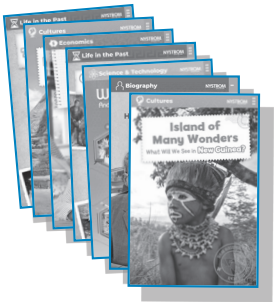
Markable Community Desk Maps



Markable Activity Globes
6 for Small Groups



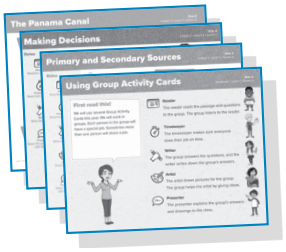
Markable U.S. and World Desk Maps



Leveled Student Readers
7 Sets at 4 Levels



U.S. Raised Relief Maps
6 for Small Groups



Group Activity Cards
8 Sets



Digital Platform



Wet-Erase Map Markers

Educational Integrity

Content

Nystrom Young Citizens has been carefully developed according to the educational content integrity of the Next Generation Sunshine State Standards for Social Studies and the progression of depth of knowledge.

Florida State Sunshine Standards

Standards tell us **what** students need to learn. The content of Nystrom Young Citizens addresses state social studies standards. You will find a correlation to general social studies topics and skills in the Scope and Sequence section.

The Next Generation Sunshine State Standards (NGSSS) social studies standards are organized by strands. For grades K–5, those strands are American history, civics and government, economics, and geography. Nystrom Young Citizens addresses the new civics and government standards by helping students understand the structure of government and how it functions, and requiring students to be able to describe and demonstrate the characteristics of being a responsible citizen, including political participation.

In addition, Nystrom Young Citizens promotes language growth through commonly recognized standards for English language arts and literacy. Activities throughout the program build proficiency in reading both nonfiction texts and literature; in writing narrative, informational, and opinion pieces; and in speaking and listening. Nystrom Young Citizens addresses Florida's B.E.S.T. Standards for ELA, which were built on the premises that English language arts is not a discrete set of skills but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. The texts in Nystrom Young Citizens are meaningful and thought-provoking, preparing students to be informed, civic-minded members of their community.

Inquiry-Based Learning

Inquiry-based learning points to **how** students are to go about learning. The framework was created by state education agencies and leading organizations in social studies education to provide "guidance for enhancing the rigor of K–12 Civics, Economics, Geography, and History." Through this four-stage process, students

1. ask good questions and develop robust investigations into them;
2. consider possible solutions and consequences, while using the tools and concepts of social science disciplines;
3. separate evidence-based claims from parochial opinions; and
4. communicate and act upon what they learn.

Each chapter in Nystrom Young Citizens follows this Inquiry Arc. Beginning with a question to explore, each chapter guides students to investigate, develop skills, and build knowledge to answer that question. Through a culminating project at the end of the chapter, students apply and communicate their new knowledge and then take some action.

Depth of Knowledge

Depth of knowledge refers to a progression of thinking skills that tell us **how thoroughly** students understand a subject. It measures the complexity of the thinking task that we ask students to complete. It is not about how hard a particular question is; rather, it looks at how many steps it takes to answer the question.

The depth of knowledge progression moves from simple questions to complex intellectual activity. It has four levels.

Level of Complexity	Examples
1. **Recall/Reproduction** asks students to recall a fact, a piece of information, or a procedure. Students process information on a low level.	• Can you recall _____? • Who was _____? • Who discovered _____? • How would you describe _____?
2. **Skill/Concept** requires using information or conceptual knowledge in two or more steps.	• How are _____ and _____ alike? Different? • What steps are needed to _____? • What do you notice about _____?
3. **Strategic Thinking** involves reasoning, developing a plan or sequence of steps, and more than one reasonable approach.	• How is _____ related to _____? • What is the best answer? Why? • What facts would you select to support _____?
4. **Extended Thinking** requires connections and extension, high cognitive demands, and complex reasoning. Needs time for extended thinking.	• Research and write a report. • Develop a persuasive argument using information from two or more sources. • What information can you gather that supports your idea about _____?

Look for this progression of higher order thinking in Nystrom Young Citizens' student skills lessons, activity sheets, and Teacher's Guide teaching plans.

Literacy

The idea of United States democracy and instilling a sense of civic pride in all individuals to encourage regular participation in all levels of government is as critical today as when the country was founded. Students' ability to read, write, speak, and listen are the essential foundations not only for learning in social studies but also for participating in civic life. For this reason, Nystrom Young Citizens promotes literacy throughout all its components, smoothly integrating language arts with social studies.

Reading

To maximize student success, you need to weave reading comprehension strategies into social studies content and concepts. Strengthening students' reading skills not only improves their comprehension of this material but also gives them tools to tackle other types of reading.

Nystrom Young Citizens offers a wide range of informational-type reading materials well suited to building reading comprehension skills (such as narrative nonfiction, expository text, captions, labels, and legends). Below are some avenues through which reading block instructions can be supported and integrated into social studies time.

Vocabulary

Studies have shown that early introduction to a wide variety of words is an important predictor of later success in school. Vocabulary development contributes to phonological awareness development, improves reading comprehension, and promotes fluency. Each section of the Student Book and every Leveled Student Reader introduce important domain-specific vocabulary in context. These books also include glossaries to reinforce and clarify the meaning of vocabulary words. The Teacher's Guide provides short, interactive activities that support meaning and pronunciation of every vocabulary word from the Student Book. Vocabulary words reused in new sections are pointed out under the Review Vocabulary heading.

Visual Literacy

Young students in particular need to see things in order to understand and remember them. The comic strip characters invite students to peek into what's coming up in the text. They also are a fun and engaging exposure to dialogue. And, they pull reluctant readers into the content in short sentences with heavy illustrative support.

Primary Sources

"Primary sources are the raw material of history" according to the Library of Congress. Teaching with primary sources is a critical part of the twenty-first-century social studies classroom. The internet has made primary sources more easily available than ever before.

Nystrom Young Citizens provides primary sources in Leveled Student Readers and Group Activity Cards as well as in the Student Book. These primary sources are at the appropriate grade level to the greatest extent possible. As a result, there are frequent photos and contemporary illustrations from the past. Both Leveled Student Readers and Group Activity Cards include activities for students to examine and study primary sources. Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.

The Student Book and Teacher's Guide also include specific skill lessons on the use of primary sources. These skill lessons follow the guidelines of the Library of Congress for using primary sources in the classroom, including (1) engaging students, (2) promoting student inquiry, and (3) applying critical-thinking skills to the sources.

Other types of skill lessons include those useful for analyzing primary sources, such as judging the reliability of sources, looking at two or more sources on the same topic, and distinguishing primary and secondary sources.

Life Connections

Students respond best to situations they can relate to. In Nystrom Young Citizens, connections are made between the content and student's real-life situations. This is achieved in part by focusing on the fictional experiences of the characters that serve as protagonists (for example, we learn how a sense of both family and community is promoted by family reunions) and in part by asking students to make connections to real-life choices (for example, deciding where our classroom should volunteer to have the biggest impact on our local community).

Collaboration

Collaboration has been identified as a twenty-first-century skill. Reluctant or emerging readers benefit from a variety of collaborative configurations to engage them in reading. This program uses reading as one of several opportunities to help students learn how to work together toward a common goal.

Critical Thinking

Language arts and social studies share a core of critical-thinking skills that form the cornerstones of comprehension. Sequencing, comparing and contrasting, recognizing cause and effect, drawing conclusions, and evaluating are just a few. In Nystrom Young Citizens, Student Books, Leveled Student Readers, and Group Activity Cards are used to teach and reinforce these skills.

Writing

Like reading, writing offers another way to blend language arts and social studies instruction. Nystrom Young Citizens presents a variety of writing tasks, progressing from very simple to more complex as students move up through the grades. In addition to writing for activity sheets, there are scaffolded skill lessons in writing. These skill lessons teach students different types of writing, such as narratives and personal experiences, opinion pieces, and information pieces. Further, students' Think Books provide opportunities for less structured writing.

Speaking . . .

Engagement in the social studies classroom, especially for young students, calls for lots of student dialogue and oral participation. Every lesson in the program involves some form of discussion and oral participation by students.

. . . and Listening

Listening skills take practice too. Of course, we want students to spend extended time reading on their own. But they do love hearing stories read to them as well. Reading relevant stories aloud not only enriches students' social studies experience but also provides ideal opportunities to sharpen their listening skills. Every lesson includes a Literacy Links section that provides suggestions for topic-related trade books that can make read-aloud time relevant to the social studies curriculum.

Modifications for Differentiation

Each section's teaching plan includes recommendations for ways to differentiate instruction for learners with special needs: above-level students, below-level students (often emergent readers), and English language learners. Reaching and teaching these students, while ensuring that the whole class gets complete instruction, is an ongoing challenge. How to do it all? And how to ensure that every student succeeds?

One way to have more time for differentiation is to combine social studies and language arts teaching. Nystrom Young Citizens has a formidable base in language arts. Each teaching plan builds on reading the Student Book in different ways to develop language skills as well as social studies knowledge. These social studies materials are a strong fit for reading and writing instruction. The program also includes a library of Leveled Student Readers, which can work seamlessly in language arts time.

Digital Integration

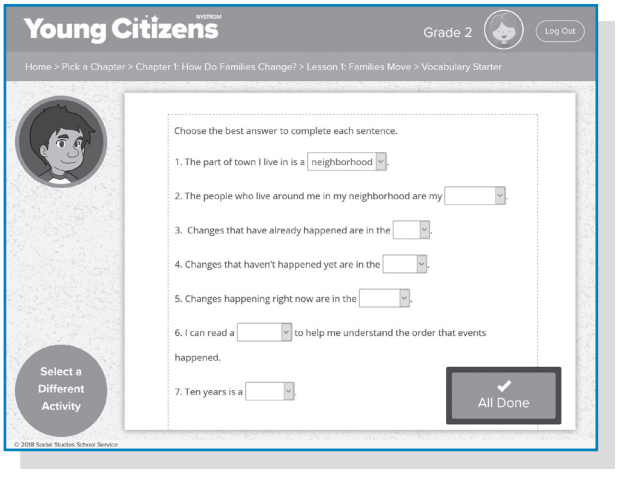
Through its online environment, Nystrom Young Citizens offers complete integration of print and digital materials. Depending on available time and resources, students and teachers can use online materials seamlessly both at home and in school.

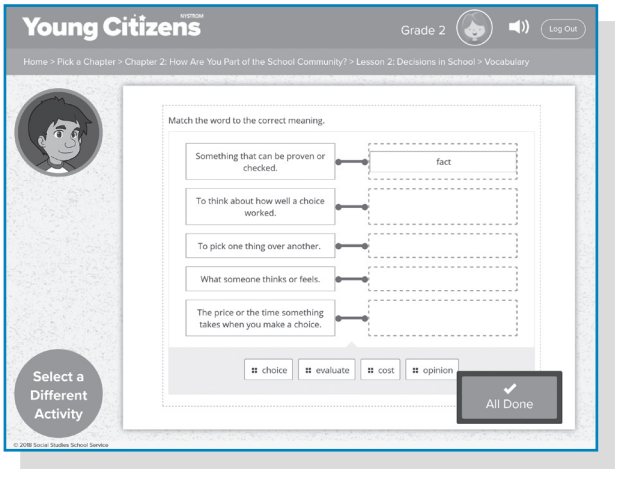
The online environment

- allows students to access content anywhere, anytime through their own log-ins;
- supports and bolsters the print materials with interactive digital assessments that teach twenty-first-century skills;
- incorporates familiar characters to bring the material alive;
- enables teachers to monitor students' progress; and
- provides frontline access for parents so they can encourage their kids every step of the way.

Student Materials

Online activities accompany each lesson of the Nystrom Young Citizens Student Book. Activities cover skills, content, and vocabulary. For each lesson, there are two vocabulary activities: one higher level depth of knowledge and one lower level. The lower level activity is typically more visually oriented. Kid-friendly formats such as drag-and-drop and highlighting engage the student in the learning task.





Students can also practice skills and reinforce concepts taught in the book through online assessments. The longer summative assessment, the chapter test, is available both in print and digitally. When completed digitally, teachers can take advantage of the Nystrom Young Citizens Learning Management System to grade the assessments and generate reports to track student progress.

The Patriots' Handbook is its own section on the digital platform. Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens through the print and digital version of the Patriots' Handbook.

Teacher Materials

The entire Teacher's Guide is available online. This includes activity sheets and tests that the teacher can print out to use in class. It also contains Lesson Closure activities, letters home, and state maps, atlases, the Patriots' Handbook, and Teacher Resources.

Detailed instructions on how to use the online interface are available on the Help page at yc.socialstudies.com.

Active Participation of Students

Hands-on Learning

Scientists who study the brain have learned that we remember and understand much more when we actively engage with information rather than just passively receive it. We also know that by manipulating the new learning in various ways through different processes and sensory modalities, the learner builds more interconnections within and between neural networks. This mass of interconnections provides multiple pathways for retrieving the new learning from long-term memory. For this reason, Nystrom Young Citizens builds an array of hands-on experiences into the program.

Manipulatives

Which would engage you more, being told to find the library on a town map or being given a challenge to draw the shortest route to the library from the grocery store? The latter option is not only more fun for students, but it also uses different parts of the brain. While the eyes locate the two buildings, the fingers might trace several routes. The brain processes these inputs, then the hand draws the chosen route with a marker. Activity makes the difference.

Nystrom Young Citizens offers many opportunities like this for students to interact with the individual laminated desk maps and the small globes for group work. Wet-erase markers make it easy to use these materials over and over. The maps and globes are washable and extremely durable.

Project-Based Learning

Project-based learning provides students with an opportunity to use a variety of skills to create their own public project. The projects allow the use of multiple skills and a broad range of knowledge to develop an authentic product of group effort using twenty-first-century skills. Nystrom Young Citizens includes one project per chapter as a culminating assessment. These projects generally follow the "Essential Project Design Elements" as detailed by John Larmer, John Mergendoller, and Suzie Boss in *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction (2015)*.

1. **Engage** Start projects by discussing what is to be accomplished. Hand out the Project Checklist and refer to it throughout the project. Solicit student input on what outcomes they would like to see. Introduce students to the importance of the topic on a personal, internal level.

2. **Compelling Question** Revisit the chapter-opening question—it is the compelling question for the project. The question focuses the direction of the overall project. The specifics of the final project should reflect students' path to an answer, their own concerns, issues, interests, and identities.
3. **Student Decision** Students need to develop not just what to say but how to say it. Student groups, with guidance from the teacher, discuss and plan how they will address the issues of the project. The more each student is able to contribute at this stage, the more they will be invested and learn from the project as a whole.
4. **Twenty-First-Century Skills** All projects encourage collaboration, communication, critical thinking, time management, and use of technology at a grade-appropriate level.
5. **Discovery and Exploration** The initial brainstorming should create a path of exploration based on students' own questions and ideas (within the framework of the project). This exploration of resources (traditional research, interviews, surveys, etc.) allows the student groups room to explore and develop the project on their own and to develop a sense of civic pride.
6. **Discussion and Revision** After two days of development, students in the group will take time to review each other's work to determine their progress. This allows not only for constructive feedback but also for revision of the group's project.
7. **Communicating Results, Publicly** The end result of the project, the "product" (which represents a form of an answer to the compelling question), is presented to the class, the school, or some other larger group. In most cases, the verbal presentation is accompanied by a physical product to be displayed.

Multicultural Representation

The characters in the Nystrom Young Citizens narrative represent a variety of social and ethnic backgrounds helping to promote an appreciation for the contributions of diverse cultures and heritages. Students are introduced to characters who are Asian, Black, White, Jewish, Christian, Muslim, and who have disabilities with the goal of fostering understanding of ethnic and cultural diversity in our communities.

Humanity and Compassion

Nystrom Young Citizens promotes understanding and compassion, both for other people and for the animals that make up our communities. Situations covered in the student text demonstrate examples of students helping other students, assisting those in need, and respecting the needs and feelings of others. For example, chapter 2 shows students ways to be good citizens.

Parent Resources

Parents have an opportunity to share in their children's learning and monitor progress through features like our Letter Home or the digital platform. With the Letter Home (available for each chapter), parents are informed of the unit's objectives and what students will need to complete the active learning component that comes at the end of each unit. In addition, the Letter Home provides ideas for parents to help their students learn vocabulary, skills, and content that are relevant to that unit. The digital platform allows for parents to have their own login to view student assignments and assess their child's progress.

Assessment

The goal of all the types of assessment in Nystrom Young Citizens is to help teachers shape instruction to maximize learning for every student—not only social studies content and concepts but also essential thinking skills and language arts proficiency.

Formative Assessments

More informal than tests, formative assessments provide quick feedback to indicate students' progress and where they need more work. Information gained on student progress through formative assessments should guide further instruction.

To begin a chapter, a simple five-minute Pre-assessment Activity will let you know how much your students already know about the upcoming topic. Based on the results, you may wish to spend more or less time on certain sections.

At the section level, formative assessments include oral questions, writing on maps, quick-writes, simulations, arts and crafts projects, and activity sheets. Activity sheets appear in the teacher's Student Handouts book, as black-line masters, and as PDFs online. They cover skills and vocabulary. In format, they can be

- matching
- multiple choice
- sentence completion
- map completions
- drawing
- comprehension: reading passages, maps, images
- short-answer questions
- extended response
- recalling information
- identification or classification into the correct categories
- evaluating information or results
- analyzing and researching
- applying specific thinking strategies to different real-world situations
- checklists for evaluation

These types of questions also appear in the Leveled Student Readers and the Group Activity Cards.

Formative assessments appear in the Lesson Closure as well. The lesson closure has two parts: a quick classroom assessment activity and a Review at Home section. The Review at Home section is a take-home activity sheet that will get parents and caregivers involved and continue the lesson conversation at home. It's a way to have students engage with the material together with an adult outside the classroom. It could also provide a structure for feedback from home to teacher.

Summative Assessments

The end of each chapter calls for a more formal, or summative, assessment to evaluate student learning. A ready-to-go traditional chapter test is provided. Extended review materials help students prepare for the chapter test.

The big culminating activity of each chapter is the chapter project. This project challenges students to work together to apply what they've learned to create something of value to the classroom, school, or community as a whole. Throughout the chapter, students have worked through steps 1 and 2 of the Inquiry Arc: asking questions and finding answers. In the chapter project, they bring together what they've learned, evaluate it, perhaps do more research, and then communicate their learning to take informed action.

The chapter project involves hands-on work and allows students of different aptitudes and abilities to demonstrate their talents.

Digital Assessments

Digital assessments give students opportunities to practice vocabulary, skills, and concepts at home, in a computer lab, or wherever they have internet access. As digital natives, students benefit from online practice, which increases their retention of both social studies concepts and literacy skill in an environment where they are comfortable. As they practice, students also improve their proficiency with technology and have the opportunity to develop their twenty-first-century skills. Digital assessments also facilitate rigor in the classroom by building leveled activities, from depth of knowledge level 1 to level 3.

How to Use the Program

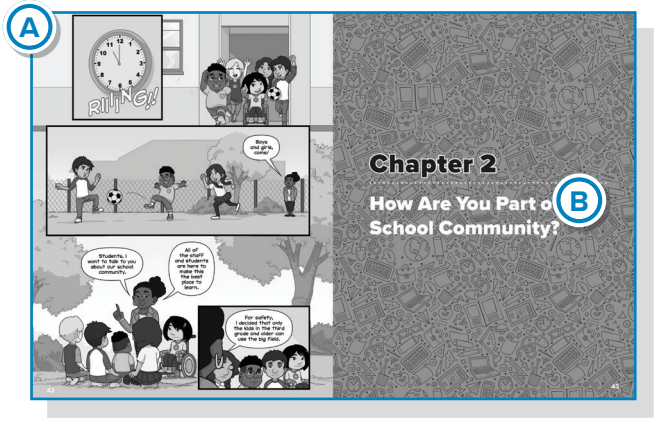
All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

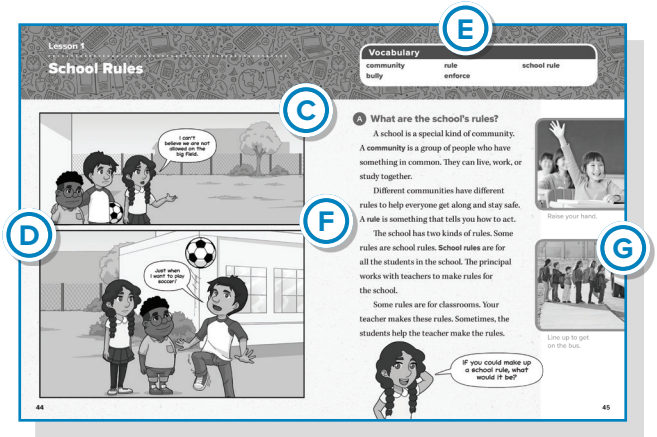
Understanding the Student Book

This grade-level appropriate informational text covers the content students need to master. The Student Book is divided into a "How Do We Use This Book" introduction and seven chapters. Each chapter has 3–5 lessons, and each lesson is divided into several sections. Comics draw students into each chapter and support the informational text. The Student Book includes

- core reading driven by characters living in the imaginary community of Maplewood;
- numerous photos, graphics, captions, and comics to aid student understanding;
- Contents;
- Atlas;
- Index;
- Patriots' Handbook; and
- Glossary.

Chapter Elements





A. Chapter introductory comic provides a storyline that will be continued throughout the chapter.

B. Chapter title is a compelling question that will be answered throughout the chapter.

C. Each section title is a supporting question for the chapter's compelling question.

D. Many sections begin with a comic relating the main story to the subject of the section.

E. Vocabulary list for the entire lesson provides an early introduction to important terms used in the lesson.

F. Each vocabulary word is in boldface when it is defined in the main text.

G. Pictures and captions help describe the concepts in the main text.

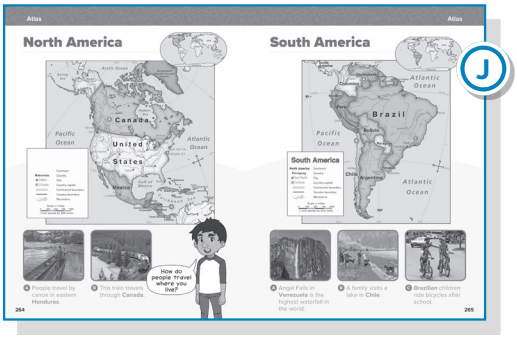
H. Characters ask questions to encourage critical thinking.

I. Brief summaries of the main points of the lesson are found at the end of each lesson.

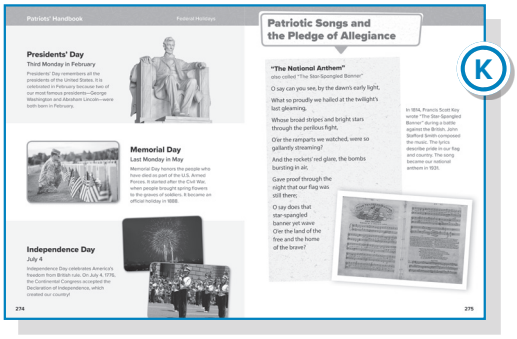


Reference Sections

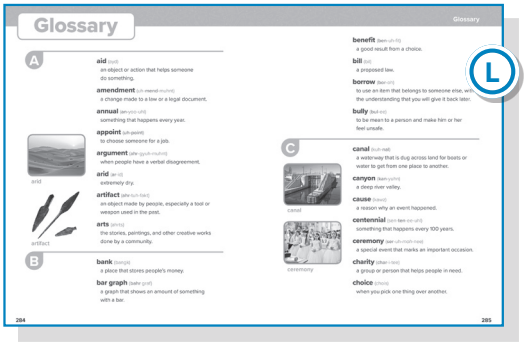
J. The Atlas provides not only maps of the world, the United States, and the seven continents but also photos describing each continent. This section is especially useful in chapter 7.



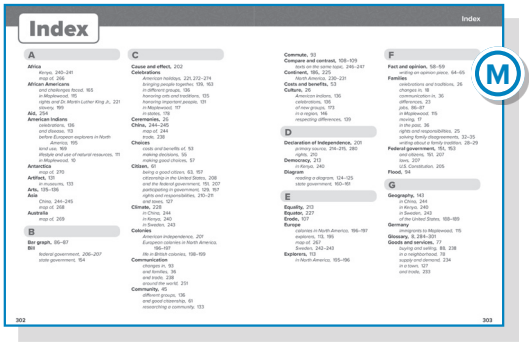
K. The Patriots' Handbook provides pictures and explanations of American holidays and symbols as well as the words and background for the Pledge of Allegiance and patriotic songs. This section is especially useful in chapter 6.



L. The Glossary gives pronunciations and definitions of vocabulary words for students. It also includes many visual representations of the words.



M. The Index provides an easy way to find information about specific topics. It shows the topics in alphabetical order and the pages where the topics can be found.

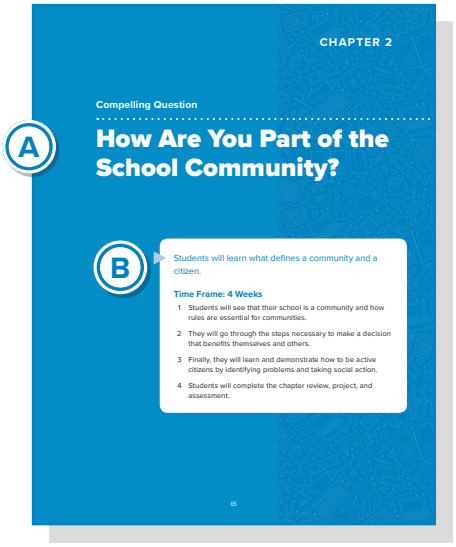


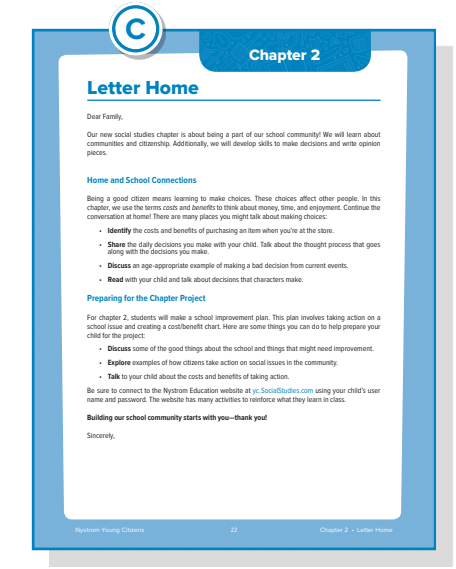
Understanding the Teacher's Guide

The Teacher's Guide parallels the Student Book and is also divided into a "How Do We Use This Book" introduction and seven chapters. Each chapter has 3–5 lessons, and each lesson is divided into several activity sections. The Teacher's Guide includes

- step-by-step instructions for hands-on activities for each Student Book section and chapter projects;
- activities for improving domain-specific vocabulary, content knowledge, and skills;
- explanations for how all program materials are used in class activities;
- multiple options for differentiation and extending activities; and
- culminating projects for each chapter, which encourage students to apply and communicate their new knowledge and then take informed action.

Chapter Openings





A. Compelling Question

Chapter titles are compelling questions, following the fundamental principles of inquiry-based learning and the Inquiry Arc practice of the Florida State Sunshine Standards. The lessons of the chapter will help students develop answers to the compelling question.

Before beginning a chapter have students read the compelling question as a class and have a brief discussion of what it could mean.

B. Time Frame

The suggested time frame helps you maintain pacing for the school year. In general, it assumes one week for each lesson and one week for chapter review, test, and culminating project.

C. Letter Home

The program strongly encourages the development of social studies education outside of the classroom. The Letter Home keeps parents and guardians up-to-date on what will be covered in the upcoming chapter and provides ideas for how they can reinforce the concepts outside the classroom.

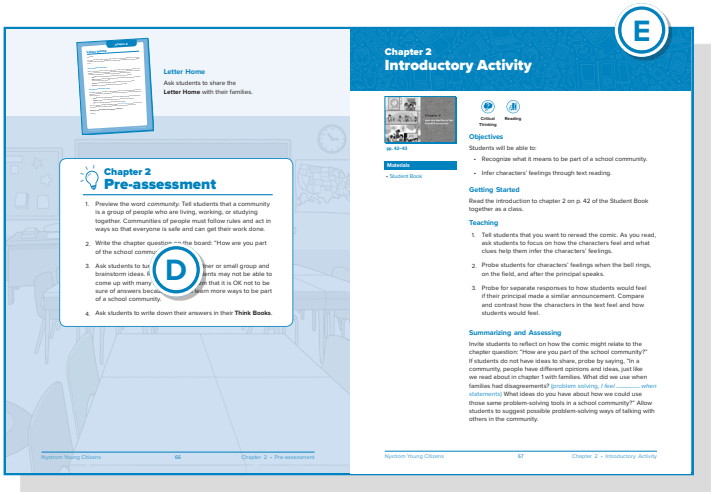
Copy the letter, sign it, and send it home with students. You are encouraged to add anything that you feel may be appropriate to your class's unique circumstance.

D. Pre-assessment

This brief set of questions allows you to assess students' prior knowledge and engages them in the chapter to come. Modify the time spent on topics based on students' mastery of the material in the assessment.

E. Chapter Introductory Activity

The introductory activity engages students in the compelling question. The activity will involve reading the compelling question and the chapter's introductory comic strip.



Lesson Openings

F. Lesson Title

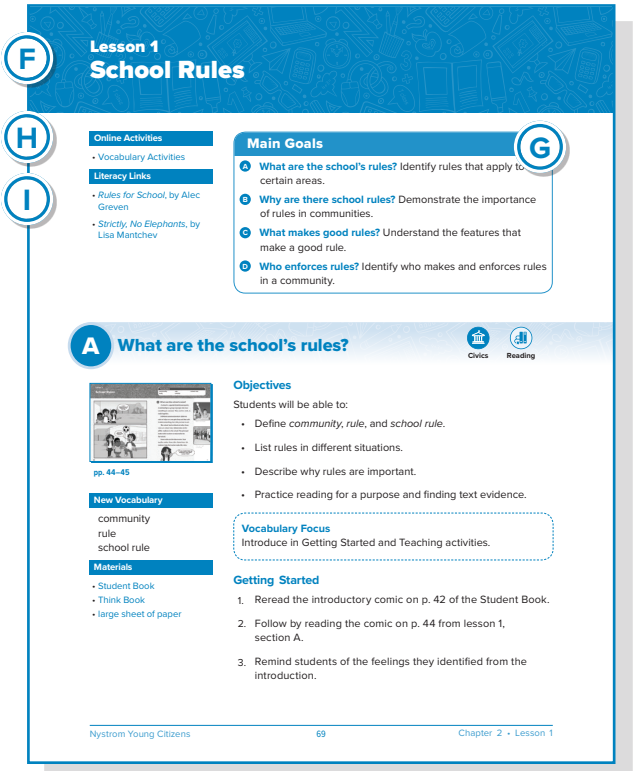
Each chapter has 3–5 lessons. The lesson title provides a general overview of each lesson. Read the lesson title with students to introduce the topic.

G. Lesson Main Goals

The lessons are divided into 3–6 sections, with an activity for each section. Each activity is listed in Main Goals with a brief description of its objectives. This will help you plan where to focus your class's attention.

H. Online Activities

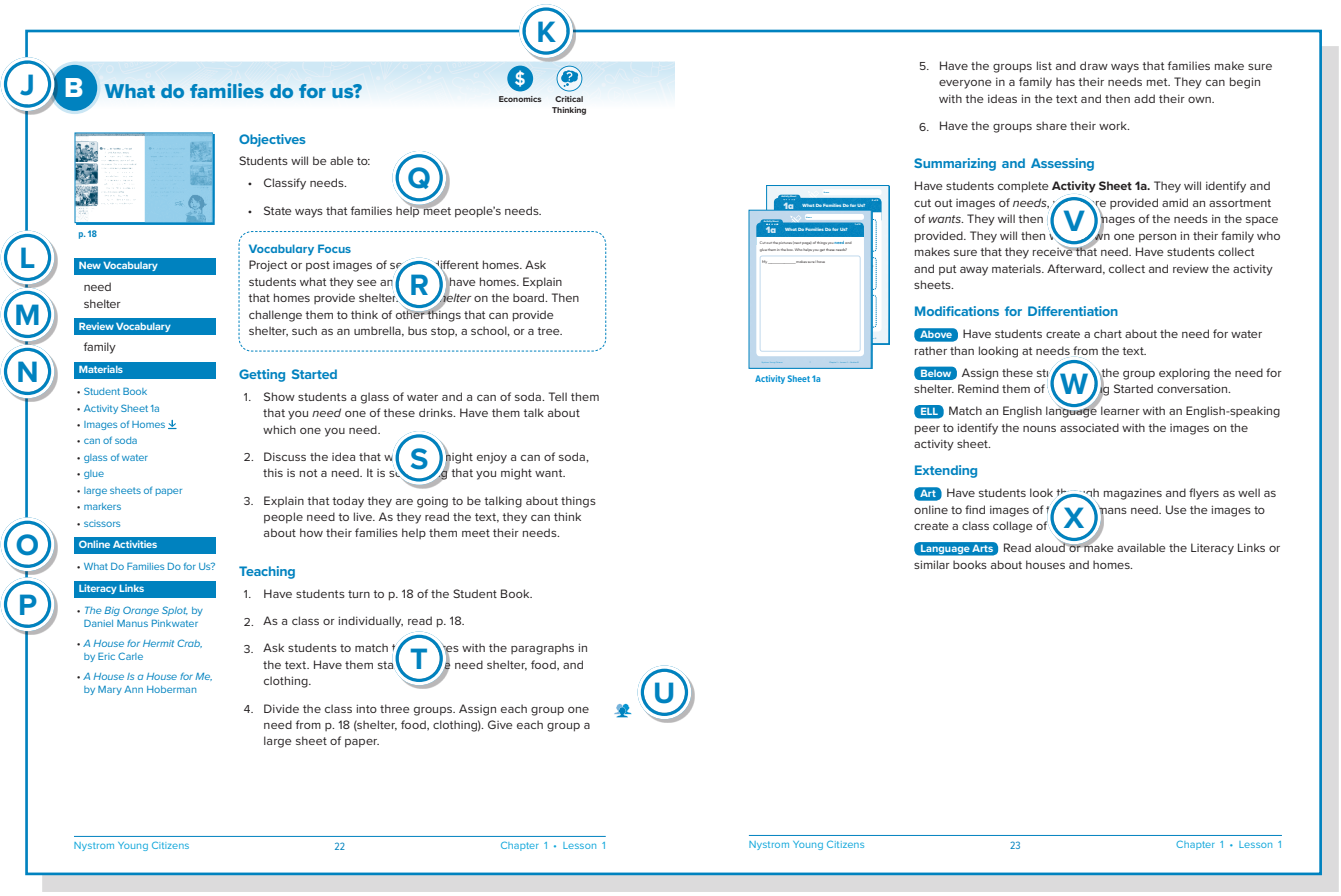
This lists the activities available through the Nystrom Young Citizens online portal, yc.socialstudies.com. These extending activities can be used to introduce then reinforce the lesson's new vocabulary. There is both an introductory vocabulary activity and a vocabulary mastery activity for every lesson.



I. Literacy Links

These are recommended book titles for outside, or library, reading that support the lesson topic at an appropriate reading level for second graders. You can read them to the class or suggest them for individual reading time.

Activity Sections



J. Activity Title

Each activity is connected to a section in the Student Book and correspondingly labeled "A" to "F." The title for both the activity and the Student Book sections are supporting questions to the chapter opening questions.

K. Subject Icons

Each activity addresses from one to three academic disciplines, either topics or skills. Icons appear with each section opening to indicate the main social studies curriculum content or skill development addressed in the activity.

Curriculum Topics

Careers

Civics

Cultures

Economics

Geography

History

Skills

Critical Thinking

Information Processing

Reading

Speaking & Listening

Writing

L. New Vocabulary

Most sections include new vocabulary. In the Student Book, the words appear at the beginning of the overall lesson and in bold the first time they are used in the main body of the text. This list notes the words introduced in the section.

M. Review Vocabulary

Especially important words for the activity that were introduced in earlier chapters or lessons are listed here. Read them to students to be sure they remember what the words mean.

N. Materials

Materials that will be needed for the activity are listed here. Be sure to have all the materials easily accessible before the lesson begins. The subsequent Getting Started, Teaching, and Summarizing and Assessing sections will tell you when to distribute materials. You should establish procedures for passing out and collecting materials early in the year.

The Materials list begins with the program components used in the activity, followed by additional materials that may be needed. If there are materials listed that are not generally found in most classrooms, often audio or visual examples of content, you may do your own research (tailored to your specific classroom dynamic) or use the items digitally provided for your use. These will be available online in the Digital Resources section of yc.socialstudies.com.

An icon in the Materials list indicates when the listed items are available on your Digital Resources page: .

O. Online Activities

This lists the activities available through the Nystrom Young Citizens online portal, yc.socialstudies.com. These extending, interactive activities can be used to reinforce skills and content.

P. Literacy Links

These are recommended book titles for outside, or library, reading that support the activity topic at an appropriate reading level for second graders. You can read them to the class or suggest them for individual reading time. Some Modifications for Differentiation and Extending sections suggest additional ways to use these books.

Q. Objectives

Student objectives for the activity are itemized here in the SWBAT (Students will be able to . . .) format. The objectives are listed according to the order they are encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

R. Vocabulary Focus

This item provides suggestions on how and when to introduce the activity's new vocabulary words. In many cases, students will learn the words in the context of the activity.

S. Getting Started

Getting Started gives instructions for introducing the activity. This activity warm-up engages students' prior knowledge on the topic, reviews earlier, related material, and prepares the student for the larger activity. In addition, the Getting Started section often provides ways to get students thinking about new words or thinking deeper about words they already know.

T. Teaching

Here is where you will find the step-by-step teaching instructions for the activity. Most activities will be hands-on or discussion. The activity may be whole class, small group, pairs, independent, or a combination of those choices. Be sure to stop frequently to engage students and check for understanding.

The Teaching steps assume that students already have their Student Books and Think Books (see p. xxxiii) at hand. There are specific instructions on when to distribute other materials.

If the activity requires a student worksheet, handout masters are available online (yc.socialstudies.com) as printable PDFs or may be copied from the Teacher's Guide: Student Handouts.

U. Group Work

Icons appear next to a step when the activity switches from one grouping of students to another. You should establish a procedure early on for getting students into pairs  and groups .

V. Summarizing and Assessing

Summarizing and Assessing provides instructions to quickly determine if students understand the fundamental concepts and skills of the activity. These are meant as formative assessments. Online activities can provide reinforcement for students who are still struggling with the section content. This is also an opportunity to review, reinforce, and support areas that were not fully understood.

W. Modifications for Differentiation

Suggestions for modifications to the activity to help every student succeed are listed here. The modifications deal specifically with students who are significantly above or below grade reading level as well as English language learners. Sometimes these modifications will help students with less pronounced exceptionalities as well.

X. Extending

Extending provides activities that expand on concepts in the activity and introduces cross-curricular links. These extending activities can provide additional challenges for successful students, reinforcement for struggling students, and connect the activities to other material students may be interested in or studying elsewhere.

Skills-Based Activity Sections

Certain activities target specific skills-building learning. These activities follow the same format as all other activity sections. They correspond to specially designed skills sections in the Student Book and are represented by four umbrella categories.



Reading Skills These activities support reading comprehension and critical-thinking skills related to literacy. Some sections in this category include using reading strategies, comparing similarities and differences, and finding main ideas.



Researching Skills These activities support finding, understanding, and using information. Some sections in this category include analyzing primary sources, using maps, and reading charts and graphs.

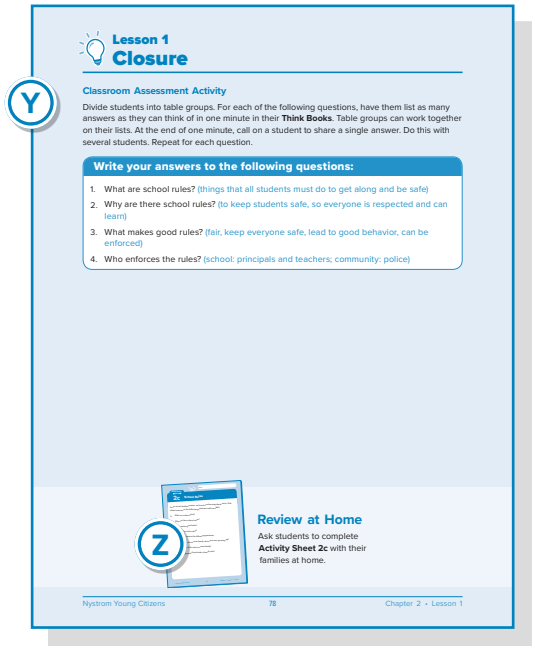


Communicating Skills These activities support developing clear self-expression. They can be verbal, written, or artistic expression. Some sections in this category include writing a narrative, using sequencing words, and creating time lines.



Collaborating Skills These activities support living and working with other people. Some sections in this category include naming problems, resolving conflicts, and listening and speaking in class.

Lesson Closure



Y. Classroom Assessment Activity

This brief activity provides a formative assessment at the end of every lesson. Have students complete the assessment after the last activity in the lesson. This is also an opportunity to review, reinforce, and support areas that were not fully understood.

Z. Review at Home

The Review at Home provides a way to involve students' parents and guardians in the program. Depending on the nature of your class, you may choose to send the sheet home at the end of the lesson, at the beginning of the lesson, or as part of a packet attached to the Letter Home at the beginning of the chapter.

Chapter Review

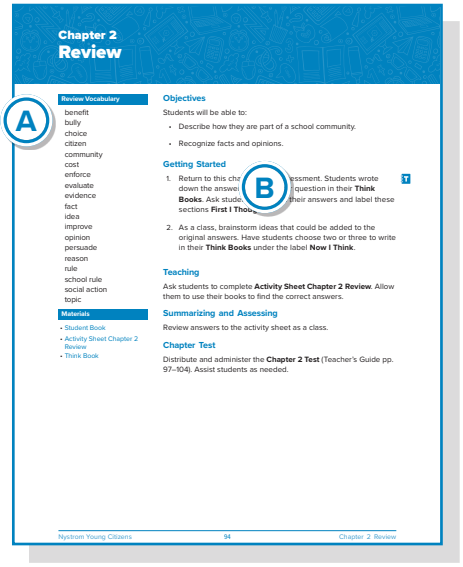
Each Chapter Review lesson is built on the same format as all the activities: Objectives, Getting Started, Teaching, Summarizing and Assessing. The activity itself is a Chapter Review Activity Sheet that covers all the main points of the chapter, providing an opportunity to reteach any areas that need additional support and attention.

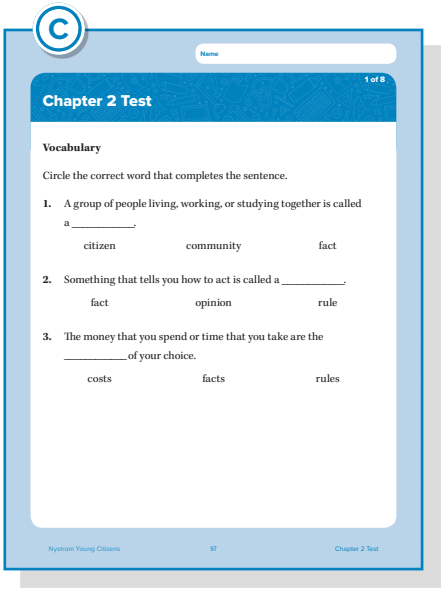
A. Review Vocabulary

A complete list of all vocabulary taught in the chapter is provided as part of the chapter review.

B. Review Activity

In general, Review Activities involve more practice for traditional assessment than other activities. The content and skills in the Review Activity will be the same content and skills tested in the Chapter Test.





C. Chapter Test

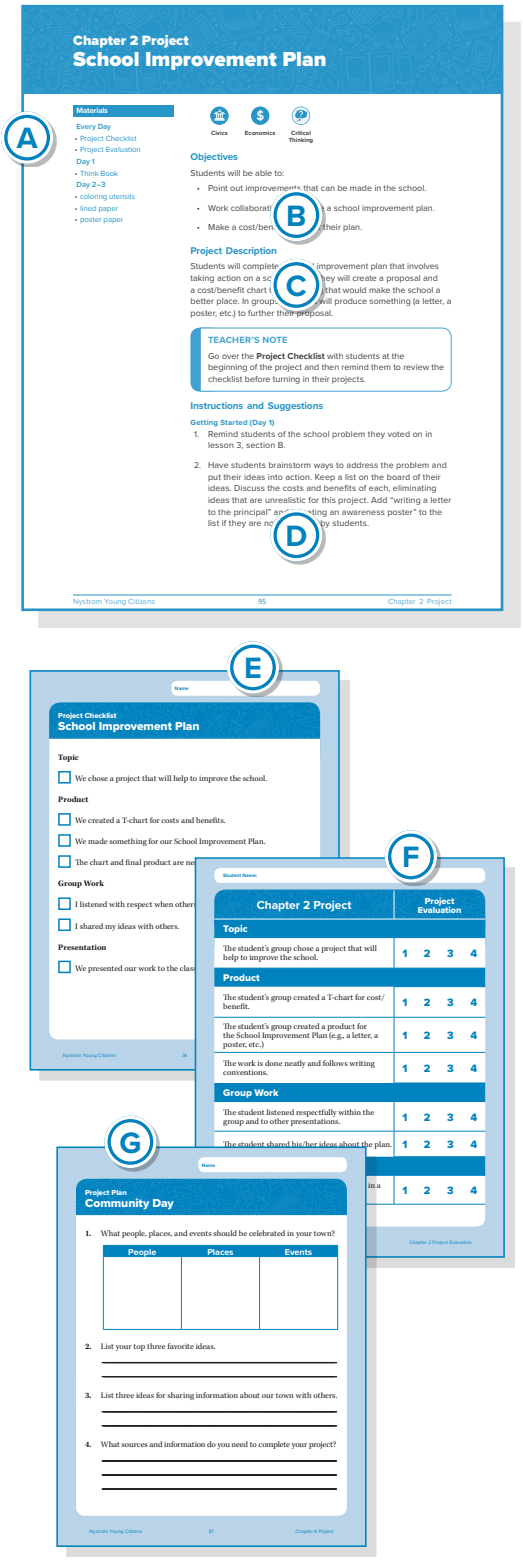
The Chapter Test assesses skill, vocabulary, and content at various depths of knowledge. This serves as the summative assessment for the chapter. The test allows you to assess students' levels of understanding and provides students with practice in a variety of standardized testing formats. The Chapter Test master is found at the end of each chapter in the Teacher's Guide. This makes it easy to reference while teaching the activities.

Chapter Tests may be administered and graded in the online interface. The online chapter test offers students the opportunity to record answers by speaking into a microphone instead of writing as needed.

Chapter Project

Every chapter provides a collaborative, culminating project for authentic, summative assessment. The project incorporates most of the skills and content found in the chapter along with communication, research, and collaboration skills. The project takes place over several days, as the instructions outline.

Projects range from the relatively straightforward to the more complex. The projects showcase the Nystrom Young Citizens application of the Inquiry Arc process in action: ask questions, gather information, evaluate, and communicate conclusions.



A. Materials

This list of materials is organized day by day for the life of the project.

B. Objectives

Student objectives for the activity are itemized here. The objectives are listed according to their order encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

C. Project Description

The description provides the end result of the project as well as a general outline of what will be accomplished pedagogically through the project.

D. Instructions and Suggestions

Day-by-day and step-by-step instructions guide teachers and students through the project. The project instructions are organized similarly to the other activities. Each day's work is laid out. Suggestions for preparation and guidance are also provided here.

E. Project Checklist

The checklist gives students an understanding of the expectations for their work on the project. Students should be given the checklist on the first day of the project. These sheets are available for reproduction from the Teacher's Guide: Student Handouts or as a printable PDF from your online portal.

F. Project Evaluation

The project-specific Project Evaluation rubric measures both the finished project and the student's collaboration skills.

G. Project Plan

Project Plans are worksheets that students complete in class and are integral to the completion of the chapter project.

Evaluating the Chapter Projects

Begin each project by distributing a copy of the chapter Project Checklist to every student. If the student completes all the items on the checklist, then they have achieved a successful outcome.

The challenge to the teacher is to grade students' work fairly, both as individuals, as small groups, and as a class. To do so calls for using the Project Checklist for student self-evaluation

(in the Teacher's Guide: Student Handouts), and the Project Evaluation rubric (at the end of each chapter in the Teacher's Guide).

You can create your own criteria and categories. It is important to share the rubric with the class before students begin work on the project so that they will know what you expect of them.

Chapter Teacher Resources

Teacher Resource Sheets

Occasionally, section activities call for specific readings, activity cards, illustrations, or other resources. Masters for these appear in this section, as well as online. They should be copied/printed, cut apart, or whatever else is required to prepare them for use during the activity. They are listed under Materials and the instructions indicate how they will be used.

Chapter Test

This is where you will find the copy master for the chapter's summative assessment. It is handy for reference throughout the teaching of the chapter.

Project Evaluation

The rubric provides a project-specific assessment tool.

Answer Keys

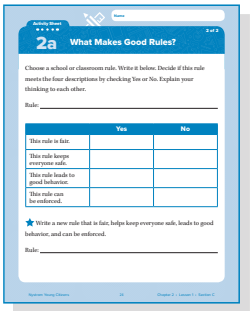
Here you will find answer keys for all the activity sheets, chapter review worksheets, and chapter tests.

Understanding the Teacher's Guide: Student Handouts

This is your handy one-stop location for all student reproducible materials. These items are all also available online at yc.SocialStudies.com as printable PDFs. The Teacher's Guide will tell you when to use the different sheets. The copy masters are arranged in the order that they appear in the chapters. Thus, the first item is the program's introductory Letter Home. You will find here copy masters (or black-line masters) for the following items.

Letter Home

See description on p. xxi.


Activity Sheet 2a
What Makes Good Rules?
Choose a school or classroom rule. Write it below. Decide if this rule meets the four descriptions by checking Yes or No. Explain your thinking to each other.
Rule: _____
	Yes	No
This rule is fair.		
This rule keeps everyone safe.		
This rule leads to good behavior.		
This rule can be enforced.		
★ Write a new rule that is fair, helps keep everyone safe, leads to good behavior, and can be enforced.
Rule: _____

Activity Sheets

Some activities have worksheets. These are used as a part of the activities. The Getting Started, Teaching, and Summarizing and Assessing sections will provide more instructions on when and how to use them. These sheets are titled and numbered with the chapter number and a sequential letter, for example, 4a, 4b, 4c. In chapters 5 and 6, you will find some additional, Florida-specific activity sheets for you and your students to explore. The final activity sheet for each chapter is the chapter review.

Answer keys to activity sheets can be found at the back of the Teacher's Guide.

Project Checklist

See description on p. xxviii.

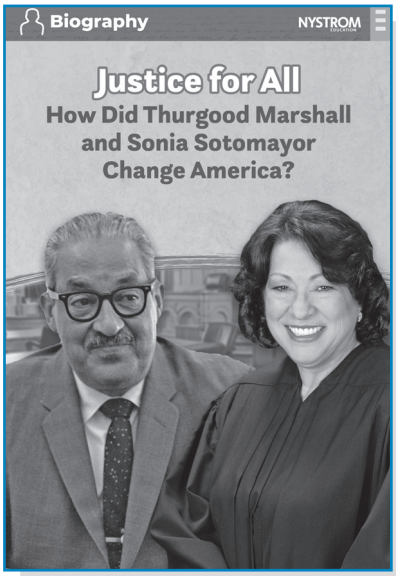
Understanding the Leveled Student Readers

Each chapter has an activity that includes Leveled Student Readers. The Leveled Student Readers are nonfiction books that cover the same topics at four different reading levels. The reading level is indicated by the number of bars in the upper right corner of the front cover: three bars indicates the highest level, and zero bars indicates the lowest level.

The program includes seven titles reinforcing, or providing a counterpoint to, topics from the Student Book. Each title:

- Covers the same basic content at four reading levels. More detailed information is available to students with a higher reading level.
- Tracks page-for-page at all levels with content covered and illustrations provided.
- Is colorfully illustrated and easy to read.
- Is integrated into the overall program. The Teacher's Guide points out the appropriate activity in a chapter to use the Leveled Student Readers.
- Has activities that employ pre- and post-reading strategies aimed at improving depth of knowledge and communicating results.

Teaching with Leveled Student Readers



Have each student read the appropriate portion of the book according to their own reading level. You may put students into groups by reading level to complete the reading. Because each reading level section has slightly different text, reading should not take place within mixed-level groups. However, pre- and post-reading activities can take place in mixed-level groups if desired.

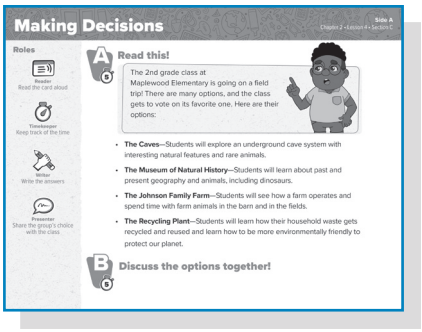
The Getting Started and Teaching sections tell you what Student Book and other work should be done before using the readers. When the instructions call for the readers to be distributed:

1. Do the pre-reading activity found on the inside front cover of the reader. You may also wish to use other pre-reading strategies according to your own class procedures.
2. Have students read the text and the glossary. They also should carefully examine the images and feature boxes within the main text.
3. Have students complete the post-reading activities found on the inside back cover as whole class, small group, or individual activities depending on the instructions or on your classroom's abilities. Each reader has a Reading Comprehension activity, an Analyzing Primary Sources activity, and a Taking Action or Communicating Results activity.

Understanding the Group Activity Cards

Each chapter has an activity that includes the Group Activity Cards. The Materials list in the Teacher's Guide indicates which activities use the cards.

- The program includes eight sets of cards, one for each chapter, covering a variety of social studies topics.
- The first set of cards are used in the Introduction chapter and introduce students to how to use the Group Activity Cards.
- Cards are integrated into the overall program. The Teacher's Guide points out the appropriate activity in a chapter to use the Group Activity Cards.
- Activities encourage collaborative learning and effective communications.
- They employ reading strategies to improve student depth of knowledge.



Teaching with Group Activity Cards

Some activities use copies of the same card for each group. Other activities have different cards for each group. Each card indicates the activity for which it is to be used.

The Getting Started and Teaching sections tell you what Student Book and other work should be done before using the cards. When the instructions call for the cards to be distributed do the following:

1. Break the class up into six groups.
2. Assign, or have students choose, the roles for Group Activity Card work. Remind students that they are expected to help each other and work together to finish all tasks.
    - **Reader (1 or more)** will read the passages to the group.
    - **Writer (1 or more)** will write down the group's answers.
    - **Presenter (1 or more)** will present the group's answers to the whole class.
    - **Timekeeper (1)** will make sure that the group finishes tasks on time, following the time estimates on the card, and ensure everyone has a chance to participate.
    - **Artist (1 or more)** will create required pictures and posters. This role does not appear in all activities.
3. Have students complete the activities on the card in their small group.
4. Monitor groups to be sure they stay on task. If necessary, remind students of when they should move to a new task on the card.
5. Have each group present their findings at the end of the activity time.

Group Activity Role Cards

Individual cards explaining each role are available in the online Digital Resources section. These can be printed and distributed to students during Group Activity Card lessons at the teacher's discretion.

Understanding the Manipulatives

Follow the instructions outlined in the Teacher's Guide activity instructions with respect to using the manipulatives.

Community Desk Map

- Shows the fictional town of Maplewood, the same town that appears in the Student Book.
- Has an illustrated map on side A with 22 blocks of the town, including homes, businesses, a school, and government buildings.
- Provides a common reference point to teach local geography, economics, and civics to students of different backgrounds.
- Has the same map without illustrations on side B to teach map reading.
- Is fully markable with the included map markers for hands-on activities.

U.S. and World Desk Map

- Shows the United States on side C, with all the states clearly labeled.
- Shows the world on side D, with continents, oceans, and some countries clearly labeled.
- Has natural and cultural features of the United States and the world at an appropriate level for second grade.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

U.S. Raised Relief Map

- Shows the United States in three dimensions.
- Displays borders and major population centers.
- Clearly illustrates elevation and different landforms.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Activity Globe

- Is a sturdy 9" student globe.
- Clearly shows continents, countries, oceans, and some additional features.
- Includes an appropriate level of information for easy second-grade student use.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Map Markers

- Are usable with the maps and globes of the program.
- Clean up easily.

Classroom Management

At the beginning of the school year, establish routines for social studies—moving into groups, getting each one of the components, cleaning the components, and putting them away. You may wish to assign components' jobs to specific students.

- Practice routines before using new components or when students change jobs.
- Emphasize quick and quiet habits when using these materials.

Cleaning Manipulatives

A simple paper towel or soft cloth may be used to make corrections and quick fixes during an activity. A damp paper towel or soft cloth is best for full cleanup before storing manipulatives.

Understanding the Think Book

Think Books are personal student notebooks. They are used in a wide variety of activities. The notebook is noted in the Materials list in the Teacher's Guide and the specific steps that use the notebook are marked with an icon . Each student's Think Book:

- Is a bound notebook provided by the school or student. The Think Book could also be a collection of loose-leaf paper stapled together.
- Collects notes, drawings, and important activity sheets.
- Allows students space to speculate on the compelling questions and other social studies topics.
- Creates a space for student-created chapter reviews.
- Provides opportunities to practice note-taking.

Teaching with Think Books

Hand out the Think Books at the beginning of the activity unless otherwise instructed. The Teacher's Guide will give instructions on what students should put in their notebooks. At the end of the lesson, collect the notebooks.

Think Books should also be handed out for the Chapter Review activity to help students easily find information from past lessons. Think Books can also be used if the class has open-book chapter tests.

In general, teachers should not correct what is in the Think Book. The notebook is for students to put information that will be useful to their selves personally. In a few activities, the Teacher's Guide will instruct the teacher to correct factual errors to ensure accuracy of information when the Think Books are used for content review.

Consider taking some art time to let students decorate the covers of their Think Books.

Understanding the Digital Platform

The Nystrom Young Citizen's digital interface, yc.SocialStudies.com, provides students with interactive resources to support and enhance their understanding of the material in the print program. It contains a flipbook version of their Student Book and Leveled Student Readers, hundreds of exciting interactive assessments, and all of their chapter tests.

The homepage uses familiar characters to introduce students to elements of the digital environment (from left to right):

- Ms. Dos gives instructions to students on how to use the portal.
- Carlos takes students to their interactive assessments.
- Peyton leads them to an eBook version of their Student Book.
- Leena guides students to their Leveled Student Readers.
- Minar directs students to their Patriots' Handbook.
- Roger shows students their Atlas.



Students can track their progress as they proceed through the activities. The icons let students know they have completed that activity.

The online interface provides teachers with downloadable versions of all the print assets, including the Teacher's Guide, Group Activity Cards, student handouts, teacher resources, and supplemental materials. The online portal also provides teachers with tools to monitor student progress.

The Patriots' Handbook is available as a separate section on the digital platform. Students can study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. The Patriots' Handbook will foster a sense of civic pride and allow students to reflect upon United States civic history, so they understand their rights and responsibilities as citizens.

Additional Teaching Tips

A Social Studies Center

Set up a variety of social studies centers that appeal to different learning styles. Some ideas include:

- A mapping center with an atlas, desk maps, activity globes, outline maps, or map puzzles.
- A travel center with travel posters, brochures, photos, and postcards.
- A reading center where students can check out relevant books or magazines. See the Literacy Links at the beginning of each lesson for suggested books to place here.
- A landforms center with a tub of sand and water. Here students can create different types of landforms and bodies of water.
- A clothesline for use as a time line. Have students use it to sequence events, holidays, months, or years.
- An economics center with catalogs, sales fliers, a calculator, and play money.
- A civics center with pages from the Patriots' Handbook and other documents and symbols of our state and country.

A Collaborative Environment

Student collaboration is an essential part of Nystrom Young Citizens. However, the management of collaborative learning can be challenging. Some teachers are concerned that only one or two students in a group will do all the work. To avoid situations like this, establish specific roles and responsibilities for each member of the group. Consider using the same roles established for the Group Activity Cards. For example, one person takes notes, another person handles the artwork, a third is the presenter, and so on. In group work, it is important to evaluate the individual's contribution as well as the group's process and product.

This program frequently uses partner work. This approach fosters collaboration and helps address different skill levels within the classroom. While we always defer to the discretion of teachers, we encourage the establishment of pre-determined pairs. This gives teachers the ability to match students to best accommodate differentiation in skill levels. We also suggest having students practice partnering up every time you establish new pairings so that students become familiar with the process.

Some other tips to manage collaborative learning:

- Set up routines so that everyone is involved in activities. For example, if groups are working with the globes, have members pass the globe around so that each student gets a chance to point, circle, or identify.
- Utilize related components that are being used, such as desk maps and Student Books. Have group members point to the same place on their component. Try to keep all members engaged.
- Have students check work with partners or group members. This builds security and eliminates many questions. For example, have students check with partners or the group about directions before asking the teacher.
- Have students work together on activity sheets.

Reading

Reluctant, emerging, and ELL readers are often more comfortable interacting with a peer or a few peers rather than a larger group. Consider pairing students with a strong reading partner for some activities. Or, you may pair students, having them read quietly to each other. Encourage them to help each other and give them a question to think about as they read and then discuss.

Small groups of three or four also work well for this type of collaboration. It is essential to have each student take a turn to read and to have students support each other to make sure they all understand what they have read. When the class comes back together, the small group experience will give all students the knowledge and comfort level to discuss your questions.

Reading

Visual Literacy

Teaching students to look very carefully at all the images in a section before they read it is a good strategy to engage them before reading. Also, try taking some time asking students to talk about the many photographs in their books, Leveled Student Readers, and Group Activity Cards as a way to pull them into the content. What do they see? How do these pictures tell what the reading is all about? In addition to photographs, have students study the tables, maps, graphs, charts, and illustrations in their books. Asking open-ended questions about images is an excellent way to build students' curiosity. Allow ample time for students to speak in class.

Visual text features also merit student attention. Have students find the boldfaced words in their text and explain to them that these are new words to learn. Where appropriate, have students draw pictures to illustrate the words. Consider sending students on a treasure hunt to locate titles, headings, captions, the table of contents, and the glossary. Ask them how each feature helps the reader.

Critical Thinking

Asking lots of critical-thinking questions and giving students ample time to discuss them strengthens these skills. The more opportunities they have to think and then speak, the more engaged they will be. Here are some simple examples.

- **Predict** Have students scan the passage before reading. Then ask, "What do you think this section will be about? What evidence do you have for that?"
- **Make Connections** To draw on background knowledge, ask "What do you already know about _____?" After reading, ask "How does what you've learned connect to what you already knew?"
- **Compare/Contrast** "How is _____ like _____? How are they different?"
- **Sequence "**After reading, ask "Which event came first? last? What words tell you this?"
- **Evaluate** "What do you think would be the best solution to this problem? Why?"

Writing

You may want to use the Nystrom Young Citizens materials as springboards for other writing assignments you give your students during language arts time, such as quick writes and journals. Perhaps the most engaging writing tasks for students have real-life purpose and practicality. Is there a problem at school that needs attention? How can citizens behave responsibly and irresponsibly? Does the community need something? How can students persuade the principal to allow them to take a special field trip? Writing letters and opinion pieces is a powerful way to introduce your students to community activism and show them they can be part of local leadership.

Speaking . . .

Give every student daily opportunities to speak in class and to discuss a topic in small groups and then report out. Monitor discussions to ensure that every student speaks at some point during a lesson or activity.

For discussions to succeed, students of all language abilities need to feel safe speaking up and giving voice to their thoughts. For this to happen, students need to learn the "rules of the road," practice them, and use them in all discussions. In the beginning of the school year, spend time teaching students how to

- raise a hand and wait a turn to speak; or, in open discussions, only one person speaks at a time;
- listen carefully and politely;
- work to understand other points of view;
- disagree with a peer by first restating their position, then add to it;
- give evidence to support a position.

Spending time to develop these behaviors will pay big benefits throughout the school year. Point out to students that following these rules of courtesy will also help them throughout their lives.

. . . and Listening

For read-aloud story suggestions, see the list of relevant books in Literacy Links at the beginning of the teaching plans. These topic-related trade books make connecting read-aloud time to the social studies curriculum simple.

Here are some ways to get your students speaking and listening carefully.

- Stop and ask questions as you read.
  - What do you think will happen next?
  - Why do you think _____ did that?
- If a key word is used repeatedly in the story, ask students to use a hand motion each time

you say the word.

- Ask questions when you finish the book.
  - What is this book about?
  - How is this story like the lesson we did on _____?
  - Would you give this story a thumbs-up or a thumbs-down? Why?
  - What part of the story did you like best? Least? Why?
- Have students retell the story in their own words.

Modifications for Differentiation

For all students, it is important to maximize their personal reading time. This is especially true for struggling students. Do not assume that because reading is hard for them that they should only be read to. The more time they are expected to read, the more their reading will improve.

Every Student Succeeds

Effective teaching of below-level learners must also deal with the problem of stigmatization. Students of lower abilities, whatever the reason, often face taunts from their classmates. This shaming, in turn, affects their self-confidence and their concentration for learning. For this reason, it is essential to structure teaching so that these students can demonstrate their knowledge along with everyone else in the class.

Creating pages for an ongoing "big book" of what students are learning provides an opportunity for all students, regardless of ability level, to contribute. This book becomes a compendium of knowledge and extends the reading materials available to students. All can point to their pages with pride.

Class discussions play an important role in social studies, but language difficulties often hold back some students from participating. Make sure to build in time for students to talk in small groups about the content they are learning. These small groups provide a more informal setting in which students, especially English language learners, can help each other develop the vocabulary and fluency they need.

Remember that good teaching for students with special needs is just that—good teaching. Modifications that allow special needs students to demonstrate their learning as part of the class will benefit everyone in the class.

Scope and Sequence

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
Introduction: What Can We Find in This Book?			
1. Finding Information in This Book	1 week	• Locating places • Map features	• Using images and text • Text features • Reading informational text
Chapter 1: How Do Families Change?			
1. Families Move	1 week	• Families move • Time lines and storyboards • Chronological vocabulary	• Sequencing events
2. Families Share	1 week	• Respect for diversity • Rights and responsibilities • Elements of cultures	• Comparing similarities and differences • Writing a narrative • Telling a story verbally • Revising writing
3. Families Can Disagree	1 week	• Different people experience events differently • Responsibilities at home	• Problem solving
4. Families in the Past	1 week	• Comparing past and present	• Primary and secondary sources • Interviewing • Using oral sources • Reading nonfiction
• Chapter 1 Test • Chapter 1 Project: Illustrated Family History	1 week	• Families move • Time lines and storyboards • Chronological vocabulary • Elements of cultures	• Sequencing events • Interviewing • Using oral sources • Primary and secondary sources • Writing a narrative • Creating visual materials • Researching • Collaboration
Chapter 2: How Are You Part of the School Community?			
1. School Rules	1 week	• Rights and responsibilities • Rules and laws • Rules and consequences • Reasons for rules • Authority figures	• Solving problems
2. Decisions in School	1 week	• Scarcity and choice • Costs and benefits • Opportunity cost	• Decision-making • Public issues • Comparing sources • Fact and opinion
3. Contributing to School	1 week	• Citizens and citizenship • Biographies • Contributing to the community	• Writing an opinion piece • Reading nonfiction

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
• Chapter 2 Test • Chapter 2 Project: School Improvement Plan	1 week	• Scarcity and choice • Costs and benefits • Government and private action • Citizens and citizenship • Contributing to the community	• Decision-making • Collaboration • Solving problems • Writing an opinion piece
Chapter 3: What Brings Changes to a Neighborhood?			
1. Building a Neighborhood	1 week	• Natural and human features • Effects on the environment • Using maps • Map grids • Relative location	• Developing questions • Drawing conclusions
2. Goods and Services in a Neighborhood	1 week	• Goods and services • Urban, suburban, and rural communitites • Types of resources • Scarcity and choices • Production and consumption • Types of business • Specialization, trade, and interdependence	• Cause and effect
3. Working in a Neighborhood	1 week	• Different jobs and businesses • Income • Use of money • Skills and education affect earning • Making choices about earning, spending, and saving • What affects choices	• Bar graphs • Representing and interpreting data • Reading nonfiction
4. Changes in a Neighborhood	1 week	• Change over time • Time lines and storyboards • Reasons for changes • Types of resources • Natural and human features	• Primary and secondary sources • Sequencing events • Cause and effect • Connections between events or details • Reading nonfiction
• Chapter 3 Test • Chapter 3 Project: Creating a Neighborhood Business	1 week	• Goods and services • Types of resources • Scarcity and choices • Production and consumption • Types of business • Making choices about earning, spending, and saving	• Writing an explanatory piece • Researching • Presenting verbal work • Working collaboratively
Chapter 4: How Does a Town Grow?			
1. The Natural Environment of a Town	1 week	• Natural resources • Natural hazards • Human-environmental interactions • Natural and human features • Urban, suburban, and rural communities • Residential, industrial, commercial, and recreational land uses • Conservation of natural resources	• Comparing similarities and differences

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
2. The History of a Town	1 week	• American Indians • Immigration • Reasons for historical conflicts • Continuity and change	• Main ideas • Supporting details • Reading nonfiction
3. The Government of a Town	1 week	• Authority figures • Purpose of government • How leaders are chosen • Needs and wants • Government services • Taxes • Government and private solutions • Citizens and citizenship • Rights and responsibilities • Contributing to the community	• Diagrams
4. The People of a Town	1 week	• Symbols, landmarks, and celebrations • Local arts and cultures • Reasons for historical conflict • Interactions between cultures	• Researching • Reading nonfiction
• Chapter 4 Test • Chapter 4 Project: Community Day	1 week	• Symbols, landmarks, and celebrations • Local arts and cultures • Good citizenship • Authority figures • Continuity and change	• Researching • Working collaboratively • Presenting work verbally • Writing an informational piece • Creating visual work
Chapter 5: What Does It Take to Make a State?			
1. The Geography of Our State	1 week	• Locating places • Natural and human characteristics • Major land and water features • Maps and globes	• Comparing similarities and differences • Reading nonfiction
2. The Government of Our State	1 week	• Interdependence • Government services • Citizens and citizenship • Authority figures • How public leaders are chosen • Voting • Government and its functions • Constitutions • State symbols • Limits on government power • Contributing to the state	• Different points of view • Asking and answering questions • Using and creating charts and graphs • Reading nonfiction
3. The People of Our State	1 week	• Contributions of different groups • Historical conflicts • Citizens and citizenship • Biographies • Landmarks, customs, symbols, and celebrations	• Different points of view • Reading nonfiction

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
4. Growth of Our State	1 week	• American Indians • Immigration • Reasons for historical conflicts • Continuity and change • Human-environmental interactions • Natural resources • Natural hazards • Landmarks, customs, symbols, and celebrations	• Cause and effect
5. Our State Today	1 week	• Production and consumption • Buyers and sellers • Human-environmental interactions • Conservation • Landmarks, customs, symbols, and celebrations	• Connections between events or details
• Chapter 5 Test • Chapter 5 Project: State Advertisement	1 week	• Locating places • Natural and human characteristics • Maps and globes	• Writing an informational text • Writing a descriptive text • Presenting work verbally • Creating visual work • Researching • Working collaboratively
Chapter 6: What Makes Us the United States?			
1. The American Landscape	1 week	• Major U.S. land and water features • Natural resources • Locating places • Natural and human characteristics • Major world land and water features • Maps and globes	• Map reading
2. America's Past	1 week	• American Indians • Natural resources • Human-environmental interactions • Natural hazards • Immigration • Colonial America • Revolutionary War	• Reading nonfiction • Cause and effect
3. American Government and Citizens	1 week	• Constitutions • Authority figures • Limits on government power • U.S. citizenship • Rules and laws • How leaders are chosen • Taxes • Rights and responsibilities • Landmarks, customs, symbols, and celebrations	• Reading nonfiction
4. American Patriotism	1 week	• National symbols • Landmarks, customs, symbols, and celebrations	• Determining meaning of words and phrases

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
• Chapter 6 Test • Chapter 6 Project: Making a Quilt	1 week	• Natural and human features • National symbols • Landmarks, customs, symbols, and celebrations • Important historical figures • Citizens and citizenship	• Creating visual work • Writing • Presenting work verbally • Researching • Working collaboratively
Chapter 7: How Do People around the World Connect?			
1. Your Place in the World	1 week	• Major U.S. land and water features • Natural resources • Locating places • Natural and human characteristics • Major world land and water features • North Pole, South Pole, prime meridian, and equator • Hemispheres • Human-environmental interactions • Maps and globes	• Map reading
2. Trading around the World	1 week	• Trade • Specialization and interdependence • Human-environmental interactions • Natural resources • Exports and imports • Changes in communications and transportation • Differences in resources lead to trade	• Reading nonfiction
3. Life in Other Countries around the World	1 week	• Natural and human features • Natural resources • How nations interact • Elements of cultures • Rules and laws • Human-environmental interactions	• Comparing different texts on the same topic
4. People around the World	1 week	• Changes in communications and transportation • Human-environmental interactions • Global issues requiring cooperation • Cultural interaction	• Collaboration
• Chapter 7 Test • Chapter 7 Project: Take Action Plan	1 week	• Global issues requiring cooperation • Human-environmental interactions • How nations interact	• Writing • Presenting work verbally • Researching • Working collaboratively • Comparing different texts on the same topic • Problem-solving • Charts • Interviewing

Compelling Question

What Can We Find in This Book?

In this introductory chapter, students will learn the essential skills needed to engage with the Student Book and other program resources.

Time Frame: 1 Week

1 Students will be able to recognize the main recurring characters; identify various text features that will help them preview and understand the general ideas of a source; and understand map features that will help them locate items.



Letter Home

Ask students to share the **Letter Home** with their families.

Introduction
Pre-assessment

1. Divide the class into five groups. Distribute one copy of the Student Book to each group. Ask them what the title of the book is.

2. Have students turn to page 5. As a class read the title of the introductory chapter. Write the question on the board: “What can we find in this book?”

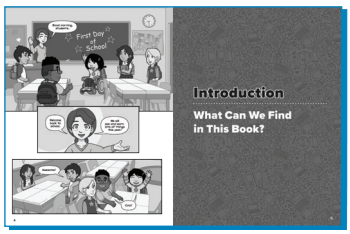
3. Next have each group look through the book. Have them give five answers to the chapter question “What can we find in this book?” Call on each group to write one thing from their list on the board. Answers may include pictures, questions, stories, comic strips, families, schools, maps, and so on.

4. Have each group turn to page 6 and find the title at the top of the page. Point out that chapter titles like the one on p. 5 and lesson titles like the one on p. 6 have white letters on a color background.

5. Have students flip through the pages of their book until you say stop. Wherever they are in the book, challenge them to find a title on that page, or one nearby, and point to it.

6. Have each group read the title they found.

Introductory Activity



pp. 4–5

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Geography Reading

Objectives

Students will be able to:

- Define *characters* and *setting*.
- Describe characters and settings using key details.
- Locate places from a story on a map.

Getting Started

Have the class turn to p. 4 in the Student Book. Ask students to point to the comic strip on the page.

Teaching

1. Divide the class into small groups.
2. In groups, have students read the comic strip.
3. Remind students that the people in the comic strip are called *characters* and that the location and time that the story is taking place is called the *setting*.
4. Ask them how many characters are in the comic strip. (six) Then ask them when and where the story is taking place. (classroom on the first day of school)
5. Distribute **Community Desk Map 3A** and map markers. Explain that this is a map of a fictional town called Maplewood where the comic strip characters live.
6. Ask students to find the school on the desk map. At that location, have students write **SETTING**.
7. Discuss other locations in the community based on the prompts below. Then have students draw a line from the school to these other settings in the community.
   a. After elementary, middle, and high school, where would you go for more school? (college)

b. If you wanted to find lots of books in one place outside school, where would you go? (library, bookstore)

c. Where would you go on a field trip to learn about where trees grow and ducks swim? (park)

8. Introduce students to their **Think Book**. Since this is the first time they are using their Think Books, explain that they will return to this notebook throughout the year to draw pictures, write down ideas, and answer questions. (For more information on the Think Books, see Teacher's Guide p. xxxiii.) Have them write the words **Setting** and **Characters** in the book.

TEACHER'S NOTE

Because the emphasis of the **Think Books** is on thinking, it is recommended that it not be corrected for handwriting, spelling, or complete sentences. Instead, use it as a way for students to hold onto and explore their thinking.

Summarizing and Assessing

In the **Think Book**, have students write a word or two defining *setting* and *characters*. Afterward, have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to predict what the characters will be doing after the event in this comic strip.

Below Model how to read a comic strip, moving from left to right, then upper frames to lower ones. Point out the clues explaining the setting such as the teacher and the blackboard.

ELL Explain more academic vocabulary such as *setting* and *characters* using more common language. For example, explain setting as *time and place* and characters as *people*.

Lesson 1

Finding Information in This Book

Online Activities

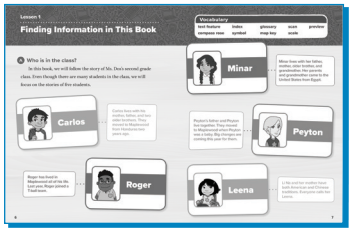
- Vocabulary Activities

Main Goals

- **A** **Who is in the class?** Identify the main characters in the Student Book.
- **B** **Reading Skills: Using Text Features.** Use text features to navigate resources and support understanding.
- **C** **What is the town like?** Use a map to locate items.
- **D** **Researching Skills: Reading a Map.** Use map features to support comprehension.

A Who is in the class?

Information Processing | Reading



pp. 6–7

Materials

- Student Book
- Community Desk Map 3A/B
- Copies of Character Profiles
- large sheet of paper

Objectives

Students will be able to:

- Recognize the main characters.
- Express that a neighborhood is part of a town and that towns include many different neighborhoods.

Getting Started

1. When first distributing the Student Book, give students a few minutes to look through the book. They may stop at the comics and read them.
2. Reread the introductory comic together.
3. Tell students they may remember the characters from the grade 1 Student Book. This year, the characters are in second grade, with their teacher, Ms. Dos.
4. Ask your Spanish-speaking students what *dos* means. Or, ask if any student knows what the Spanish word *dos* is in English. (two)

Teaching

1. Show students the text format before reading lesson 1, section A. Display, or project if possible, pp. 6–7 onto a board. Tell students that before they start reading, they should know more about how the book is arranged.

2. Highlight the titles shown in the Student Book on p. 6.

    a. Explain that the title on the blue banner is larger than the title on the white background because it is the lesson title. The smaller title is the section title. It is smaller because it is one part of the lesson.

    b. Tell students that most of the titles will be in the form of questions. As they finish reading each section, they should be able to answer the question in the title. If they can't answer the question, they might need to reread.

    c. Point out the vocabulary box. Tell students these are the words that they need to understand at the end of the chapter. Tell students they may already know some of the words, but others will be new.

3. Display copies of the character profiles found on pp. 6–7. Post these on a large sheet of paper or provide individual copies to students so that they can easily reference them. Copies of character profiles are available online in Nystrom's Digital Resources section (yc.SocialStudies.com). More information about the Digital Platform can be found on p. xxxiv of the Teacher's Guide.

    a. Because chapter 1 will introduce several new characters, it will be helpful to maintain this chart through chapter 1 and add new information as it is introduced in the book.

    b. Remind students to pay attention to who the characters are and how they change.

    c. Remind students that these characters will help us understand something about the chapter question and the section questions.

    d. If several students used this curriculum series in grade 1, invite them to share other information about these characters. Add that information to the character profiles.

4. Return to pp. 6–7 of the Student Book. Invite students to read the character descriptions independently.

    a. Ask them to look for another character who can be added to the character profiles.

    b. Have students turn to p. 54 and discuss the difference between a speech bubble and a thought bubble.

5. Add Ms. Dos and Mr. Bookman to the character profiles. In addition to noting that he is the librarian, you may also want to add Mr. Bookman's favorite saying, "Books are magic."

6. Check for students' understanding of the phrase, especially their understanding that books don't have to really be magic. Mr. Bookman can mean that our imaginations can use books to give us many experiences.

7. After the characters from the Student Book have been introduced, ask students to review pp. 6–7 and find where the characters live.

8. Introduce **Community Desk Map 3A**. Allow students to make initial observations. More will be done with this map later. At this point, it is enough to let them notice names of streets and businesses. Let them know that they will be using this map throughout the year.

Summarizing and Assessing

Tell students that they started by thinking about how this book works and what characters are in this book. Point back to the section question ("Who is in the class?") and ask if they can answer that question by sharing the answers with their table group/partner. Allow them to refer to the character profiles if needed.

Modifications for Differentiation

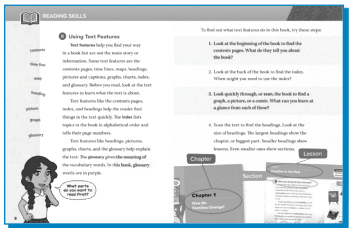
Above These students can help write information about the characters and add the information to the character profiles.

Below These students may struggle to read the profiles independently. Encourage them to try and understand by using all of the cues—words, pictures, and what they already know about the characters. The comic on p. 4 of the Student Book is a good beginning text to encourage independence. It is easy to reread as a class after allowing everyone an opportunity to read independently.

ELL In addition to using the modifications for Below, check for confusion of literal and inferential understanding with Mr. Bookman's use of the phrase, "Books are magic."

B Using Text Features

Information Processing | Reading



pp. 8–9

New Vocabulary

glossary
index
scan
text feature

Materials

- Student Book
- Activity Sheet Ia
- overhead projector

Online Activities

- Using Text Features

Objectives

Students will be able to:

- Recognize text features.
- Use text features to support comprehension.
- Explain how and why they can use text features.

Vocabulary Focus
Introduced in Getting Started.

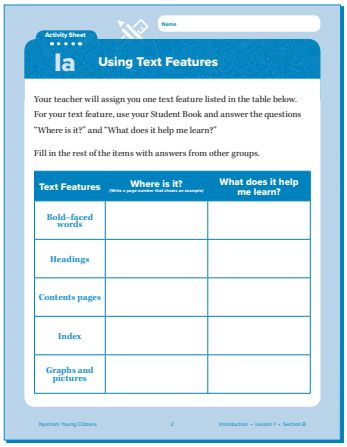
Getting Started

Project a copy of p. 8 of the Student Book onto the board. Circle the bold words and connect all the bold words to the phrase *text features*. Tell students they are going to learn or review text features. Bold words are important text features. They tell the reader to pay attention to these words. In this case, all the bold words on p. 8 of the Student Book are also text features.

Teaching

1. Tell students that this section is a different kind of section than section 1. Section 2 is called a Skills Lesson because it has a skill that we need to be able to do. In this case, we need to be able to use text features.
2. Read about text features as a whole class from p. 8 of the Student Book.
3. Pause before reading p. 9. Tell students they will read tips to discover what text features are in their Student Book.
4. Read the introductory sentence and point out the first step to the class. Ask partners to find the contents page and find how many chapters are in the book.
5. Read the second step to the class. Ask them to turn and talk to their partners and answer when they could use an index.
6. Read the third step to the class. Rather than asking students to answer this question, model how you scan and what you can learn from the page that you scan.

7. Read the fourth step and remind students that they looked at the titles in section 1. Ask students to scan the book and find (a) a chapter title, (b) a lesson title, and (c) a section title. They should point to these titles and share with a partner.


Activity Sheet
Name
Ia
Using Text Features
Your teacher will assign you one text feature listed in the table below. For your text feature, use your Student Book and answer the questions "Where is it?" and "What does it help me learn?"
Fill in the rest of the items with answers from other groups.

Text Features	Where is it?	What does it help me learn?
Bold-faced words		
Headings		
Contents pages		
Index		
Graphs and pictures		

Nystrom Young Citizens 2 Introduction • Lesson 1 • Section B

Activity Sheet Ia

8. Distribute **Activity Sheet Ia**.

9. Assign table groups/small groups one text feature. Ask them to find a page with an example of their text feature. Then ask them to complete their item on the table with what that text feature helps them learn. Have everyone record their group answer. Check in with groups to make sure they're on the right path and redirect as necessary.

Summarizing and Assessing

Have groups share out and record their answers on the list.

Also use this opportunity to show students special features at the back of the Student Book:

- Atlas, pp. 259–270
- Patriots' Handbook, pp. 271–283
- Glossary, pp. 284–301
- Index, pp. 302–307

Modifications for Differentiation

Above Ask these students to explore other books and make a list of text features that they find. Make sure that they understand not every book will have the same text features.

Below If students need additional practice using text features, use questions similar to finding the number of chapters in the table of contents for additional practice.

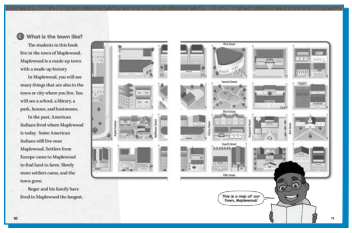
ELL In addition to providing additional practice using text features, these students may benefit from a visual point of reference for the vocabulary words. Consider finding images on the internet or creating a visual of the text features listed in this section and displaying them for students to reference as you ask the questions on p. 9.

Extending

Reading If not using the modifications for Above, ask partners or groups to look for text features in other books.

C What is the town like?

Geography Reading



pp. 10–11

Materials

- Student Book
- Community Desk Map 3A/B
- Group Activity Cards
- Group Activity Role Cards

Objectives

Students will be able to:

- Locate items on a map.

Getting Started

1. Distribute and display **Community Desk Map 3A**. Give students a short time to look at the map.
2. Ask students to find the School, the Fire Station, and the Park.

Teaching

1. Ask students to look at the map on pp. 10–11 of the Student Book. Compare the image of Maplewood to the map of the Maplewood community.
2. Read the first two paragraphs from p. 10 of the Student Book together. Ask students what other locations the book identifies that they have not already found on the map. Locate these additional places (library, houses, businesses) on the desk map.
3. Introduce the third paragraph by asking students to read to find out which people groups live in Maplewood. If possible, encourage students to read in partner groups and find the answer.
4. Introduce the fourth paragraph by asking students to find out another fact about one of the Maplewood characters to be added to the character profiles from lesson 1, section A. Allow students to read in pairs and find the answer.
5. Add information about Roger to the character profiles.
6. Divide students into groups and distribute the **Group Activity Cards**. More information about using the Group Activity Cards can be found on p. xxxi of the Teacher's Guide. Group Activity Role Cards are available in the Digital Resources section of yc.SocialStudies.com.

Summarizing and Assessing

Return to **Community Desk Map 3A**. Ask students to locate someplace in Maplewood that they imagine Roger, Carlos, Peyton, Minar, or Leena might go for fun. Then ask students to locate a business in Maplewood where the characters might go for food.

Modifications for Differentiation

Above Ask students to do a deeper comparison of Maplewood people groups to their own community. Provide them with a short text to read about their own community's settlers and ask them to create a T-chart comparing Maplewood's early people groups with their own community's people groups.

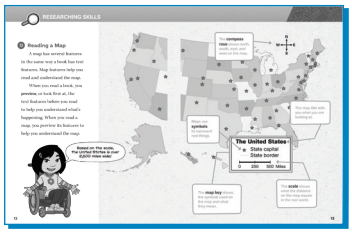
Below These students may not be able to read independently. They should still be encouraged to read all that they can. They can be paired with a more able reader and encouraged to alternate reading sentences to complete the reading of the third and fourth paragraphs. One additional support is to introduce the word "Europe" before asking them to read the third paragraph.

ELL Monitor the Getting Started activity to see if these students are able to follow verbal directions for locating places on the map. If they struggle with verbal directions, write out the directions and add a visual, such as "Find a school" with a quick sketch of a school. Consider using the reading modifications listed for students who are below standard.

Researching Skills

D Reading a Map

Geography · Information Processing



pp. 12–13

New Vocabulary

compass rose
map key
preview
scale
symbol

Objectives

Students will be able to:

- Recognize map features.
- Define compass rose, map key, and scale.
- Locate items on a map.

Vocabulary Focus
If there are wall maps in the classroom, have students look at them and try to find examples of the vocabulary words.

Review Vocabulary

text feature

Materials

- Student Book
- U.S./World Desk Map 3C/D
- map markers
- wall maps (optional)

Online Activities

- Reading a Map

Getting Started

1. Link to the previous section by telling students they've already looked for places on a map. In this section, they will locate map features.

2. Remind them they've already found text features, such as titles and bold words. Using the Atlas section at the back of the Student Book, ask them to point to one or two things that they think might be map features. This will serve as an informal assessment to identify how much review students will need with text features and map features.

Teaching

1. Read the text on p. 12 of the Student Book together as a class.

2. Remind students that they have already previewed the book when they completed lesson 1, section A. If needed, ask them to identify other times they have previewed the book. If relevant, write *preview* on the board and identify the parts (*pre-* and *-view*). Some students will be ready for a brief description of the way that *pre* changes a word.

3. Read the callouts on p. 13 and identify each map feature on the map. Direct students to the speech bubble on p. 12 after telling them what a *scale* is.

Summarizing and Assessing

Hand out **U.S. Desk Map 3C** and map markers. Have them circle the map features they find. Encourage them to consider other features that are also visible on the map that were not mentioned in this lesson.

Modifications for Differentiation

Above After the initial introduction of map features, give these students other maps, including **U.S./World Desk Map 3C/D** and an **Activity Globe**. Ask them to develop a list of additional map features. This list can be used as a reference for further map reading.

Below These students may still struggle with text features. They may benefit from a review of individual text features in conjunction with map features. For example, ask students if there is a title in the Student Book. Ask students if there is a title on the map. A simple chart can help students track these comparisons.

	Text Feature	Map Feature
Title	Yes	Yes
Scale	No	Yes

ELL These students may not be able to easily recall which terms match specific features. Accept students' physical identification of the vocabulary terms through pointing.

Extending

Geography Compare the physical copies of maps to online maps. Ask students to look at an online map of their community or city through an online provider. Invite them to identify map features that are the same as those they found on the physical maps. Encourage students to consider what map features are different from physical maps. To help them understand one different feature, use a mapping program that tracks your physical location as you move from one place to another.

Lesson 1
Closure

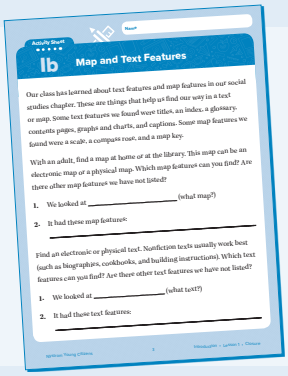
Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Answers will be **M** (for map features), **T** (for text features), or **B** (for both).

Identify the following as either map features, text features, or both:

- Compass rose (map)
- Map key (map)
- Title (both)
- Scale (map)
- Index (text)
- Glossary (text)


Activity Sheet

Ib Map and Text Features

Our class has learned about text features and map features in our social studies chapter. These are things that help us find our way in a text or map. Some text features we found were titles, an index, a glossary, contents pages, graphs and charts, and captions. Some map features we found were a scale, a compass rose, and a map key.

With an adult, find a map at home or at the library. This map can be an electronic map or a physical map. Which map features can you find? Are there other map features we have not listed?

1. We looked at _____ (what map?)
2. It had these map features:

Find an electronic or physical text. Nonfiction texts usually work best (such as biographies, cookbooks, and building instructions). Which text features can you find? Are there other text features we have not listed?

1. We looked at _____ (what text?)
2. It had these text features:

Review at Home

Ask students to complete **Activity Sheet Ib** with their families at home.

CHAPTER 1

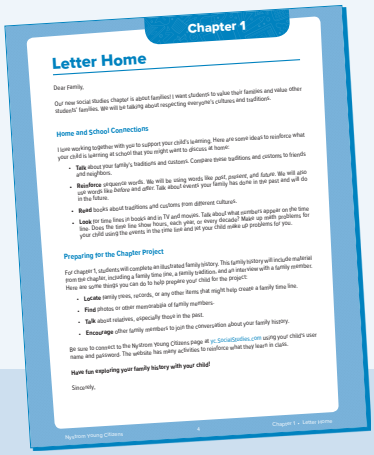
Compelling Question

How Do Families Change?

In this chapter, students will learn about family history, traditions, and responsibilities.

Time Frame: 5 Weeks

1. Students will learn how families change over time and how to record such information on time lines.
2. They will see the differences and similarities between families in regards to responsibilities and traditions.
3. They will also see how people in the same family can disagree and what steps need to be taken to solve disagreements.
4. Finally, they will learn to use different sources to access information about the past and their family's history.
5. Students will complete the chapter review, project, and assessment.


Chapter 1

Letter Home

Dear Family,

Our new social studies chapter is about families. I want students to value their families and value other students' families. We will be talking about respecting everyone's cultures and traditions.

Home and School Connections

I look working together with you to support your child's learning. Here are some ideas to reinforce what your child is learning at school that you might want to discuss at home:

- **Talk** about your family's traditions and customs. Compare some traditions and customs to friends and neighbors.
- **Reinforce** unfamiliar words. We will be using words like past, present, and future. We will also use words like before and after. Talk about events your family has done in the past and will do in the future.
- **Read** books about traditions and customs from different cultures.
- **Look** for time lines in books and on TV and movies. Talk about what numbers appear on the time line. Does the time line show hours, each year, or every decade? Make up math problems for your child using the events in the time line and let your child make up problems for you.

Preparing for the Chapter Project

For chapter 1, students will complete an illustrated family history. This family history will include material from the chapter, including a family time line, a family tradition, and an interview with a family member. Here are some things you can do to help prepare your child for the project:

- **Locate** family trees, records, or any other items that might help create a family time line.
- **Find** photos or other mementos of family members.
- **Talk** about relatives, especially those in the past.
- **Encourage** other family members to join the conversation about your family history.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialSpaces.com using your child's user name and password. The website has online activities to reinforce what they learn in class.

Have fun exploring your family history with your child!

Sincerely,

Nystrom Young Citizens 4 Chapter 1 • Letter Home

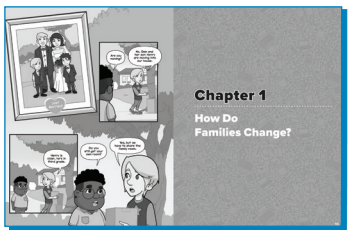
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 1
Pre-assessment

1. Direct students' attention to the title of chapter 1 ("How Do Families Change?") or write the question on the board.
2. Talk about or list some ways that families change. Include ideas like moving to a different place, a family member changing jobs, marriages, deaths, births, or adoptions.
3. Ask students to write about a way that their families have changed on a sticky note.
4. Post the sticky notes on a chart as a reference for the chapter. It may be easier to take a photo of all the sticky notes and project the photo when referring to the activity.

Chapter 1
Introductory Activity



pp. 14–15

Materials

- Student Book
- Think Book
- coloring utensils

Critical Thinking

Reading

Objectives

Students will be able to:

- Describe ways that families change.

Getting Started

Have students take out their **Think Books**. As an introduction to the chapter, ask students to open to page 1 of their Think Book and write the chapter question: "How do families change?" Ask students to draw or write answers to that question.

Teaching

1. Have students open to p. 14 of the Student Book.
2. Tell students that this comic strip describes some changes to families.
3. Ask students to read the comic strip to themselves and be able to describe the way(s) that the family changed.
4. Discuss those changes and compare the changes to the sticky note changes students wrote during the Pre-assessment.
5. Preview the section titles in the Student Book with students. Explain that the lesson headings give us clues about how to answer the chapter question. Compare the lesson headings (Families Move, Families Share, Families Can Disagree, Families in the Past) to students' sticky note answers.

Summarizing and Assessing

Ask students to write or draw one or two ways that families change in their **Think Books**. Encourage them to write about ways their own families have changed as a personal connection. If they cannot think of ways their families have changed, they may use some of the ideas from the sticky notes.

Modifications for Differentiation

Above Students who are good readers may focus on how the characters (Peyton, Henry, Deb, and Dave) might be feeling based on the text clues and their own experiences.

Below If students are unfamiliar with the directionality of comic strips, help them navigate which box to read next. Allow them to read with a partner where each partner takes a turn reading.

ELL If students are unfamiliar with the directionality of comic strips, help them navigate which box to read next. Focus on using the pictures to identify what might be happening and talk about the pictures. After talking, the teacher or another student may read the text to students.

Lesson 1
Families Move

Online Activities

- Vocabulary Activities

Literacy Links

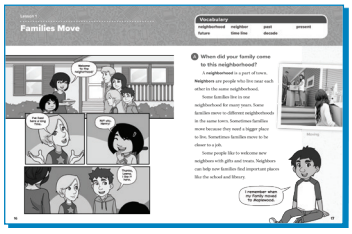
- *All the Way to America*, by Dan Yaccarino
- *In My Own Backyard*, by Judi Kurjian
- *Where Do I Live?* by Neil Chesanow

Main Goals

- **A** **When did your family come to this neighborhood?** Identify the features of a neighborhood and why people might move into one.
- **B** **What important changes have happened to your family?** Identify and record changes that happen over time.
- **C** **Researching Skills: Reading a Time Line.** Read and create a time line.

A When did your family come to this neighborhood?

Geography Reading



pp. 16–17

New Vocabulary

neighbor
neighborhood

Review Vocabulary

text feature

Materials

- Student Book
- Think Book
- map of the school and surroundings, if available

Literacy Links

- *Me on the Map,* by Joan Sweeney

Objectives

Students will be able to:

- Point out reasons why families move.
- Recognize that a neighborhood is part of a town and that towns include many different neighborhoods.

Vocabulary Focus

Write the two vocabulary words on the board or point to them in the Student Book. Point out that the two vocabulary words look very similar. Say the words so that students can hear the pronunciation and say that these are interesting spellings because the *eigh* says "ay" in these words. Next, give one sentence that explains the words without giving lengthy definitions: "My family and my neighbors live in a neighborhood near the school." Then direct students to the map in Getting Started.

Getting Started

1. Display or sketch a map of your school and some of the neighborhoods near the school and/or neighborhoods where students live near the school.

2. Label the name of your town/city and the names of some neighborhoods.

3. Explain that a town has many neighborhoods.

Teaching

1. Emphasize the importance of text features by reviewing the section 1 question ("When did your family come to this neighborhood?") as a part that helps them think about the larger lesson heading ("Families Move").

2. Explain that the comics are also a text feature that helps us understand something about families coming to a neighborhood.

3. Read and talk about the comic together as a class. Make sure that students connect this comic to the chapter 1 introductory comic.

4. Read the first paragraph on p. 17 of the Student Book together. Review text features (bold words) if students are unfamiliar with bold words.

5. Encourage students to read the second and third paragraphs independently or with partners. If students cannot read at this level, refer to Modifications for Differentiation.

6. Revisit the section question and then ask students, "Who came to Maplewood last—Leena's family or Henry and his mom?" (Henry and his mom)

Summarizing and Assessing

Ask table groups of students to write a list of reasons that people move to new neighborhoods in their **Think Books**.

Modifications for Differentiation

Above Students who can read the text independently can be encouraged to draw a picture of their home, their neighborhood, or even how they came to their neighborhood and write a few sentences about their picture.

Below Instead of calling on one student at a time to read aloud, consider reading chorally (all together) with the teacher reading slightly louder than students. It is important to give students as much exposure to words as possible. Avoid letting the Above readers do all of the reading for students who are reading below the level of this text.

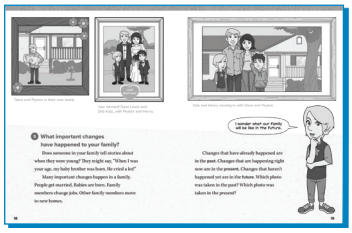
ELL Consider what concepts might be barriers to understanding. Students may misunderstand the comic strip sentence that says, “Not you. Henry!” One way of helping ELL students is to first model the reading without inflections, and then ask students to use the pictures as clues for how the characters may be feeling and what their voices might sound like. Read the comic strip again, using different inflections to help students begin to understand emotion in one’s voice, as well as how to stop at critical punctuation. Additionally, ELL students may need more exposure to the vocabulary terms. Common misunderstandings would be to think of a neighbor as someone they sit next to (as in “Turn and talk to your neighbor”) rather than someone they live near.

Extending

Geography Display **Community Desk Map 3A**. If possible, project the map using an overhead projector. Ask students to find the school. Tell students that you’re going to draw a line around a neighborhood. (Draw a line around the eight blocks surrounding the school.) Ask students what other places are in the same neighborhood as the school.

B What important changes have happened to your family?

History · Information Processing · Reading



pp. 18–19

New Vocabulary

future
past
present

Materials

- Student Book
- Activity Sheet 1a
- calendar

Literacy Links

- *Curious George* series, by H. A. Rey and Margret Rey

Objectives

Students will be able to:

- Describe events that happened in the past, are happening in the present, and might happen in the future.
- Recognize changes that happen in families.
- Place events in order.

Vocabulary Focus

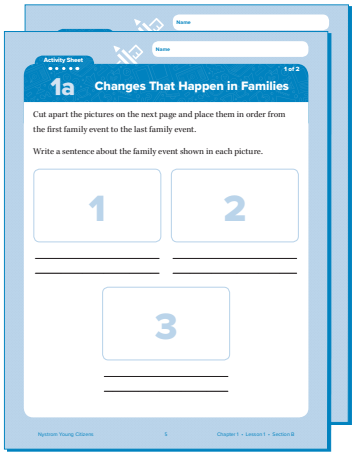
Use a calendar to show three months at the same time, including the current date, last month, and next month. Circle today's date. Ask students to name one thing they did today. Write it down and label this **present**. Look at last month. Ask students to think of something they did last month. On the calendar, write **past**. Locate next month and repeat the process.

Getting Started

1. Direct students to look at the comic images on pp. 18–19 of the Student Book.
2. Ask students to use the pictures and identify what changes have happened in Peyton's family.

Teaching

1. Tell students we can describe changes that have happened in our family using the *past*, *present*, and *future*.
2. Read pp. 18–19 together as a class.
3. Distribute **Activity Sheet 1a.**
4. As students complete the activity sheet, monitor for any confusion about order.



Activity Sheet 1a

Summarizing and Assessing

As a class, review and grade the activity sheet.

Modifications for Differentiation

Above Challenge students who finish quickly to create a time line of past, present, and future events that have happened and will happen to their class. For example, they might draw a first day of school image and put it in the "past" category while an upcoming field trip or holiday could be placed in the "future" category.

Below Consider modifications listed in ELL. Students may also struggle to write sentences for each image. Students may use labels instead of full sentences and verbally share what happened in each picture.

ELL Students may need more time talking about the pictures in **Activity Sheet 1a**. Talk about the events of the pictures. Put the events in order as a model. Offer them prompts such as *first*, *next*, *then*, and *last*. Then mix up the photos and let students put the images in order again, describing what happened.

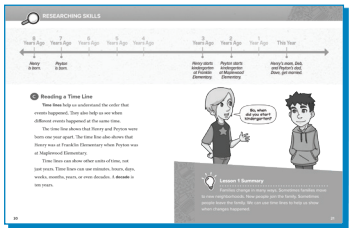
Extending

Language Arts Consider linking the discussion of past/present/future to an introduction of flashbacks and flash-forwards in literature. This can be done with text or with short video clips of books that have been made into movies such as *Holes* or other popular television series such as *Curious George*. Movies often show flashbacks through the use of thought bubbles and/or different colored backgrounds. Books show flashbacks with subtitles and different writing fonts.

Writing Invite students to describe one or two changes in their own family. Allow them to choose how they want to share these changes—either in a comic strip/image format (as in the activity sheet) or in a narrative and add these to their **Think Books** under the heading, "What important changes have happened in your family?" As they complete the extension activity, talk with them about whether the events happened in the past, present, or future.

C Reading a Time Line

Information Processing | Reading



pp. 20–21

New Vocabulary

decade
time line

Materials

- Student Book
- Think Book
- clothes pins or tape
- index cards
- thin rope

Online Activities

- Reading a Time Line

Objectives

Students will be able to:

- Place events in chronological order.
- Explain the purposes of time lines.
- Infer sequence from a time line.
- Create a time line based on events in their own life.

Vocabulary Focus

Introduce in Getting Started and Teaching activities. Students may not fully understand *decade* if this is their first exposure. That is acceptable because they will encounter these words again with future time lines.

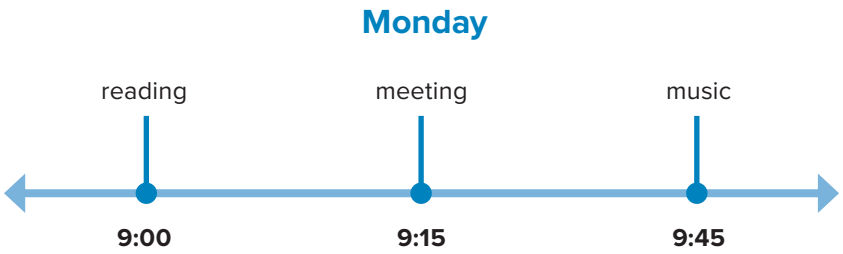
Getting Started

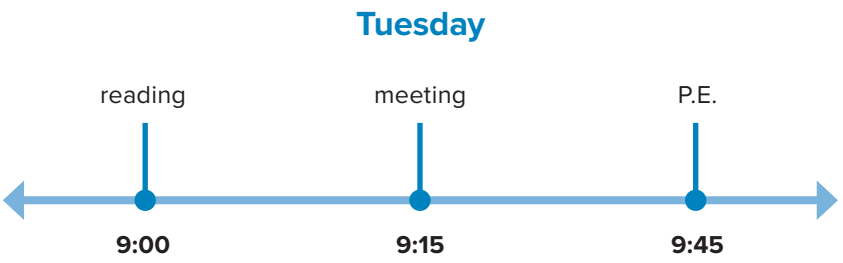
1. Write out the schedules for two different school days. Title these with the days of the week. These schedules should vary somewhat, as in the excerpt below.

Monday		Tuesday	
9:00	reading	**9:00**	reading
9:15	meeting	**9:15**	meeting
9:45	music	**9:45**	P.E.

2. Ask students to compare the two schedules and notice what is the same and what is different.

3. Next show students how you can rewrite these same schedules in a different format, as shown below.





4. Explain that showing their schedules like this can also be called a *time line*. Inform students that they will look at different time lines and get to make time lines about their own lives.

Teaching

1. Have students open to pp. 20–21 of the Student Book.
2. Direct students to look at the time line and compare and contrast Henry and Peyton's details. List these on the board. (Some students will struggle with the school names, so it is recommended that the teacher reads these, or the teacher tells students what the names of the elementary schools are before asking a student to read.)
3. Read the comic together.
4. Have students read the first two paragraphs on p. 20, independently if possible. If students did not already discover that Henry was at Franklin Elementary while Peyton was at Maplewood Elementary in the previous steps, have them revisit this point in the text.
5. Before reading the last paragraph, ask students to compare the time lines from Getting Started to the time line shown in the Student Book. If students do not notice that one is in minutes and one is in years, point that out to them.
6. Read the last paragraph in small groups or as a whole class.
7. Ask students if they can think of other things that can be shown on a time line (e.g., students' birthdays or comparing two students' lives). If they are unable to respond, create some more examples of time lines together.
8. Select an idea (such as birthdays) and have each student write a time, date, or activity on an index card.
9. Stretch a thin rope across the classroom.

10. Pin or tape the cards to the rope in the correct order.

11. Add an example of a time line to their **Think Books** under the label "Time Line." This can be as simple as a school schedule or one you create together.

Summarizing and Assessing

Review the time lines created by students.

Modifications for Differentiation

Above These students can be challenged to find examples of time lines in other books, such as in biographies. Ask them to discover a) how the time lines are divided (e.g., decades, years, hours) and b) what kinds of events are in the time lines (e.g., important events such as family changes, celebrations, deaths).

Below Students may not be able to read independently with understanding. Rather than reading everything to them, try scaffolding by telling them to read one paragraph, instead of two, and offer them something specific to look for in the paragraph, such as one reason why we use a time line.

ELL If students have been introduced to a number line in math, compare a time line to a number line. Students may not be able to identify specific dates, but they probably know the order of important family events. You may ask whether one event was a long time or short time before or after another to help construct a more accurate time line.

Extending

History and Information Processing Ask students to create a time line from a book that they are reading from a class or from a book they are reading in reading groups. This can be completed in small groups. Ask the groups why they chose the events they did for the time line. Emphasize that we choose important events rather than every possible event for time lines.

Lesson 1
Closure

Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Answers for the first section will be **yes** or **no**.

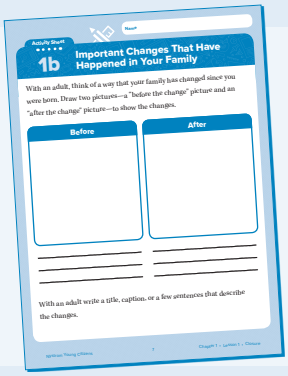
Answers for the second section will be **past**, **present**, or **future**. More than one answer can be correct.

Which of the following are reasons for families to move?

1. Families move when a family member gets a new job. (yes)
2. Families move when they want or need more space. (yes)
3. Families move when they go shopping. (no)
4. Families move when they go on vacation. (no)

Are the following sentences describing the past, present, or future?

1. You went to kindergarten. (past)
2. You will go to high school. (future)
3. You go to school. (past, present, future)


Activity Sheet 1b

Important Changes That Have Happened in Your Family

With an adult, think of a way that your family has changed since you were born. Draw two pictures—a "before the change" picture and an "after the change" picture—to show the changes.

Before

After

With an adult write a title, caption, or a few sentences that describe the changes.

Review at Home

Ask students to complete **Activity Sheet 1b** with their families at home.

Lesson 2
Families Share

Online Activities

- Vocabulary Activities

Literacy Links

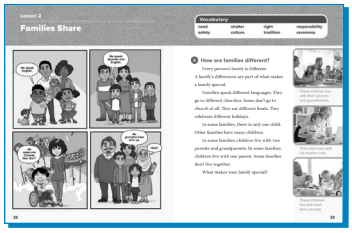
- *Apple Pie 4th of July*, by Janet S. Wong
- *One Green Apple*, by Eve Bunting
- *Throw Your Tooth on the Roof*, by Selby Beeler

Main Goals

- **A** **How are families different?** Identify how families differ from one another.
- **B** **What do family members do for one another?** Identify the responsibilities of family members.
- **C** **How do families celebrate their traditions?** Identify the activities involved in celebrating traditons.
- **D** **Communicating Skills: Writing about a Family Tradition.** Write events in a narrative format.

A How are families different?

Cultures Reading



pp. 22–23

Materials

- Student Book
- Think Book

Literacy Links

- *Chrysanthemum,* by Kevin Henkes
- *Grandfather Counts,* by Andrea Cheng
- *Sumi's First Day of School Ever,* by Soyung Pak

Objectives

Students will be able to:

- Point out ways families differ from other families.
- Demonstrate an understanding that differences make families special.

Getting Started

1. Ask students how many of them have a pet. On the board, tally how many students have a pet and how many students do not have a pet. Tell students this is one way that families are different. Some families have pets, and some do not.
2. Next, ask those who have pets to tell how many pets they have. Tally which kinds of pets they have. Explain that even families who have pets are different. Some have dogs, some have fish, and some have dogs and fish.
3. Explain that they are going to read about ways that families are different from each other.

Teaching

1. Ask students to read the comic on p. 22 of the Student Book and share with a partner how Roger's, Leena's, Carlos's, and Minar's families differ from one another.

2. Before reading the text on p. 23, ask students to begin thinking of what makes their family special. As you read, if they have an idea for what makes their family special, ask students to raise a silent thumb or hand to indicate they have something to share.
3. Read the text as a class. This may be done through choral reading, teacher read-aloud, student independent reading, or partner reading.
4. Share differences that students think of as a whole group or in small groups.

Summarizing and Assessing

Invite students to imagine what would happen if every family was the same. Encourage them to think about positive results but emphasize some of the negative results of every family being the same. Ask them to add their ideas to their **Think Books.**

Modifications for Differentiation

Above If allowing students to read independently, these students may finish earlier than others. When partner reading or independent reading, allow students who finish early to sketch a difference they could put in an image, such as found in the comic on p. 22, and label it with a speech bubble.

Below Consider using echo reading for students who struggle with the reading level of the Student Book. Rather than reading all of the text to them, ask them to echo read, with the teacher reading a line first and students repeating the line as they follow. If teachers and students feel comfortable with narrowing the "echo," the teacher can read with students, anticipating words that will be challenging and starting those slightly ahead of when students read.

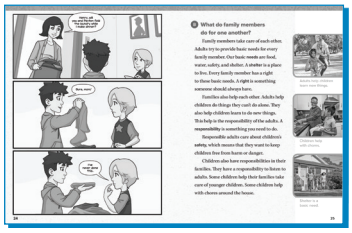
ELL Students may not understand the directions for comparing the characters in the comic. Scaffold the question to compare two characters instead of all four at the same time.

Extending

Reading Read aloud a text that supports treating others who are different with respect. Talk about the ways we can treat others who are different, including treating them kindly and learning more about our differences. Possible text options include *Chrysanthemum,* by Kevin Henkes, *Grandfather Counts,* by Andrea Cheng, and *Sumi's First Day of School Ever,* by Soyung Pak.

B What do family members do for one another?

Civics Reading



pp. 24–25

New Vocabulary

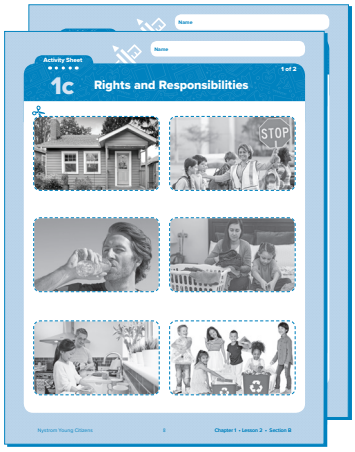
need
responsibility
right
safety
shelter

Materials

- Student Book
- Activity Sheet 1c
- Think Book
- glue
- scissors

Online Activities

- What Do Family Members Do for One Another?



Activity Sheet 1c

Objectives

Students will be able to:

- Recognize the difference between rights and responsibilities.
- Name some things that family members do for one another.

Vocabulary Focus

The vocabulary words will be introduced while completing **Activity Sheet 1c** in Getting Started and further explained during Teaching.

Getting Started

Distribute page 1 of **Activity Sheet 1c**. Ask students to identify and describe what they see in each photo. Talk about the differences between things we need and things we need to do. Explain that we all have a *right* to get things we need. Things we need to do are called *responsibilities*.

Teaching

1. Reference the section question, "What do family members do for one another?" Explain that students will be able to answer the question after reading the section.
2. Allow students to read the comic on p. 24 of the Student Book. Ask students what the family is doing for one another. (Mom is cooking dinner, Peyton and Henry are folding clothes.)
3. Read aloud p. 25 of the Student Book.
4. Make sure students understand the meanings of the vocabulary words. Draw students' attention to the images on the same page and emphasize which vocabulary words they show.
5. Distribute page 2 of **Activity Sheet 1c**. Review the meanings of *rights* and *responsibilities*. Ask students to complete the activity by cutting out the six images from page 1 of the activity sheet and placing them in the correct column.
6. After students have had time to sort the pictures, review the T-chart together. Have them glue the pictures in the correct column.

7. Ask students to glue page 2 of the activity sheet in their **Think Books**.
8. Return to the section question, "What do family members do for one another?" Ask students to talk to a partner and share their answers. Students may have many answers. Accept these answers.

Summarizing and Assessing

Review the difference between rights and responsibilities by having students raise their hands when they hear a responsibility.

- Taking out the trash (yes)
- To feel safe (no)
- Cleaning your room (yes)
- Freedom of speech (no)

Modifications for Differentiation

Above Ask students to read the text on p. 25 independently. Ask them to find at least three ways the text answers the heading question of what family members do for one another. Ask them to think about what rights and responsibilities students have in school and come up with a list.

Below If the words are too difficult, allow students to work with partners.

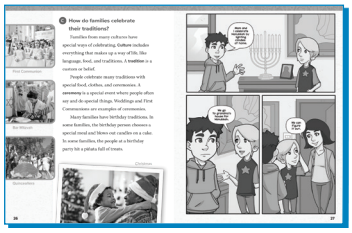
ELL In addition to allowing students to work with partners on the activity sheet, go over the images in the activity sheet with each pair before asking them to sort. Identify what the pictures show.

Extending

Writing Ask students to think about one thing their family does for them and one thing they can do to help their family members. Allow students to respond in writing or in a comic strip format as found on p. 24 of the Student Book.

C How do families celebrate their traditions?

Cultures Geography Reading



pp. 26–27

New Vocabulary

ceremony
culture
tradition

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Literacy Links

- *In My Family/En mi familia,* by Carmen Lomas Garza

Objectives

Students will be able to:

- Answer how families celebrate their traditions.
- Describe components of culture in their own families and in other families.

Vocabulary Focus
Introduced in Teaching.

Getting Started

Invite students to share a time when they celebrated a birthday or similar event and describe their celebrations, including any special food, dress, gifts, and activities.

Teaching

1. Have students open to p. 27 of the Student Book. Tell students that the comic has something to say about Hanukkah and write it on the board so that students can see what the word looks like as you pronounce it. Then ask students to read the comic on p. 27 independently.
2. Ask students, "What challenge are Henry and Peyton facing?" Listen for students to use words like *celebration*, *traditions*, or *culture*. If they use these words in their responses, write them on the board as a way to hold them for later discussion during the section reading.
3. Direct students to the photos on p. 26 of the Student Book.
4. Tell students that everyone has a culture. (Some children believe that they do not have any special culture or traditions because they view culture as speaking another language or celebrating traditions outside of what may be commonly celebrated in the particular context. Listen for this kind of thinking and emphasize/correct as necessary.)
5. Distribute **World Desk Map 3D** and map markers. Display your copy of the desk map and ask students if they were born outside of the United States or if they know anyone who was. Where? Allow students to include celebrities and other people whom they don't know personally.

6. Circle the places students name on the map. Have students do the same.
7. Point out that people who come to the United States often bring their ways of doing things with them, but people who were born in the United States also have their own special ways of doing things that are different from people in other parts of the United States.
8. Write *tradition* and *ceremony* on the board. Ask students to read the text on p. 26 of the Student Book and review the images. Ask students to find what ceremonies and traditions are mentioned in the text.
9. Either as a whole group or in small groups, have students identify what traditions and ceremonies are mentioned in the text.
10. Point out the problem in the comic. Both Peyton and Henry celebrate Hanukkah (because they are both Jewish), but they celebrate in different ways. Expand this issue to point out that different families may celebrate the same holidays (e.g., Thanksgiving and New Year's) in different ways.
11. Ask students to think about a tradition or ceremony they have celebrated and record a list of ideas in their **Think Books**. This can be used as a starting point for writing in lesson 2, section D.

Summarizing and Assessing

Ask students to define *tradition* and *ceremony* in their own words in their **Think Books**. They can point to pictures in the Student Book if support is needed.

Modifications for Differentiation

Above Ask these students to read about traditions and celebrations around the world. The librarian can help with books or websites to find texts and images that can be used.

Below Allow students to attempt to read the text independently. If students cannot keep up with others, direct them to the second paragraph and the images. This allows them to read less text and use the images as support while still making meaning from the text and without being given the answer.

ELL In addition to using the Below modifications, consider translating the vocabulary words into students' home languages (using Google Translate or an interpreter). Allow students to teach these words to the class. The recommended text in Literacy Links contains short excerpts about traditions in English and in Spanish.

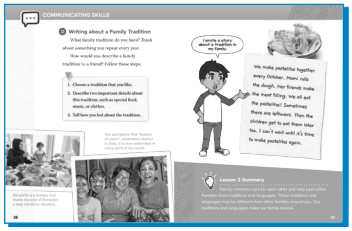
Extending

Social Studies Introduce students to new cultures, traditions, and ceremonies that may not be represented in their experiences by inviting families and/or people from around the school into the class. Allow students to interview adults about their traditions and celebrations.

Communicating Skills

D Writing about a Family Tradition

Speaking & Listening | Writing



pp. 28–29

Review Vocabulary

tradition

Materials

- Student Book
- Think Book
- lined paper

Literacy Links

- *Family Pictures/Cuadros de familia,* by Carmen Lomas Garza
- *In My Family/En mi familia,* by Carmen Lomas Garza

Objectives

Students will be able to:

- Tell a story/event orally.
- Write a story or event in narrative format.

Getting Started

1. Read a short excerpt from *In My Family/En mi familia,* by Carmen Lomas Garza. Alternatively, share your own family tradition story with the class.
2. Tell students that they are going to write about a family tradition.

Teaching

1. Read p. 28 of the Student Book together.
2. Ask students to take out their **Think Books** and turn to the list of traditions they wrote in the last section. Give students time to add to this list so that they have more than one choice.
3. Model writing a list and a short excerpt. Both p. 29 of the Student Book and the Literacy Links provide nice examples of how to write a short narrative without telling too many details.
4. Allow students to think about what they want to write by telling a partner about two of their traditions from their list.
5. Give students time to write on lined paper.

Summarizing and Assessing

Assess students' writing very carefully. If students do not score well, they may feel that their culture and traditions are being critiqued. Instead, a celebration may be more appropriate as a final summary activity. Allow each person to share their tradition during an "Author's Celebration" in class. Afterward, read the lesson 2 summary from p. 29 of the Student Book.

Modifications for Differentiation

Above Encourage these students to write multiple paragraphs. Additionally, these students can be encouraged to write about someone else's traditions, such as the principal, janitor, or recess duty monitor.

Below For students who struggle to write, try allowing them to draw a picture first and write from their picture. Also try asking them to tell you the story as you script the first part of what they say. Allow them to try and add on to what you have scripted.

ELL Use the modifications from the Below group. Additionally, if students can write in their native languages, allow them to use these languages or mix English and their home language as they write.

Extending

Language Arts Create a class book from students' writing or display the writing within the school.

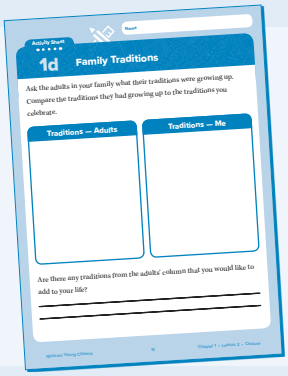
Lesson 2
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in one minute in their **Think Books**. Table groups can work together on their lists. At the end of one minute, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. What are things that families share? (traditions, responsibilities, etc.)
2. What do families do for one another? (meet needs, help each other, etc.)
3. How does your family celebrate traditions?
4. What are ways that other families celebrate traditions?


Activity Sheet
1d
Family Traditions
Ask the adults in your family what their traditions were growing up. Compare the traditions they had growing up to the traditions you celebrate.
Traditions — Adults
Traditions — Me
Are there any traditions from the adults' column that you would like to add to your life?

Review at Home

Ask students to complete **Activity Sheet 1d** with their families at home.

Lesson 3

Families Can Disagree

Online Activities

- Vocabulary Activities

Literacy Links

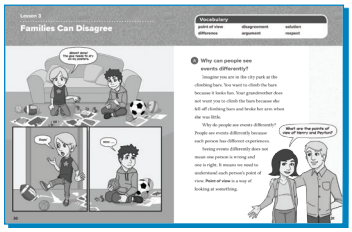
- *Every Kid's Guide to Handling Family Arguments*, by Joy Berry
- *Prince and Pirate*, by Charlotte Gunnufson
- *Who is Melvin Bubble?* by Nick Bruel

Main Goals

- **A** **Why can people see events differently?** Define point of view.
- **B** **Collaborating Skills: Solving Family Disagreements.** Demonstrate how to resolve a disagreement.
- **C** **How do we respect each other's differences?** Demonstrate how to be respectful when a disagreement arises.

A Why can people see events differently?

History · Critical Thinking



New Vocabulary

point of view

Materials

- Student Book
- Think Book
- box
- coloring utensils
- simple objects (fruit, toys, books, etc.)

Literacy Links

- *The True Story of the Three Little Pigs,* by Jon Scieszka
- *Voices in the Park,* by Anthony Browne

Objectives

Students will be able to:

- Define point of view.
- Explain why people see events differently.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Set up a box with different objects (rulers, books, fruit) on different sides.
2. Ask students to sit around the box and try to draw only what they see in their **Think Books**. Someone on the right side of the box might draw an apple while someone on the left side of the box might draw a book. T
3. Explain that they draw different things because they see different things. Explain that their book will call this *point of view*. Point of view helps answer the section question: "Why can people see events differently?"

Teaching

1. Read the comic on p. 30 of the Student Book as a class.
2. Ask students if they can figure out what Peyton and Henry are seeing. Probe to see if they can explain Peyton's point of view and Henry's point of view.
3. Read p. 31 of the Student Book together.
4. Revisit Henry and Peyton's points of view. Then ask students what the parents' point of view of the shared family room might be. Point out that Henry and Petyon have different points of view and different experiences from their parents.

Summarizing and Assessing

Have students turn and talk to partners to define *point of view* in their own words, referring to the Student Book and images to support their language. Listen in to assess if students understand the concept.

Discuss how they can use point of view to help them understand someone who disagrees with them.

Modifications for Differentiation

Above Ask these students to think of a time when they have had a different point of view from someone else. Explain this in writing or in pictures in the **Think Book**.

Below Students may understand point of view in a concrete activity (as in the opening drawing activity) but not in an abstract way as in understanding what someone is thinking. To illustrate the abstract thinking, use cutouts of thought bubbles on craft sticks to physically hold beside someone's head. Act out scenarios such as two kids receiving a gift of a book from an adult. One student holds the thought bubble next to their head that says, "I love books!" and the other student holds the thought bubble next to their head that says, "I don't like to read."

ELL Have students form two groups. Tell one group to pretend they really like cats and the other group to pretend that they are afraid of cats. Then, say that today a cat will visit your classroom. Call on students from each group to share their points of view.

Extending

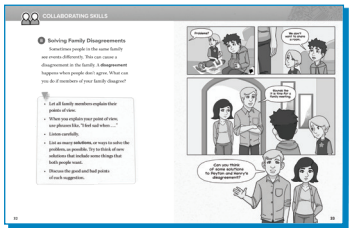
History Show images of American Indians in their traditional dress and in the dress they were forced to adopt in American Indian boarding schools. Talk about the American Indians' and white settlers' points of view about both styles of dress.

Reading Read aloud *Voices in the Park,* by Anthony Browne, to show how different people view the same thing differently.

Collaborating Skills

B Solving Family Disagreements

Critical Thinking | Speaking & Listening



pp. 32–33

New Vocabulary

disagreement
solution

Review Vocabulary

point of view

Materials

- Student Book
- Think Book
- coloring utensils

Online Activities

- Solving Family Disagreements

Objectives

Students will be able to:

- Talk about different points of view based on people's feelings and thoughts.
- Generate solutions to a disagreement.

Vocabulary Focus

Emphasize vocabulary in the context of the comic, using phrases such as "Henry and Peyton are having a disagreement," or "How could Henry and Peyton find a solution, or a way to solve their problem."

Getting Started

Read the comic on p. 33 of the Student Book together as a class. Identify what Henry and Peyton's disagreements are.

Teaching

1. Read p. 32 of the Student Book together.
2. Ask students to identify what steps the text offers and write these on the board:
   a. Let all family members explain their points of view.
   b. Use *I feel* _____ *when* statements.
   c. Listen carefully.
   d. List as many solutions or ideas as possible.
   e. Discuss the good and bad points of each suggestion.
3. On the board, write **Henry** and **Peyton**. Model writing an *I feel* _____ *when* statement for each character.
4. Tell students to generate *I feel* _____ *when* statements for each character.
5. Choose two students to be Henry and Peyton. Using the *I feel* _____ *when* statements that the class has generated, let the characters explain their points of view.

6. Coach the characters in how to listen (eye contact, nodding, rephrasing statements).
7. Break up the class into pairs.
8. Have each pair act out Henry's and Peyton's use of *I feel* _____ *when* statements.
9. Have each pair generate solutions to Henry's and Peyton's disagreements.
10. Ask students to explain what solution they think Henry and Peyton should choose and why. Have them write two or three sentences or draw images that illustrate the solution they'd choose in their **Think Books**. Emphasize that there may be multiple answers.

Summarizing and Assessing

Have each group give one of their possible solutions to the whole class. Record the answers on the board.

Modifications for Differentiation

Above Avoid having the Above students read the sections out loud for the whole class. Instead, allow the Above students to help record the *I feel* _____ *when* statements.

Below Have students recall the role-play from the previous section in which two children have different points of view about a gift. Say that different points of view can cause disagreements. A solution is a choice that both sides may not like but they can accept.

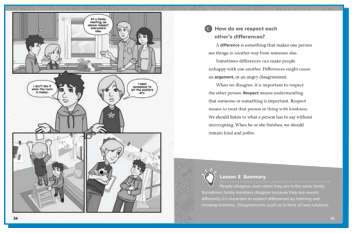
ELL Demonstrate the meaning of disagreement by asking two students to act out a situation in which they both want to have the first turn with a new toy. Demonstrate the meaning of solution by asking them to play with the toy together or give it to a third student to play with.

Extending

Critical Thinking Identify a disagreement within the school that is meaningful to students (games played at recess, food served at lunch). Have students repeat the steps in Teaching with this new scenario.

C How do we respect each other's differences?

Civics | Critical Thinking



pp. 34–35

New Vocabulary

argument
difference
respect

Materials

- Student Book
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Explain specific ways to show respect for someone with whom they disagree.
- Demonstrate showing respect for someone.

Vocabulary Focus
Instead of introducing the vocabulary before reading, ask students to pay attention to the three words as they read and use the sentences around the word to come up with a definition for the word.

Getting Started

1. Review lesson 3, section B as needed to emphasize why Peyton and Henry disagreed and to review ways of solving disagreements.
2. Ask students to reread the comics on p. 30 and p. 33 of the Student Book to themselves.

Teaching

1. Allow students time to read the comic on p. 34 of the Student Book independently.
2. Read p. 35 of the Student Book together as a class.
3. Ask students to record the three vocabulary words in their **Think Books** and use the text to write a definition or a synonym. Complete the first one (difference) together.

difference	Something that makes one person see things in another way from someone else

4. Ask students to identify a difference that Henry and Peyton had and a way that they showed respect for each other.

5. Divide the class into two groups. Assign each group a position in an argument, such as "Recess should be before or after lunch."

6. Create pairs of students with one student from each group. Have each pair act out how to discuss different positions while showing respect for each other.

Summarizing and Assessing

Tell students to use their **Think Books** to write the section question ("How do we respect each other's differences?") and write or draw at least two ways that they can personally show respect. If students are not able to write or explain these answers, try modeling a response and then letting students work in pairs.

Modifications for Differentiation

Above Have students of different abilities work in small groups to complete the vocabulary activity. Above-level students can write the definitions.

Below With students working on the vocabulary activity in mixed-ability groups, ask below-level students to write the vocabulary word.

ELL When students of different abilities work on the vocabulary activity, encourage ELL students to illustrate the definitions. When the group finishes, suggest that students from all three levels chorally read the definitions.

Extending

Dramatic Play and Problem-Solving Role-play or use puppets to practice respectful responses to challenging situations. Small groups of students can be given different scenarios or the same scenario so that responses can be compared.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer yes or no when you read the answers.



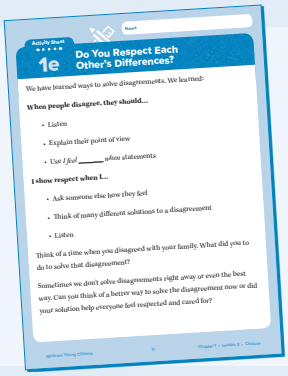
Yes **No**

When people disagree, they should:

1. listen. (yes)
2. explain their point of view. (yes)
3. go find something else to do. (no)
4. use *I feel* _____ *when* statements. (yes)

I show respect when I:

1. ask someone else how they feel. (yes)
2. think of many different solutions to a disagreement. (yes)
3. yell. (no)
4. listen. (yes)


Activity Sheet 1e

Do You Respect Each Other's Differences?

Name

We have learned ways to solve disagreements. We learned:

When people disagree, they should...

- Listen
- Explain their point of view
- Use *I feel* _____ when statements

I show respect when I...

- Ask someone else how they feel
- Think of many different solutions to a disagreement
- Listen

Think of a time when you disagreed with your family. What did you to do to solve that disagreement?

Sometimes we don't solve disagreements right away or even the best way. Can you think of a better way to solve the disagreement now or did your solution help everyone feel respected and cared for?

Review at Home

Ask students to complete **Activity Sheet 1e** with their families at home.

Lesson 4

Families in the Past

Online Activities

- Vocabulary Activities

Literacy Links

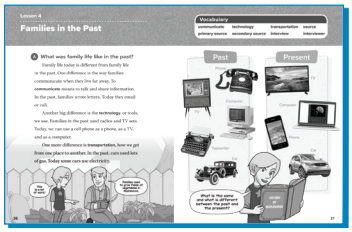
- *A Child through Time: The Book of Children's History*, by Phil Wilkinson
- *Communication Then and Now*, by Robin Nelson
- *Over the River and through the Wood*, by Linda Ashman

Main Goals

- **A** **What was family life like in the past?** Identify differences between the past and present.
- **B** **How do we know about the past?** Differentiate between a primary source and a secondary source.
- **C** **Researching Skills: Asking Interview Questions.** Conduct interviews to learn about the past.

A What was family life like in the past?

History · Critical Thinking · Reading



pp. 36–37

New Vocabulary

communicate
technology
transportation

Materials

- Student Book
- Leveled Student Readers
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Compare and contrast family life in the past and present.
- Explain how life has changed from the past.
- Discuss major technological changes between the past and present.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

Draw the following chart on the board and ask students to draw it in their **Think Books**. (Add a visual, a sketch or picture, to illustrate the vocabulary so that students can refer to it as they read.)

	past	present
communication		
technology		
transportation		

Teaching

1. Read the comic on p. 36 of the Student Book.
2. Put students in working groups with mixed abilities.
3. Preview the images on p. 37 of the Student Book, along with the three paragraphs on p. 36. Tell students that each paragraph tells something about the past and present in the three topics shown on the chart.
4. Tell students they will be working in groups to find examples from the text of *past* and *present* for each of the three topics (communication, technology, and transportation).
5. Expect groups to finish at different times. As groups finish, encourage them to read the **Leveled Student Readers**, and add to their charts until the groups have finished. More information on the Leveled Student Readers can be found on p. xxx of the Teacher's Guide.
6. After they have finished their charts, have them answer the questions at the end of the Leveled Student Readers.

Summarizing and Assessing

Assess students' charts as they do the work. If they are missing answers or answering incorrectly, redirect to the text and/or model for them. When groups have completed their charts, tell them that you are going to review what the text said in order to see if they can answer questions about the text. Use a game show format such as *Family Feud* or *Jeopardy* to keep it playful. Challenge them to see if they can remember without using their chart but encourage them to refer back to their chart if they have forgotten. If they do not have an answer in their chart, have them add the answer to their chart. Possible instructions include:

- Our text described three areas that were different in the past than they are now. Name one of the three areas. (communication, technology, transportation)
- Give one way that people communicated with each other in the past. Repeat with technology and transportation. (communication: letters, etc.; technology: radios, etc.; transportation: cars, etc.)
- Give one way that people communicate with each other in the present/today. Repeat with technology and transportation. (communication: email, etc.; technology: computers, etc.; transportation: electric cars)

Modifications for Differentiation

Above Because students are working in a group of mixed-ability levels, ask above-level students to do most of the writing.

Below In the mixed-ability groups, below-level students can write information in one of the categories.

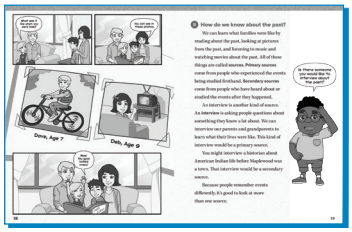
ELL In the mixed-ability groups, ELL students can write information in one or two cells. As needed, other students can prompt them with spelling cues. When the group finishes, suggest that they chorally read the information in the chart.

Extending

Writing Ask students if they would rather live in the past or the present. Tell them to write two or three reasons for their answer in their **Think Books**.

B How do we know about the past?

History · Critical Thinking · Reading



pp. 38–39

New Vocabulary

interview
primary source
secondary source
source

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book
- photos of you as an elementary student (optional)

Objectives

Students will be able to:

- Differentiate between a primary source and a secondary source.
- Explain that we learn about the past by using primary and secondary sources.
- Use a primary source to understand the past.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Ask students, "If you wanted to know what I looked like and what things I enjoyed when I was in second grade, what would you do?" Write answers on the board. (Possible responses include looking at pictures, asking you, asking your family, etc.)
2. Tell students that there are special names for the things they listed. Label their responses with the vocabulary words. Prompt for more responses as needed.
3. If possible, show students an image of yourself as an elementary student.

Teaching

1. Read the comic on p. 38 of the Student Book together.
2. Compare the photos that Dave and Deb show Peyton and Henry to the answers from the Getting Started activity.
3. Draw a simple visual for the vocabulary words on the board.



4. Tell students that the text is going to explain more about these words. Explain that all of the things mentioned are sources and that there are different kinds of sources.
5. Ask students to read the text on p. 39 independently if possible.
6. Review distinctions between primary and secondary sources.
7. Return to the Getting Started example. List examples of primary and secondary sources students might use if they wanted to find out more about your life when you were in elementary school.
8. Divide students into six groups and distribute the **Group Activity Cards**. For more information about how to use the Group Activity Cards, see p. xxxi of the Teacher's Guide. Role cards are also available in Digital Resources.
9. Have each group look at the sources on both sides of the **Group Activity Cards** and answer the questions.

Summarizing and Assessing

Revisit the section question: "How do we know about the past?" Ask students to answer this question in their **Think Books**. Encourage them to use the terms *primary source* and *secondary source* in their responses.

If students' answers are incomplete or incorrect, model how you would write a correct response. If time, ask students to add to their answers so that they have the correct answer recorded in their **Think Books**.

Modifications for Differentiation

Above These students should be encouraged to begin thinking of interview questions for the Skills Lesson in lesson 4, section C. Ask students to read p. 39 of the Student Book independently. Ask them to create two lists; one for people for the class to interview and one of questions the class could ask. List these on anchor charts.

Below If students cannot read the text independently, allow them to read with a partner. If writing is challenging, allow them to verbally respond to the Summarizing and Assessing question.

ELL If students cannot read the text independently, allow them to read with a partner. Expect students to need more experience with the vocabulary words. Make an anchor chart using the visual for the vocabulary words. Refer back to this visual and add examples during the Skills Lesson in lesson 4, section C. Add visual cues such as two people talking for the word *interview*.

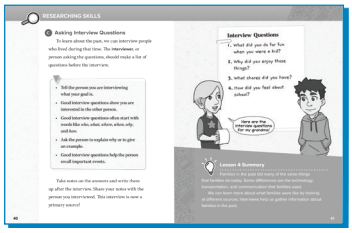
Extending

History Ask students to decide if these are primary or secondary sources:

- My brother wrote a letter to his friend who moved away. What kind of source is this? (primary source)
- At school, we use a textbook to find out about many people and places. What kind of source is this? (secondary source)
- My mother has photographs of her great grandparents getting on a ship. What kind of source is this? (primary source)

C Asking Interview Questions

History | Critical Thinking | Speaking & Listening



pp. 40–41

New Vocabulary

interviewer

Review Vocabulary

interview

Materials

- Student Book
- Activity Sheet 1f
- video recorders and monitor (optional)

Online Activities

- Asking Interview Questions

Objectives

Students will be able to:

- Explain that interviews help us learn about the past.
- Generate interview questions to learn about the past.

Vocabulary Focus

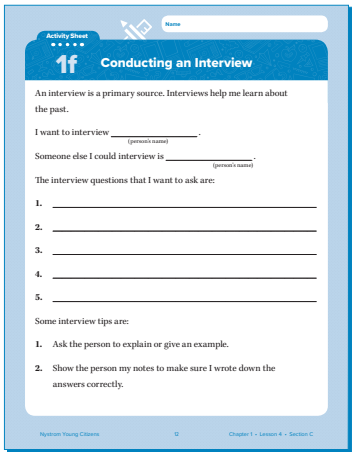
Introduce in Teaching.

Getting Started

Invite another adult into the classroom. Using the interview questions from p. 41 of the Student Book, along with some questions from the Modifications for Differentiation in the previous section, interview the adult. If possible, record the interview.

Teaching

1. Read the comic on p. 41 of the Student Book.
2. Write *interviewer* on the board so that students can see the word *interview* as part of *interviewer*. Tell students that Peyton and Henry will be interviewers when they interview their grandparents. Ask students if they can figure out what an interviewer does.
3. Read the text on p. 41 together as a class.
4. If possible pause and watch part of the video from the interview in the Getting Started activity. Ask students to offer feedback on the interview and suggest other things you could have done as the interviewer.
5. Read p. 40 and ask students to offer feedback and suggestions for how you could improve as an interviewer.
6. In small groups, ask students to choose four or five questions that will help them learn about the past.
7. Practice interviewing by having two students ask the guest questions and two people write down the answers (or one person writes the responses and one person records a video if technology is available).


Activity Sheet
Name
1f Conducting an Interview
An interview is a primary source. Interviews help me learn about the past.
I want to interview _____ (person's name).
Someone else I could interview is _____ (person's name).
The interview questions that I want to ask are:
1. _____
2. _____
3. _____
4. _____
5. _____
Some interview tips are:
1. Ask the person to explain or give an example.
2. Show the person my notes to make sure I wrote down the answers correctly.
Nystrom Young Citizens 12 Chapter 1 • Lesson 4 • Section C

Activity Sheet 1f

8. Ask students to choose at least five questions from the ones generated in class and the ones in the Student Book that they want to ask a family member. Have them record these answers on **Activity Sheet 1f**.

Summarizing and Assessing

Give students time to interview a family member, using their interview questions. This interview will become a part of the chapter project. Work with students who may not have a family member who can respond to find an adult with whom they feel comfortable, including other staff at school. Rather than evaluating the interviews, check to see if students have completed the assignment.

Modifications for Differentiation

Above Encourage these students to interview more than one person or to ask more than five questions.

Below If these students struggle to write fluently, consider letting them record their interview answers and having someone transcribe the answers for them. The number of questions can also be adapted.

ELL In addition to writing modifications, be ready to explain and/or translate the directions to family members. Work with families to allow them to use their native languages and/or translate the interview questions.

Extending

History Brainstorm with students who could be interviewed to learn about the school community's past. Include what interview questions they might ask. Use this as a way to preview chapter 2.

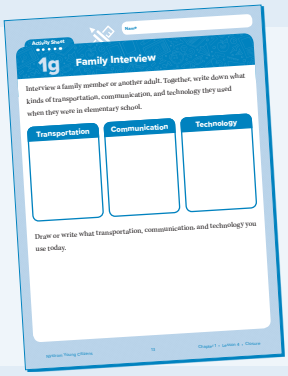
Lesson 4
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in one minute in their **Think Books**. Table groups can work together on their lists. At the end of one minute, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. What was family life like in the past? (different communication, different technology, different kinds of homes, etc.)
2. How did families communicate with one another in the past? (letters, telephone)
3. How has technology changed from the past to the present? (faster, better, smaller)
4. What are some examples of primary sources? (diary, photograph, letter)
5. Why are interviews useful? (you can learn directly from the source, get someone's point of view)


Activity Sheet
1g Family Interview
Interview a family member or another adult. Together, write down what kinds of transportation, communication, and technology they used when they were in elementary school.
Transportation
Communication
Technology
Draw or write what transportation, communication, and technology you use today.

Review at Home

Ask students to complete **Activity Sheet 1g** with their families at home.

Chapter 1
Review

Review Vocabulary

argument
ceremony
communicate
culture
decade
difference
disagreement
future
interview
interviewer
need
neighbor
neighborhood
past
point of view
present
primary source
respect
responsibility
right
safety
secondary source
shelter
solution
source
technology
time line
tradition
transportation

Materials

- Student Book
- Activity Sheet Chapter 1 Review
- Think Book

Objectives

Students will be able to:

- Define vocabulary words.
- Use a time line to determine order of events.
- Solve disagreements.
- Ask interview questions.

Getting Started

Ask students to look at the information they have written in their **Think Books** for chapter 1. Tell students they began the chapter by asking them to think about how families change. Ask students to review their answers from **Activity Sheet 1a**. As partners or small groups, have students add at least two more ways that families change to their original thinking.

Teaching

Allow students to work together to complete **Activity Sheet Chapter 1 Review**.

Summarizing and Assessing

Review the activity sheet together. Help students fix incorrect or incomplete answers.

Modifications for Differentiation

Above Monitor to make sure that these students are not supplying answers for their entire groups. If these students seem to be answering more questions than other group members, allow these students to work independently.

Below and ELL If working in partners or small groups does not provide enough support for these students, consider asking them to focus on writing the correct answers to one or two of the parts and responding verbally to the other parts in the **Activity Sheet Chapter 1 Review**.

Chapter Test

Distribute and administer the **Chapter 1 Test** (Teacher's Guide pp. 57–62). Assist students as needed.

Chapter 1 Project
Illustrated Family History

Materials

Prior to the Project
- Chapter Project Letter

Every Day
- Project Plan
- Project Checklist
- Project Evaluation

Day 1
- Student narratives from lesson 2, section D
- Student interviews from lesson 4, section C
- Think Book

Days 2–4
- coloring utensils
- lined paper
- white paper


History


Critical Thinking


Reading


Speaking & Listening

Objectives

Students will be able to:

- Recognize primary and secondary sources.
- Create or find a new primary or secondary source.
- Explain past, present, and future events.
- Create an illustrated family history that includes multiple parts.
- Present the material to class and family members.

Project Description

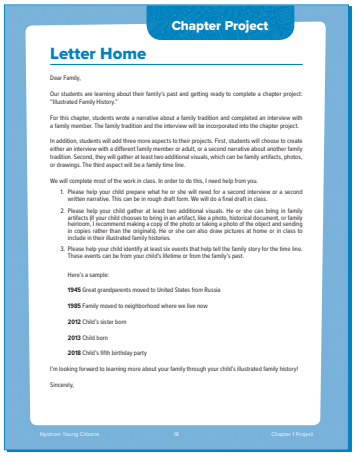
Students will complete an illustrated family history. This project allows students to review and extend skills they learned in chapter 1 by reviewing primary and secondary sources, creating or gathering a new source, and presenting their family time line to one another.

The final project will include:

- Page 1—Family time line.
- Page 2—Family tradition narrative. This will be revised from lesson 2, section D.
- Page 3—Interview with a family member. This will be revised from lesson 4, section C.
- Page 4—One more item. This can be either a second interview with another family member or a second narrative about another family tradition.
- At least two additional photos, artifacts, or other visuals will be included on these pages and labeled.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.


Chapter Project

Letter Home

Dear Family,

Our students are learning about their family's past and getting ready to complete a chapter project: "Illustrated Family History."

For this chapter, students wrote a narrative about a family tradition and completed an interview with a family member. The family tradition and the interview will be incorporated into the chapter project.

In addition, students will add three more aspects to their projects. First, students will choose to create either an interview with a different family member or adult, or a second narrative about another family tradition. Second, they will gather at least two additional visuals, which can be family artifacts, photos, or drawings. The third aspect will be a family time line.

We will complete most of the work in class. In order to do this, I need help from you.

1. Please help your child prepare what he or she will need for a second interview or a second written narrative. This can be in rough draft form. We will do a final draft in class.
2. Please help your child gather at least two additional visuals. He or she can bring in family artifacts (if your child chooses to bring in an artifact, like a photo, historical document, or family heirloom, I recommend making a copy of the photo or taking a photo of the object and sending in copies rather than the originals). He or she can also draw pictures at home or in class to include in their illustrated family histories.
3. Please help your child identify at least six events that help tell the family story for the time line. These events can be from your child's lifetime or from the family's past.

Here's a sample:

1945 Great grandparents moved to United States from Russia

1985 Family moved to neighborhood where we live now

2012 Child's sister born

2013 Child born

2018 Child's fifth birthday party

I'm looking forward to learning more about your family through your child's illustrated family history!

Sincerely,

Nystrom Young Citizens 18 Chapter 1 Project

Letter Home

Instructions and Suggestions

Prior to the Project

Send home the **Chapter Project Letter**.

Day 1

Getting Started

1. Hand back the narrative students completed in lesson 2, section D and the interview from lesson 4, section C. Tell students they will be using these as important parts in their Illustrated Family History.

2. Emphasize that their family can be whomever they are living with now.

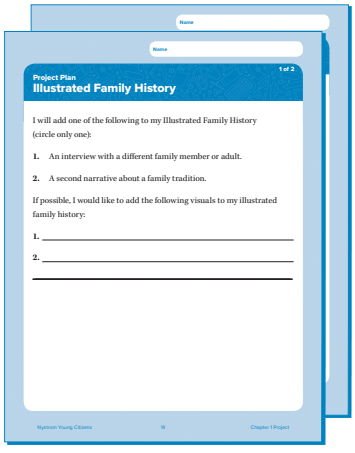
3. Emphasize that a family history can include information about people in their past that might not even still be alive, such as great-grandparents. Alternatively, family history could include information about their immediate family.

4. Review the terms *primary* and *secondary sources*. Emphasize that an interview is a primary source and a textbook is a secondary source.

Adding Sources

1. As a class, ask students to brainstorm a list of as many other primary and secondary sources as they can think of that would help them tell the story of their family. Generate a long list and write this on an anchor chart or have them write it in their **Think Books**. As you write, separate students' ideas into primary and secondary sources.

2. Ask students to think about which items from the list they might like to add to their Illustrated Family History.


Name

Name

Project Plan

1 of 2

Illustrated Family History

I will add one of the following to my Illustrated Family History (circle only one):

1. An interview with a different family member or adult.

2. A second narrative about a family tradition.

If possible, I would like to add the following visuals to my illustrated family history:

1. _____

2. _____

_____

Nystrom Young Citizens 18 Chapter 1 Project

Project Plan

3. Distribute the **Project Plan**. Tell students that they will add either another family interview or another narrative and that they can choose which one to add. Instruct them to circle their choice on the activity sheet.

4. Tell students that they will also add visuals to their Illustrated Family History. Have them write in at least two ideas from the list on the activity sheet (students can write more than two ideas). Emphasize that these are only ideas and that the final project may end up having different visuals.

5. After reviewing this sheet with students, ask each student to take it home and begin the interview or writing process, as well as the drawing and collecting process.

Day 2

Time Line

1. Help students begin creating a time line. Students will need support figuring out how to show their time line units of time. Depending on the number of events, they may show every year, every ten years, or something else.

2. Talk with students using the terms *past*, *present*, and *future*.

3. Encourage students to add a future hope or dream to their time line. Have them label this as "In the future, I hope _____."

Days 3–4

Work Days

Allow students to work on their Illustrated Family History. They may need to complete final drafts, add drawings, or finish writing a narrative. Conference with individual students to help them know what steps to take next.

As students finish, ask them to practice sharing their family history with other students who are also finished.

Day 5

Share Projects

Emphasize respect for other families, cultures, and traditions. Remind students that differences are what make families special.

Modifications for Differentiation

Unique Modifications

Pay special attention to students' family situations. Remind students that families don't have to be related. Families can be people we choose to help us. Adapt the checklist to meet the unique demands of students in foster families. Some families may be concerned that a family history may reveal too much information about such things as religion, immigration status, or other situations. Modifications should occur as needed in order to help everyone have something to share.

Above These students are often challenged by asking them to complete additional work. While these students could certainly be invited to add additional sources to their Illustrated Family History, another way of modifying this project is to allow them to practice their presentation skills by recording their presentation or asking them to present to the school administration or another class. They could also be invited to present their work in electronic format, such as using PowerPoint.

Below Modify writing requirements as needed by having someone else scribe for students. These students may struggle to be self-directed or work independently. Consider pulling a small group of students who are working on similar sources to work together or work next to you.

ELL In addition to modifying the writing, invite students to use their own language for parts of the Illustrated Family History. When conferencing with students, make sure to conference with these students frequently and ask them to verbally explain what they will work on next.

Rubric

See **Project Evaluation** (Teacher's Guide p. 63).

Name

Chapter 1 Test

Use each word from the word bank one time to answer the following statements.

needs	point of view	tradition
primary sources	responsibility	right

1. We must have food, water, and shelter so that we can live. These are called _____.

2. We can learn about the past from _____. These come from a person who experienced the event firsthand.

3. A _____ is a custom or belief.

4. Something you need to do is called a _____.

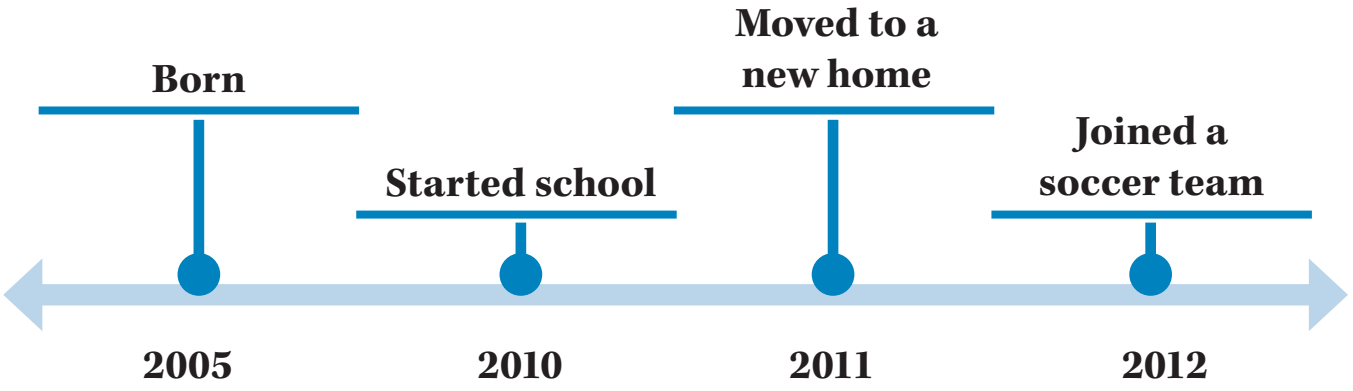
5. Freedom is an example of a _____. It is something we should always have.

6. A person's way of thinking is called his or her _____.

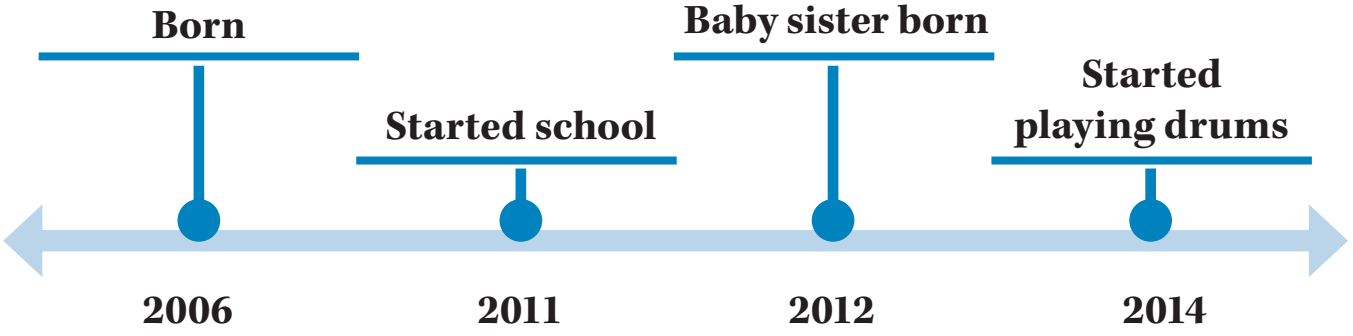
Name

Answer the following questions using Yin's and Jose's time lines.

Yin's Time Line



Jose's Time Line



Name

Chapter 1 Test

7. What year was Jose's baby sister born? _____

8. What year did Yin start school? _____

9. Yin moved to a new home in 2011. What happened to Jose in the same year? _____

10. Who is older—Yin or Jose? _____

Name

Chapter 1 Test

Read the interview and complete the following page.

Interviewer: What traditions did you celebrate when you were growing up?

Jose: We celebrated Cinco de Mayo. I had a piñata at my birthday parties.

Interviewer: What did you like to do when you were in second grade?

Jose: I liked to play soccer. I liked to listen to music. I liked to be outside.

Interviewer: How did it feel when you moved from Mexico to the United States?

Jose: I was scared. My English wasn't very good. I thought everyone would laugh at me. I missed my uncles and aunts who stayed in Mexico.

Name

11. Describe Jose's point of view about moving away from Mexico.

_____

_____

_____

12. Explain why using an interview is a good way to learn about someone's life.

_____

_____

_____

Name

13. Draw a picture of two friends having a disagreement.

14. Draw a picture of the two friends solving their disagreement.

Student Name:

Chapter 1 Project	Project Evaluation
Product	
The student included a family narrative, family interview, and time line.	1 2 3 4
The student included at least one additional item (interview or narrative).	1 2 3 4
The student included at least two additional visuals.	1 2 3 4
Writing Conventions	
The student wrote in complete sentences.	1 2 3 4
The student labeled all images.	1 2 3 4
The work is neat and presentable.	1 2 3 4
Presentation	
The student's work is complete.	1 2 3 4
The student spoke clearly.	1 2 3 4

The highest rating is 4.

CHAPTER 2

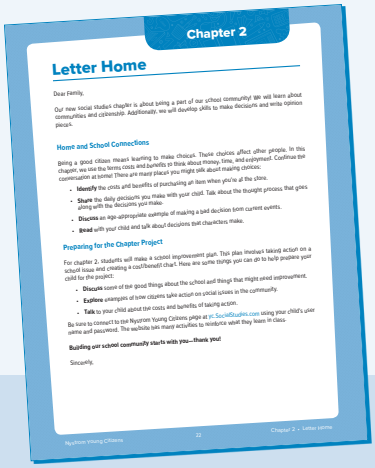
Compelling Question

How Are You Part of the School Community?

Students will learn what defines a community and a citizen.

Time Frame: 4 Weeks

1. Students will see that their school is a community and how rules are essential for communities.
2. They will go through the steps necessary to make a decision that benefits themselves and others.
3. Finally, they will learn and demonstrate how to be active citizens by identifying problems and taking social action.
4. Students will complete the chapter review, project, and assessment.


Chapter 2

Letter Home

Dear Family,

Our new social studies chapter is about being a part of our school community! We will learn about communities and citizenship. Additionally, we will develop skills to make decisions and write opinion pieces.

Home and School Connections

Being a good citizen means learning to make choices. These choices affect other people. In this chapter, we use the terms costs and benefits to think about money, time, and enjoyment. Continue the conversation at home! There are many places you might talk about making choices:

- **Identify** the costs and benefits of purchasing an item when you're at the store.
- **Share** the daily decisions you make with your child. Talk about the thought process that goes along with the decisions you make.
- **Discuss** an age-appropriate example of making a bad decision from current events.
- **Read** with your child and talk about decisions that characters make.

Preparing for the Chapter Project

For chapter 2, students will make a school improvement plan. This plan involves taking action on a school issue and creating a cost/benefit chart. Here are some things you can do to help prepare your child for the project:

- **Discuss** some of the good things about the school and things that might need improvement.
- **Explore** examples of how citizens take action on social issues in the community.
- **Talk** to your child about the costs and benefits of taking action.

Be sure to connect to the Nystrom Young Citizens page at yc.Soc46Studies.com using your child's user name and password. The website has many activities to reinforce what they learn in class.

Building our school community starts with you—thank you!

Sincerely,

Nystrom Young Citizens 22 Chapter 2 • Letter Home

Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 2
Pre-assessment

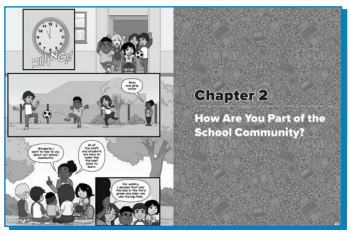
1. Preview the word *community*. Tell students that a community is a group of people who are living, working, or studying together. Communities of people must follow rules and act in ways so that everyone is safe and can get their work done.

2. Write the chapter question on the board: “How are you part of the school community?”

3. Ask students to turn and talk to a partner or small group and brainstorm ideas. Recognize that students may not be able to come up with many answers. Tell them that it is OK not to be sure of answers because they will learn more ways to be part of a school community.

4. Ask students to write down their answers in their **Think Books**.

Chapter 2
Introductory Activity



pp. 42–43

Materials

- Student Book

Critical Thinking

Reading

Objectives

Students will be able to:

- Recognize what it means to be part of a school community.
- Infer characters' feelings through text reading.

Getting Started

Read the introduction to chapter 2 on p. 42 of the Student Book together as a class.

Teaching

1. Tell students that you want to reread the comic. As you read, ask students to focus on how the characters feel and what clues help them infer the characters' feelings.
2. Probe students for characters' feelings when the bell rings, on the field, and after the principal speaks.
3. Probe for separate responses to how students would feel if their principal made a similar announcement. Compare and contrast how the characters in the text feel and how students would feel.

Summarizing and Assessing

Invite students to reflect on how the comic might relate to the chapter question: "How are you part of the school community?" If students do not have ideas to share, probe by saying, "In a community, people have different opinions and ideas, just like we read about in chapter 1 with families. What did we use when families had disagreements? (problem solving, *I feel* _____ *when* statements) What ideas do you have about how we could use those same problem-solving tools in a school community?" Allow students to suggest possible problem-solving ways of talking with others in the community.

Modifications for Differentiation

Above These students may be able to generate more inferences and work independently. If groups of students need the Below and ELL modifications, ask the Above students to work independently and create a list of what the characters feel and clues as to why they feel that way in their **Think Books**.

Below This lesson asks for abstract thinking and inferences. Help ELL students focus on single components such as "How do you think the kids feel in frame 1? Show me how your face looks when you feel that way? Can you think of a time when you have felt that way?"

ELL On the board, write vocabulary that students can use to describe how the kids feel. Help students match the vocabulary to the frames in the comic. Then provide sentences for students to complete: *The kids feel* _____ *because* _____. Encourage students to describe a time they felt that way.

Lesson 1
School Rules

Online Activities

- Vocabulary Activities

Literacy Links

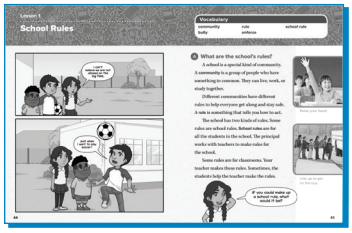
- *Rules for School*, by Alec Greven
- *Strictly, No Elephants*, by Lisa Mantchev

Main Goals

- **A** **What are the school's rules?** Identify rules that apply to certain areas.
- **B** **Why are there school rules?** Demonstrate the importance of rules in communities.
- **C** **What makes good rules?** Understand the features that make a good rule.
- **D** **Who enforces rules?** Identify who makes and enforces rules in a community.

A What are the school's rules?

Civics Reading



pp. 44–45

New Vocabulary

community
rule
school rule

Materials

- Student Book
- Think Book
- large sheet of paper

Objectives

Students will be able to:

- Define *community*, *rule*, and *school rule*.
- List rules in different situations.
- Describe why rules are important.
- Practice reading for a purpose and finding text evidence.

Vocabulary Focus
Introduce in Getting Started and Teaching activities.

Getting Started

1. Reread the introductory comic on p. 42 of the Student Book.
2. Follow by reading the comic on p. 44 from lesson 1, section A.
3. Remind students of the feelings they identified from the introduction.

Teaching

1. Read the first paragraph on p. 45. Remind students that they already talked about the word *community* in the introduction and they are now reading it again. Tell them they need to see a word several times before they really understand what it means.

2. Tell students that the second paragraph will talk about rules. Ask them to read this paragraph independently and find out what a rule is according to the text.

3. Tell students that the third paragraph talks about special kinds of rules—school rules. Ask them to read independently and find out who school rules are for.

4. Tell students that the fourth paragraph talks about classroom rules, which are different than school rules. Ask them to read to find how classroom rules are different than school rules.

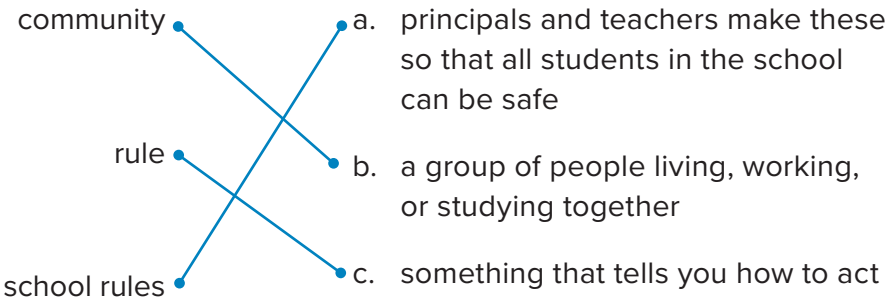
5. As a class, list on a large sheet of paper three rules for the classroom and three rules for the school as a whole. Point out that the school rules apply to areas outside of the classroom like the playground and hallways.

6. Add another list for rules in other classes like gym or art. Save this list for the next section.

7. As a class discuss why there are different rules for different places.

Summarizing and Assessing

Write the three vocabulary words on one side of the board, along with three definitions on the other side. Ask students to match the words with their definitions by writing the word and the letter for the definition (community—b) in their **Think Books**.



Check for correct answers as a class. If students have not identified the correct definitions, review the answers. Consider rereading or adding other examples.

Modifications for Differentiation

Above These students may not need the structure of reading one paragraph at a time. Instead, tell these students to read p. 45 and find out a) why we have rules and b) how school rules and classroom rules are different. Let these students read the entire page independently and tell you or write responses in their **Think Books**.

Below The Teaching section follows an ERT (Everybody Read To) format, designed to help students focus on a single purpose for each paragraph and foster independence in reading. If students are not yet independent readers, this can be adapted for class reading. Rather than reading independently, tell students the purpose for one paragraph at a time and then read aloud to students before asking them to respond to the paragraph. If students are not able to follow so many verbal instructions, practice on one or two paragraphs instead of all four paragraphs. Complete the other paragraphs with a read aloud minus the "read-to-find" statements.

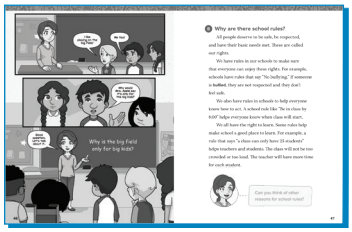
ELL Read aloud one paragraph at a time, pausing after each one to discuss the content. If students are able, have them take turns reading aloud a sentence or paragraph. Start a discussion on the paragraph about communities by asking students to name or describe people in their communities. For the three rules paragraphs, have students describe or act out one or two rules related to each paragraph.

Extending

Social Studies Review your school's rules and classroom rules. Talk about how these rules keep people safe. If possible, invite the principal to come to the class and talk about why he/she believes the rules are important.

B Why are there school rules?

Civics Reading



pp. 46–47

New Vocabulary

bully

Review Vocabulary

right
school rule

Materials

- Student Book
- List of rules from lesson 1, section A

Literacy Links

- *The Juice Box Bully,* by Maria Dismondy
- *Llama, Llama and the Bully Goat,* by Anna Dewdney

Objectives

Students will be able to:

- Find answers and support with textual evidence.
- Explain what the function of a school rule is.

Vocabulary Focus
Introduce in Teaching.

Getting Started

1. Review the comics from previous sections then read the comic on p. 46 of the Student Book so that the full story line is continued.
2. Ask students what they need to play a game of soccer. Can they play without any rules?

Teaching

1. Read the first paragraph on p. 47 together. Remind students that they've already had the word *rights* in chapter 1. Tell them that this lesson will remind us what *rights* are.
2. Tell students that rules tell people how to do something or what to do and what not to do, both in games and in real life. School rules are one set of rules that help us stay safe and explain how to do something.
3. Have students read the rest of the text together in groups.
4. Display the list of rules from the previous activity.
5. Pick one of the rules. Ask the class to discuss why that rule was written. As a prompt, ask what would happen if everyone didn't follow that rule.
6. Divide the class into groups and assign each group one of the other rules from the list. Have each group discuss why we have that rule. Provide assistance to groups that are having trouble.

Summarizing and Assessing

Have each group report their results to the larger class. Record their answers on the large sheet of paper with the list. Save this paper for the following section. Read the following list to students. Have them raise their hands when you name a rule or law that helps people get along or stay safe.

- Return class materials to where they belong. (yes)
- Ride your bicycle with a helmet. (yes)
- Run in the hallway. (no)
- Speak in a soft voice in the library. (yes)
- Cross the road without looking both ways. (no)

Modifications for Differentiation

Above Allow students to read independently. When students complete the reading assignment, allow them to visit other classrooms to see what their rules are. They should bring back a list in their **Think Books**.

Below Paragraphs can be read aloud instead of asking them to read independently. If possible, have students try to read at least one paragraph on their own.

Afterward, ask each student to use the sentence starter, "We have school rules because _____" and write their response in their **Think Books**.

ELL Review the meanings of *right*: "correct," "opposite of left," and "something someone should always have, like food, water, and safety." Write the word *bully* on the board and draw two stick figures. Call on a student to use the stick figures to describe an example of bullying. Then, write **How to Act** and **A Good Place to Learn** on the board and help students describe or act out rules for each category.

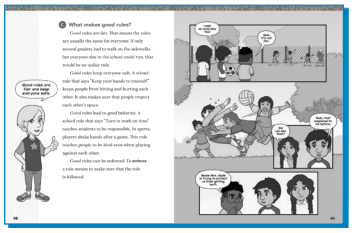
Extending

Geography Distribute **Community Desk Map 3A/B** and map markers. Have students turn to **Community Desk Map 3A**. Point to the library. Have students circle the library on their maps. Ask what rules libraries have. Have students choose one rule. Write it on the board. Ask students, "Why does a library have its own rules?"

Next, tell students to circle a house or an apartment building on their maps. Ask students what rules they need to follow at home. Have students choose one rule. Write it on the board. Ask students, "How do rules at home help you and your family?"

C What makes good rules?

Civics | Critical Thinking | Reading



pp. 48–49

New Vocabulary

enforce

Materials

- Student Book
- Activity Sheet 2a
- List of rules from lesson 1, sections A & B
- Think Book

Online Activities

- What Makes Good Rules?

Literacy Links

- *Officer Buckle and Gloria*, by Peggy Rathmann

Objectives

Students will be able to:

- Point out what features make a good rule.
- Recognize safety, protection of rights, and modeling good behavior as features of good rules.
- Apply those features to rules that they know.
- Find evidence from the text.

Vocabulary Focus

Write *enforce* on the board. Remind students that they've been learning about rules. Ask students who makes sure that people are quiet in the library. (librarian) Explain that the librarian enforces the rules or makes sure the rules are followed. Repeat this line of questioning with other positions of authority, such as who enforces rules in the classroom.

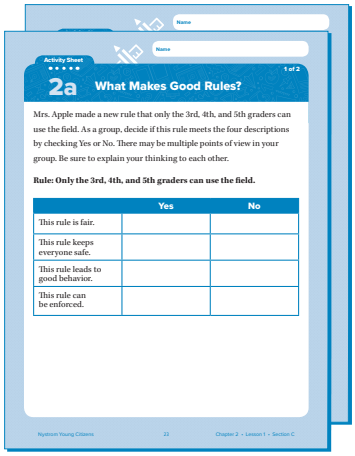
Getting Started

1. Direct students to look at the list of rules from previous sections. Ask students to think about what makes a good rule and what makes a bad rule.
2. Allow students time to think before asking them to write one or two ideas about what makes a good rule and one or two ideas about what makes a bad rule in their **Think Books**.

Teaching

1. Tell students that they are getting ready to read four different things about good rules.
2. In small groups, ask them to read p. 48 in the Student Book.
3. After groups finish, ask them to label a section in their **Think Books** with **Good Rules** and then write numbers 1–4 beneath that title. Give students time to look back in the text and find four things about good rules.
4. Have each group identify a rule that meets each of these principles. Have them record their rules next to each of the principles recorded.

Summarizing and Assessing



Activity Sheet 2a

Read the comic on p. 49 of the Student Book together. Tell students they found four things about good rules. Review or list those four things on the board. In groups, complete **Activity Sheet 2a**. Note: This is a two-page activity sheet; if time is limited, have students complete page 1, instead of both pages.

Modifications for Differentiation

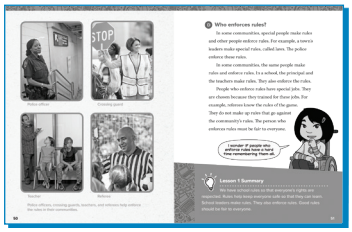
Above Allow these students to read individually and identify all four reasons, then meet as a small group to compare their descriptions of good rules. Encourage them to review the text together if they did not all agree. If they finish before the other students, ask them to write a good rule for a situation in school, such as the lunchroom, playground, computer lab, etc.

Below If students cannot read and find reasons in a full page of text, use the first paragraph to model finding and writing that good rules are fair. If students need an additional model, use the second paragraph. Allow students to attempt to read the third and fourth paragraphs in small groups or independently and find two more statements about good rules.

ELL Use the Below modification as necessary. Additionally, consider adding picture cues of people enforcing rules for the vocabulary focus.

D Who enforces rules?

Civics Geography



pp. 50–51

Review Vocabulary

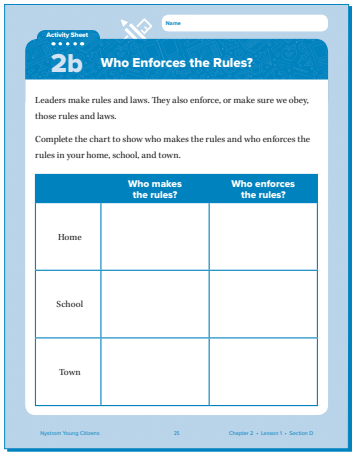
enforce

Materials

- Student Book
- Community Desk Map 3A/B
- Activity Sheet 2b
- map markers

Literacy Links

- *Let's Meet a Police Officer,* by Gina Bellisario
- *What Does a Mayor Do?* by David J. Jakubiak
- *What Does the Principal Do?* by Rita Kidde



Activity Sheet 2b

Objectives

Students will be able to:

- Identify who makes rules in the community.
- Identify who enforces rules in the community.

Getting Started

1. Explain that leaders make rules and laws. They also enforce, or make sure we obey, those rules and laws.
2. Distribute **Community Desk Map 3A** and map markers and ask small groups of students to:
   a. Find a home and label it with an **H**.
   b. Find the school and label it with an **S**.
   c. Find the police station. Circle each block by the police station and label it with an **N** for neighborhood. Model with the map as students complete the work. If possible, project the map so students can follow along easily.
3. Have students clean, collect, and put away materials.

Teaching

1. Ask students to look at the images on p. 50 of the Student Book.
2. Read p. 51 together.
3. Model completing the "Home" row of **Activity Sheet 2b** with students.
4. Tell students that they can use the text to help them complete the rest of **Activity Sheet 2b**.

Summarizing and Assessing

Review **Activity Sheet 2b**. If students do not get correct answers, reread the text and reteach. Afterwards, read the lesson 1 summary together.

Modifications for Differentiation

Above Challenge these students to consider who makes the laws in the state and in the country and to add these rows to **Activity Sheet 2b**.

Below If students need more reading support, break down the reading paragraph by paragraph and complete the activity sheet as each paragraph is read.

ELL Students may be confused between making and enforcing the laws. Role-play times when a rule is made at school and who enforces the rule. When completing **Activity Sheet 2b**, allow students to work with a partner or work through the activity sheet as a guided activity rather than an independent activity.

Extending

Civics What would happen if there were no rules or no one to enforce the rules? Allow students to discuss their ideas and record them in their **Think Books**.

Reading Read aloud or ask small groups to read the Literacy Links or other books about people who enforce rules. Then ask students what else they can add to their ideas for the **Think Books**. Discuss as a class.

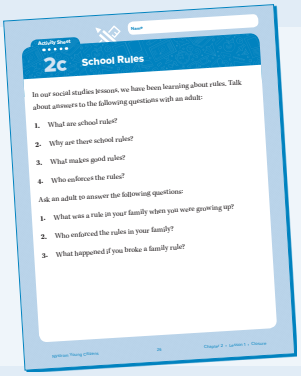
Lesson 1
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in one minute in their **Think Books**. Table groups can work together on their lists. At the end of one minute, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. What are school rules? (things that all students must do to get along and be safe)
2. Why are there school rules? (to keep students safe, so everyone is respected and can learn)
3. What makes good rules? (fair, keep everyone safe, lead to good behavior, can be enforced)
4. Who enforces the rules? (school: principals and teachers; community: police)


Activity Sheet
2c School Rules
Name
In our social studies lessons, we have been learning about rules. Talk about answers to the following questions with an adult:
1. What are school rules?
2. Why are there school rules?
3. What makes good rules?
4. Who enforces the rules?
Ask an adult to answer the following questions:
1. What was a rule in your family when you were growing up?
2. Who enforced the rules in your family?
3. What happened if you broke a family rule?

Review at Home

Ask students to complete **Activity Sheet 2c** with their families at home.

Lesson 2

Decisions in School

Online Activities

- Vocabulary Activities

Literacy Links

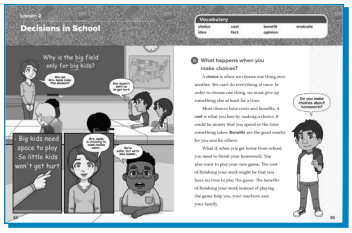
- *I Want a Cat: My Opinion Essay*, by Darcy Pattison
- *Larry Makes a Choice*, by Karen Poth
- *Think for Myself at School: Holistic Thinking Kids*, by Kristy Hammill

Main Goals

- **A** **What happens when you make choices?** Identify the costs and benefits of a choice.
- **B** **Collaborating Skills: Making Decisions.** Apply the steps necessary to make optimal decisions.
- **C** **What do you need to make good choices?** Identify, gather, and apply information from different sources.
- **D** **Reading Skills: Telling the Difference between Fact and Opinion.** Determine if a statement is a fact or opinion.

A What happens when you make choices?

Economics · Information Processing



pp. 52–53

New Vocabulary

benefit
choice
cost

Materials

- Student Book
- slips of paper (five for each student)

Literacy Links

- *Alexander, Who Used to Be Rich Last Sunday,* by Judith Viorst
- *The Hard-Times Jar,* by Ethel Footman Smothers

Objectives

Students will be able to:

- Describe how all choices involve giving up something.
- Use costs and benefits to explain the outcomes of their choices.

Vocabulary Focus
Introduce in Teaching activity.

Getting Started

1. Write the following items on the board: **apples, milk, stuffed animal, video game, shirt, pants, sneakers, dress shoes, school book, picture book,** and **ticket for a funny movie.**
2. Give each student five slips of paper. Tell students, "Pretend the slips of paper are money. You can buy one item on the list with each slip of paper." On each slip of paper, have students write an item from the list that they would buy.

Teaching

1. Write the vocabulary words on the board.
2. Tell students that when they decided what items to buy, they made a choice.
3. Tell students that the cost of the items in the pretend store was a slip of paper. They did not have enough money to pay the cost of all the items at once. Instead, they had to make a choice.
4. Talk about the benefits of each choice. For example, the benefit of buying an apple might be good health. There could be benefits for each choice.
5. Read p. 53 of the Student Book together. As each vocabulary word is read, write its definition beside the word on the board. Emphasize that cost can be money or time, and benefits can be for self or others.
6. Encourage students to read the comic on p. 52 independently. Discuss the costs and benefits of Mrs. Apple's decision.

Summarizing and Assessing

Offer students two scenarios. Tell them to choose one to explain how making a choice has costs and benefits. Provide a sentence starter such as, "When I choose _____, the benefit is _____ but the cost is _____." They can explain verbally or in written format.

Scenario 1: You choose to watch a movie with your little brother instead of doing your homework.

Scenario 2: You get $10 as a gift. You can buy a _____.

Modifications for Differentiation

Above Challenge these students to create a cost/benefit T-chart for the situation in the comic.

Below Students may need more experience with the vocabulary and content of this section. Use specific scenarios with fewer choices and physical items, such as, "You have enough money to buy this toy or this snack. Which will you buy? Why? What is good about this choice?" Students may also need support reading the comic independently. Allow them to try reading independently before paraphrasing what the characters said.

ELL Students will probably be familiar with the cost/benefit concept, but they may need help with the vocabulary. Associate the terms *give away* and *money* with cost; explain that a benefit is something good that you get.

Extending

Economics and Math Set up an imaginary store. Assign a price to each item. Give students a specific amount of money. Allow them to make choices with their money. Ask them to discuss the costs and benefits of their choices.

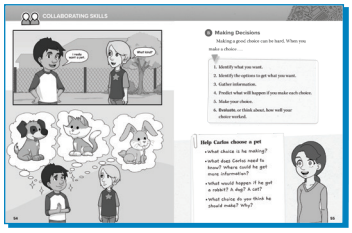
Set up Monopoly Junior as a center or free-time activity. As students play, ask them to talk about the costs and benefits for the choices they make.

Collaborating Skills

B Making Decisions

Critical Thinking

Information Processing



pp. 54–55

New Vocabulary

evaluate

Materials

- Student Book
- Activity Sheet 2d
- Images of Pets
- sticky notes

Online Activities

- Making Decisions

Literacy Links

- *Lila the Fair*, by Laura Driscoll
- *Making Choices*, by Vic Parker
- *Making Choices and Making Friends*, by Pamela Espeland

Objectives

Students will be able to:

- Recognize that making a decision has multiple steps.
- Explain how information supports making a decision.
- Describe outcomes of different decisions.

Vocabulary Focus

Ask students to rate (1–3, with 3 being the highest rating) how the morning went in the areas of on-task behavior, being respectful of others' ideas, and listening. Allow students time to rate the areas, and then have them explain why they rated as they did.

Tell students that by rating their morning work, they were also evaluating it. Explain that *evaluate* is another word for "rate." Tell students that today's text uses the word *evaluate*. In this text, students are encouraged to evaluate, or think about, how appropriate different decisions are.

Getting Started

1. Place pictures of possible pets from the comic on p. 54 of the Student Book on the board.
2. Ask students to write their name on a sticky note, then place the sticky note under the pet they would choose if they were choosing a pet. Additionally, give students a "no pet" option to choose.

Teaching

1. Direct students to look at the comic on p. 54. Tell students that you have the same pet options on the board.

2. In pairs or small groups, have students explain why they placed their sticky note where they did in the initial activity. Listen to groups and choose one or two explanations as exemplars. These exemplars should give reasons for making a choice.

3. Explain to students that by making a decision based only on our opinion, we may miss some very important information. However, just like problem-solving, there are some steps that will help us make good decisions.

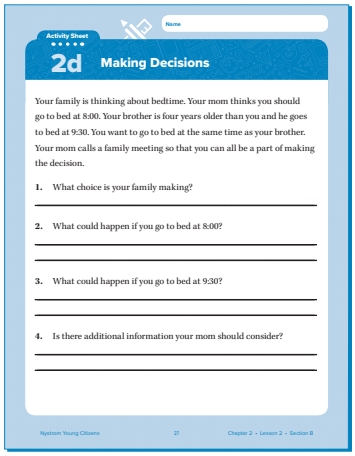
4. Read p. 55 together and answer the questions in the pull-out box at the bottom of the page as a class (either whole class or within small groups).

5. Return to the Getting Started activity, as well as the exemplar conversations from step 2. Share the conversations and reasons.

6. Tell students that other information could help them make an even better decision. Emphasize that it might not change the decision, but they will have more evidence for their decision with more information.

7. Ask students what other information would help them make a decision. Responses might include learning more about a particular breed of dog, learning how to care for a bunny, finding out how much these animals cost, etc.

Summarizing and Assessing


Activity Sheet
2d Making Decisions
Name
Your family is thinking about bedtime. Your mom thinks you should go to bed at 8:00. Your brother is four years older than you and he goes to bed at 9:30. You want to go to bed at the same time as your brother. Your mom calls a family meeting so that you can all be a part of making the decision.
1. What choice is your family making?
2. What could happen if you go to bed at 8:00?
3. What could happen if you go to bed at 9:30?
4. Is there additional information your mom should consider?
Nystrom Young Citizens 27 Chapter 2 • Lesson 2 • Section B

Activity Sheet 2d

Distribute **Activity Sheet 2d** and ask students to complete the scenario.

Modifications for Differentiation

Above If students demonstrate advanced decision-making skills, invite them to think of a time when they had or will have to make a decision that required them to get more information. Ask them to respond to the questions on p. 55 in the pull-out box and to record their answers in their **Think Books**.

Below Some students may need additional processing time to consider reasons for decisions. Instead of talking immediately, encourage small groups to first write down (or think to themselves if writing is prohibitive) their responses to the pull-out box questions and the additional information.

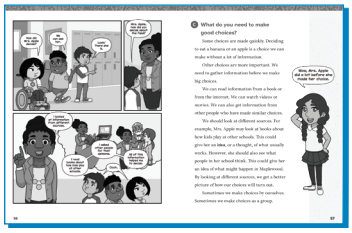
ELL If students have difficulty reading the scenario in the activity sheet, have them echo read it sentence by sentence. Students can then work in pairs to answer the questions. Explain that *consider* in the last question means "think about."

Extending

Reading Read a Choose Your Own Adventure as a whole class read aloud. As choices are made, talk about how decisions are made when not everyone in the class agrees, why one choice may be better than another, and the costs and benefits of the choices.

C What do you need to make good choices?

Civics · Information Processing



pp. 56–57

New Vocabulary

idea

Review Vocabulary

choice
source

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book

Objectives

Students will be able to:

- Recognize information sources.
- Use information from external sources to make decisions.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Review lesson 2, section B for important steps in making a decision.
2. Read the comic on p. 56 of the Student Book.

Teaching

1. Read the first three paragraphs of p. 57 of the Student Book together as a class.
2. Ask students to read the remaining paragraphs independently and look for examples of sources that Mrs. Apple could use.
3. Break up the class into small groups.
4. Distribute the **Group Activity Cards**, one per group.
5. Have groups complete the card activities.
6. Have each group share their decision from the card with the rest of the class.

Summarizing and Assessing

Ask students to take out their **Think Books** and write the section question: "What do you need to make good choices?" Ask students to explain what the text says they need to make good choices. If necessary, explain that this is a big, or main, idea. Ask students to write **get information from many sources** as the answer to the section question in their **Think Books**. Next, ask them to list examples of sources, both from the text and from their own experience. Monitor student responses as they write.

Modifications for Differentiation

Above Students may read all of p. 57 independently.

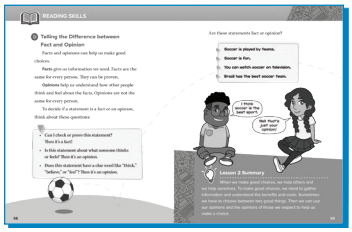
Below Students may not be able to read this text independently. Modify by using partners to choral read together.

ELL Include one or two ELL students in each small group. Write **Sources** on the board and ask students to name and, if needed, describe sources of information so you can list them on the board.

Reading Skills

D Telling the Difference between Fact and Opinion

Critical Thinking · Information Processing · Reading



pp. 58–59

New Vocabulary

fact
opinion

Materials

- Student Book
- Activity Sheet 2e

Online Activities

- Telling the Difference between Fact and Opinion

Literacy Links

- *Mr. Fact and Miss Opinion,* by Melissa Polyakov

Objectives

Students will be able to:

- Distinguish between fact and opinion.

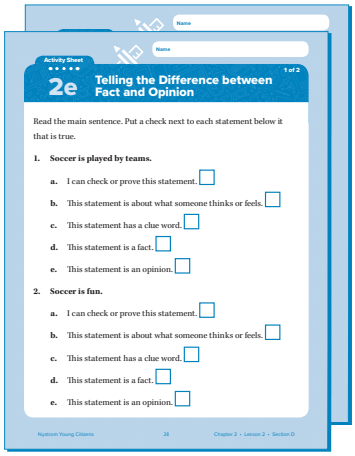
Vocabulary Focus
Introduce in the Getting Started and Teaching activities.

Getting Started

1. In lesson 2, section B, students chose a pet. Remind students of this activity and select a few students to share why they chose that pet. Write their responses on the board.
2. Using student statements, model considering and labeling them as fact or opinion.

Teaching

1. Read p. 58 of the Student Book together.
2. Review the pull-out box on p. 58.


Activity Sheet 2e

3. Preview the statements on p. 59 together. Students will see the statements again in the activity sheet.
4. Distribute **Activity Sheet 2e** to the class.
5. After students have had time to complete the sheet, go over it with the class.

Summarizing and Assessing

Write these, or similar, statements on the board. Ask students to identify which of these are fact and which are opinion.

- Chocolate cake tastes good. (opinion)
- The United States is a country in North America. (fact)
- Daisies are the prettiest flowers. (opinion)
- A compass rose is a map feature. (fact)

Modifications for Differentiation

Above Challenge these students to read additional informational texts and find those that have both fact and opinion in them. Have them mark fact and opinion with small sticky notes. Use the books that these students identify as having both fact and opinion for other students to review in an extension activity.

Below Students may need additional practice identifying fact and opinion statements. Practice reading a nonfiction text together and identifying fact and opinion before doing the activity for Summarizing and Assessing.

ELL Monitor for confusion about fact and opinion versus confusion about the meaning of words. For example, students may not understand the meaning of some of the words in the statements of fact and opinion in the Student Book, p. 59, or in the summary activity. Ask students if they would like to know what any of the words mean and to explain their thinking before evaluating their responses.

Extending

Reading Read *Mr. Fact and Miss Opinion* for an interactive read-aloud. Ask students to choose a nonfiction text and identify at least three facts. Encourage students to read carefully for any opinions that may also be in the texts.

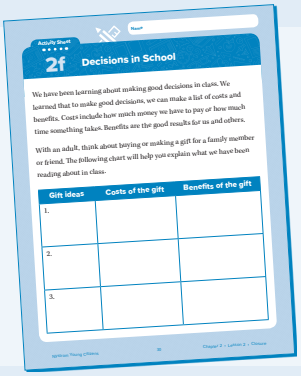
Lesson 2
Closure

Classroom Assessment Activity

Have students work in small groups and create a short skit. Every student must have a role in the skit, and each group will perform its skit in front of the class. Give groups enough time to prepare their skits before presenting.

Create a short skit about making good choices. Below are possible themes for the skits:

1. Doing homework
2. Eating snacks
3. Playing on the playground
4. Going shopping
5. Packing clothes for a trip


Activity Sheet 2f

Name

2f Decisions in School

We have been learning about making good decisions in class. We learned that to make good decisions, we can make a list of costs and benefits. Costs include how much money we have to pay or how much time something takes. Benefits are the good results for us and others.

With an adult, think about buying or making a gift for a family member or friend. The following chart will help you explain what we have been reading about in class.

Gift ideas	Costs of the gift	Benefits of the gift
1.		
2.		
3.		

Nystrom Young Citizens 30 Chapter 2 • Lesson 2 • Closure

Review at Home

Ask students to complete **Activity Sheet 2f** with their families at home.

Lesson 3

Contributing to School

Online Activities

- Vocabulary Activities

Literacy Links

- *Horrible Harry and the Dragon War*, by Suzy Kline
- *Just Right Words: Fighting Fair*, by Teacher Created Materials
- *We Live Here Too: Kids Talk About Good Citizenship*, by Nany Loewen

Main Goals

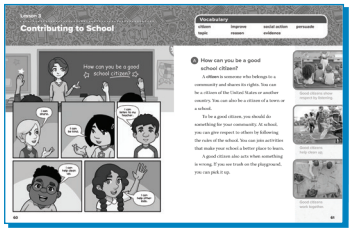
A **How can you be a good school citizen?** Identify the characteristics of a good citizen.

B **How can you improve our school?** Identify school problems and ways to improve the situation.

C **Communicating Skills: Writing an Opinion Piece.** Write an opinion piece supported by logical reasons.

A How can you be a good school citizen?

Civics · Cultures · Reading



pp. 60–61

New Vocabulary

citizen

Review Vocabulary

right

Materials

- Student Book
- Leveled Student Readers
- Think Book

Objectives

Students will be able to:

- Explain that a citizen is someone who belongs to a community.
- Point out specific ways that one can be a good citizen.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Write *right* and *citizen* on the board. Remind students that in the last chapter they learned that rights are something people should always have.
2. Explain to them that the U.S. Constitution gives them some rights, such as the right to free speech. Not every country gives citizens, or people in that country, the same rights. Some citizens in other countries do not have the right to speak freely. Tell them today's focus will be on defining what a *citizen* is.
3. Read the comic on p. 60 of the Student Book together.

4. Ask students to help you write a definition of citizen next to the word written on the board based on what they read in the comic.

Teaching

1. Ask students to read the first paragraph independently on p. 61 and find how the author of the book defined *citizen*.
2. Compare the definitions of *citizen* that they wrote and the one in the book.
3. Ask students to look back at the first paragraph and point to the different places where people can be citizens.
4. Remind students of the section question: "How can you be a good school citizen?" Tell students that the rest of the paragraphs will help them think about specific ways they can be good school citizens.
5. Ask students to read the rest of the section independently and find at least two ways that they can be good school citizens.
6. Discuss students' responses.
7. Tell students they are going to read about citizens in another country. Independently or in groups, read the **Leveled Student Readers** and do the pre- and post-reading activities.

Summarizing and Assessing

Ask students to take out their **Think Books**. On the board, write the section question: "How can you be a good school citizen?" Ask students to answer the section question by responding to these sentence frames:

- The book says I can be a good school citizen by _____.
- An idea that I have for being a good school citizen is _____.

Modifications for Differentiation

Above These students may be given the sentence frames (from Summarizing and Assessing) before reading p. 61 . Challenge them to read and answer the questions independently.

Below If students cannot read independently, allow them to read in partners. Encourage them to be as independent as possible because much of the information will be restated in class discussion.

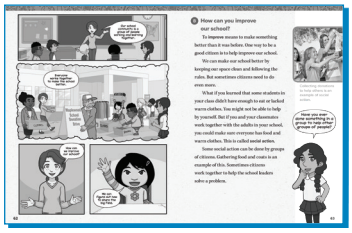
ELL In addition to modifying the reading by allowing them to work collaboratively, these students may benefit from additional time to talk about other ideas for being a good school citizen before they write responses in the summary activity. Lead a small group discussion about other ideas for being a good citizen and allow them to verbally respond if necessary.

Extending

Civics Use the **Leveled Student Readers** and additional books about other cultures to learn about the rights of citizens in other countries.

B How can you improve our school?

Civics | Critical Thinking



pp. 62–63

New Vocabulary

improve
social action

Materials

- Student Book
- Images of Problems
- Think Book
- large sheet of paper

Online Activities

- How Can You Improve Our School?

Literacy Links

- *Malala Yousafzai: Warrior with Words,* by Karen Leggett Abouraya

Objectives

Students will be able to:

- Explain that taking social action can improve a problem in their school.
- List school problems.

Vocabulary Focus
Introduce in Getting Started and Teaching.

Getting Started

1. Write these problems on the board: **trash left all over the park, families don't have warm clothes for the winter, there's not enough food for the summer when school is out**. If possible, post images or sketches of these issues along with the words.
2. Tell students that these words and images show some problems. In small groups, talk about how people could help solve these problems.

Teaching

1. Write on the board the section question: "How can you improve our school?" Explain to them that the earlier problems were world problems that they may not be able to fix. Tell them that they can solve school problems though, and that solving such problems is called taking *social action*.

2. Read p. 63 of the Student Book together. Emphasize the word *improve*. Tell students we can't always solve the problems that we see but we can improve the situation.
3. Tell students that the chapter project will ask them to work together and take social action on a school problem. Before they can take action, they need to begin thinking of what problem to improve. Ask them to read the comic on p. 62 independently to find out what problem Ms. Dos's class wants to improve. Ask students how they might solve this problem.
4. Ask students to brainstorm a list of problems in their school and write them in their **Think Books**. Model starting a list with the examples found on p. 63 of the text. At this time, they only need a list of several problems. This will be the beginning of the chapter project.
5. Allow students to share their lists while you compile a list on a large sheet of paper.
6. As a class, vote on a problem that they would like to focus on and try to improve. This problem will form the basis of your class chapter project (Teacher's Guide pp. 95–96). Before voting, point out potential problems with projects. You may want to eliminate some choices as being impossible for your class to accomplish. Remind them that social action will require them to work with others.

Summarizing and Assessing

As students are working in groups to create their list of social action items, circulate and ask the groups to explain their thinking through questions such as, "Why do you think this is a social problem? Will it require many people to work together?"

Modifications for Differentiation

Above If the whole class will not have an opportunity to read *Malala Yousafzai: Warrior with Words*, consider letting these students read it or a similar text and report back to the class about what the social issue was and how the characters worked to improve the problem.

Below Because the comic has many words, be ready to reread the comic aloud so that students can understand what's happening.

ELL In addition to being ready to reread the comic for understanding, carefully monitor students' understanding of the words, in particular "social action." If students need additional examples, ask the class to act out different scenarios of taking social action.

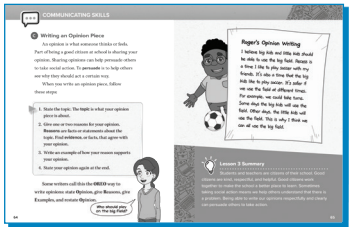
Extending

Civics and Reading Read *Malala Yousafzai: Warrior with Words,* by Karen Leggett Abouraya. Ask students to think about what problem Malala identified and what she did to help solve the problem.

Communicating Skills

C Writing an Opinion Piece

Civics Writing



pp. 64–65

New Vocabulary

evidence
persuade
reason
topic

Review Vocabulary

opinion

Materials

- Student Book
- List from lesson 3, section B
- Think Book

Objectives

Students will be able to:

- Write an opinion paragraph.
- Support their opinion using reasons.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Reread the comic on p. 62 of the Student Book together.
2. Tell students that Roger wrote an opinion piece about how to solve this problem. Ask students to read Roger's opinion on p. 65.

Teaching

1. Tell students that they are going to write an opinion piece about one of the social problems that they generated. They will get to share their opinion piece and try to persuade others to choose that problem as the social action problem for the chapter project.
2. Display the list of social problems that students generated from the last section.
3. Read p. 64. Emphasize the OREO acronym.
4. Model writing an opinion piece using one of the social problems from the list.
5. Give students time to write their own opinion piece on one of the social problems from the list in their **Think Books**.

Summarizing and Assessing



Read the lesson 3 summary on p. 65. Ask students to share their opinion pieces with small groups. Group students who have different opinion paragraphs to share. (Write down strong opinions next to their respective problems on the chart paper. Be sure to include as many as possible as this list will be used for the chapter project.)

Modifications for Differentiation

Above Encourage students to write more than one paragraph and/or search outside sources for additional facts.

Below Have students write a paragraph in small groups. Write sentence frames, such as **In my opinion, we should** _____ or **I think this because** _____ to support their thinking.

ELL Encourage students to talk through what they want to write with you before starting to write. If necessary, script part or all of what they want to say and show them how to format it in the OREO form.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer yes or no when you read the answers.



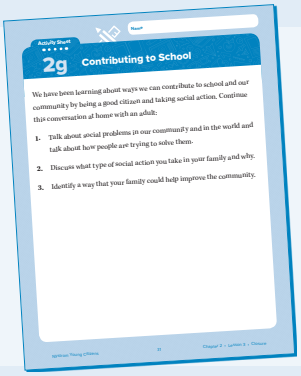
Yes **No**

Are the following statements true?

1. Good citizens work together. (yes)
2. Good citizens make sure they get their own way. (no)
3. Good citizens consider other people's opinions. (yes)

Are the following statements examples of social action?

1. A group of students decides to pick up trash on the playground. (yes)
2. A class invites everyone in the school to bring a pair of socks to donate to the homeless shelter. (yes)
3. A class holds a class fall festival party. (no)


Activity Sheet
2g Contributing to School
Name
We have been learning about ways we can contribute to school and our community by being a good citizen and taking social action. Continue this conversation at home with an adult:
1. Talk about social problems in our community and in the world and talk about how people are trying to solve them.
2. Discuss what type of social action you take in your family and why.
3. Identify a way that your family could help improve the community.

Review at Home

Ask students to complete **Activity Sheet 2g** with their families at home.

Chapter 2
Review

Review Vocabulary

benefit
bully
choice
citizen
community
cost
enforce
evaluate
evidence
fact
idea
improve
opinion
persuade
reason
rule
school rule
social action
topic

Materials

- Student Book
- Activity Sheet Chapter 2 Review
- Think Book

Objectives

Students will be able to:

- Describe how they are part of a school community.
- Recognize facts and opinions.

Getting Started

1. Return to this chapter's Pre-assessment. Students wrote down the answer to the chapter question in their **Think Books**. Ask students to reread their answers and label these sections **First I Thought**.
2. As a class, brainstorm ideas that could be added to the original answers. Have students choose two or three to write in their **Think Books** under the label **Now I Think**.

Teaching

Ask students to complete **Activity Sheet Chapter 2 Review**. Allow them to use their books to find the correct answers.

Summarizing and Assessing

Review answers to the activity sheet as a class.

Chapter Test

Distribute and administer the **Chapter 2 Test** (Teacher's Guide pp. 97–104). Assist students as needed.

Chapter 2 Project
School Improvement Plan

Materials

Every Day
- Project Checklist
- Project Evaluation

Day 1
- Think Book

Days 2–3
- coloring utensils
- lined paper
- poster paper


Civics


Economics


Critical Thinking

Objectives

Students will be able to:

- Point out improvements that can be made in the school.
- Work collaboratively to create a school improvement plan.
- Make a cost/benefit chart for their plan.

Project Description

Students will complete a school improvement plan that involves taking action on a school issue. They will create a proposal and a cost/benefit chart for something that would make the school a better place. In groups, students will produce something (a letter, a poster, etc.) to further their proposal.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Getting Started (Day 1)

1. Remind students of the school problem they voted on in lesson 3, section B.
2. Have students brainstorm ways to address the problem and put their ideas into action. Keep a list on the board of their ideas. Discuss the costs and benefits of each, eliminating ideas that are unrealistic for this project. Add "writing a letter to the principal" and "creating an awareness poster" to the list if they are not proposed by students.

Day 1

1. Divide students into small groups. Either assign each group an idea from the list they created or let the groups choose their own. Allow groups to discuss ways to achieve their plan. For example, if they choose to create a poster, what do they want to say on the poster?
2. Have students write some ideas in their **Think Books**.
3. Monitor groups to ensure that they remain on task and are thinking about practical solutions.

Days 2–3

1. Have students rejoin their groups.
2. Have them prepare a simple cost/benefit T-chart for their plan. For example, the cost of making a poster is time and the price of the poster board; the benefit is raising awareness. Monitor the groups to make sure they understand the concepts of cost/benefit. The final cost/benefit T-chart should be written neatly on a piece of poster paper.
3. Each group will work to prepare their action plan. This can include writing a letter to a principal or school leader, creating a poster to raise awareness around the school about the issue, making a school-wide announcement, or something different. Each group must produce something for their plan.

Day 4

1. Have each group present its School Improvement Plan and T-chart (cost/benefit) to the rest of the class.
2. In the case of letters, make sure they are sent; if posters are created, they can be hung around the school.
3. If possible, invite school leaders or staff to the presentations.

Modifications for Differentiation

Above Ask these students to be the scribe for their small group.

Below and ELL These students may feel uncomfortable in small groups. Consider one-on-one conferences with these students while the groups are working to make sure that these students are able to contribute their ideas to the group.

Rubric

See **Project Evaluation** (p. 105 of the Teacher's Guide).

Name

Chapter 2 Test

Vocabulary

Circle the correct word that completes the sentence.

1. A group of people living, working, or studying together is called a _____.

citizen community fact

2. Something that tells you how to act is called a _____.

fact opinion rule

3. The money that you spend or time that you take are the _____ of your choice.

costs facts rules

Name

4. A _____ is a statement that you can check or prove.

fact rule opinion

5. An _____ is a statement about what someone thinks or feels.

fact rule opinion

6. Someone who belongs to a community and shares its rights is called a _____.

community citizen cost

Name

Making a Choice

7. Put these statements in the correct order to show how to make a good decision. Put a "1" next to the first thing you should do, a "2" by the second thing you should do, and so on until every blank has a number.

____Make your choice.

____Evaluate how well your choice worked.

____Gather information.

____Predict what will happen if you make each choice.

____Identify the options to get what you want.

____Identify what you want.

Costs and Benefits

Carlos has been invited to spend the night with his best friend. On the same night, Carlos's sister has an important soccer game. Carlos needs to decide whether to go to his friend's house or to his sister's soccer game.

8. Use the passage above to answer the following questions.

a. What is a cost of going to spend the night with his best friend?

_____

_____

b. What is a benefit of spending the night with his best friend?

_____

_____

c. What is a cost of going to his sister's soccer game?

_____

_____

Name

9. What is a benefit of going to his sister's soccer game?

_____

_____

10. What other information might help Carlos make a decision?

_____

_____

Fact or Opinion

11. Decide if these statements are facts or opinions. Write F by the statements that are fact and O by statements that are opinion.

____ The Grand Canyon is in Arizona.

____ The Grand Canyon is the best place to visit in the United States.

____ The first national park in the world was Yellowstone National Park.

____ National parks are too expensive to visit.

OREO

O: Write your opinion.

R: Give one or two reasons for your opinion.

E: Write an example to show how your reason supports your opinion.

O: Restate your opinion.

12. Choose one of the following topics and write an opinion paragraph using the OREO outline.

Topics

- **Do dogs or cats make better pets?**
- **Should you play first when you go home from school or do your homework first?**
- **What is the best sport to play?**
- **What book should everyone in your class read?**
- **Create your own topic.**

Name

Chapter 2 Test

Student Name:

Chapter 2 Project	Project Evaluation
Topic	
The student's group chose a project that will help to improve the school.	1 2 3 4
Product	
The student's group created a T-chart for cost/benefit.	1 2 3 4
The student's group created a product for the School Improvement Plan (e.g., a letter, a poster, etc.)	1 2 3 4
The work is done neatly and follows writing conventions.	1 2 3 4
Group Work	
The student listened respectfully within the group and to other presentations.	1 2 3 4
The student shared his/her ideas about the plan.	1 2 3 4
Presentation	
The student's group presented their work in a clear manner.	1 2 3 4

The highest rating is 4.

CHAPTER 3

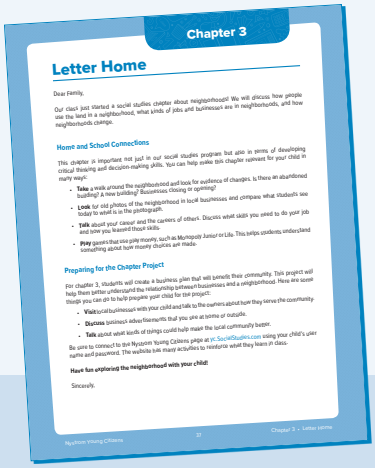
Compelling Question

What Brings Changes to a Neighborhood?

Students will learn about the different aspects that make up a neighborhood.

Time Frame: 5 Weeks

1. Students will learn about various natural and man-made features of a neighborhood.
2. They will receive an introduction to the concerns and issues of local businesses.
3. They will learn about the skills needed for various jobs in a neighborhood.
4. Finally, they will learn about the numerous ways a neighborhood can change.
5. Students will complete the chapter review, project, and assessment.


Chapter 3

Letter Home

Dear Family,

Our class just started a social studies chapter about neighborhoods! We will discuss how people use the land in a neighborhood, what kinds of jobs and businesses are in neighborhoods, and how neighborhoods change.

Home and School Connections

This chapter is important not just in our social studies program but also in terms of developing critical thinking and decision-making skills. You can help make this chapter relevant for your child in many ways!

- **Take** a walk around the neighborhood and look for evidence of changes. Is there an abandoned building? A new building? Businesses closing or opening?
- **Look** for old photos of the neighborhood in local businesses and compare what students see today to what is in the photograph.
- **Talk** about your career and the careers of others. Discuss what skills you need to do your job and how you learned those skills.
- **Play** games that use gap money, such as Monopoly Junior or Life. This helps students understand something about how money choices are made.

Preparing for the Chapter Project

For chapter 3, students will create a business plan that will benefit their community. This project will help them better understand the relationship between businesses and a neighborhood. Here are some things you can do to help prepare your child for the project:

- **Visit** local businesses with your child and talk to the owners about how they serve the community.
- **Discuss** businesses' advertisements that you see at home or outside.
- **Talk** about what kinds of things could help make the local community better.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what they learn in class.

Have fun exploring the neighborhood with your child!

Sincerely,

Nystrom Young Citizens 22 Chapter 3 • Letter Home

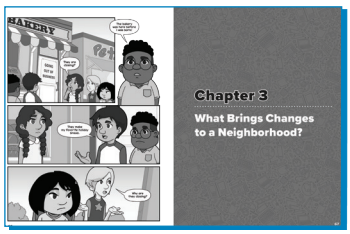
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 3
Pre-assessment

1. Separate students into groups and distribute **Community Desk Map 3A.**
2. Use **Community Desk Map 3A** and divide the map into different neighborhoods that include four or six blocks, depending on the number of groups.
3. Assign each group a neighborhood on the map.
4. Ask the groups to use the neighborhood that they've been assigned to answer the question: "What changes could happen to your neighborhood?"

Chapter 3
Introductory Activity



pp. 66–67

Review Vocabulary

neighborhood

Materials

- Student Book
- Think Book

Geography | Critical Thinking

Objectives

Students will be able to:

- Discuss why changes occur in a neighborhood.
- Predict what changes can occur in a neighborhood.

Getting Started

1. Ask students to read p. 66 in the Student Book on their own.
2. Ask students to share with a partner what change happened in the Maplewood characters' neighborhood.

Teaching

1. Ask small groups to revisit their thinking in the Pre-assessment activity. Students should now record their ideas about how neighborhoods might change in their **Think Books**.
2. Provide prompts as necessary, including ideas about people and goods moving in and out of the neighborhood, new buildings and businesses, businesses closing, etc.

Summarizing and Assessing

Tell students that in this chapter they will be learning more about ways that neighborhoods can change. Ask students to think about their own neighborhood and turn and talk with a partner about any changes that have happened in their neighborhoods.

Modifications for Differentiation

Above Challenge students to create a master list of each group's responses, then group the changes on the list into similar categories such as, "Changes to Businesses," "Changes to Homes," etc.

Below Allow students to respond verbally and have someone script their ideas.

ELL In addition to the Below modification, explain that a bakery is a place that makes and sells bread and cakes and "out of business" means that a store or other business is closing.

Lesson 1

Building a Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

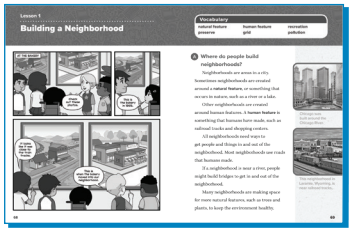
- *In Lucia's Neighborhood*, by Pat Shewchuk
- *Map My Neighborhood*, by Jennifer Boothroyd
- *Nighttime in the Neighborhood*, by Becky Friedman

Main Goals

- **A** **Where do people build neighborhoods?** Identify the human and natural features present in neighborhoods.
- **B** **How do people use the land in a neighborhood?** Describe the different ways that people use land.
- **C** **Researching Skills: Using a Map Grid.** Create and use grid lines to find a location.
- **D** **How do people use maps to build neighborhoods?** Use information from different sources to draw conclusions.

A Where do people build neighborhoods?

Geography Reading



pp. 68–69

New Vocabulary

human feature
natural feature

Review Vocabulary

neighborhood

Materials

- Student Book
- Community Desk Map 3A/B
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Objectives

Students will be able to:

- Define *human feature* and *natural feature*.
- Recognize human and natural features on a map.

Vocabulary Focus
Introduced in Teaching.

Getting Started

Review the chapter 3 introductory comic on p. 66.

Teaching

1. Ask students to read the comic on p. 68 of the Student Book independently.
2. Divide the class into small groups and distribute **Community Desk Map 3A** and map markers.
3. Before letting students begin reading "Where do people build neighborhoods?" in their groups, ask them to focus on the difference between a *natural feature* and a *human feature*.

Literacy Links

- *Living in a Desert*, by Allan Fowler
- *Living in the Mountains*, by Allan Fowler
- *Living near a River*, by Allan Fowler

After reading, have them point to one then the other with their markers or fingers. Check for understanding based on what they identify. If students do not understand, read the first two paragraphs aloud while they listen.

4. Direct students to identify human features and natural features on **Community Desk Map 3A**. Have them mark human features with an **H** and natural features with an **N**.

5. Tell students to look out for several different ways people move things in and out of neighborhoods before letting them read the third and fourth paragraphs. Allow students to read in partners or small groups.

6. After reading the third and fourth paragraphs, have students use arrows to mark how people and things might move from the Bakery to the Senior Center. Monitor for understanding based on what they mark. Reread these paragraphs if needed.

7. Tell students that they will now find out what natural features people add to their neighborhoods. Direct them to the final paragraph.

8. After reading the final paragraph, have students circle such places with their map markers.

Summarizing and Assessing

Ask students to create a T-chart in their **Think Books** to list the human features and natural features they found on their maps and read about in the Student Book.

Human features	Natural features
railroad tracks	lake
shopping centers	rivers
bridges	trees

Afterward, direct students to use **U.S. Desk Map 3C** and map markers to mark a circle around human features and put a check mark on natural features. If students are confused, reteach and model.

If time allows, refer students to the Atlas section of the Student Book on pp. 259–270. Ask them to identify more human and natural features.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students to use **Activity Globes** and **World Desk Map 3D** to identify other human and natural features. Students can record these in their **Think Books** using a T-chart format.

Below Be ready to model finding natural and human features if necessary.

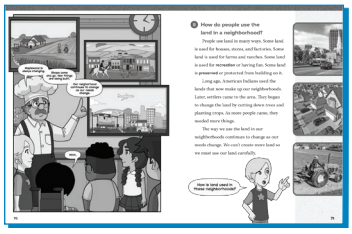
ELL Be ready to model finding natural and human features if necessary. Students may not understand all the words or vocabulary. Consider pulling a small group of students who do not understand and read the text aloud while they identify the features with their map markers.

Extending

Geography The Rookie Read-About Geography series provides simple text that explains both human and natural features in different areas. Groups of students can read separate text, add to their T-chart in their **Think Books**, and share their findings with the class.

B How do people use the land in a neighborhood?

Geography · History · Critical Thinking



pp. 70–71

New Vocabulary

preserve
recreation

Materials

- Student Book
- Community Desk Map 3A/B
- Activity Sheet 3a

Objectives

Students will be able to:

- Describe different ways that people use land.
- Give reasons why different groups have used land in different ways.

Vocabulary Focus

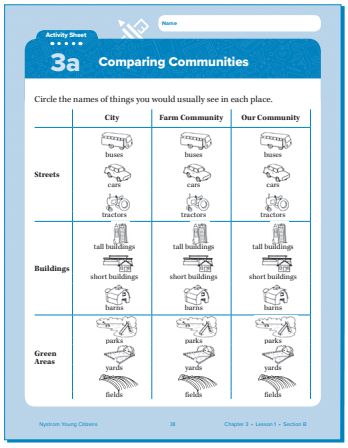
As students complete the activity sheet, introduce and review these words in conversational style. For example, “Parks are a way that we use land for recreation. What kinds of recreation can we do at parks?”

Getting Started

1. Ask students to read the comic on p. 70 of the Student Book.
2. Read the text on p. 71 together.

Literacy Links

- *City Dog, Country Frog*, by Mo Willems
- *Country Kid, City Kid*, by Julie Cummins
- *Town Mouse, Country Mouse*, by Jan Brett


Activity Sheet
3a Comparing Communities
Name
Circle the names of things you would usually see in each place.

	City	Farm Community	Our Community
Streets	buses, cars, tractors	buses, cars, tractors	buses, cars, tractors
Buildings	tall buildings, short buildings, barns	tall buildings, short buildings, barns	tall buildings, short buildings, barns
Green Areas	parks, yards, fields	parks, yards, fields	parks, yards, fields

Nystrom Young Citizens 38 Chapter 3 • Lesson 1 • Section B

Activity Sheet 3a

Teaching

1. Tell students that they learned about some ways that people use land in the Student Book. Ask students to look at the first paragraph. Show students that each sentence gives a different way that people use land. Ask partners to share four ways that people use land. Check in with partners, and list these uses on the board.

   a. Some land is used for houses, stores, and factories.

   b. Some land is used for farms and ranches.

   c. Some land is used for recreation.

   d. Some land is preserved.

2. Distribute **Community Desk Map 3A**. Ask students to point with their fingers to a city block that is used for businesses such as stores. Ask students to point to a different block where land is used for homes. Ask students to point to a space where land may be used for recreation.

3. Ask students to describe what the area on the map would look like long ago when only the American Indians lived there.

4. Ask students to turn to p. 71 of the Student Book. Help them identify the pictures of a city, a town, and a farm community.

5. Distribute **Activity Sheet 3a**. Let the class know that this is a chart that helps people compare things.

6. Explain that, after looking at each picture and talking about each kind of place, students will complete the chart.

7. Have students point to the photo of the city. Tell them to look closely at the streets. Ask if they see buses, cars, or tractors. Show students how to find the box on the chart for city streets and circle the word or words that name things usually found on city streets. Note that they may need to circle more than one item in some categories.

8. Repeat the procedure for the other rows and columns, as needed.

9. In the final column, help students describe what they see in their community.

Summarizing and Assessing

Refer students to **Community Desk Map 3A**. Ask small groups of students to decide if they think this shows a city or farm community. Accept reasonable answers.

Have students collect and put away materials.

Modifications for Differentiation

Above Ask students to read one of the Literacy Links independently and report back to the class.

Below Watch for students' lack of understanding of how to use the map. Model or ask them to work with partners as needed.

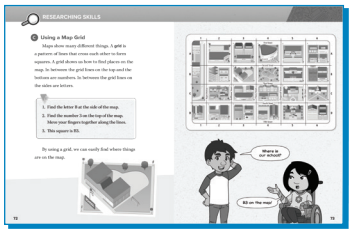
ELL If students struggle to identify the way land is used on the **Community Desk Map**, model how you would respond to the questions by sharing your thinking process. Consider taking photos of the Community Map and making copies for students' **Think Books**.

Extending

Reading Use *Town Mouse, Country Mouse*, by Jan Brett, along with other retellings such as *City Dog, Country Dog*, by Mo Willems, and *Country Kid, City Kid*, by Julie Cummins, as read-alouds. Discuss the activities people and animals do in the different communities, as well as the way that the land is used. Because land use is not the focus of these texts, let students know that they will have to make inferences based on their prior knowledge from the Student Book and the visual and textual clues that these authors give.

C Using a Map Grid

Geography | Information Processing



pp. 72–73

New Vocabulary

grid

Online Activities

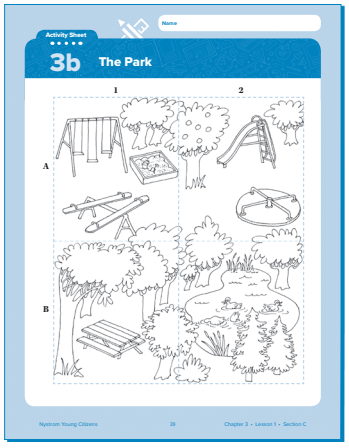
- Using a Map Grid

Materials

- Student Book
- Community Desk Map 3A/B
- Activity Sheet 3b
- Think Book
- map markers
- coloring utensils
- glue
- paper (six small sheets per student)

Literacy Links

- *Follow That Map! A First Book of Mapping Skills*, by Scot Ritchie



Activity Sheet 3b

Objectives

Students will be able to:

- Find specific locations on the map using grid lines.

Vocabulary Focus

Introduce in Teaching while students are looking at their desk maps.

Getting Started

1. Explain that a grid helps us find places on a map. Distribute **Activity Sheet 3b**, and then use it to model how to utilize a simple map grid.

2. Divide students into small groups or partners. Ask students to name the following items by grid locators (raise hands):

   a. Which section has a slide? (A1)

   b. Which section has a duck pond? (B2)

   c. Where is the picnic table? (B1)

   d. Where is the sandbox? (A1)

Teaching

1. Ask students to read the conversation between Carlos and Leena on p. 73 of the Student Book.

2. Read the text on p. 72 of the Student Book together as a class. Reinforce the definition of *grid*.

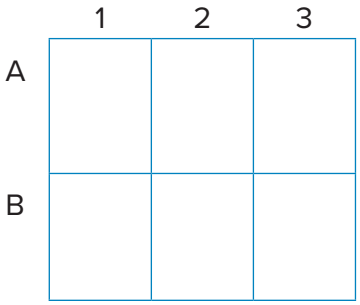
3. Distribute **Community Desk Map 3A** and map markers.

4. Tell students they are going to make a grid on their maps. They will draw the same lines on their maps that you draw on yours.

5. First, draw a horizontal line along Third Street. Extend the line to the margins of the map.

6. Then draw two vertical lines, one down Bellflower Street and the other down Dogwood Street.

7. Add letters and numbers to the margins of your map, as shown below. Have students do the same on their maps. Check students' lines and labels.



8. Have students use the grid to find places on the desk map. Give directions such as the following:

   a. Circle the bank. Name its grid section. (B3)

   b. Circle the movie theater. Name its grid section. (A1)

9. Have students color **Activity Sheet 3b** and glue it into their **Think Books**.

Summarizing and Assessing

Have students write the letter and number of each section on six pieces of paper (A1, A2, A3, B1, B2, B3). Name some places on **Community Desk Map 3A**. Have students hold up the piece of paper with each place's grid location.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students to create a grid and a series of directions for **U.S. Desk Map 3C**, like the ones created for the **Community Desk Map 3A**. Use this for additional practice.

Below Students may need additional practice. Repeat locations until firm.

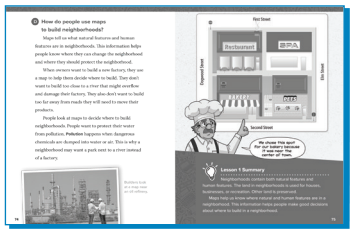
ELL Check to be sure students understand terms such as above and below by pointing to places above and below the lines. Allow students to work with partners as necessary.

Extending

Geography Model using the grid on the globe. Show students how the grid labels are different (degrees, special names for some lines like the equator and prime meridian). This will serve as an initial exposure to globe lines.

D How do people use maps to build neighborhoods?

Geography Reading



pp. 74–75

New Vocabulary

pollution

Review Vocabulary

grid

Materials

- Student Book
- Community Desk Map 3A/B
- Activity Sheet 3c
- Think Book

Literacy Links

- *Pond,* by Jim LaMarche

Objectives

Students will be able to:

- Utilize information from the text to make decisions.
- Use grid lines to identify locations.
- Analyze how people use maps to make decisions concerning a neighborhood.

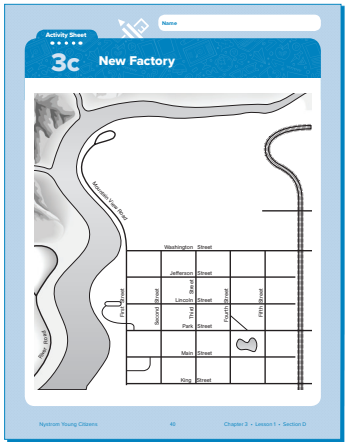
Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Ask students to read the comic on p. 75 of the Student Book.
2. Use or display **Community Desk Map 3A** to remind students where the bakery is located. Reinforce land use by talking about why someone would build a bakery there.

Teaching

1. Read p. 74 of the Student Book together.
2. Divide students into small groups or pairs and distribute **Activity Sheet 3c**. Ask students to look at this community map.
3. Model or explain how and where to draw grid lines on the map. Make sure grid lines extend all the way to the margins. Draw a horizontal line along Lincoln Street and beyond. Then, have students draw two vertical lines: one down Second Street and one down Fourth Street.
4. Explain that this could show any community. If they were planning where to put a new factory, where would they put it? Have them mark where they would place the new factory.
5. Ask students to explain their answers to each other. Then ask for students to report to the class, citing first the grid location in which they would place their factory. Monitor for meaningful answers.



Activity Sheet 3c

6. Refer back to the text so that students understand the text emphasizes protecting rivers and water sources.

7. Have students collect and put away materials.

Summarizing and Assessing

Ask students to write the supporting question in their **Think Books**: "What do maps tell us about neighborhoods?" Solicit their responses to the section question. After class discussion, have them write one or two sentences in their Think Books that answer that question. If possible, encourage them to use the word *pollution* in their responses. Afterward, read the lesson summary together.

Modifications for Differentiation

Above Ask students to read *Pond*, by Jim LaMarche, or other books about pollution and preservation. Have them create short descriptions on sticky notes attached to the covers telling their classmates why they should read these books.

Below Help students get information from the text by thinking aloud about how to combine the text information and the map information.

ELL Help students get information from the text by thinking aloud about how to combine the text information and the map information. Allow verbal responses in Summarizing and Assessing.

Extending

Reading Use *Pond*, by Jim LaMarche, or other books about pollution as a read aloud or allow students to choose books that their peers have read from Modifications for Differentiation above.

Geography Have students think about where another building such as a school, restaurant, or house should go. What would make a good place for those types of buildings?

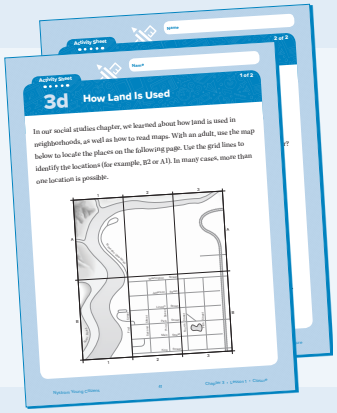
Lesson 1
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in one minute in their **Think Books**. Table groups can work together on their lists. At the end of one minute, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. Where do people build neighborhoods? (around natural features, around human features)
2. What are natural features? What are human features? (natural features are things that occur in nature; human features are made by humans, like buildings and cities)
3. How do people use the land in a neighborhood? (homes, shops, recreation, preservation)
4. How do people use maps to build neighborhoods? (decide where to build based on what the map shows)
5. What things on a map might influence where people build? (houses, roads, rivers, etc.)



Review at Home

Ask students to complete **Activity Sheet 3d** with their families at home.

Lesson 2

Goods and Services in a Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

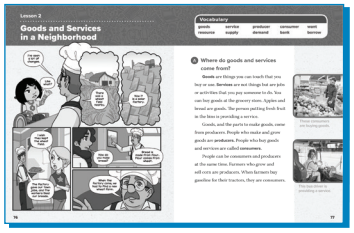
- *Goods and Services around Town*, by Heather Schwartz
- *Lemonade in Winter*, by Emily Jenkins
- *On the Farm, at the Market*, by G. Brian Karas

Main Goals

- **A** **Where do goods and services come from?** Define and identify goods, services, consumers, and producers.
- **B** **How do needs and wants connect different places?** Identify wants, needs, and resources.
- **C** **How do people start a business?** Understand supply and demand.

A Where do goods and services come from?

Economics · Geography · Critical Thinking



pp. 76–77

New Vocabulary

consumer
goods
producer
service

Materials

- Student Book
- Community Map Desk 3A/B
- Activity Sheet 3e
- play money (paper slips)
- unsharpened pencils (one for each student)

Objectives

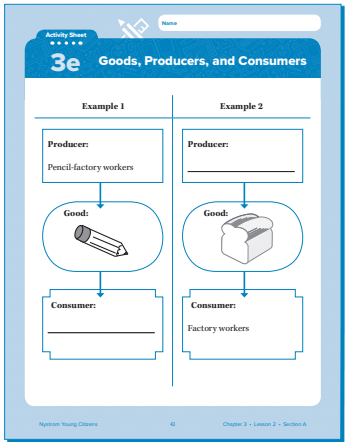
Students will be able to:

- Give examples of goods, services, consumers, and producers.
- Locate where goods and services come from.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Write the vocabulary words on the board.
2. Tell students that they will play a game with pencils to explain the vocabulary words.
   a. Show students the pencils.
   b. Explain that these pencils are *goods*. Explain that *goods* are things that we can touch and that we can buy, sell, and use. Refer to the vocabulary word on the board.
   c. Ask students who made the pencils. (pencil-factory workers) Explain that the workers who made the pencils are called *producers*. Refer to the vocabulary word on the board.



Activity Sheet 3e

d. Give each student some play money. Explain that they can use the money to buy a pencil. People who buy goods are called *consumers*. Refer to the vocabulary word on the board.

e. Proceed to sell each student a pencil. Reinforce the word consumer during the transactions.

Teaching

1. Hand out **Activity Sheet 3e**.

2. Have students look at Example 1 (pencils) on the activity sheet. Remind them that they were the consumers. Have them write their name in the space under **Consumer**.

3. Read the first paragraph on p. 77 of the Student Book together as a class. From the text, ask students to name examples of goods. (apples, bread) Ask students what example the text gave of a *service*. (putting fruit in bins)

4. Demonstrate another example of a service using an unsharpened pencil. Explain that if you want to use the pencil, it must be sharpened. Call on a student to sharpen your pencil. Offer that student some play money (from Getting Started). Explain that the student provided a service.

5. Read the second and third paragraphs together. Refer to the activity sheet to reinforce the terms *producer* and *consumer*.

6. Read the comic on p. 76 of the Student Book.

7. Have students return to **Activity Sheet 3e**, Example 2. Explain that bread is a good, and the comic described how the factory workers liked the bread. The factory workers are consumers.

8. Ask students who made the bread. (baker) Explain that the baker is the producer. Have them write **baker** in the space under **Producer** on the activity sheet.

9. Distribute **Community Desk Map 3A**. For each of the following items, have students identify it as a good or service, then point to a place on the map where they might buy this item in Maplewood:

   a. Flowers (good/Flowers shop)

   b. Apples (good/Food store)

   c. Car repair (service/Auto Repair)

   d. A book (good/Book store)

10. Have students clean, collect, and put away materials. Allow students to keep the pencils.

Summarizing and Assessing

Give students the following examples and ask them if they are goods or services:

- Bananas (good)
- Book (good)
- Cleaning the school (service)
- Shoes (good)
- Television (good)
- Driving a bus (service)

Give students the following scenarios and ask them if it is an example of a producer or a consumer:

You mom hires someone to wash her windows. Is your mom a producer or a consumer? (consumer)

You make lemonade, set up a stand, and sell cold drinks. Are you a producer or a consumer? (producer)

Modifications for Differentiation

Above Encourage students to write their own examples and scenarios as shown in the Summarizing and Assessing section.

Below Students may need more time to process the scenarios and the vocabulary. Instead of using the Summarizing and Assessing section as an evaluation, project the questions so that students can see them visually. Think aloud about how you would answer one or two questions, then allow students to work in pairs to discuss their answers to the other questions.

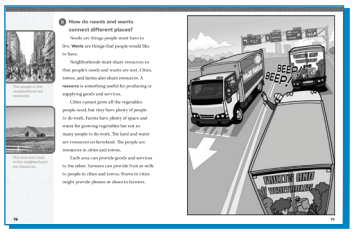
ELL Pair an ELL student and an English-proficient student. Give them a discarded classroom-appropriate magazine and have them identify goods, services, producers, and consumers. You may also want students to write a sentence such as, "Delivering mail is a service." Be available to help students write words they have not learned to read.

Extending

Science Plant a bean or other fast-growing seed. Assign someone to water the seeds. Discuss how a seed is a good. Discuss how you could get bean plants to gardeners in the community. Talk about why you might not be able to keep the bean until it produces (not enough space, time), and how you could sell the beans to local gardeners. In this case, the gardeners would be your consumers and you would be the producers.

B How do needs and wants connect different places?

Economics Geography



pp. 78–79

New Vocabulary

resource
want

Online Activities

- How Do Needs and Wants Connect Different Places?

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 3f
- Images of an Urban Center and Farmland
- Images of "Made in . . ." Labels
- Think Book
- map markers
- glue
- items showing "made in" labels (fruit, toys, etc.)
- scissors

Literacy Links

- *How Did That Get in My Lunchbox: The Story of Food,* by Chris Butterworth

Objectives

Students will be able to:

- Differentiate between wants and needs.
- Recognize that different communities have different resources.

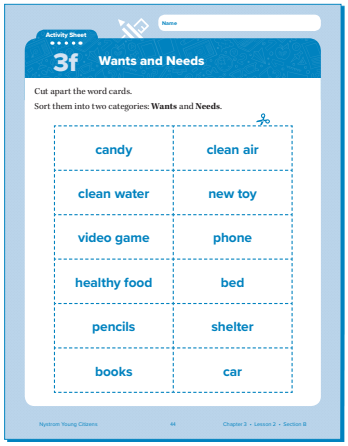
Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Divide students into partners or small groups and distribute **Activity Sheet 3f**.
2. Ask students to cut the word cards apart and sort the word cards into two categories. If students are not used to sorting, tell them that one category of words should be "Needs" and one category of words should be "Wants." Because this is an initial activity, don't correct students. Instead, encourage their conversation by asking partners/groups why they are sorting words in each category.

Teaching

1. Ask students to read the first paragraph on p. 78 of the Student Book. If possible, encourage them to read independently and rephrase the definitions of needs and wants to their sorting group/partners.
2. Revisit the sort from **Activity Sheet 3f**. Model the sort on the board or projection and verify which things are needs (air, shelter, food, water) and which things are wants. Expect some students to identify some additional items to be needs. (pencils, books, car) Discuss why these things are important but how we could live without them.
3. Display a picture of a large urban center. Review the terms *city*, *town*, and *farm*. Ask students to identify the image using one of those terms.



Activity Sheet 3f

Activity Sheet

3f Wants and Needs

Name

Cut apart the word cards.

Sort them into two categories: **Wants** and **Needs**.

candy	clean air
clean water	new toy
video game	phone
healthy food	bed
pencils	shelter
books	car

Nystrom Young Citizens 44 Chapter 3 • Lesson 2 • Section B

4. Ask students where the people in the image get their food. If students describe getting food from stores, ask them where things like fruits and vegetables are grown. (city, town, farm) Emphasize the point that food in markets must come from other places.

5. Read the rest of p. 78 from the Student Book together.

6. Display the image of an urban center and farmland. Write resources under each image.

7. Direct students to return to the text and reread the definition of the word *resource* to themselves. Then rephrase the meaning of resource for students.

8. Ask students what resources can be found in urban centers. If students hesitate, urge them to look in the text and find examples from the text. Then encourage them to add other resources not found in the text. Repeat these steps with the farmland image.

9. Model looking at a food label to see where the item comes from. Put pairs or groups of students together so that each group of students has multiple food labels. Distribute labels, **U.S./World Desk Map 3C/D**, and map markers to students. Ask them to try and find where their food item comes from on the map and mark it.

10. Ask groups to share what they found and the locations. Talk about how the food from different locations comes to your community. (transportation)

11. Examine the comic on p. 79 together. Discuss how the comic shows communities sharing resources.

12. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to mix up their word cards from **Activity Sheet 3f** and re-sort them again. After you have checked to see that they have sorted correctly, ask them to glue these words into their **Think Books** under the headings “Wants” and “Needs.” Afterward, give pairs/groups of students the following scenarios and ask them to identify the resource(s) in the scenario. Ask them to explain why it is a resource.

The apple growers produced a huge crop of apples this year. (Resources: apples, water, soil for growing)

Many people in Maplewood have started working for Computer Nation. The company makes computers and ships them all over the world. (Resources: workers, computer parts, trucks)

Modifications for Differentiation

Above Challenge these students to create their own comic like the one found on p. 79. Instead of using vegetables and solar panels, ask what trucks (or ships or planes) would pass each other in their own community. Ask them to talk with their families for ideas.

Below Students may lack either the vocabulary or the experiences to explain wants, needs, and resources, particularly ones that are not found within the text. Allow these students to respond with the items that are found in the text. Next, scaffold their responses by giving them specific examples such as "Would we find many apple trees growing in a city or on a farm?"

ELL In addition to the Below modification, consider using play money to make the concepts more concrete. Act out a scenario where a group of students plays the bankers and consider what business ideas they will offer to support.

Extending

Economics Read aloud, *How Did That Get in My Lunchbox: The Story of Food*, by Chris Butterworth. Challenge students to learn more about the items in their lunch, either by asking family members to save labels or interviewing lunch workers and asking them to save labels. Discuss possible transportation methods.

Economics and Geography Discuss resources in your own community. Invite students to find out where family members or friends work. Create a map of the community that shows the location of students' responses. Discuss what goods and services are produced, where those goods and services go, and how they are transported.

C How do people start a business?

Economics | Critical Thinking



pp. 80–81

New Vocabulary

bank
borrow
demand
supply

Materials

- Student Book
- Think Book
- craft sticks

Literacy Links

- *Lemons and Lemonade: A Book about Supply and Demand*, by Nancy Loewen

Objectives

Students will be able to:

- Discuss supply and demand.
- Analyze how shortage and surplus affect supply and demand.

Vocabulary Focus
Introduce in Teaching. Use the words multiple times when rephrasing student responses.

Getting Started

1. Read the comic on p. 80 of the Student Book.
2. Ask students if they've ever had an idea for starting a business.

Teaching

1. Divide students into table groups and give each group a large supply of craft sticks.
2. Tell students that it would be rather difficult to sell these craft sticks as they are.
3. Ask students if they can think of a way to use these craft sticks to make something that you might be able to sell. Solicit multiple responses. Use a student's idea or suggest picture frames.
4. Next, ask how much they think they could sell them for.
5. Afterward, ask students what they think would happen if one group decides they aren't selling enough picture frames, so they drop their price.
6. Ask students to imagine that they've been selling picture frames for several weeks. Ask them if they think more people or fewer people will want to buy picture frames at that time. Have them explain their reasoning.

7. Go over the events of the activity to make sure that everyone is following along:

    a. Started with a large supply of craft sticks.

    b. Created picture frames, but then the demand for those picture frames went down because lots of people bought picture frames and they don't need any more.

    c. Write the vocab words you cover on the board, along with simple visuals such as a large pile of craft sticks next to supply and smiling faces with two or three picture frames for demand.

8. Explain to students that even though they don't have a demand for picture frames, they still have a supply of craft sticks. Ask them, "What could you make with these?" Solicit multiple responses. Use a student's idea or suggest making bird feeders.

9. Ask students what else would they need besides craft sticks and glue. Solicit multiple responses before informing them that they don't have that much money.

10. Ask what else they could do. Allow students to discuss their answers in groups before sharing with the class.

11. Before verifying answers, read p. 81 of the Student Book. Ask students to listen for the information that tells one way to solve this problem. (banks and borrowing money)

12. Ask students what information they got from the text about how to solve their problem about the money.

Summarizing and Assessing

Ask students what they think would happen if every table group made bird feeders to sell. If they still have a large supply of craft sticks left, what could they do? Ask students to talk about these questions in their table groups. Listen for responses such as "No one would buy bird feeders anymore," or "We should stop making bird feeders and make a new item to sell." Afterward, read the lesson summary on p. 81 of the Student Book. Ask students to use this sentence starter to write their ideas in their **Think Books**.

If I have a large supply of craft sticks, I could make _____.

I would need _____. (other supplies besides craft sticks)

I could get money from _____.

Modifications for Differentiation

Above Challenge students to create their own business plan, including what they would sell (good or service), where they would get the money to start, who needs the good or service they're selling, and what the demand is for the good or service they're selling.

Below The activities in this section require imaginative and abstract thinking. Mix levels of students so that these students benefit from discussion within a larger group. Use visuals.

ELL Provide students with self-stick notes and books that have a variety of photographs or illustrations. Students can use the notes to label objects with **N** for need and **W** for want. Help students name the objects and then ask whether it is produced in a city or farm area. Help students describe their objects with complete sentences, such as, "A home is a need. Some parts come from forests and farms, and other parts come from cities."

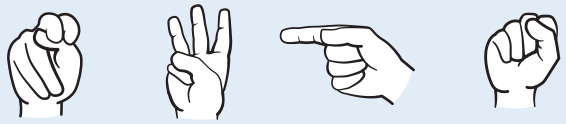
Extending

Art and Economics Create a classroom "store" and have students make products from the craft sticks (those used in the Teaching section). Students can make variations of the same product (e.g., picture frames) or a wider variety of creative products. The finished selection can be displayed on a shelf and eventually taken home with students.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to respond when you read the answers. Teach students how to make the letters N (for need), W (for want), G (for good), and S (for service).



N W G S

Are the following needs (N) or wants (W)?

1. Clean air (N)
2. A new backpack (W)
3. Clean water (N)
4. A video game (W)
5. Candy (W)
6. Fruits and vegetables (N)

Are the following goods (G) or services (S)?

1. Apples (G)
2. Washing windows (S)
3. Delivering apples to the grocery store (S)
4. Pencils (G)
5. Sharpening pencils for others (S)
6. Cleaning streets (S)
7. Chickens (G)



Review at Home

Ask students to complete **Activity Sheet 3g** with their families at home.

Lesson 3
Working in a Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

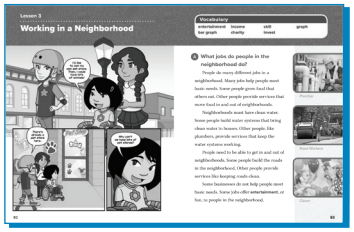
- *Before We Eat: From Farm to Table*, by Pat Brisson
- *Career Day*, by Anne Rockwell
- *The King of Too Many Things*, by Laurel Snyder

Main Goals

- **A** **What jobs do people in the neighborhood do?** Identify different workers and the services they provide.
- **B** **Why do people work?** Explain the skills necessary to make income.
- **C** **Researching Skills: Using Graphs.** Create and understand bar graphs.
- **D** **How do people use their money?** Explain that people can spend, save, invest, or give to charity.

A What jobs do people in the neighborhood do?

Careers Economics



pp. 82–83

New Vocabulary

entertainment

Review Vocabulary

goods
service

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Give examples of community workers.
- Demonstrate that workers are paid to provide goods and services to the community.

Vocabulary Focus

Write the word *entertainment* on the board. Students may know what this word is but not be able to identify it. Say the word. Show them how you split the word into parts in order to pronounce the word. Point out that it has the word *entertain* in it. Give a few examples (entertaining, entertainer, etc.).

Getting Started

1. Ask students: What is my job? (teacher) Then ask what other jobs do people do at school? (librarian, nurse, janitor)
2. Let students know that today they'll learn more about the kinds of jobs people do.

Literacy Links

- *Living in a Rain Forest,* by Allan Fowler
- *The Seven Continents,* by Will Mara
- *What Do People Do All Day?* by Richard Scarry

Teaching

1. Encourage students to read the comic on p. 82 of the Student Book independently. Ask students what job Leena would like to have.
2. Read p. 83 of the Student Book together as a class.
3. Divide students into groups and distribute **Community Desk Map 3A** and map markers. Have students look at different places on the map. Have students find the Post Office on the map.
   a. Ask them who works at a post office. (mail carriers)
   b. Ask them why people use the post office. (to mail letters, buy stamps)
   c. Finally, ask them who uses the services of these workers. (people in a community)
4. Have each group of students circle five places where people work on their desk map.

Summarizing and Assessing

In their **Think Books**, have students write down the five locations that they identified on their desk maps. Next to the name of the location in their Think Books, have them write what kind of work people in that location do. Let them know that it is okay to repeat answers. For example, many places have people who sell things. Check their answers for understanding. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to create a master list of jobs in their community by interviewing office staff about who works at the school. Afterward, have them use the community map to list other jobs in their own community.

Below In Summarizing and Assessing, have students write one or two locations and the kind of work people do, instead of writing about all five locations.

ELL In Summarizing and Assessing, allow students to use the map and point to the locations they circled. If students do not have the background experience for vocabulary, rephrase the question of what kind of work people do into a statement. For example, "People help others find books in the library."

Extending

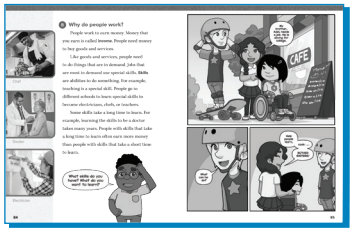
Economics Ask each group to choose one worker that they identified in their **Think Books**. Allow each group a few minutes to discuss the job the worker does. Have each group in turn briefly act out the job the group has chosen. After each group performs, ask the class:

- What job did students act out?
- Is there a special name for the worker who does that job?

Write on the board the name of each job that students act out. After the groups finish, review the list of jobs with students. Tell students that all of these workers earn money and that people earn money in many ways.

B Why do people work?

Careers Economics



pp. 84–85

New Vocabulary

income
skill

Review Vocabulary

need
demand

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Indicate that people need money/income to pay for basic needs and that they work to earn money.
- Describe skills that workers use to earn income.

Vocabulary Focus
Introduced in Teaching section.

Getting Started

1. Write the three basic needs (food and water, clothing, shelter) on the board. Ask students how people get these basic needs. (We buy them.)
2. Ask students what they need to buy something. (money)
3. Ask students where grown-ups get the money to buy something. Listen to see if students identify going to work.

Teaching

1. As a class, read p. 84 of the Student Book. Emphasize the vocabulary words by referring to the Getting Started activity and telling students that the book tells us a new word for earning money: *income*.

2. Distribute **Community Desk Map 3A** and map markers. Ask students to circle two places where people could work to earn income.

3. Model by choosing one place, such as the Food market, from the map. Think aloud about what skills a person might need to work there (a person needs to be able to read, do math, be friendly to customers).

4. Ask students to get out their **Think Books** and create a T-chart with one side labeled **Place to Work** and the other side labeled **Skills**. In partners or small groups, ask students to write the places they selected and skills that the workers might need in their Think Books.

5. Monitor student responses. Reteach as necessary.

6. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to read the comic on p. 85. Tell students this is meant to be a funny description of skills. Make sure they understand that bothering sisters isn't a skill that could earn income. Emphasize the vocabulary words as you discuss the comic.

Ask students to think of a job they would like to do to earn income. In their **Think Books**, ask them to write the title, "My Future Job." Have them list the job and then list as many skills as they can think of that they will need to do that job. Encourage students who finish early to think of more than one job. Allow time for the class to share their responses.

Modifications for Differentiation

Above Challenge students to verify skills that workers need by interviewing staff at the school, their family members, or composing an email to a city worker.

Below If students cannot do all the writing, have them complete one or two places to work and skills in their **Think Books** instead of all the responses for the whole group.

ELL Revisit scenarios completed in previous lessons. Act out earning money, then purchasing something in a pretend store and exchanging money or credit cards while emphasizing the vocabulary words such as *income* and *skills*.

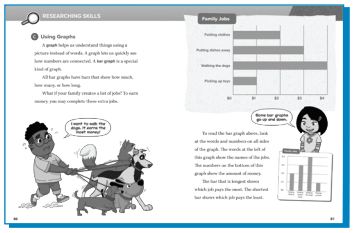
Extending

Economics Explore the average income for different careers. Be sensitive to income differences within the class. It may be helpful to focus on the income of celebrities and/or careers that aren't represented in the families within your class.

Researching Skills

C Using Graphs

Careers | Economics | Information Processing



pp. 86–87

New Vocabulary

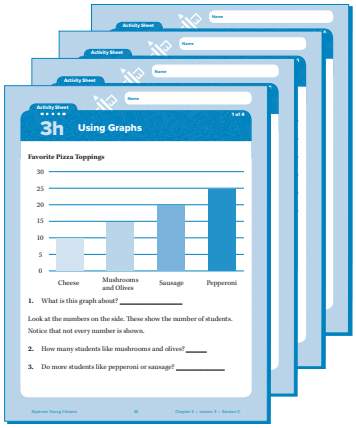
bar graph
graph

Materials

- Student Book
- Activity Sheet 3h
- Images of Graphs
- coloring utensils

Online Activities

- Using Graphs



Activity Sheet 3h

Objectives

Students will be able to:

- Make comparisons based on the information on a simple bar graph.
- Create a simple bar graph to display information.

Vocabulary Focus

Show images of different kinds of graphs. Tell students that graphs are a way to show information in a quicker way than writing everything out. Let them know that today they will be learning more about one kind of graph, the bar graph. Ask them if they can imagine why it's called a bar graph.

Getting Started

1. Take a simple poll with only two responses such as "Get up early?" or "Sleep in late?" Create a simple bar graph that shows how many students chose each response.
2. Tell students they are going to use bar graphs to show information.

Teaching

1. As a class, read the comic and text on pp. 86–87 of the Student Book.
2. Distribute **Activity Sheet 3h**. Do the first two examples together as a class. Emphasize that the bars can go horizontally or vertically. Depending on the class familiarity with graphing, consider using the terms *x-axis* and *y-axis* as initial introductions to these terms.

Summarizing and Assessing

Read the directions for the last two parts of **Activity Sheet 3h**. Divide students into groups of six or less. Allow them to work together to complete the rest of the activity sheet.

Modifications for Differentiation

Above Challenge students to complete a class-wide poll in addition to the graph for their small groups.

Below Complete the activity sheet in a teacher-led group if students are not ready to work independently.

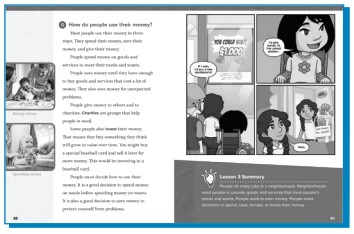
ELL Review the meaning of *choice* and then briefly describe a common hot and cold lunch served at your school. One at a time have children choose which lunch they would like, say the sentence "I choose to eat the hot/cold lunch," and then write their first initial in one square in the correct bar of the graph.

Extending

Math Distribute graph paper. Ask students to create their own bar graph about a topic of their choice. Emphasize that they need to give their graph a title and provide labels.

D How do people use their money?

Economics Reading



pp. 88–89

New Vocabulary

charity
invest

Review Vocabulary

goods
need
service
want

Objectives

Students will be able to:

- Illustrate that people use money to buy goods and services that meet their wants and needs.
- Discuss four ways that people use their income.

Vocabulary Focus
Introduce in Teaching by allowing students to group categories before providing specific terms for them. Review exact terms at the end of the lesson after students have completed the activities.

Getting Started

1. Read the comic on p. 89 of the Student Book together as a class.

Materials

- Student Book
- Leveled Student Readers

2. Ask students to imagine what they would do with the money if they won $1,000. Write these answers on the board.

Teaching

1. Look at student responses. Add your own suggestions if students don't come up with responses that include spending, saving, investing, or giving their money.

2. Ask them to help you group the answers into categories. If students do not see categories, circle the responses that show spending. Without using the word *spending*, ask students how the circled responses are alike. Without verifying that students are right or wrong, direct students to the Student Book. Tell them that the book will give them some clues about what categories they could use.

3. Read p. 88 of the Student Book together. After reading, ask students what words we could use to describe the categories.

4. Direct students to the **Leveled Student Readers**.

Summarizing and Assessing

Complete the assessment activities for the **Leveled Student Readers**. Read the lesson summary together.

Modifications for Differentiation

Above Have students learn more about charities. Allow students to use computers to view charity pages online or print out the descriptions of two or three charities in the community. Ask students to share what they learned with the class.

Below Students may not be able to read and group all the responses in the Getting Started Activity. Narrow the responses to two in each category and provide category headings of "Giving," "Spending," and "Saving" for them earlier in the lesson.

ELL In addition to the Below modification, review the meanings of the category headings. If necessary, explain to students that $1,000 is a large enough amount to use in many ways. If ELL students' responses are not reflected in the list on the board, encourage students to say how they would use extra money or money they received as a surprise.

Extending

Civics Consider donating the goods created in the Extending activity of chapter 3, lesson 2, section C to the school or another group.

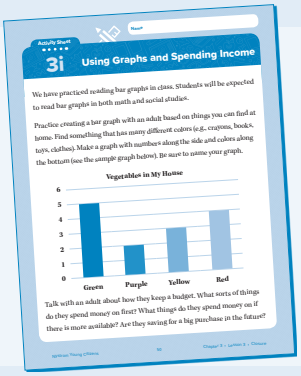
Lesson 3
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in one minute in their **Think Books**. Table groups can work together on their lists. At the end of one minute, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. What jobs do people in the neighborhood do? (multiple answers)
2. Why do people work? (to earn money, to support their families, to meet their needs)
3. How do people use their money? (to buy things, to meet their needs and wants, save, donate)


Activity Sheet 3i

Name

3i Using Graphs and Spending Income

We have practiced reading bar graphs in class. Students will be expected to read bar graphs in both math and social studies.

Practice creating a bar graph with an adult based on things you can find at home. Find something that has many different colors (e.g., crayons, books, toys, clothes). Make a graph with numbers along the side and colors along the bottom (see the sample graph below). Be sure to name your graph.

Vegetables in My House

6
5
4
3
2
1
0

Green Purple Yellow Red

Talk with an adult about how they keep a budget. What sorts of things do they spend money on first? What things do they spend money on if there is more available? Are they saving for a big purchase in the future?

Nystrom Young Citizens 90 Chapter 3 • Lesson 3 • Closure

Review at Home

Ask students to complete **Activity Sheet 3i** with their families at home.

Lesson 4
Changes in a Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

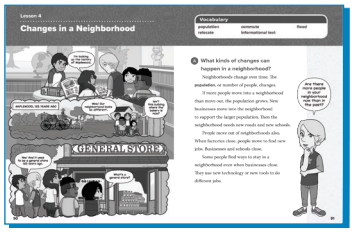
- *The Gardener*, by Sarah Stewart
- *Hey Wall: A Story of Art and Community,* by Susan Verde
- *The Little House*, by Virginia Lee Burton

Main Goals

- **A** **What kinds of changes can happen in a neighborhood?** Identify changes in a neighborhood.
- **B** **How can technology affect a neighborhood?** Identify ways that technology creates change in neighborhoods.
- **C** **What can bring big changes to a neighborhood?** Explain how various events can cause a neighborhood to change.
- **D** **Communicating Skills: Writing an Informational Text.** Record the events of the story of a neighborhood in an informative manner.

A What kinds of changes can happen in a neighborhood?

History · Speaking & Listening



pp. 90–91

New Vocabulary

population

Review Vocabulary

time line

Materials

- Student Book
- Activity Sheet 3j
- Think Book
- glue
- scissors

Objectives

Students will be able to:

- Recognize changes in a neighborhood, using information from a story.
- Sequence information from a story.

Vocabulary Focus
Introduced in Teaching section.

Getting Started

1. Read the comic on p. 90 of the Student Book together.
2. Tell students that they will hear a story about more changes in a neighborhood.

Online Activities

- What Kinds of Changes Can Happen in a Neighborhood?

Teaching

Read the following story to students:

My Neighborhood
by Friedrich Schmidt

It was fall of 1915, but I remember it like it was yesterday. I was just 7 years old. Every morning, I woke to the smell of Mama's delicious apple pies baking in the oven. Outside my bedroom window there were apple trees as far as I could see.

I came down to the kitchen just as Papa was carrying a jug of our cow Frieda's milk to the icebox on the porch. "Hurry along, Fritz," said Mama. That was my nickname—Fritz. "The horse and wagon are waiting. It's your turn to help at the market," mother said.

Our family sold apples and Mama's pies at the market in Maplewood. I loved to go there. Sometimes I saw my friends Karl and Edgar. Other times, Papa would buy me a piece of candy in the Maplewood General Store. Yes, a trip to Maplewood was sure to be exciting.

Going to the market usually took all day. Market wasn't that far away. But the roads were so muddy that we never knew if our wagon would get stuck. Sure enough, it happened that day. We just got to the main road and our wagon was up to its axles in mud! It was then that I noticed a sign.

"What does it say?" asked Papa. (Papa couldn't read English that well.)

"Land for sale," I told him.

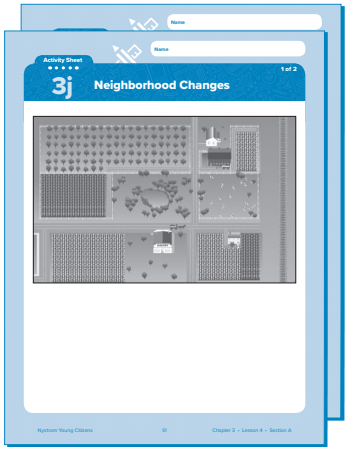
"So, Mrs. Berger is selling off some of her farm," said Papa. "It must be hard for her without Irwin."

That night, Papa and Mama talked and talked about the land. Papa really wanted to buy it. The land was on the main road to Maplewood. He was sure it would be a good place to put up a stand and sell our apples and pies.

The very next day, Papa went down and bought Mrs. Berger's land. Papa built a little wooden stand, and I painted the sign. "Schmidt's Apples and Pies," it said.

Word spread about Mama's pies. People walked or rode their horses to our stand. People were always telling my mother, "Anna, your pies are so good—you should open a bakery."

By 1920, we tore down our stand and built a big store. This time, a real sign painter painted "Bakery" over the door.



Activity Sheet 3j

1. Distribute **Activity Sheet 3j**.
2. Ask students what details they heard in the story that match the picture on part 1 of the activity sheet. (Answers may include: apple trees as far as you could see, only one neighbor, bakery on the main road, muddy road)
3. Next, ask where people work in this neighborhood. (on the farm, in the bakery)
4. Point to the smaller pictures on part 2. Point out that they show the events from the story, but they are in the wrong order. Have students cut apart the pictures.
5. Read the story again. Have students put the pictures in order as you read. After you finish the story, ask partners or table groups to discuss the order. Reread sections of the story if necessary. Once students have the correct order, have them glue their pictures in their **Think Books.**
6. Explain that a time line shows when events happened, and they have just used the pictures to create a time line.
7. Explain that these are changes that happened in the past. Page 91 of the Student Book explains some other changes that can happen in a neighborhood, especially to the population. Ask students to read the first paragraph to themselves and point to the meaning of the word *population*. Reinforce by asking them what the population of your classroom is today.
8. Read the rest of p. 91 of the Student Book together.

Summarizing and Assessing

Ask students how their neighborhoods have changed and if that change meant that the population grew or diminished. If need be, give examples of changes in a neighborhood and see if students can tell if those changes will affect the population:

A new family built and moved into a new home. (yes)

Your neighbor bought a new car. (no)

The family across the street planted a new tree. (no)

One of your neighbors has left and no one has bought the home yet. (yes)

Modifications for Differentiation

Above Consider making copies of the Schmidt story and asking students to read the story to a small group. Let them know that their job is to read while the others in the group are to put the pictures in order.

Below Monitor for listening comprehension. If students are unable to put pictures in the correct order, read a paragraph at a time.

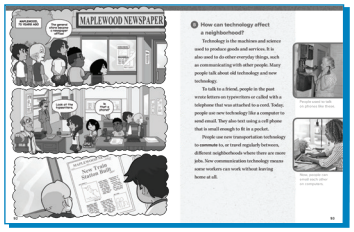
ELL Monitor for understanding of sequential words such as first, next, then. To clarify, add ordinal numbers to the pictures after students have sorted them.

Extending

History Tell students about changes in their own neighborhood, such as a new shopping center or a new highway. If possible, take the class for a walk to point out changes in their own neighborhood.

B How can technology affect a neighborhood?

Economics History



pp. 92–93

New Vocabulary

commute

Review Vocabulary

technology

Materials

- Student Book
- Community Desk Map 3A/B
- Activity Sheet 3k
- Think Book
- map markers
- glue
- local map (optional)
- scissors

Objectives

Students will be able to:

- Analyze the impact of technology on neighborhoods.

Vocabulary Focus

Display **Community Desk Map 3A**. Ask students to find the homes in the bottom left area of the map (north of the Factory) and to mark the blue house. Ask students to find the Flowers shop and to mark it. Tell students the vocabulary word is *commute*. To *commute* means to travel from one place to another. If the person who lives in the blue house works in the Flowers shop, they must commute to work. Link to students' personal experiences if possible. If many people in your community commute outside the community to work, display a local map and show possible commutes (train, bus, car, ferry, etc.).

Getting Started

1. Assess students' understanding of *commute* after the Vocabulary Focus.

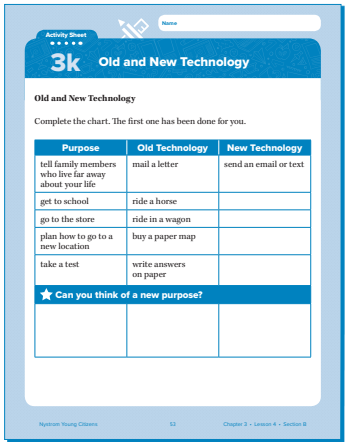
Literacy Links

- *Charlie and the Chocolate Factory*, by Roald Dahl

2. Ask students to read the comic on p. 92 of the Student Book independently.

Teaching

1. Read p. 93 of the Student Book together.
2. Discuss old and new technology by asking students to name one kind of old technology mentioned in the text (typewriters, telephone with a cord) and one kind of new technology. (cell phones, computers)
3. Show students the directions for **Activity Sheet 3k**, and go over the first row.



Activity Sheet 3k

Name

Activity Sheet

3k Old and New Technology

Old and New Technology

Complete the chart. The first one has been done for you.

Purpose	Old Technology	New Technology
tell family members who live far away about your life	mail a letter	send an email or text
get to school	ride a horse	
go to the store	ride in a wagon	
plan how to go to a new location	buy a paper map	
take a test	write answers on paper	
★ Can you think of a new purpose?		

Nystrom Young Citizens 53 Chapter 3 • Lesson 4 • Section B

Summarizing and Assessing

Ask students to complete **Activity Sheet 3k** on their own or in pairs. Monitor for accuracy. When students complete the activity sheet, ask them to cut out the box and glue it in their **Think Books.**

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to create their own comic that shows another change in technology, perhaps similar to the one on p. 92 of the Student Book.

Below Allow students to work in pairs to complete **Activity Sheet 3k** or talk through the answers with this group first and then let them complete the answers on their own.

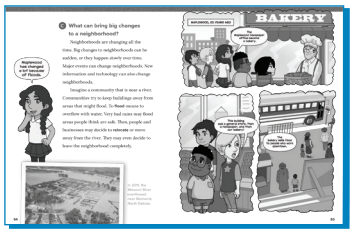
ELL Students may not have the vocabulary to complete the activity sheet independently. Allow them to work in pairs or consider using picture cues from books or online images to show old and new technology. Students can indicate their responses by pointing to the old and new technologies.

Extending

Reading Read aloud *Charlie and the Chocolate Factory*. If not reading the entire book, focus on the section when the workers are fired and the factory is closed. Ask students to imagine what would happen to the workers and their families, as well as the community.

C What can bring big changes to a neighborhood?

Economics History



pp. 94–95

New Vocabulary

flood
relocate

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book

Objectives

Students will be able to:

- Explain how past and present events change a community.

Vocabulary Focus

Introduce the vocabulary words *flood* and *relocate* by writing both words on the board. Students may already know the word *flood*, so check for understanding. Tell them that *relocate* means to move to a different place. Show students the prefix *re* and that it means "again," so *relocate* means to "locate again."

Getting Started

1. Have students read the comic on p. 95 of the Student Book independently.
2. Talk about what students see happening in the comic. Reinforce vocabulary by using the term *relocate* in conversation.

Teaching

1. Ask students to read p. 94 of the Student Book independently. Ask students to find what the text says happens to communities when a flood comes. (They may relocate or leave the neighborhood)
2. Complete the activities from the **Group Activity Cards**.

Summarizing and Assessing

Ask students to write the following sentence starter in their **Think Books** and complete the sentence on their own: "One event that can bring big changes to a community is _____ because _____."

Modifications for Differentiation

Above Challenge students to find out what past events happened in their own community that brought changes. If possible, have some internet pages bookmarked or copies of past newspapers or other primary source documents that explain the changes. Allow them to work together and create a time line if applicable. Have students record these events in their **Think Books.**

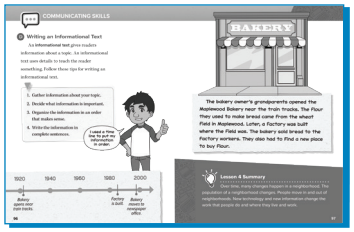
Below To support students' independent reading, introduce *businesses* and *completely* by pointing to the words in the text, saying the words, and giving one- or two-word definitions. Students do not need complete understanding of the words in order to understand the main ideas from the text. Instead, they need enough background to proceed with the reading.

ELL In addition to the Below modification, tell students that a flood is one kind of natural disaster. Point to a spot halfway up the wall and explain that flood waters can come up that high and stay there for several days. Then ask why a business owner might decide to move, or relocate, instead of fixing the building.

Communicating Skills

D Writing an Informational Text

History Writing



pp. 96–97

New Vocabulary

informational text

Review Vocabulary

time line

Materials

- Student Book
- Activity Sheet 3I
- books (fiction and informational)

Objectives

Students will be able to:

- Write an informational piece.
- Organize information in a way that makes sense.

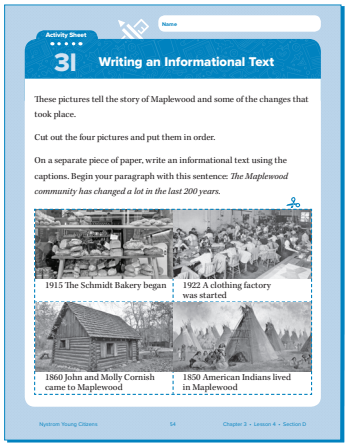
Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Give student groups fiction and informational books, preferably ones that they are familiar with from previous reading. Talk about the differences.
2. Ask them to sort these books into two piles—books that are fiction and books that are informational. Help students sort books into categories. Monitor for understanding.

Literacy Links

- *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner
- *Jamestown: A History Just for Kids!* by KidCaps


Activity Sheet
3I
Writing an Informational Text
Name
These pictures tell the story of Maplewood and some of the changes that took place.
Cut out the four pictures and put them in order.
On a separate piece of paper, write an informational text using the captions. Begin your paragraph with this sentence: *The Maplewood community has changed a lot in the last 200 years.*
1915 The Schmidt Bakery began
1922 A clothing factory was started
1860 John and Molly Cornish came to Maplewood
1850 American Indians lived in Maplewood
Nystrom Young Citizens
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Chapter 3 • Lesson 4 • Section D

Activity Sheet 3I

Teaching

1. As a class, read the text on p. 96 of the Student Book.
2. Read the sample time line on p. 96 and the example narrative on p. 97.
3. Introduce **Activity Sheet 3I** and help students follow the directions.

Summarizing and Assessing

Have students share their informational pieces in small groups by reading them aloud. Afterward, read the lesson summary on p. 97 of the Student Book.

Modifications for Differentiation

Above Challenge these students to write an informational paragraph or create a simple time line about their own community using information found in previous lessons or by finding new information.

Below and ELL If students need more support with writing, pull a small working group. Make sure students have the pictures from **Activity Sheet 3I** in order. Expect students to want to use only the caption and not make it into a sentence. Model writing a sentence using the caption.

Extending

History Read aloud one of the Literacy Links. Reinforce the concept of informational pieces. Help students think about how life has changed since the colonial times depicted in the books.

Lesson 4
Closure

Classroom Assessment Activity

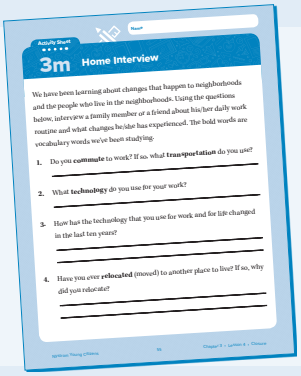
Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Answers will be **yes** or **no**.

For each **no** answer, ask groups to change the sentence so that it is a **yes** answer.

Are the following statements true?

1. Population change is one type of change that can happen to a neighborhood. (yes)
2. The population grows when more people move out of the community. (no, the population goes down)
3. New technology brings change to neighborhoods. (yes)
4. Changes in transportation can bring change to neighborhoods. (yes)
5. *Relocated* means staying in one place. (no, it means moving to a new location)
6. When businesses relocate, some people may lose their jobs and move to a new neighborhood. (yes)
7. An informational text is a made-up story. (no, it is a text that gives readers information about a topic)
8. When people travel from one place to another to get to work, we say they commute to work. (yes)


Activity Sheet

3m Home Interview

We have been learning about changes that happen to neighborhoods and the people who live in the neighborhoods. Using the questions below, interview a family member or a friend about his/her daily work routine and what changes he/she has experienced. The bold words are vocabulary words we've been studying.

1. Do you **commute** to work? If so, what **transportation** do you use?
2. What **technology** do you use for your work?
3. How has the technology that you use for work and for life changed in the last ten years?
4. Have you ever **relocated** (moved) to another place to live? If so, why did you relocate?

Review at Home

Ask students to complete **Activity Sheet 3m** with their families at home.

Chapter 3
Review

Review Vocabulary

bank
bar graph
borrow
charity
commute
consumer
demand
entertainment
flood
goods
graph
grid
human feature
income
informational text
invest
natural feature
pollution
population
preserve
producer
recreation
relocate
resource
service
skill
supply
want

Materials

- Student Book
- Activity Sheet Chapter 3 Review
- Think Book
- markers
- paper (mini whiteboards)
- timer

Objectives

Students will be able to:

- Find locations on a map using a grid.
- Read a bar graph.
- Define vocabulary words.
- Describe ways that neighborhoods change.

Getting Started

1. Divide students into groups. Give each group eight half sheets of paper (mini whiteboards if possible) so that they can write the answers to the questions.

2. Explain the rules for a social studies quiz game to students. Groups will take turns choosing the question to be asked, by category and dollar amount. You then read the selected question. Be sure to erase or remove the question from the grid, showing that the question is no longer available.

Teaching

1. On the classroom board, reproduce the grid below, with categories and dollar amounts.

2. Under each category, there are $100, $200, $300, and $400 questions. The higher the amount means the harder the question.

Vocabulary	Maps	Reading Graphs	Neighborhood Changes
$100	$100	$100	$100
$200	$200	$200	$200
$300	$300	$300	$300
$400	$400	$400	$400

3. For questions that have a visual (Maps and Reading Graphs), project the visual or give each team a copy of **Activity Sheet Chapter 3 Review**.

4. Each team can use their **Think Books,** Student Books, and each other as resources. Emphasize that the team should not write an answer until everyone in the group agrees.

5. Give teams 45 seconds to come up with and write their answers (this can be adapted as needed). Discuss and review answers as needed.

6. The team with the highest total wins.

7. Play the game. The questions are below, and the supporting visuals are found on **Activity Sheet Chapter 3 Review**.

Social Studies Quiz Game Questions

Part 1

Vocabulary

$100: A *human feature* is something that humans build, such as railroad tracks. A _____ is something that exists in nature, such as rivers and lakes. (natural feature)

$200: The money that people earn is called _____. (income)

$300: If a flood comes and destroys your house, you might have to _____ or move to a different place. (relocate)

$400: A _____ is something you can touch that you buy or use, like an apple. _____ are jobs that you pay someone else to do, like washing windows. (goods/services)

Part 2

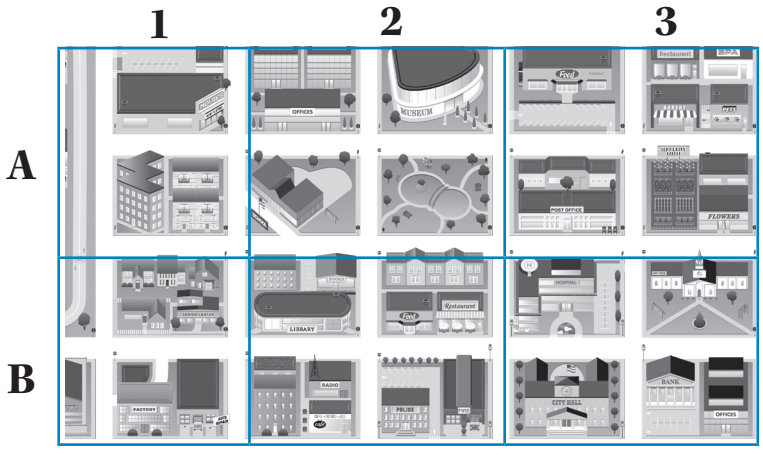
Maps

$100: What business can be found at A2? (Museum)

$200: What business can be found at B1? (Auto Repair or Newspaper)

$300: What grid coordinates tell you where to find the bakery? (A3)

$400: What grid coordinates tell you where to find the library? (B2)



Part 3

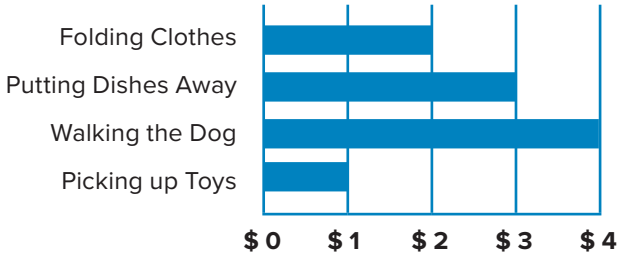
Reading Graphs

$100: What job is worth the most money? (walking the dog)

$200: What job is worth the least money? (picking up the toys)

$300: If you folded clothes and picked up the toys, how much money would you earn? ($3)

$400: If you put the dishes away and walked the dog, how much money would you earn? ($7)



Part 4

Neighborhood Changes

$100: Sometimes there aren't enough jobs in a neighborhood so the people must travel, or _____, to another community to find work. (commute)

$200: A change happens to a neighborhood when more people move out of the neighborhood than move in. The neighborhood has had a change in the number of people who live there, or a change in their _____. (population)

$300: Sometimes people protect land in a neighborhood by not allowing anyone to build on that land. When land is protected this way, we say it is _____. (preserved)

$400: Neighborhoods use their _____ to produce goods and services. For example, some neighborhoods have many people to do work. (resources)

Summarizing and Assessing

When students do not know the answers automatically, spend some time reviewing before they take the test.

Modifications for Differentiation

Above Have students play 20 Questions with the chapter vocabulary. One at a time, students choose a word and then give clues about it until another student identifies the word.

Below If students need more support in finding answers, provide them with multiple-choice options.

ELL In addition to the Below modification, adjust time so students have more time to locate answers.

Extending

Ask students to write their own questions and play another round of the game.

Chapter Test

Distribute and administer the **Chapter 3 Test** (Teacher's Guide pp. 153–159). Assist students as needed.

Chapter 3 Project
Creating a Neighborhood Business

Materials

Every Day
- Project Checklist
- Project Evaluation

Day 1
- large sheet of paper

Day 2
- Project Plan
- List from Day 1

Day 3
- coloring utensils
- craft materials
- glue
- poster paper
- scissors


Careers


Economics


Critical Thinking


Speaking & Listening

Objectives

Students will be able to:

- Work collaboratively to create a business plan.
- Develop a better understanding of disciplinary vocabulary for economics: needs, wants, resources.

Project Description

Students will create a business plan that will benefit their community. This project will help students work collaboratively and further their understanding about the relationship between businesses and a neighborhood. It will also reinforce basic concepts of economics such as *needs*, *wants*, and available *resources*.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Prior to the Project

If possible, begin by reading about some inventions and businesses that kids have created from the Literacy Links.

Instructions and Suggestions

Day 1

1. If possible, invite someone who has started a small business to come speak to the class.
2. Ask the whole class to brainstorm business ideas. Write these on the board.

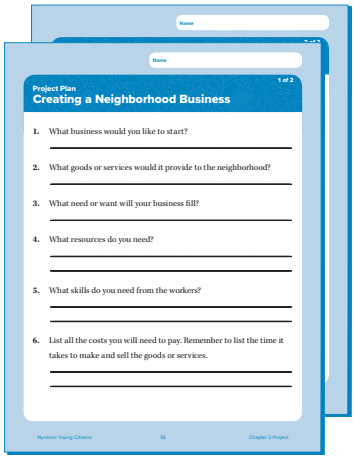
3. Tell students they're going to work in small groups to brainstorm an idea for a business.

4. Write students' ideas on a large sheet of paper. Keep this list for the following days.

Day 2

1. Divide students into groups. Ask each group to choose a business idea from the day before or come up with a new idea.

2. Distribute the **Project Plan**. Give students time to work in small groups to complete the plan.


Name

Name

Project Plan
Creating a Neighborhood Business

1 of 2

1. What business would you like to start?
2. What goods or services would it provide to the neighborhood?
3. What need or want will your business fill?
4. What resources do you need?
5. What skills do you need from the workers?
6. List all the costs you will need to pay. Remember to list the time it takes to make and sell the goods or services.

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Project Plan

Day 3

1. As a whole class, show a sample business plan that you have created or that a small group has created. Model how to give feedback on the plan by asking questions and making positive suggestions.

2. Appoint one student from each of the Day 1 groups to be spokesperson for their group. Combine 2–3 small groups from Day 1 into larger groups. Have the spokesperson share their group's business plans with the larger group and allow time for feedback. Monitor feedback.

3. Repeat until all subgroups have presented their plans and received feedback.

4. As a culminating activity, let each group create an advertisement or present a sales pitch.

Modifications for Differentiation

Above Encourage these students to do more research about kids' inventions and businesses or interview other adults about their business plans.

Below Make sure these students' voices are valued in the small group and that everyone is invited to share ideas. Help group members share the work by assigning roles or by asking them to rotate who writes the answers.

ELL In addition to the Below modification, remind all group members that ELL students may also express their ideas with sketches or pantomimes.

Rubric

See **Project Evaluation** (Teacher's Guide p. 160).

Name

Chapter 3 Test

income	borrow	population
bar graph	human feature	Goods
services	Wants	relocate
pollution		

Fill in the blanks with the correct word.

1. Something that is made by people, such as a bridge or a railroad track, is called a _____.

2. _____ and _____ come from producers. People who buy these things are called consumers.

3. People want to protect rivers from dangerous chemicals and garbage. The chemicals and garbage are examples of _____.

4. Needs are things people must have. _____ are things people would like to have.

Name

Chapter 3 Test

5. If you need money to start a business, you may have to _____extra money from the bank.

6. People earn _____ by doing work.

7. A _____helps us compare things using a picture instead of words.

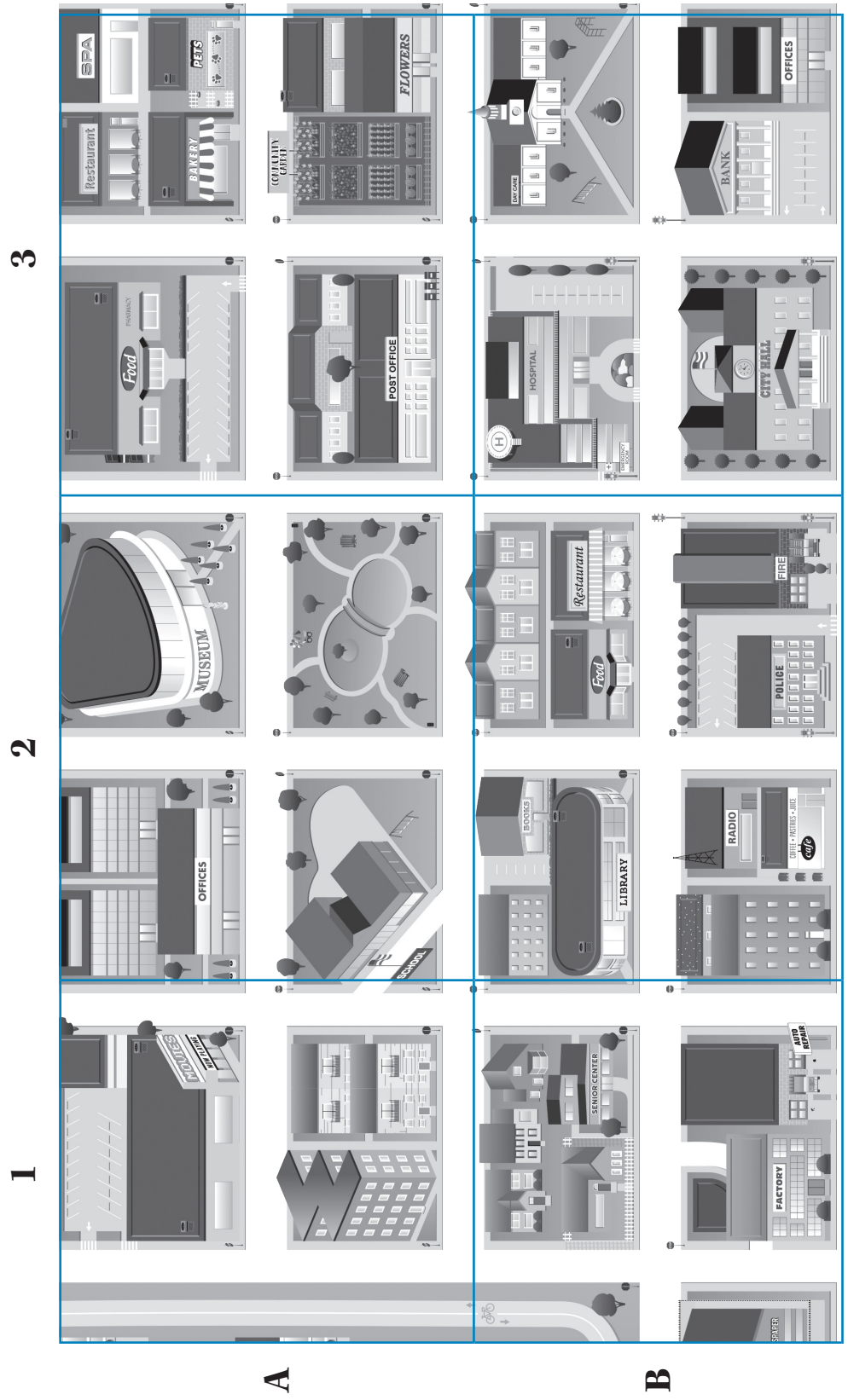
8. The _____ or number of people changes over time when people move into or out of neighborhoods.

9. Some changes in neighborhoods, such as floods, force people to _____, or move, to a new neighborhood.

Name

Maps

Use the map to answer the questions on the next page.



Name

10. What natural feature can be found at A2?

_____

_____

11. What human feature can be found at B1?

_____

_____

12. What grid coordinates tell you where to find the school?

_____

13. What two grid coordinates have *Food* stores?

_____

Reading Graphs

Use the bar graph to answer the following questions.

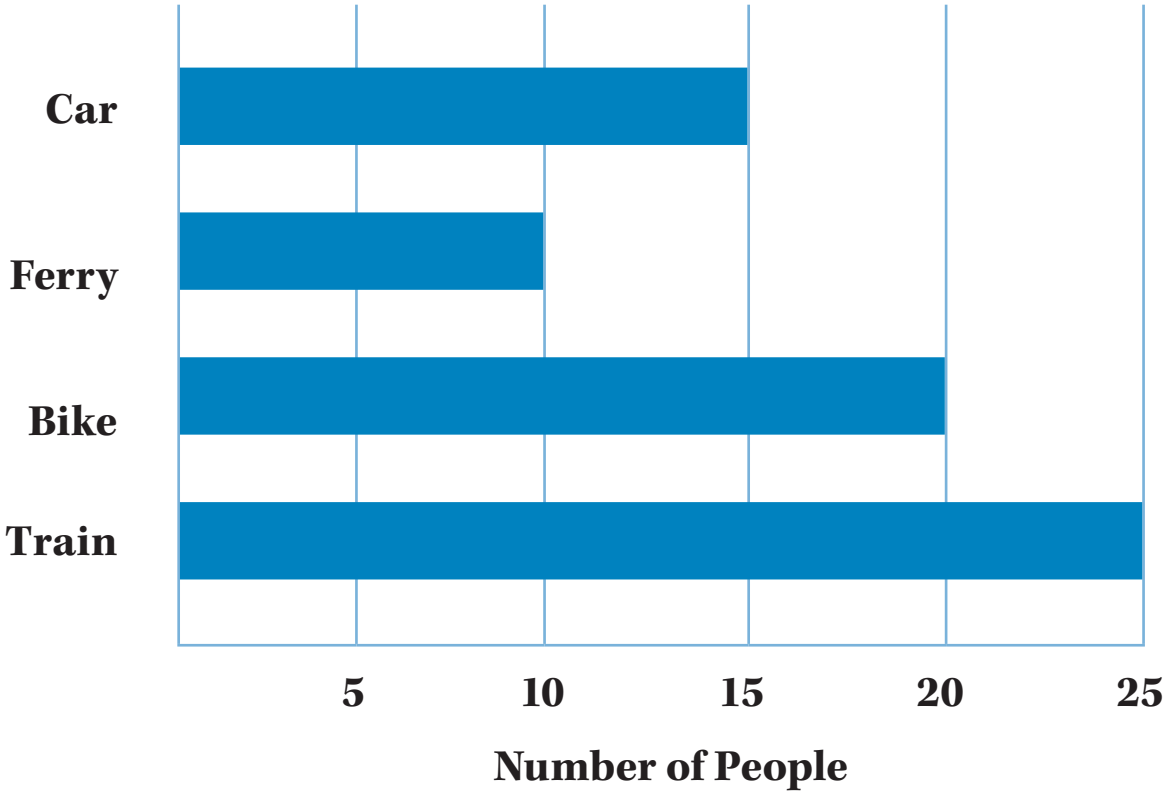
14. How many people ride a car to work? _____

15. How many people ride a train to work? _____

16. Altogether, how many people ride a ferry AND a bike? _____

17. How many more people ride a car than ride a ferry? _____

How People Commute in the Neighborhood



Neighborhood Changes

The two pictures on the next page show one neighborhood. Use these images to answer the following questions.

18. Name one change that has happened to this neighborhood.

_____

_____

19. Name one way people could earn money, or income, in the neighborhood in the second picture.

_____

_____

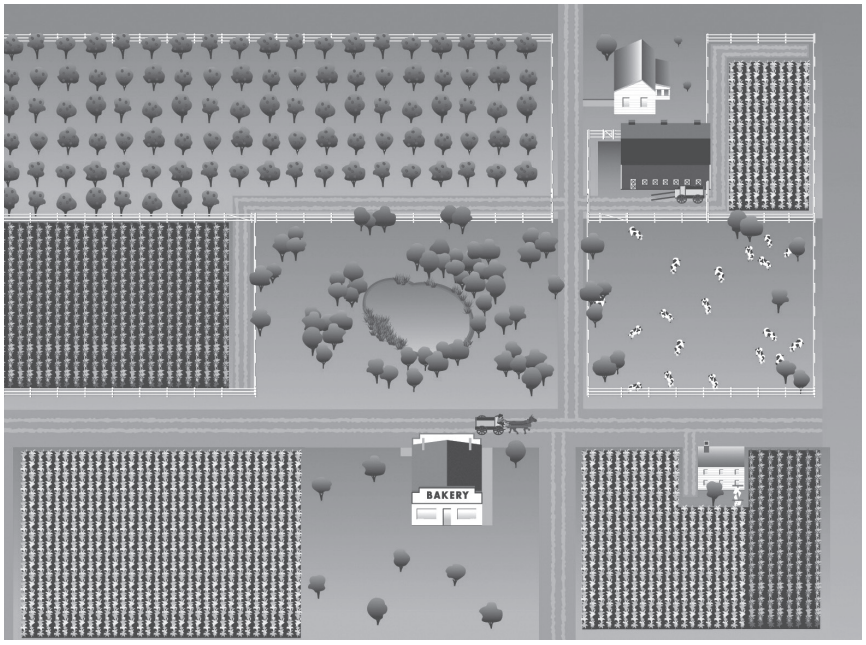
20. What are some natural features in this community?

_____

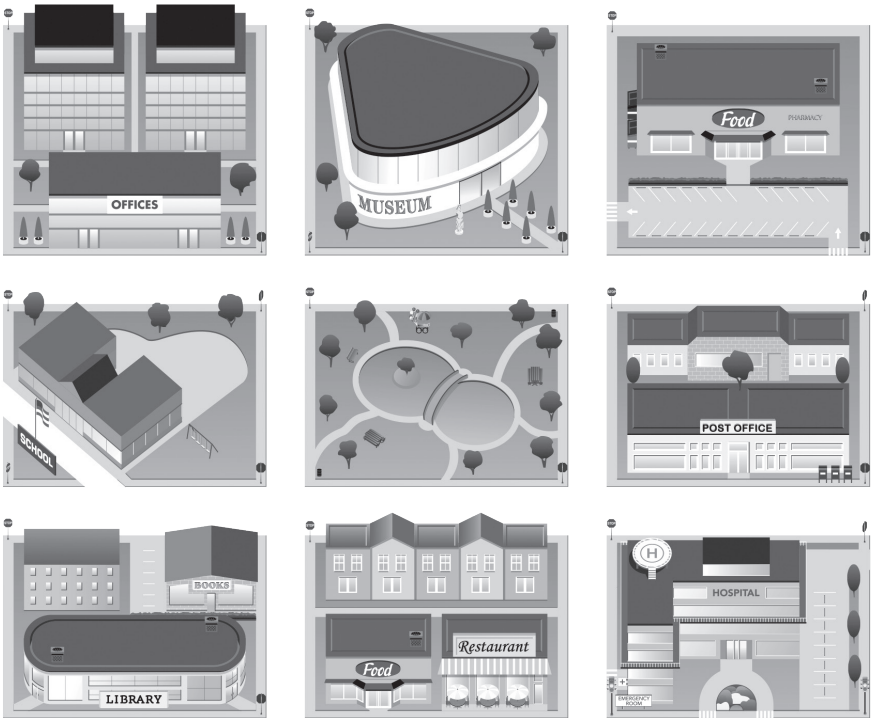
_____

Name

Maplewood Long Ago



Maplewood Today



Student Name:

Chapter 3 Project	Project Evaluation
Topic	
The student's group chose a business that will benefit the community.	1 2 3 4
Group Work	
The student listened respectfully within the group and to other presentations.	1 2 3 4
The student shared his/her ideas about the business.	1 2 3 4
Product	
The student completed the Business Plan Activity Sheet.	1 2 3 4
Presentation	
The student's group presented their business plan to the class in a clear manner.	1 2 3 4
The student's group presented their advertisement to the class in a clear manner.	1 2 3 4

The highest rating is 4.

CHAPTER 4

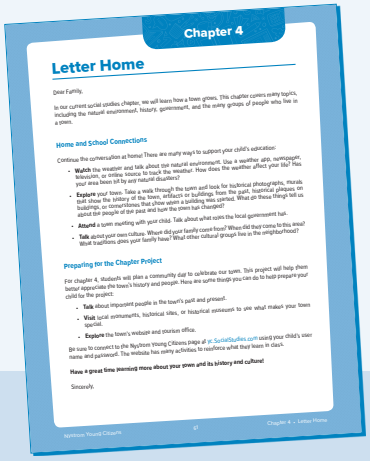
Compelling Question

How Does a Town Grow?

In this chapter, students will learn about the various factors that define their town.

Time Frame: 5 Weeks

1. Students will learn about the natural environment of their town.
2. They will understand that their town's history can teach them how the town began and how it became what it is today.
3. They will be able to explain the role of government in a town and identify the key positions in local government.
4. Finally, students will learn about different types of arts and cultures that can be found in their town today.
5. Students will complete the chapter review, project, and assessment.


Chapter 4

Letter Home

Dear Family,

In our current social studies chapter, we will learn how a town grows. This chapter covers many topics, including the natural environment, history, government, and the many groups of people who live in a town.

Home and School Connections

Continue the conversation at home! There are many ways to support your child's education:

- **Watch** the weather and talk about the natural environment. Use a weather app, newspaper, telescope, or online source to track the weather. How does the weather affect your life? Has your area been hit by any natural disasters?
- **Explore** your town. Take a walk through the town and look for historical photographs, murals, or statues. Some of the town's artifacts or buildings from the past, historical plaques on buildings, or street names that show when a building was named. What do these things tell us about the people of that area and how the town has changed?
- **Attend** a town meeting with your child. Talk about what goes the local government has.
- **Talk** about your own culture. Where did your family come from? When did they come to this area? What traditions does your family have? What other cultural groups live in the neighborhood?

Preparing for the Chapter Project

For chapter 4, students will plan a community day to celebrate our town. This project will help them better appreciate the town's history and people. Here are some things you can do to help prepare your child for the project:

- **Talk** about important people in the town's past and present.
- **Visit** local monuments, historical sites, or historical exhibits to see what makes your town special.
- **Explore** the town's website and tourism office.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what they learn in class.

Have a great time learning more about your town and its history and culture!

Sincerely,

Nystrom Young Citizens 47 Chapter 4 • Letter Home

Letter Home

Ask students to share the **Letter Home** with their families.

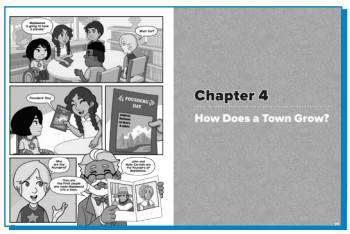
Chapter 4
Pre-assessment

1. Remind students that each chapter in the Student Book asks a question that students will learn more about and be able to answer.

2. In their **Think Books**, have students make a concept map web of ways that towns can grow.

3. After students have time to work independently, ask them to compare their responses in small groups. Each member should add to their own concept map web in their Think Books.

Chapter 4
Introductory Activity



pp. 98–99

Materials

- Student Book
- Think Book

Critical Thinking

Reading

TEACHER'S NOTE

If possible, create a word wall or anchor chart of the vocabulary words in the chapter. Include the word, a short definition, and an image or example for each word.

Objectives

Students will be able to:

- Describe ways that towns grow.

Getting Started

Preview the section titles in the Student Book with students. Explain that the lesson headings give clues about how to answer the chapter question. Compare the lesson headings to students' concept map web answers from the Pre-assessment, found in their **Think Books**.

Teaching

1. Ask students to read the comic on p. 98 of the Student Book independently.

2. Tell students that they're going to be learning more about the town of Maplewood. Ask them to look back at the comic and point to what they learned about the history of Maplewood.

Summarizing and Assessing

Ask students to look at their web. Encourage students to think about the ways their own town has grown—or not grown. Ask them what has caused those changes. If students don't know, give them additional information. Consider adding new ideas that come out of the discussion to the concept map webs.

Modifications for Differentiation

Above Tell students that the original cabin where the Cornish family settled is in what is now the park. Ask students to find this location on **Community Desk Map 3A**.

Below Some section titles do not provide clear clues about how a town grows. To help students who may not be ready to discard unhelpful information, read aloud a few section titles, especially from lessons 2 and 3, and discuss how—or whether—they answer the chapter question.

ELL Point out the word in *founder* in the comic on p. 98 and explain that this word has more than one meaning. A founder is someone who starts something lasting, such as a town. Check students' understanding of other words in the section titles, including *natural world* and *environment*.

Lesson 1

The Natural Environment of a Town

Online Activities

- Vocabulary Activities

Literacy Links

- *Farm*: What's It like to Live Here? by Katie Marsico
- *The Street beneath My Feet*, by Charlotte Guillain
- *When Charlie McButton Lost Power*, by Suzanne Collins

Main Goals

A **How does the natural world affect a town?** Identify the causes and effects of natural disasters.

B **Why do people change the natural environment?** Define *natural environment* and identify ways humans interact with it.

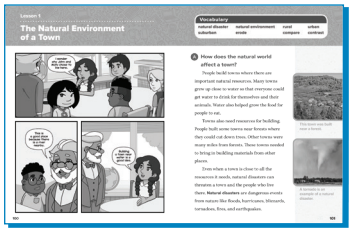
C **How do these changes make towns different?** Describe the differences between rural, suburban, and urban communities.

D **What happens when people change the environment?** Describe positive and negative effects that humans have on the planet.

E **Reading Skills: Compare and Contrast.** Use a chart to describe similarities and differences between two or more items.

A How does the natural world affect a town?

Geography | Information Processing



pp. 100–101

New Vocabulary

natural disaster

Review Vocabulary

natural feature
resource

Objectives

Students will be able to:

- Describe how natural disasters affect towns.
- Justify the connections using evidence from the text.
- Analyze the connection between natural disasters and seasons.

Vocabulary Focus
Introduce in Teaching.

Getting Started

1. Review the comic on p. 98, and then read the comic on p. 100 of the Student Book.

Materials

- Student Book
- Think Book

Online Activities

- How Does the Natural World Affect a Town?

Literacy Links

- *Five Epic Disasters*, by Lauren Tarshis

2. Remind students that they've already learned about *natural features*, like the river mentioned in the comic.

Teaching

1. Ask students to find what the text says people need to help make a town. Challenge students to read the first two paragraphs on p. 101 of the Student Book independently and point to the answers as they find them. (water to grow crops, water to drink for people and animals, building materials)

2. Ask students to point out natural disasters while they read the third paragraph on p. 101 of the Student Book. (floods, hurricanes, blizzards, tornadoes, fires, and earthquakes)

3. Tell students that all of these natural disasters can threaten people in a town. Earthquakes can happen anytime, but the other natural disasters are more likely to happen during certain times of year and seasons.

4. Write **summer**, **fall**, **winter**, and **spring** on the board. Ask students to match the disasters with the seasons in which they are most likely to occur. Discuss why they've placed each with a reminder about climate: Summer, hot and dry; Fall, oceans get warmer over the summer; Winter, snow and cold air moving south (hitting warm air); Spring, warming temperatures melt snow and ice, warm air moving north (hitting cold air). Help students sort the disasters as follows:

Summer	Fall	Winter	Spring
fires	hurricanes	blizzards	floods and tornadoes

Summarizing and Assessing

Ask students to take out their **Think Books**. Give them a few minutes to answer the questions without looking back at the Student Book. Then give students a few more minutes to look back at the text and check their answers or find the correct answers. (Looking back is included in the Assessing section because it will continue to be a critical skill for students.)

- Name at least two natural resources a town needs to grow. (water, building supplies)

- Name at least three natural disasters that threaten a town. (floods, hurricanes, blizzards, tornadoes, fires, and earthquakes)

Modifications for Differentiation

Above If not using the Extending activity as a class, challenge these students to research particular natural disasters or read *Five Epic Disasters,* by Lauren Tarshis, and share their findings with the class.

Below Students may not be ready to read independently or write full responses to the Summarizing and Assessing questions. Allow them to read and write in pairs, with each pair taking a turn reading and writing.

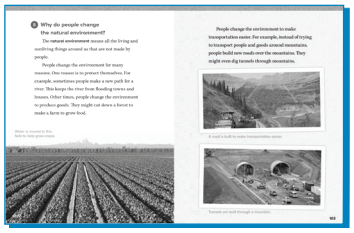
ELL Draw a two-column chart on the board with the headings "Natural Resources" and "Natural Disasters." Help students recall that natural resources help towns grow and natural disasters threaten or hurt towns. Then have pairs of students copy and complete the chart.

Extending

Geography and Science Learn more about natural disasters. Divide students into small groups and assign them *Five Epic Disasters*, by Lauren Tarshis, or other books about specific natural disasters such as fires, tornadoes, and more. Suggest categories to guide their fact collection, including where and when this natural disaster occurs and how this natural disaster affects towns and people.

B Why do people change the natural environment?

Geography Critical Thinking



pp. 102–103

New Vocabulary

natural environment

Materials

- Student Book
- Community Desk Map 3A/B
- Images of Natural Environments
- Think Book

Objectives

Students will be able to:

- Define *natural environment*.
- Examine how humans change the natural environment.
- Theorize why humans change the natural environment.
- Support their answers with evidence from the text.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Write *natural environment* on the board. Ask students to read the first sentence on p. 102 of the Student Book to learn its definition.

Literacy Links

- *City Green*, by DyAnne DiSalvo-Ryan
- *Pollution Problems Made by Man*, by Baby Professor

2. Direct students to look at the images on pp. 102–103 of the Student Book. Talk about what is in the *natural environment* and what isn't.
3. Show additional images of natural environments. Describe visible features, emphasizing living (trees and plants, mosses, wildlife) and nonliving (rocks).
4. Ask students to take out their **Think Books**, write the definition of *natural environment*, and write examples for living and nonliving features of a natural environment.

Teaching

1. Divide students into groups. Tell students that they are going to read about three reasons that humans change the environment.
2. Ask students to read pp. 102–103 to find out the three reasons that humans change the environment (protect people, produce goods, make transportation easier) and write these in their **Think Books**.
3. Ask students to add an example for each reason.
4. Distribute **Community Desk Map 3A** to student groups.
5. Have each group reread pp. 102–103. Using the desk map, have them point out the ways that people have changed the natural environment of Maplewood and describe to their group why.

Summarizing and Assessing

Ask students to restate the definition of *natural environment* to their small group. Call on individual group members to share with the class. Ask students to restate three ways that humans change the environment to their small group, according to the text. Call on individual group members to share with the class.

Modifications for Differentiation

Above Have students identify how people have modified the environment in their neighborhood and explain why they did it.

Below Provide a modified outline so that students can more easily find the answers in the text. For example:

Why do humans change the environment?

- Protect _____ (people)
  Example: (flood control)
- _____ goods (Produce)
  Example: (farms)
- Make _____ easier (transportation)
  Example: (roads)

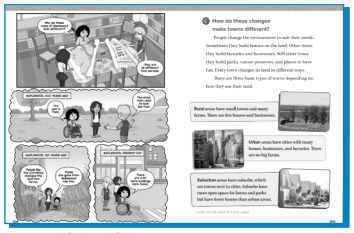
ELL Provide images of natural environments, as well as items that appear in natural environments. Use the modified outline from the Below modification. Encourage students to draw images for each example.

Extending

Geography and Science The Student Book describes positive changes that humans have on the natural environment. Ask students to brainstorm negative impacts humans can have on the environment. Read and examine the images of *Pollution Problems Made by Man* or related books with students. Generate ideas for having a positive impact on the natural environment.

C How do these changes make towns different?

Geography | Critical Thinking



pp. 104–105

New Vocabulary

rural
suburban
urban

Review Vocabulary

natural environment
transportation

Objectives

Students will be able to:

- Categorize areas as urban, rural, and suburban.
- Predict what types of transportation are found in urban, rural, and suburban areas.

Vocabulary Focus
Introduce in Teaching.

Getting Started

Read and discuss the comic on p. 104 of the Student Book.

Teaching

1. Divide the class into groups of four. Distribute one **Community Desk Map 3A** and a map marker to each group.

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

2. Explain that they are going to locate places on the map that show different purposes people have for modifying the natural environment. On the desk map,

   a. Draw a box around a place to live.

   b. Circle a place to work.

   c. Draw a triangle around a place to learn.

   d. Draw an X on a place to play.

3. Ask students to look at each of the four locations and describe the kinds of transportation that would take them from one place to another. Remind students that roads and paths are ways that people have changed the natural environment and made towns different.

4. Ask students to read p. 105 of the Student Book.

5. Direct students to look at images on p. 105 of the Student Book. Ask them to think about types of transportation that they could find in each of the three areas: rural, suburban, and urban.

6. Ask students which type of town Maplewood is and see if they can explain their reasoning.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

In their **Think Books**, ask students to compare and contrast urban, rural, and suburban areas. Use a thinking map, such as a three-circle Venn diagram or a two-circle Venn diagram to compare and contrast two areas at a time. Allow students to work in groups and refer to the text for ideas.

Modifications for Differentiation

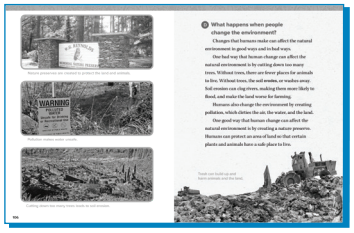
Above In their **Think Books**, challenge students to draw examples of urban, suburban, and rural areas, including transportation and ways that humans have changed the natural environment.

Below If students cannot read independently, consider echo reading the pages in the Student Book.

ELL If students struggle to understand the comic, help students by discussing how the characters are imagining themselves in the past and in different settings.

D What happens when people change the environment?

Geography | Critical Thinking



pp. 106–107

New Vocabulary

erode

Review Vocabulary

flood
natural environment
pollution

Materials

- Student Book
- Think Book
- dirt
- glass of water
- pan

Literacy Links

- *Weathering and Erosion*, by Torrey Maloof

Objectives

Students will be able to:

- Give examples of effects that humans have on the natural world.
- Evaluate these effects as positive or negative.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Illustrate *erosion* by putting dirt into one-half of a shallow pan or tray and pouring water over the dirt quickly enough that it washes to the other side. If possible, add miniature trees or other natural features that can wash away. Explain that erosion can occur naturally, such as the way floods wash away parts of a stream. Erosion can also be caused by humans.

2. Make sure that students understand that *natural world* is another name for "natural environment," or things that are not made by humans. Remind students that the natural environment includes living and nonliving things.

Teaching

1. Ask students to read p. 107 of the Student Book. Before they start, tell them that the text is going to describe bad and good ways humans can affect the natural world.

2. On the board, draw a simple chart and ask students to copy this chart into their **Think Books**.

Negative Effects	Positive Effects

3. Ask students to reread p. 107 of the Student Book independently and find answers for both sides of the chart.

4. Allow students to share their responses in small groups.
5. Give the groups a short time to suggest other good and bad effects that humans have on the natural environment.

Summarizing and Assessing

Monitor students' charts to see that all students have the correct responses and to determine what they found independently from the text.

Modifications for Differentiation

Above Challenge these students to think of other ways that humans can cause good and bad effects on their natural environment. If they do not have answers, encourage them to read *Weathering and Erosion,* by Torrey Maloof, or similar texts.

Below If students are unable to read independently, scaffold their responses by telling them what paragraph and how many effects they can find within the paragraph. If students still can't read, read the text out loud while students respond verbally.

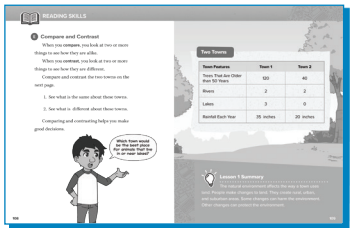
ELL In addition to the Below modifications, explain that *erode* is a verb form and *erosion* is a noun form. Describe the difference between verbs, which show some action, and nouns, which indicate things. Also, help students use context clues ("washes away" and "dirties") to figure out the meanings of *erode* and *pollution*. Ask students to look for the term *nature preserve* in the last paragraph and read the following sentence to find a clue about the term's meaning ("protect an area of land").

Extending

Science Find out what people can do to prevent or slow erosion. Research the impact that planting trees can have on erosion. If possible, invite an arborist or park ranger to speak to the class.

E Compare and Contrast

Critical Thinking | Information Processing



pp. 108–109

New Vocabulary

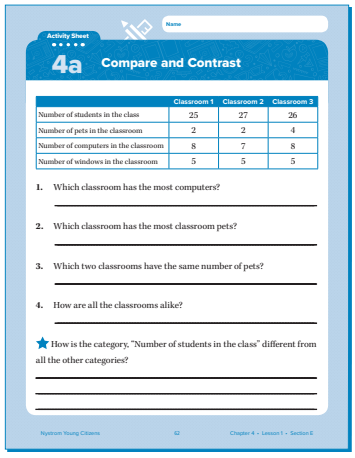
compare
contrast

Materials

- Student Book
- Activity Sheet 4a
- Think Book
- items to compare and contrast (apple and orange; pen, pencil, and marker)

Online Activities

- Compare and Contrast



Activity Sheet 4a

Objectives

Students will be able to:

- Compare and contrast two or more items.
- Interpret information from a chart.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Write *compare* and *contrast* on the board. Ask students to write these words in their **Think Books**.
2. As a class, read the definitions of *compare* and *contrast* on p. 108 of the Student Book.
3. Show class items such as apples and oranges. Ask them how these items are the same. Next, ask students how items are different.
4. Repeat with a set of three objects.

Teaching

1. Model how to read the chart on p. 109 of the Student Book.
2. Divide students into small groups. Ask them to decide how the towns on the chart in the Student Book are alike.
3. Next ask groups to decide how the towns are different.

Summarizing and Assessing

Ask students to complete **Activity Sheet 4a** independently.

Modifications for Differentiation

Above Challenge students to make their own compare/contrast chart of 2–3 of their classmates. Have them make an empty chart, fill in a few visible items, and then ask these classmates questions, such as how many pets, how many siblings, etc.

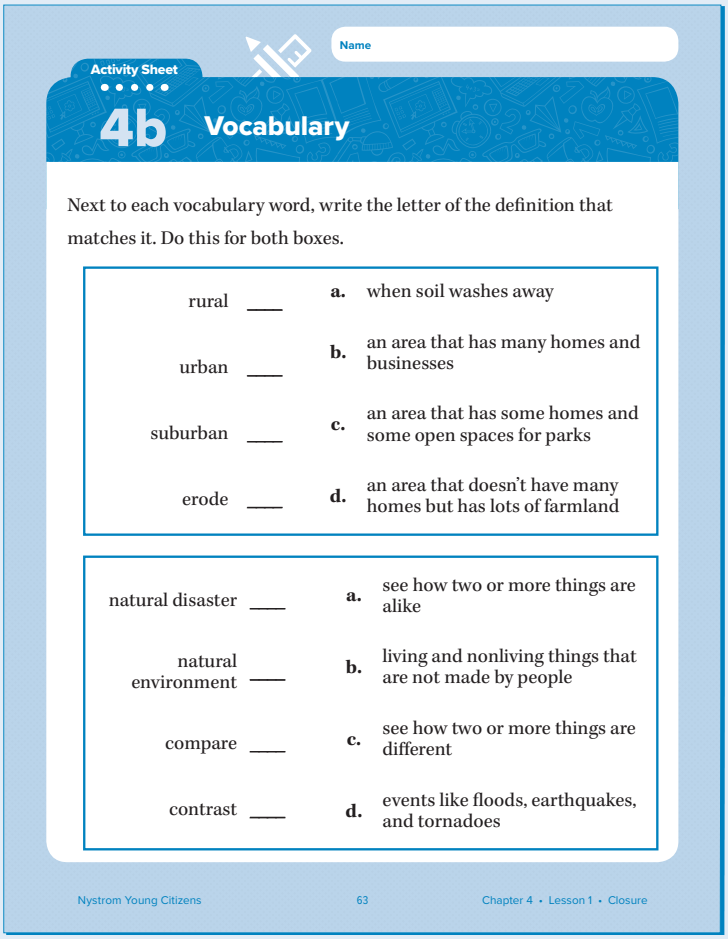
Below Read **Activity Sheet 4a** with students during Summarizing and Assessing.

ELL Read **Activity Sheet 4a** with students during Summarizing and Assessing. Allow students to discuss answers with each other.

Lesson 1
Closure

Classroom Assessment Activity

Distribute **Activity Sheet 4b** and have students complete the assignment. Review as a class.



Name

Activity Sheet

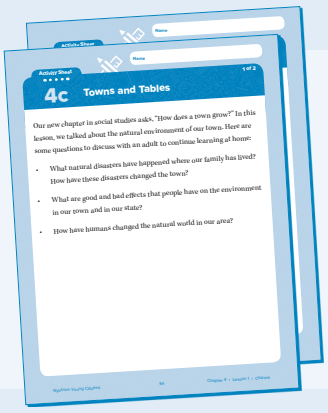
4b Vocabulary

Next to each vocabulary word, write the letter of the definition that matches it. Do this for both boxes.

rural	____	**a.**	when soil washes away
urban	____	**b.**	an area that has many homes and businesses
suburban	____	**c.**	an area that has some homes and some open spaces for parks
erode	____	**d.**	an area that doesn't have many homes but has lots of farmland

natural disaster	____	**a.**	see how two or more things are alike
natural environment	____	**b.**	living and nonliving things that are not made by people
compare	____	**c.**	see how two or more things are different
contrast	____	**d.**	events like floods, earthquakes, and tornadoes

Nystrom Young Citizens 63 Chapter 4 • Lesson 1 • Closure



Activity Sheet

4c Towns and Tables

1 of 2

Our new chapter in social studies asks, "How does a town grow?" In this lesson, we talked about the natural environment of our town. Here are some questions to discuss with an adult to continue learning at home:

- What natural disasters have happened where our family has lived? How have these disasters changed the town?
- What are good and bad effects that people have on the environment in our town and in our state?
- How have humans changed the natural world in our area?

Review at Home

Ask students to complete **Activity Sheet 4c** with their families at home.

Lesson 2

The History of a Town

Online Activities

- Vocabulary Activities

Literacy Links

- *A City through Time*, by Philip Steele
- *If You Were a Kid in the Wild West*, by Tracey Baptiste
- *A Picture Book of Lewis and Clark*, by David A. Adler

Main Goals

A **Who first lived in the area?** Describe how a community has a history that changes over time.

B **Why did new people come to the area?** Explain why explorers went to a location and what happened to the American Indians when the explorers came.

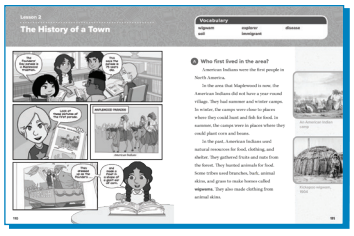
C **Why did people set up a town?** Identify how people change the natural environment to support a town.

D **Reading Skills: Main Idea and Supporting Details.** Identify the main idea and details within text.

E **What can change and what can stay the same in a town?** Describe aspects of a town that stay the same and aspects that change.

A Who first lived in the area?

Cultures · History · Information Processing



pp. 110–111

New Vocabulary

wigwam

Materials

- Student Book
- Activity Sheet 4d
- Think Book
- your childhood photos

TEACHER'S NOTE

This activity will create a time line that will be used in the two subsequent sections as well.

Objectives

Students will be able to:

- Define *history* as the story of how a person or place has changed over time.
- Recognize a community has a history that changes over time.
- Identify American Indians as the first inhabitants of an area in the United States.
- Apply appropriate units to a time line.

Literacy Links

- *The Best Town in the World*, by Byrd Baylor

Vocabulary Focus
Introduce in Teaching.

Getting Started

1. Show a few images from your past, including a baby picture, a picture of you in elementary school, etc. Explain that these pictures are part of your history and that history is the story of how a person or place has changed over time.

2. Ask students to explain what they notice about how you have changed and how other things that may be in the images (such as technology or transportation) have changed. Explain that today they will talk about the history of a community.

Teaching

1. Ask students to read the comic on p. 110 of the Student Book independently and identify one way that the community of Maplewood has changed over time.

2. Read p. 111 of the Student Book together as a class.

3. Distribute **Activity Sheet 4d**.

4. Briefly discuss the scene on the activity sheet. Explain that the activity sheet shows what the land around Maplewood looked like long ago. Read the following story to students while they look at their activity sheets.

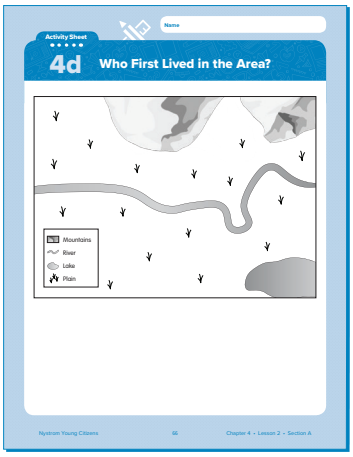
   The History of Maplewood, Part 1

   In the 1700s, American Indians lived in the area we now call Maplewood. The American Indians set up temporary camps. In the winter, they moved their camps near the river where they hunted and fished for food. They also used the river for transportation, using canoes to move their supplies.

   In the summer, they put their camps in woodland clearings. They planted corn and beans on the flat land.

   They got flint (a type of rock) from the mountains and used it to make tools such as arrows and knives.

5. Ask students where American Indians put their temporary homes. (on flat land) Explain that a large area of flat land is called a plain. Ask students where the plain is on their activity sheets and to mark those areas with a **P**.



Activity Sheet 4d

6. Ask students why American Indians settled near the river. (for transportation and for fishing) Explain to students that rivers are long, narrow bodies of water. Have them write **R** next to the river on the activity sheet.

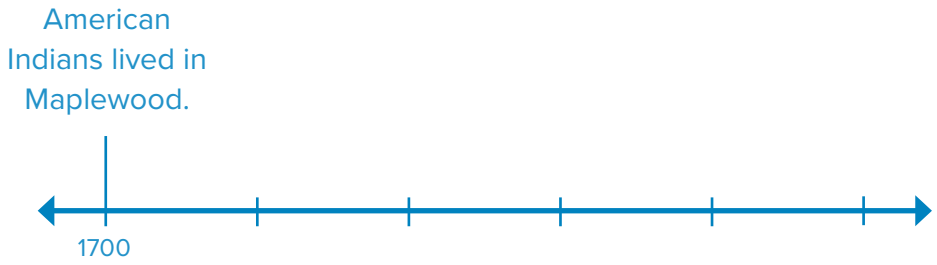
7. Ask them what other body of water they can find. (lake) Have them write **L** on the lake.

8. Ask them if they can find the mountains and to mark the mountains with an **M**.

9. Explain that students will be making a time line of Maplewood's history. Ask them what they think the most appropriate time interval is: minutes, hours, months, or years. (years) Ask what year the time line of Maplewood history should begin. (1700)

Summarizing and Assessing

Ask students to create a blank time line in their **Think Books**. Draw a model time line on the board. Have them title the time line **Maplewood's History**. Explain that during the next few days, they will be adding details to the time line. Have students mark six intervals on the time line. Tell them that today they will add the first time marker on the left hand side of the time line based on what they learned; underneath the marker they will write **1700**, and above the marker they will write **American Indians lived in Maplewood**.



Modifications for Differentiation

Above Challenge these students to describe other changes between the activity sheet and present-day Maplewood and create a possible story for how these changes happened, continuing the story that was read aloud.

Below Students with low listening comprehension skills may struggle to understand what they are hearing while simultaneously looking for locations on the map. After letting students look for the locations, project **Activity Sheet 4d** and and mark these locations so that students have some time to process independently, followed by an opportunity to see the correct response.

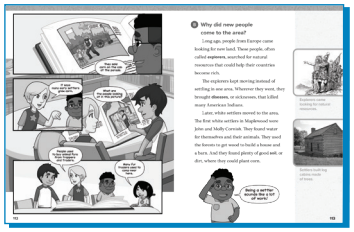
ELL List the locations that students need to find on the activity sheet, their letter abbreviations, and quick sketches or images on the board. Refer to these to give students a visual reference for what the vocabulary word looks like. Locations include plain (**P**), river (**R**), lake (**L**), and mountains (**M**).

Extending

History Create a time line for the history of your own community.

B Why did new people come to the area?

Geography History Reading



pp. 112–113

New Vocabulary

disease
explorer
soil

Materials

- Student Book
- Activity Globes
- Activity Sheet 4e
- Time line from lesson 4, section A
- Images of Fur Trappers and Traders
- Think Book
- index cards

Objectives

Students will be able to:

- Explain what happened to the American Indians when explorers came to the area.
- Discover why explorers came to the area.
- Summarize how early settlers lived.
- Map areas described in a reading passage.

Vocabulary Focus

Preview the words by writing them on the board, pronouncing them for students, and writing the definition from the book next to the words: *explorer* (a person who explores or looks for new land), *disease* (sicknesses), *soil* (dirt). Students may not recognize a multisyllabic word like *sicknesses,* so draw a box around *sick* in the word.

Getting Started

1. Ask students to read the comic on p. 112 and to point out who else camped by Maplewood, besides American Indians. (fur trappers and traders)
2. Show images of fur trappers and traders. Explain that fur trappers were people who set traps and captured animals for their fur. They traded the fur for goods and money. The traders used or sold the furs to people who made items like hats or coats out of the furs.

Teaching

1. Preview the vocabulary words.

2. Refer to the time line from the last section. Remind students that the American Indians were the first people who lived in the Maplewood area.

3. Tell students to look for more information about what happened to the American Indians. Ask students to read the first two paragraphs on p. 113 of the Student Book independently and point to the evidence they find. Monitor to make sure students are pointing to the correct responses.

4. Distribute **Activity Sheet 4e**.

5. Tell students that you are going to tell them a story about a community (the community lived in the area shown on the activity sheet). Read the whole story aloud once. Then read it again and pause to identify locations on the map from the activity sheet.

   The History of Maplewood, Part 2

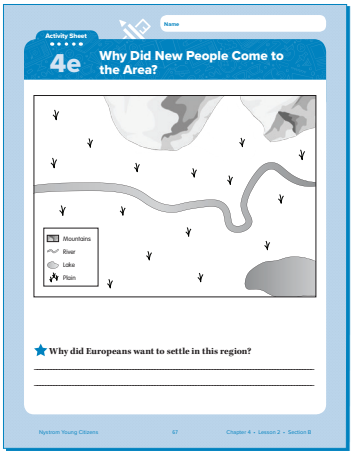
   Long ago there were farmers from Europe named John and Molly. They sailed on a ship across the Atlantic Ocean to the United States.

   John and Molly wanted to build a farm in the United States. They traveled west in a wagon, looking for a good place for their farm. One day they found it. The land was flat and the soil was rich. John and Molly could plant many crops on the land. The nearby river could provide transportation, and the lake could provide water for their family and animals.

6. Identify the following areas by first reading the statement from the story and then identifying the area on the activity sheet or globe.

   a. John and Molly sailed from Europe across the Atlantic Ocean. Display the **Activity Globe** and point out Europe and the Atlantic Ocean.

   b. John and Molly looked for land that was flat and had rich soil so that he could plant many crops. A large flat area of land is called a *plain*. Tell students to point to the plain on their activity sheets. Once students have found the plain, ask them to mark it with a **P** for plain.



Activity Sheet 4e

c. John and Molly wanted to settle near a river so that the river could provide transportation. Tell students to find the river on the activity sheets. Once students have found the river, ask them to mark it with an **R**.

d. John and Molly's farm was also near a lake. The lake provided water for their family and animals. Direct students to find the lake on their activity sheets and mark it with an **L**.

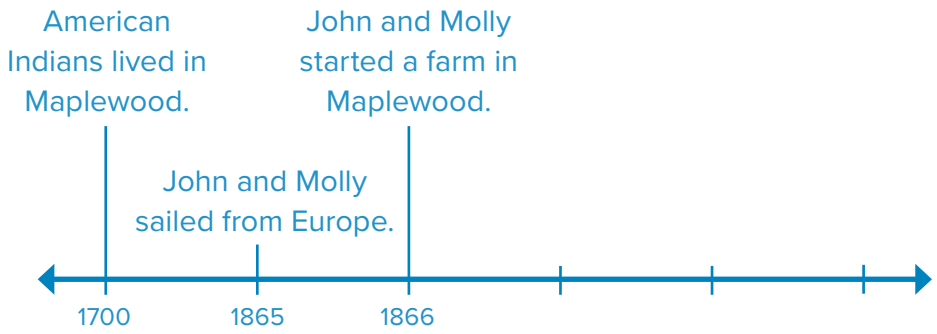
7. Tell students to look for more information about John and Molly in the third paragraph on p. 113 of the Student Book. Allow students to read independently.

Summarizing and Assessing

Create a simple sequencing exercise to help students summarize the changes to Maplewood. Write the following information on index cards, mix them so they are out of sequence, and ask students to arrange them in the order in which they happened. This can be done in small groups (with multiple sets of index cards) or as a class. Emphasize that many changes happened to Maplewood.

- American Indians lived in the area that is now called Maplewood. (1700)
- John and Molly sailed from Europe. (1865)
- John and Molly started a farm near natural features, including a river and a lake. (1866)

Return to the time line. Have students add two more details to the time lines in their **Think Books**. Below the second interval marker, they can add **1865**, and above they will write **John and Molly sailed from Europe**. Below the third interval marker, they will write **1866**, and above, **John and Molly started a farm in Maplewood**.



Tell students to save **Activity Sheet 4e** and the time line for the next section. Have students collect and put away materials.

Modifications for Differentiation

Above Students may be frustrated when they are stopped after every few lines or paragraphs. Consider giving these students a list with all the natural features that John was looking for in a written form and asking them to answer why these features were so important in their **Think Books**. Then challenge these students to complete the Extending activity.

Below Students are encouraged to attempt independent reading in this activity. The simple scaffold of giving them something to look for as they read a few sentences may not be enough to support below-standard readers. Ask students to read chorally with you first. Then set the purpose for reading and ask them to read to find it. If this still isn't enough support, then read to students while they listen for the answer to the purposes that have been established.

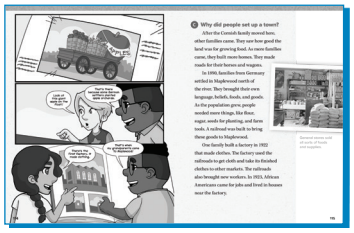
ELL Students may be confused by the comic because of how the characters reflect on the past. Emphasize that the comic tells us about farmers growing corn, fur trappers, and traders. Explain that all of these groups came to Maplewood after the American Indians on the time line. Use the time line to stress this point visually.

Extending

History Find out more about explorers who came to the United States by creating a text set of content about explorers. Include books such as *So You Want to Be an Explorer,* by Judith St. George, as well as other books, images, and infographics. Ask students to look for who came, where they came from, what they wanted, and what happened to the American Indians when the explorers came. Independent readers can read their own books and report back to the group. Readers who need more support can read in pairs or small groups.

C Why did people set up a town?

Economics Geography History



pp. 114–115

Review Vocabulary

natural environment

Materials

- Student Book
- Activity Sheet 4f
- Time line from lesson 2, sections A and B
- Think Book

Literacy Links

- *On This Spot: An Expedition Back through Time*, by Susan Goodman and Lee Christiansen

Objectives

Students will be able to:

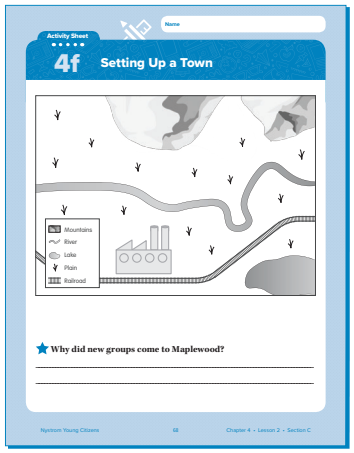
- Describe changes to the natural environment that support growth in the town.
- Discover the types of new businesses needed in a growing town.
- Evaluate problems between old and new settlers in a town.

Getting Started

1. Tell students they are going to discover more about who first lived in the area of Maplewood. Review the time line from lesson 2, sections A and B.
2. Set the purpose for reading the comic on p. 114 of the Student Book by asking them to read to find out what other goods people in Maplewood made. (apples, clothing)
3. After reading the comic, ask students where this new information might fit on the time line. (after John and Molly started a farm) Tell them that today they will find out more about Maplewood's history and add more details to the time line.

Teaching

1. Ask students to point out what changes people made to the natural environment while reading the first paragraph on p. 115 of the Student Book independently. (homes, roads) Review *natural environment* as necessary.
2. Have students read the second paragraph on p. 115 of the Student Book.
   a. Ask students to point out in their Student Books what goods people needed in Maplewood. (flour, sugar, seeds, tools)
3. Distribute **Activity Sheet 4f**.
   a. Ask students how people got goods like flour, sugar, seeds, and tools. (the railroad) Direct them to find the railroad tracks on the activity sheet and mark it **RR**.



Activity Sheet 4f

b. Read the first sentence of the second paragraph aloud. Have students write **G** with a person symbol north of the river.

4. Have students read the third paragraph on p. 115 of the Student Book.

5. Return to **Activity Sheet 4f**.

   a. Read the first sentence of the third paragraph aloud. Direct students to find the factory on the activity sheet and mark it **F**.

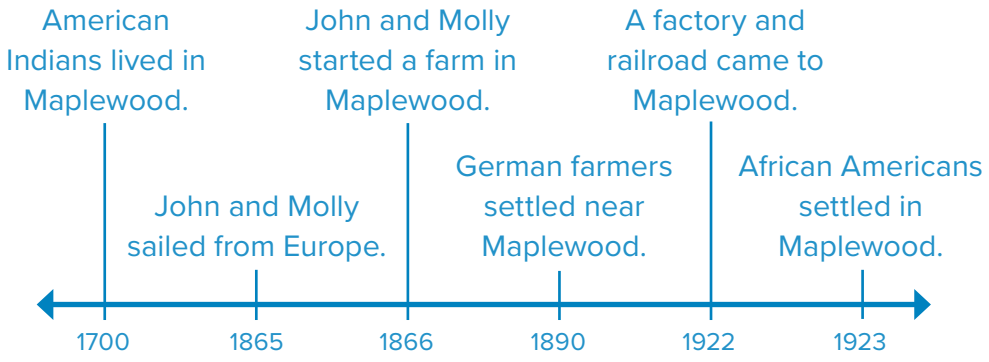
   b. Read the last sentence of the third paragraph aloud. Have students write **AA** with a person symbol near the factory.

6. Ask students to consider how new groups of immigrants felt when others moved into the area and brought new customs. Emphasize that change can bring positive effects but can also result in conflict.

Summarizing and Assessing

Assess informally while students read by monitoring the evidence they point to in the text. Add information from this lesson to the time line from lesson 2, sections A and B.

- German farmers settled near Maplewood. (1890)
- A factory and railroad came to Maplewood. (1922)
- African Americans settled in Maplewood. (1923)



Modifications for Differentiation

Above Give students additional time to continue learning about explorers from the Extending activity in chapter 4, lesson 2, section B.

Below Students are encouraged to attempt independent reading in this activity. The simple scaffold of giving them something to look for as they read a few sentences may not be enough to support below-standard readers. Ask students to read chorally with you first. Then set the purpose for reading and ask them to read to find it. If this still isn't enough support, then read to students while they listen for the answer to the purposes that have been established.

ELL Remind students that the comic is showing us about the past, not the present. Use the time line and add images as necessary to support students' understanding.

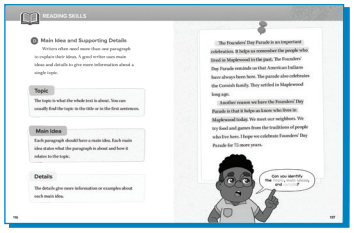
Extending

Economics, Geography, and History Ask groups of students to create their own town. First have them create a map similar to the one from **Activity Sheet 4d** and identify natural features that a town needs. Next, add businesses and transportation. Finally, ask them to create a time line of five or more events to explain the history of their town.

Reading Skills

D Main Idea and Supporting Details

Information Processing | Reading



pp. 116–117

Review Vocabulary

topic

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 4g
- overhead projector

Online Activities

- Main Idea and Supporting Details

Objectives

Students will be able to:

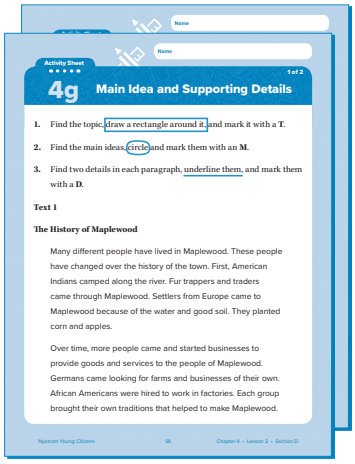
- Distinguish the main idea and details within a text.

Getting Started

Read the text on p. 116 of the Student Book. Explain that students will be finding main ideas and details within sample texts.

Teaching

1. Ask students to read the example text on p. 117 of the Student Book to themselves.
2. Project the text so that students can see you annotate the text. Reread the text to students. Underline the topic and mark it with a **T**. Circle the main idea and mark it with an **M**. Bracket the details and mark each of them with a **D**.
3. Distribute **Activity Sheet 4g**. Complete Example 1 together.
4. Ask students to complete Example 2 on **Activity Sheet 4g** independently. Collect and assess students' work.


Activity Sheet 4g

4g Main Idea and Supporting Details

1. Find the topic, draw a rectangle around it, and mark it with a **T**.
2. Find the main ideas, circle and mark them with an **M**.
3. Find two details in each paragraph, underline them, and mark them with a **D**.

Text 1

The History of Maplewood

Many different people have lived in Maplewood. These people have changed over the history of the town. First, American Indians camped along the river. Fur trappers and traders came through Maplewood. Settlers from Europe came to Maplewood because of the water and good soil. They planted corn and apples.

Over time, more people came and started businesses to provide goods and services to the people of Maplewood. Germans came looking for farms and businesses of their own. African Americans were hired to work in factories. Each group brought their own traditions that helped to make Maplewood.

Summarizing and Assessing

Hand out the **Leveled Student Readers** to students and have them complete the activities.

Modifications for Differentiation

Above Challenge students to complete Example 1 independently. Ask students to write their own paragraph about the history of the town they created in lesson 2, section C and label the topic, main idea, and details.

Below If students are not able to read independently, read Example 2 from **Activity Sheet 4g** to students. Complete the annotation together if necessary.

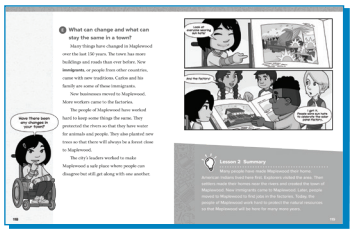
ELL Use objects to help students make a connection between the terms *topic*, *main idea*, and *detail*. For example, gather textbooks from several subjects and say that the topic of this group is teaching and learning. Choose one book and explain that the main idea is like the subject area—social studies, math, reading, or science. Turn to a specific chapter and say a detail is like the specific chapter or topic in the book, for example, how a town grows. Then choral read Example 2 from Activity Sheet 4g. Read it again pausing after each sentence to identify the sentence as topic, main idea, or detail.

Extending

Reading Practice identifying topics, main ideas, and details by looking at other books students are reading. Topics will be easiest to identify in other nonfiction texts; however, students can also look for main ideas and details in fiction stories they are reading.

E What can change and what can stay the same in a town?

History · Information Processing



pp. 118–119

New Vocabulary

immigrant

Materials

- Student Book
- Community Desk Map 3A/B
- Activity Sheet 4d from lesson 2, section A
- Activity Sheet 4e from lesson 2, section B
- Activity Sheet 4f from lesson 2, section C
- Think Book

Online Activities

- What Can Change and What Can Stay the Same in a Town?

Literacy Links

- *Ellis Island*, by Elizabeth Carney
- *Grandfather's Journey*, by Allen Say
- *The Keeping Quilt*, by Patricia Polacco

Objectives

Students will be able to:

- Categorize things that stay the same and things that change in a town.
- Locate information from the text to identify changes.
- Use maps to locate changes over time.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Have students look at the comic on p. 119 of the Student Book. Tell students that the children in the comic strip are still looking back at past events in Maplewood. Remind them that people used to make clothing at the Factory. Ask them to read to find out what change happened to the Factory.

2. Remind students that the question they are reading to answer is, "What can change and what can stay the same in a town." Ask them to write this question in their **Think Books**, and then fold their page in half. On one-half, write the label **Same**, and on the other half, write the label **Change**.

Teaching

1. Ask students to look for things that have changed in Maplewood while they read the first two paragraphs on p. 118 of the Student Book. When they are done reading, have them write down some of the changes in their **Think Books**.

2. Ask students to look for things that have stayed the same in Maplewood while they read the third and fourth paragraphs on p. 118 of the Student Book. When they are done reading, have them write down some things that have stayed the same in Maplewood.

3. Distribute the completed worksheets **Activity Sheet 4d**, **Activity Sheet 4e**, and **Activity Sheet 4f** and **Community Desk Map 3A**. Have students compare the three maps. In their **Think Books**, have them record three things that changed and three things that remained the same on the maps.
4. Have students collect and put away materials.

Summarizing and Assessing

Discuss what students have written in their **Think Books** by creating a "Same/Different" chart on the board and completing it as a class. If students have missed answers, direct them back to the text to reread. Have them copy any responses they are missing into their Think Books. Read the lesson 2 summary on p. 119 of the Student Book.

Modifications for Differentiation

Above Encourage these students to try and make a chart for your own community, based on what they have learned in previous lessons. Students may also draw a comic/illustration for the time line made in lesson 4, sections A–C of something that has changed or stayed the same.

Below These students may read and write much more slowly than others in the class. Rather than read everything to these students, allow them to read through one of the paragraphs in each two-paragraph pairing and point to one thing that has changed or stayed the same. These students can then copy from the teacher-directed model in the Summarizing and Assessing section.

ELL Ask students to work in pairs. One partner can read the first and second paragraphs to find things that have changed. The other partner can read the third and fourth paragraphs and look for things that are the same. Alternatively, students can work in groups of four, and each student can read one paragraph.

Extending

Reading Use a read aloud to help students compare towns as represented in literature. Consider using the unnamed town from *Charlie and the Chocolate Factory*, by Roald Dahl, or other fictional towns and comparing them with Maplewood or students' actual town.

History Create a collection of books about immigrants' experiences with books like *Grandfather's Journey*, by Allen Say; *The Keeping Quilt*, by Patricia Polacco; *In My Family/En mi familia*, by Carmen Lomas Garza; *A Different Pond*, by Bao Phi; *Ellis Island*, by Elizabeth Carney; and others. Ask students to explore where the characters came from, how the characters felt about their homelands, and how the characters felt about their new homes.

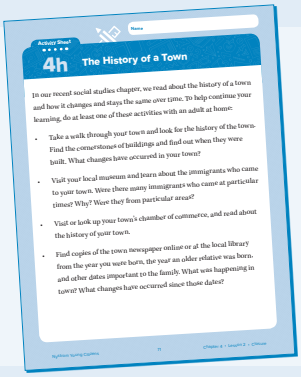
Lesson 2
Closure

Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each sentence, let the groups confer briefly before writing their answer on the sheet or whiteboard. Groups can use the Student Book and their **Think Books** to help them. Have students take turns showing their group's answer.

Answer the following questions:

1. Who were the first people to live in the area of Maplewood? (American Indians)
2. John and Molly Cornish immigrated to Maplewood from Europe and started a farm. What were two things they needed to grow their crops? (water/good soil)
3. What did Maplewood's oldest factory make? (clothing)
4. When the clothing factory closed, it was converted to make another product. What did the new factory make? (solar panels)
5. Many changes have happened in Maplewood, but not everything changed. What are two examples of natural features that have stayed the same? (river, forest, trees, lake)


Activity Sheet

4h The History of a Town

In our recent social studies chapter, we read about the history of a town and how it changes and stays the same over time. To help continue your learning, do at least one of these activities with an adult at home:

- Take a walk through your town and look for the history of the town. Find the cornerstones of buildings and find out when they were built. What changes have occurred in your town?
- Visit your local museum and learn about the immigrants who came to your town. Were there many immigrants who came at particular times? Why? Were they from particular areas?
- Visit or look up your town's chamber of commerce, and read about the history of your town.
- Find copies of the town newspaper online or at the local library from the year you were born, the year an older relative was born, and other dates important to the family. What was happening in town? What changes have occurred since those dates?

Review at Home

Ask students to complete **Activity Sheet 4h** with their families at home.

Lesson 3

The Government of a Town

Online Activities

- Vocabulary Activities

Literacy Links

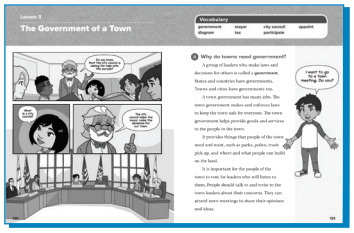
- *Out and about at City Hall*, by Nancy G. Attebury
- *Percy Police Car: Percy Saves the Day*, by Pamela Malcolm
- *Who Leads Our Country?* by Jacqueline Laks Gorman

Main Goals

- **A** **Why do towns need government?** Define government and its importance in a community.
- **B** **How does a town government work?** Explain what a government does and identify key positions in a local government.
- **C** **Researching Skills: Reading a Diagram.** Understand and create a diagram.
- **D** **What services does a town government provide?** Explain why people pay taxes and the different services a government provides.
- **E** **How do citizens take part in their government?** Identify ways citizens participate in government.

A Why do towns need government?

Careers · Civics · Critical Thinking



pp. 120–121

New Vocabulary

government

Materials

- Student Book
- Think Book

Literacy Links

- *The Very Silly Mayor*, by Tom Tomorrow
- *What Does a Mayor Do?* by David J. Jakubiak

Objectives

Students will be able to:

- Define *government*.
- Give examples of what a government does.

Vocabulary Focus

Write *government* on the board, along with the definition. Point out that the word has a smaller base word in it. Underline *govern*. Tell students that govern means to rule or lead. A government is made up of people who rule or lead. They're the ones who make decisions. Explain that many organizations have governments. Some schools have a student government. Cities, states, and countries also have governments. Explain that in this chapter students will learn more about the government of towns and cities. Add *government* to a word wall or chart, with enough space to create a web.

Getting Started

Remind students of the parade in the comics from lesson 1. Then ask students who they think makes the decision to have a parade. Use their responses to assess if they need to revisit the Vocabulary Focus.

Teaching

1. Remind students of the importance of rules. (See chapter 2, lesson 1.)
2. Read p. 121 of the Student Book together.
3. Ask students to read the comic on p. 120 of the Student Book to find out what they call the group of people who govern in Maplewood. (city council)
4. Ask students to write the lesson title ("The Government of a Town") in their **Think Books**.
5. Next, ask small groups to talk about how they would answer the section question: "Why do towns need governments?" After groups have had a chance to discuss their responses, and you have monitored their responses, have them write their answers in their **Think Books**, beginning with the sentence starter, "Towns need governments because _____."

Summarizing and Assessing

Review the answers in students' **Think Books** as a class.

Modifications for Differentiation

Above Challenge these students to search your city's government website, so that they can find contact information in order to write an initial email to the city government and invite a member to visit the class.

Below If students struggle to read the comic independently, allow them to read in pairs. Students who struggle to write may be given a pre-printed sentence starter with multiple correct answers that they can circle:

"Towns need governments because _____."

- governments help make decisions for the people of the town
- governments make and enforce laws
- governments help provide goods and services in the town
- governments make everyone do the same thing

Afterward, ask them to glue it in their **Think Books**.

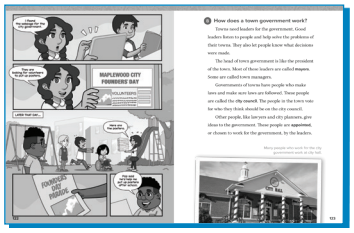
ELL Listen for confusion about other terms in this selection, including *city council*. Use the images in the comic and talk about what these people are doing (making laws and decisions for the town) and how they are part of the government of a town. It may be necessary to create a diagram or chart of who works for the government for this lesson and add to it as the text reveals more people who work for the government.

Extending

Civics Ask members of the local government to send an email, video chat, or come visit the class and talk about how they got their jobs and what things they need to do for their jobs.

B How does a town government work?

Civics Geography



pp. 122–123

New Vocabulary

appoint
city council
mayor

Review Vocabulary

government

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Literacy Links

- *Local Government*, by Ernestine Giesecke

Objectives

Students will be able to:

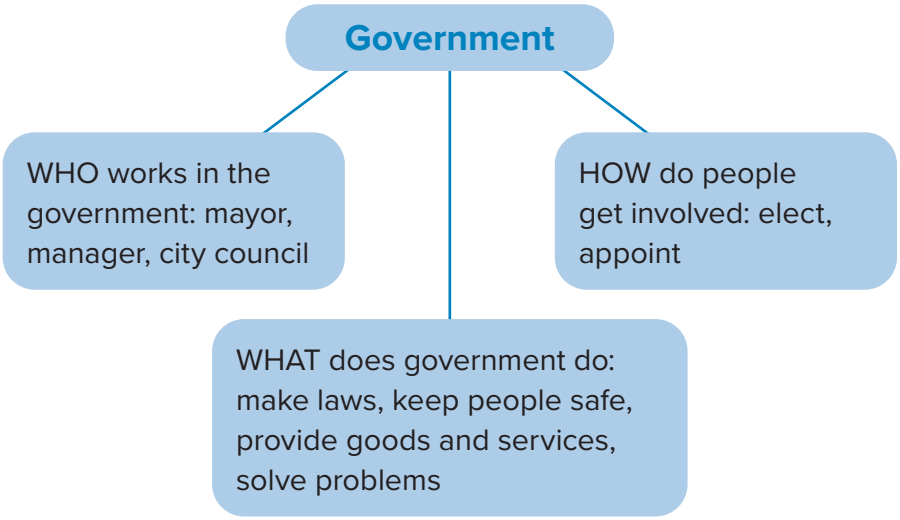
- Name important positions in a town government.
- Compare how people in a town government are chosen.
- Locate places on a map.
- Develop solutions to a problem facing a town government.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Remind students what a government does by asking them to reread what they wrote in their **Think Books** for the section A, Summarizing and Assessing activity (Towns need governments because _____). T
2. Read p. 123 of the Student Book to students.
3. Remind students that the leaders—mayors, managers, and city council—help keep the citizens of the town safe as well as provide goods and services. They also help solve problems.

4. Write the three vocabulary words on the board. Create a thought web for government with branches to boxes labeled **Who**, **What**, and **How**. Have students tell you where to place the three vocabulary words in the web.



5. Ask students to read the comic on p. 122 of the Student Book independently and find out how the children are going to help the city government. Revisit the thought web and add *volunteer* to the **How** box of the web and *citizens* to the **Who** box of the web, following students' reading of the comic.

Teaching

1. Explain that you are going to practice solving problems that a town government must solve.

2. Distribute **Community Desk Map 3A** and map markers.

3. Tell students that the community is deciding the route for the Founders' Day parade. Have students draw the parade route on their desk maps as you say the following.

    a. Last year, the parade began at the city hall on Dogwood Street. The marchers walked along Dogwood Street from the city hall to Fourth Street. At Fourth, they went one block to Cherry Street.

    b. The parade then went along Cherry to First Street. The parade went along First back to Dogwood Street. The marchers then walked along Dogwood Street to Maplewood Park. The parade ended in the park, where the Founders' Day picnic was held.

4. Tell students that this year there is a problem. Tell students that Mrs. Lopez lives in the townhouse on the corner of Cherry Street and Third Street. She says that the parade always goes by her house. The people watching the parade trample her garden in the back. Mrs. Lopez asked the mayor to please change the parade route.

5. Have students circle the townhouse on Cherry and Third. Tell students that the mayor agreed. This year, the parade won't go by Mrs. Lopez's house. Ask them what route they think the parade will take now. It still needs to start at City Hall and end at the park, and it needs to go the same number of blocks.

6. Draw the routes students suggest on a displayed desk map. Have the class agree on the best route. Then have students use dashes (– – –) to draw the new route on their desk maps.

7. Help students summarize the problem and its solution.

    a. What was the problem? (Mrs. Lopez wanted the parade route changed because people watching the parade trampled her garden.)

    b. Which community leader worked on the problem? (the mayor)

    c. How did the mayor solve the problem? (The mayor changed the route so that it wouldn't go by Mrs. Lopez's house.)

Summarizing and Assessing

Tell students that the businesses along Second Street want the mayor to change the parade route again. They want the parade to go through their neighborhood. Have students work in pairs to redraw the parade route so that it goes along Second Street (select Elm or Fifth Street, instead of Second, if students' new route already goes along Second Street). Ask students to hold up their desk maps when they finish. Check their routes.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to create alternative routes that would avoid Mrs. Lopez's corner and write those directions.

Below Watch for students who struggle with listening comprehension and oral directions. Invite them to come help you trace the parade route on your map.

ELL Ask students to work with a partner to identify locations and follow directions.

Extending

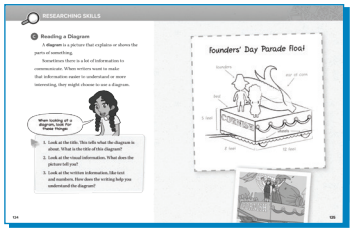
Civics In preparation for the Chapter 4 Project, research your town's celebrations. If the town has a parade, draw the parade route on a town map.

Researching Skills

C Reading a Diagram

Critical Thinking

Information Processing



pp. 124–125

New Vocabulary

diagram

Materials

- Student Book
- Activity Sheet 4i

Online Activities

- Reading a Diagram

Objectives

Students will be able to:

- Utilize a diagram to get information.
- Create a diagram.

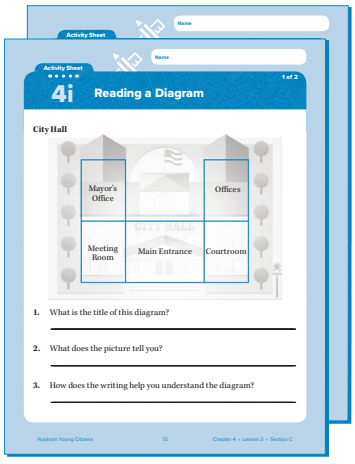
Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Begin with the diagram on p. 125 of the Student Book. Ask students what information is in this diagram.
2. Ask students why they think a diagram might be more useful than describing the same thing with words.

Teaching

1. Read p. 124 of the Student Book to students, emphasizing the definition of *diagram*.
2. Distribute **Activity Sheet 4i**. Complete the first example together as a class.



Activity Sheet 4i

Summarizing and Assessing

Ask students to complete the rest of **Activity Sheet 4i** independently.

Modifications for Differentiation

Above Challenge these students to look around the school for diagrams and make a list.

Below Students may not be ready to complete the activity sheet independently. Pull these students to work with you as a small group during the Summarizing and Assessing activity.

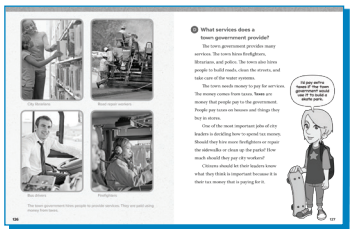
ELL Provide students with a list of the terms necessary to answer the questions. Include nouns that name the parts of the diagrams (list a few), prepositions that describe the spatial relationship between the parts (list a few), and verbs that explain relevant actions (list a few). As needed, ask students to work in pairs during the Summarizing and Assessing activity.

Extending

Information Processing One type of diagram is a family tree. Create a family tree that includes you, any brothers or sisters, and parents or guardians.

D What services does a town government provide?

Civics Economics



pp. 126–127

New Vocabulary

tax

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers
- pencils (four for each student)

Literacy Links

- *What If Everybody Did That?* by Ellen Javernick

Objectives

Students will be able to:

- Discuss what services are provided by a city government.
- Give examples of taxes.
- Explain how taxes are used.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Hand out four new pencils to each student. Tell them that these are what they've earned for their work as a student.
2. Then tell students to give you back one pencil. Tell students that this is a tax to make sure that there are enough pencils for everyone in the class.
3. Explain that a *tax* is what they pay for the services provided in the classroom. Their parents pay taxes too.

Teaching

1. Direct students to look at the images on p. 126 of the Student Book. Ask them what people they see. (librarian, construction worker, bus driver, EMT)
2. Read the two sentences at the bottom of p. 126 to students. Emphasize that the town government hires these people to provide services. Ask students what services each person provides.
3. Read p. 127 of the Student Book to students.
4. Distribute **Community Desk Map 3A** and map markers.
5. Have students identify places on the map where people might need to pay taxes. Have them mark four of these places with a **P**. (movies, food, restaurant, spa, bakery, flowers, auto repair, cafe)
6. Then have them identify places that receive tax money from the government. Have them mark four of those places with an **R**. (museum, school, post office, library, hospital, city hall, police, fire)
7. Direct students to write the section question in their **Think Books** ("What services does a town government provide?") as you write it on the board. Have small groups of students work together to reread p. 127, and then list all the services that are mentioned in the text in their Think Books.
8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Before ending the lesson, ask students to write the following sentence starter in their **Think Books** and then complete the sentence with the correct answer: "Taxes are _____." Let them know that there are multiple ways to respond correctly.

Modifications for Differentiation

Above Challenge students to learn more about city government by using the websites for their city and finding what other services are available. Ask them to add these to their **Think Book** list and share them with the class.

Below If students are not able to keep up with the amount in this lesson, allow them to offer verbal responses or provide a scribe for them.

ELL Reinforce what a tax is by using play money and pretending to buy various objects.

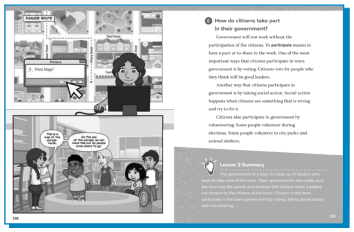
Extending

Civics Read to students *What If Everybody Did That?* by Ellen Javernick. Identify city government workers who enforce the rules that are mentioned in the book.

Civics Invite a city worker to talk to the class. Encourage students to ask questions about how and where the worker provides services to the public.

E How do citizens take part in their government?

Civics Reading



pp. 128–129

New Vocabulary

participate

Review Vocabulary

respect

Materials

- Student Book
- Activity Sheet 4j
- Think Book

Literacy Links

- *The Day Gogo Went to Vote,* by Elinor Batezat Sisulu

Objectives

Students will be able to:

- List three ways that citizens can participate in government.
- Work cooperatively to find information from text.

Vocabulary Focus
Explain *participate* and its related words (participation, participant) in Getting Started.

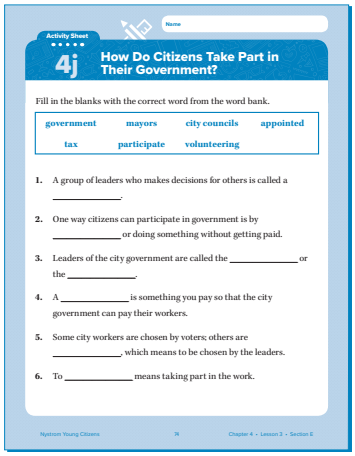
Getting Started

1. Tell students you're going to vote on a class mascot and name. Encourage students to offer suggestions.
2. Explain that those students who offered ideas were participating, or taking part, in the work.
3. Write *participate* on the board and underline *part*. Explain that everyone will have an opportunity to participate in a few minutes.

Teaching

1. Tell students that people can also participate in government. The text will tell us three ways that people can participate. There will be one way for people to participate in each paragraph.
2. Divide students into small groups. Assign each group one of the three paragraphs on p. 129 of the Student Book. Ask them to read their paragraph and find the way that people can participate in government.

3. Divide students into new jigsaw groups of three. New groups will have one person who read the first paragraph, one person who read the second paragraph, and one person who read the third paragraph.
4. Ask jigsaw groups to share their answers, then write their responses in their **Think Books** with the sentence starter, "People can participate in government by _____." Monitor for sentences that include *voting*, *social action*, and *volunteering*.
5. When groups are finished, ask them to read the comic on p. 128 and the lesson 3 Summary. Discuss what form of participation the comic characters are proposing. (volunteering)



Activity Sheet 4j

Name

Activity Sheet 4j

How Do Citizens Take Part in Their Government?

Fill in the blanks with the correct word from the word bank.

government	mayors	city councils	appointed
tax	participate	volunteering	

1. A group of leaders who makes decisions for others is called a _____.
2. One way citizens can participate in government is by _____ or doing something without getting paid.
3. Leaders of the city government are called the _____ or the _____.
4. A _____ is something you pay so that the city government can pay their workers.
5. Some city workers are chosen by voters; others are _____, which means to be chosen by the leaders.
6. To _____ means taking part in the work.

Nystrom Young Citizens 74 Chapter 4 • Lesson 3 • Section E

Summarizing and Assessing

Remind students that if more people participate in government, then more voices are heard. Invite students to offer more ideas for the class mascot and name. Give everyone a chance to vote. Then have them complete **Activity Sheet 4j**.

Modifications for Differentiation

Above Challenge these students to draw a political cartoon or poster about why citizens should participate in government.

Below If jigsaw groups do not provide enough scaffolding, pull these students to work in a small teacher-led group. Read the paragraph aloud to students.

ELL In addition to using the teacher-led grouping modification used with the below-standard students, allow students to respond verbally and scribe their responses in their **Think Books**.

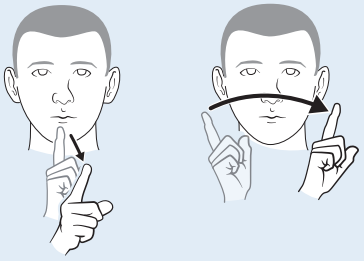
Extending

Civics Have students find current articles about local, state, and national participation in government and make a poster collage of the ways that people participate in government.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer true or false when you read the answers. Discuss and review items that need reinforcement.



True False

What does a mayor do?

1. Runs the town or city government (T)
2. Appoints people to town government positions (T)
3. Walks your dog (F)

What does a town government do?

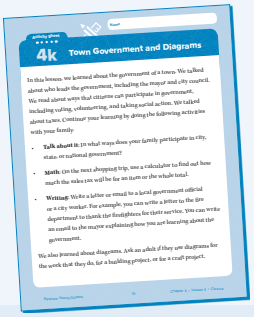
1. Makes laws for the town (T)
2. Fixes your computer (F)
3. Organizes events for the town, like parades (T)

Who works for the town government?

1. The dentist (F)
2. The mayor (T)
3. Firefighters (T)

How can citizens participate in local government?

1. Go to city council meetings (T)
2. Volunteer to make the town better (T)
3. Vote (T)
4. Buy groceries (F)


4k Town Government and Diagrams

Review at Home

Ask students to complete **Activity Sheet 4k** with their families at home.

Lesson 4

The People of a Town

Online Activities

- Vocabulary Activities

Literacy Links

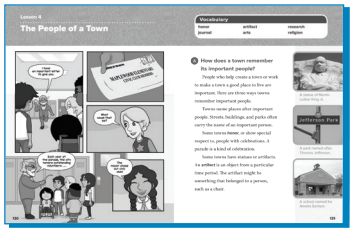
- *Festivals and Celebrations*, by Caryn Jenner
- *I'm New Here*, by Anne Sibley O'Brien
- *The Ugly Vegetables*, by Grace Lin

Main Goals

- **A** **How does a town remember its important people?** Describe ways that people are honored.
- **B** **Researching Skills: Researching a Community.** Identify methods of researching local history.
- **C** **How can a town honor its arts and traditions?** Identify art and literature in a community.
- **D** **How do different groups in a community celebrate?** Describe how different groups of people celebrate certain occasions.
- **E** **How can different groups get to know each other?** Demonstrate how to better understand someone with a different culture.

A How does a town remember its important people?

Civics History



pp. 130–131

New Vocabulary

artifact
honor

Review Vocabulary

respect

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Recognize how towns honor important people and groups.
- Use text structure to find information.

Vocabulary Focus
Introduce in Getting Started and Teaching activities.

Getting Started

1. Read the comic on p. 130 of the Student Book together as a class.
2. Explain that *honor* means showing special respect. Describe some people who have been honored at your school.
3. Ask students to suggest ways that the mayor could honor the Civics Club.

Teaching

1. Tell students to look for three ways to honor people and groups as they read p. 131. Allow students to read independently and list the three ways to honor individuals or groups in their **Think Books**. (name places after them, have a celebration, build a statue)

2. Compare the student responses from Getting Started with the three ways to honor individuals or groups.

3. Talk about your own town. What is named after important people? Some places and memorials may be named for people you or your students are unfamiliar with. You can point out that, at the time the places were named, the person was considered important even if now people have forgotten that person.

Summarizing and Assessing

Ask students to add an example (written or drawn) for each of the three ways to honor individuals or groups. This will encourage them to go back to the text.

Modifications for Differentiation

Above Challenge students to think of other ways that individuals or groups are honored. Have them add these to their **Think Books**.

Below If students are not able to read the entire text independently, ask them to read one independently or in pairs. Then read the rest together.

ELL Have students find the term *name places after* in the first sentence of the second paragraph. If necessary, review the meaning of *after* by making a statement about your daily routine, such as "After lunch, we study social studies." Explain that *name after* means "to honor someone by giving their name to something." First, a person does something important, and then something is named after that person.

Extending

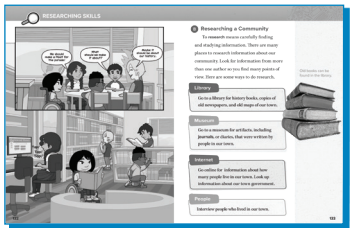
Civics and History Use the local library, museum, or online resources to find out what important people the town has honored. Make a time line of at least five people who have been honored. Include what they were honored for and how they were honored in the time line.

History Find five places (schools, buildings, parks, streets, etc.) in your town that were named for someone. Use the resources mentioned in the previous activity to find out who they were named after and what made them important.

Researching Skills

B Researching a Community

History | Information Processing



pp. 132–133

New Vocabulary

journal
research

Review Vocabulary

artifact
community

Materials

- Student Book
- Activity Sheet 4I

Online Activities

- Researching a Community

Objectives

Students will be able to:

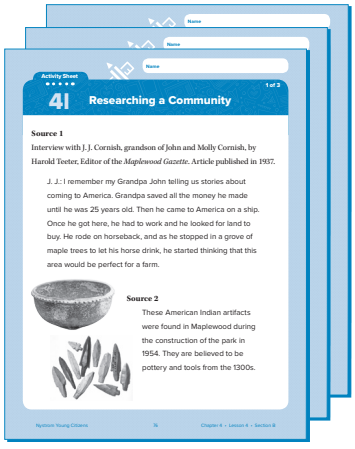
- Give examples of how to research local history.
- Relate the author and format of historical evidence.
- Answer historical questions.

Vocabulary Focus

Introduce in Getting Started and Teaching activities.

Getting Started

1. Ask students what you should do if you wanted to learn more about them. Encourage multiple responses.
2. Based on student responses, suggest other sources. If they don't suggest interviewing a guardian or family member, ask, "What could I learn from someone else living with you?" Suggest that a household member may know more about when the student was an infant and when they learned to talk. Ask, "What would I learn if I walked into your room/house?"
3. Emphasize that by talking to more than one person and using more than one source, we can learn more about a person or place.



Activity Sheet 4I

Teaching

1. Read the comic on p. 132 of the Student Book together. Ask students where they would suggest that the Maplewood friends look for information about Maplewood history based on what they learned about using different sources. Solicit as many sources as possible.
2. Read p. 133 of the Student Book together. Compare what sources the text identifies to the sources students identified in step 1.
3. Distribute **Activity Sheet 4I**. Make sure all students can read the activity sheet or read the sources to them.
4. As a class, read Source 1 and answer the first two questions. If students have difficulty with the questions, show them where to find the answers.

Summarizing and Assessing

Ask students to complete **Activity Sheet 4I** and monitor responses.

Modifications for Differentiation

Above Challenge these students to pick a topic, such as the earliest European or American settlement in your town or the building of your local municipal center and verify information about that topic in at least two different sources. Encourage students to pick from a predetermined list of topics that have multiple texts available from the classroom or school library. Have them share information that they find from both sources.

Below Students may not be able to complete **Activity Sheet 4I** independently during the Summarizing and Assessing activity. Work with these students in a small group. Read the material to students, as well as the questions. Allow them to respond verbally.

ELL Write these terms on the board: *artifact*, *newspaper*, *journals* and discuss what they mean. If needed, point students to the last paragraph on p. 131 and the sentences below the headings Library and Museum on p. 133. Then have students work in groups of two or three to complete **Activity Sheet 4I**.

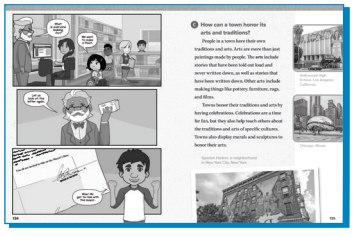
Extending

History Check with local museums for traveling displays that are available to schools. Analyze the displays for types of sources used.

History Find at least three different types of sources about the history of your community and share with students.

C How can a town honor its arts and traditions?

Cultures Geography History



pp. 134–135

New Vocabulary

arts

Review Vocabulary

honor

Objectives

Students will be able to:

- Discover local art and literature.
- Locate places where local art and literature might be displayed.

Vocabulary Focus
Introduce in Getting Started.

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Literacy Links

- *Flora and the Flamingo*, by Molly Idle
- *A Splash of Red: The Life and Art of Horace Pippin*, by Jennifer Bryant
- *What's Your Favorite Animal*, by Eric Carle

Getting Started

1. Ask students to look at the images on p. 135 of the Student Book. Emphasize that these images are part of the arts. If possible, supplement with images of arts that are part of students' cultures.

2. List examples of art on the board.

Teaching

1. Divide the class into small groups. Hand out **Community Desk Map 3A** and map markers.

2. Look at the desk map. Identify places where they could find local art (e.g., museum, café, library, theater). Have groups circle these locations on the map.

3. Read p. 135 of the Student Book together as a class. Ask them to write *arts* in their **Think Books**, along with the examples of arts listed in the text (paintings, stories, pottery, furniture, films). Have them add examples of local arts that were listed in Getting Started.

4. Have students look at **Community Desk Map 3A** again. Point out that architecture, or the design of buildings, is also an art. Have them circle buildings that appear unusual or interesting.

5. Ask students why we have arts in our town. Help students infer reasons such as arts help us remember people and traditions, arts help us celebrate, arts help us learn about people and traditions.

6. Ask them how a town can honor its arts and traditions. This is not explicitly answered in the text.

7. Ask students to read the comic on p. 134 of the Student Book independently.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write down in their **Think Books** one kind of art or tradition and explain how their town honors this art or tradition. If they cannot describe how their town honors the art or tradition, ask them to write one way the town could honor the art or tradition.

Modifications for Differentiation

Above Challenge students to find examples of arts in their community by looking at print sources such as brochures and newspapers, as well as digital sources.

Below Students may struggle to draw inferences. Support their thinking by giving them an example of a specific art or tradition from the community. Offer a short explanation of the art or tradition and allow students to think aloud about reasons for the art or tradition and how their town can continue to honor this art or tradition.

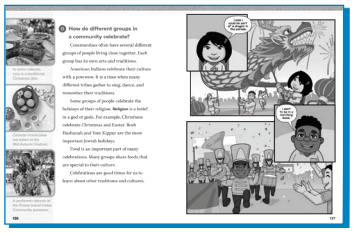
ELL In addition to helping students draw inferences by offering them specific examples of arts and traditions in the community, encourage students to share their background knowledge of other forms of arts and traditions with the class and explain why these are important to their family and culture.

Extending

Cultures Encourage students and their families to share arts that are important to their family. Rather than bring in valued artifacts, suggest that families send in a photo of the artifact and create a classroom collage of valued artifacts.

D How do different groups in a community celebrate?

Cultures History



pp. 136–137

New Vocabulary

religion

Materials

- Student Book
- Community Desk Map 3A/B
- Group Activity Cards
- Group Activity Role Cards
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Recognize holidays celebrated by different cultural groups.
- Examine how different cultural groups celebrate.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Display **Community Desk Map 3A**. Remind students that the town of Maplewood changed. Ask them how Maplewood changed after more people settled there. (People built houses, a School, stores, a Factory, a Fire station, and a Police station.)

Literacy Links

- *The Keeping Quilt*, by Patricia Polacco

2. Tell students that their own community has changed too. Explain that each group who lived here added something to the community. Like the characters in Maplewood, they built homes, schools, places of worship, or stores.

3. Discuss the ethnic groups in your community today. Tell students about the contributions of some groups that settled in your community. Point out any influences that remain from those groups, including restaurants, bakeries, or celebrations.

Teaching

1. Tell students to look for how the Maplewood friends celebrate. Ask students to read the comic independently on p. 137 of the Student Book.

2. Write *religion* on the board, along with its definition: belief in a god or gods. Write examples such as what the text uses or other religions that are represented in your class.

3. Read p. 136 of the Student Book to students. Read through the text once.

4. Divide students into groups and distribute **Group Activity Cards**.



5. Give each group time to complete the activity cards.

Summarizing and Assessing



Ask students to make a list of different celebrations in their **Think Books**. This list can include things learned in the lesson as well as from personal experience. Then, ask students to choose one celebration and create a drawing of it in their **Think Books**. The drawing should include any details like costumes, food, and any other details associated with the celebration. Make sure students label their drawing. Encourage students to show each other their drawings so that the class gets an overview of group diversity.

Modifications for Differentiation

Above Challenge these students to complete one of the Extending activities.

Below If students are not able to follow the text after one reading, reread the page chorally and pause to explain difficult or new vocabulary.

ELL This text has many specific words, such as powwow, Christianity, Easter. Each word could be illustrated with images and discussed in more detail in a small group. Alternately, it may be more useful to use students' own backgrounds as illustrative of the main idea—different cultures have different celebrations. Invite these students to share their own holidays, foods, and cultural traditions.

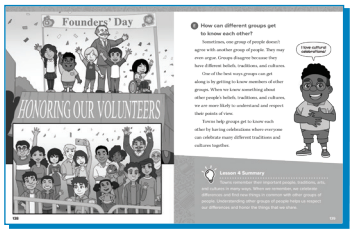
Extending

History Read aloud *The Keeping Quilt*, by Patricia Polacco, which is about a quilt that is passed through a family and begins with the immigration of a great grandmother to America.

Art Make a multicultural collage. Have students cut out pictures from local newspapers to show the diversity of your community. As a class, create a collage of the pictures.

E How can different groups get to know each other?

Civics Cultures



pp. 138–139

Review Vocabulary

culture
point of view
tradition

Materials

- Student Book
- Activity Sheet 4m
- Think Book

Literacy Links

- *Birthdays around the World,* by Mary D. Lankford

Objectives

Students will be able to:

- Recognize that groups of people have conflicts.
- Demonstrate how to resolve these conflicts with kindness, respect, and understanding.
- Investigate another student's traditions.

Getting Started

Read aloud a book about children in a different culture, such as the one listed in Literacy Links. Lead a discussion about how the characters in the book are the same and different from students in the classroom.

Teaching

1. Ask students to look at the the comic on p. 138 of the Student Book.
2. Role-play the following situations. Have students play the different parts in different groups. Monitor the groups to make sure students behave with respect and kindness.
   a. Leena says she doesn't like the food that Roger's family brought and refuses to try it.

b. Carlos thinks the clothes that Minar's grandmother wore looked strange.

3. Have students record good ways for them to handle the conflict in their **Think Books**.

4. Ask students to listen for why people disagree, then read the first paragraph of p. 139 of the Student Book to students. Reread the last sentence, making sure students understand the words *beliefs*, *traditions*, and *cultures*. Review as needed.

5. Ask students for ideas about the ways that people can get along. List their responses. Then ask students to listen for the ways that the Student Book says we can get along. Read the second and third paragraphs of the Student Book. Compare what the book said to what students said.

6. Emphasize that one of the best ways to stop disagreements, or even avoid disagreements, is by getting to know other people.

7. Pair students and ask them to complete **Activity Sheet 4m** by interviewing each other.


Activity Sheet
4m Partner Interview
Name
Ask your partner the following questions. Write down what your partner says.
1. I interviewed _____.
2. What are three holidays that you celebrate?
3. What special traditions do you have for one of those holidays?
4. What is something you own that is very special to you?
5. Explain why it is special to you.

Activity Sheet 4m

Summarizing and Assessing

Allow time for students to share at least some of their responses with the class or make a classroom book by stapling together (or binding in another way) students' **Activity Sheets 4m**. Allow students to read the book during independent reading time. Read the lesson summary on p. 139 together as a class.

Modifications for Differentiation

Above Have students think of an additional interview question and write the question in their **Think Books**.

Below Instead of writing the answers for **Activity Sheet 4m**, allow students to draw pictures or use symbols.

ELL Have students work in groups of three on **Activity Sheet 4m**. Try to select one student to read the questions, one to write the answers, and one who can introduce new words.

Extending

Cultures Challenge students to find someone else outside of class to interview using the questions from **Activity Sheet 4m**.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer yes or no when you read the answers.



Yes No

How can we honor important people?

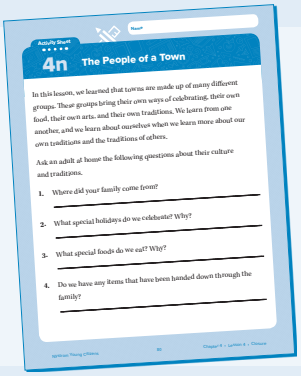
1. Name something after them (yes)
2. Have a parade for them (yes)
3. Interview them (yes)

Which of these are examples of the arts?

1. Stories that are written or told (yes)
2. Paintings (yes)
3. Pottery (yes)
4. Textbooks (no)

Which of these are examples of the ways people celebrate their culture and traditions?

1. Special food (yes)
2. Parades (yes)
3. Going to the store (no)
4. Dances or powwows (yes)


Activity Sheet
4n The People of a Town
Name
In this lesson, we learned that towns are made up of many different groups. These groups bring their own ways of celebrating, their own food, their own arts, and their own traditions. We learn from one another, and we learn about ourselves when we learn more about our own traditions and the traditions of others.
Ask an adult at home the following questions about their culture and traditions.
1. Where did your family come from?
2. What special holidays do we celebrate? Why?
3. What special foods do we eat? Why?
4. Do we have any items that have been handed down through the family?

Review at Home

Ask students to complete **Activity Sheet 4n** with their families at home.

Chapter 4
Review

Review Vocabulary

appoint
artifact
arts
city council
compare
contrast
diagram
disease
erode
explorer
government
honor
immigrant
journal
mayor
natural disaster
natural environment
participate
religion
research
rural
soil
suburban
tax
urban
wigwam

Materials

- Activity Sheet Chapter 4 Review

Objectives

Students will be able to:

- Explain ways that humans change the natural environment.
- List natural disasters.
- Read and comprehend information presented in visual formats, including time lines and diagrams.
- Recognize main ideas and details.
- Define chapter vocabulary words, specifically *government*, *urban*, *taxes*, *mayor*, *explorers*, and *arts*.

Getting Started

Remind students of the chapter title, "How Does a Town Grow?"

1. Distribute part 1 of **Activity Sheet Chapter 4 Review**.
2. Divide students into small groups.
3. Ask groups to choose words from the chapter vocabulary list that are connected with the lesson titles. Let students know that more than one answer is correct, they can use words more than once, and that they do not need to use every word. Emphasize the importance of this activity is to learn how they're thinking about words and topics.
4. Show students an example: Which words are connected to "The Natural Environment of a Town?" (lesson 1). (Possible answers include *erode*, *natural disaster*, *natural environment*, and *soil*.)
5. Repeat with the other lesson titles. Let each group explain why they put one word in each category.
   a. "The History of a Town"
   (Possible answers include artifact, explorer, journal, research, wigwam, and immigrant.)
   b. "The Government of a Town"
   (Possible answers include government, mayor, city council, appoint, participation, and tax.)

c. “The People of a Town”
(Possible answers include immigrant, honor, arts, and religion.)

Teaching

1. Based on the Getting Started activity, add time reviewing vocabulary words as needed by creating word webs for each of the lesson titles.

2. Allow students to work together to complete parts 2–6 of **Activity Sheet Chapter 4 Review**.

Summarizing and Assessing

Review the activity sheet together. Help students fix incorrect or incomplete answers.

Modifications for Differentiation

Above Challenge students to use the review sheet to write practice test questions. Use these sample questions for a review game with the entire class.

Below Give students a short list of words to choose from to complete the Getting Started activity. Allow another student to read the review questions to the student and/or to write the answers on the review sheet.

ELL Pull a small group of students who would benefit from additional conversations about the vocabulary words. Go over the Getting Started activity and make the connections between the lesson topics and the words more concrete by drawing images and describing how the words connect, then allow them to try with another word. Allow students to respond verbally to questions on the review sheet.

Chapter Test

Distribute and administer the **Chapter 4 Test** (Teacher’s Guide pp. 215–218). Assist students as needed.

Chapter 4 Project
Community Day

Materials

Every Day
- Project Checklist
- Project Evaluation

Day 1
- Student Book
- Project Plan
- large sheet of paper
- research materials

Days 2–4
- List from Day 1
- coloring utensils
- craft materials
- glue
- poster paper
- scissors
- video recorder (if needed)



Objectives

Students will be able to:

- Recommend people, places, and events from their town that should be honored.
- Apply research skills to describe important aspects of their own town.
- Employ collaborative learning techniques within a small group.
- Construct a public artifact to share with others using writing, art, and other media.
- Express themselves in written and verbal work.

Project Description

Students will plan an event that celebrates their town. This project will challenge students to work collaboratively and use the research skills they learned in this chapter to create a public artifact. The creation of such a celebration will reinforce the importance of a town's history and the people and events the town honors.

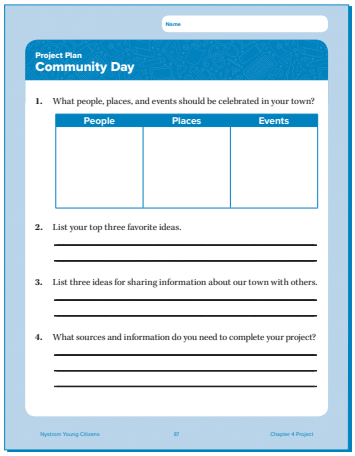
TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Day 1

1. Remind students of ways we can honor important people (lesson 4, section A).
2. Explain that they are going to be a part of creating a celebration of our town. They will write, draw, and record important things about our town.



Name

Project Plan
Community Day

1. What people, places, and events should be celebrated in your town?

People	Places	Events

2. List your top three favorite ideas.

3. List three ideas for sharing information about our town with others.

4. What sources and information do you need to complete your project?

Nystrom Young Citizens 87 Chapter 4 Project

Project Plan

3. Begin brainstorming a list of people, places, and events that can be celebrated on a large sheet of paper. Students can write these ideas on the **Project Plan**. This outline follows the basic elements that are used in project-based learning. See p. xvi of the Introduction for more details.

4. If possible, gather resources for research during days 2–4. These resources might include online resources, as well as pamphlets about the town, newspaper articles, images (historic and current) about the town, and conversations with people in the town.

Day 2

1. Ask students to select their top three choices for further research from the brainstormed list. Assign students to work in small groups based on their interest.

2. Help students brainstorm ideas for sharing information about their town. Consider writing poems, making advertisements for the town, creating a short video, conducting an interview, making a time line about the town, drawing pictures, making bookmarks for the local library, and more.

3. Have students begin conducting research and working on their presentations.

Days 3–4

1. Establish a schedule to allow groups to share their progress so far with the class. For example, two groups might share their progress immediately, and two additional groups might share their progress the following day. During this informal sharing, guide listeners to offer suggestions with positive feedback.

2. Allow students to conduct research as needed, as well as work on group projects. While students are working, meet with individual groups to provide additional support and direction.

Day 5

1. Allow each group a chance to practice how they will share their product by deciding who will introduce the product and who will explain the process.

2. Allow each group to share their product with the rest of the class.

Modifications for Differentiation

Above Challenge these students to organize the Extending activity.

Below Many students will need research support. Plan to meet with individual groups in order to read to students, scribe if necessary, show how to teach note-taking, help students find information in books or online sources, and plan a presentation/product.

ELL If possible, prepare a list of three or four research topics that can be presented in a poster or skit and guide students toward those topics. However, remind students that their product should have a title and include facts such as dates, names, and numbers.

Extending

Share student projects with a larger audience. Display projects in the school. Take photos of written work and submit photos, videos, and audio clips to your local town Facebook. Request permission to present student work at the next city council meeting.

Rubric

See **Project Evaluation** (Teacher's Guide p. 219).

Name

Chapter 4 Test

Circle the correct answers.

1. Circle all the words from the following list that are natural disasters.

earthquakes floods rocks trees

2. Circle all the words from the following list that are part of the natural environment.

rocks trees plants office buildings

3. Circle all the ways that people can participate in government.

taking social action playing video games voting volunteering

4. Circle the letter of all the statements that are true.

a. Taxes help the government pay for goods and services for a town.

b. Taxes are money that people pay the government.

c. Only people in urban areas pay taxes.

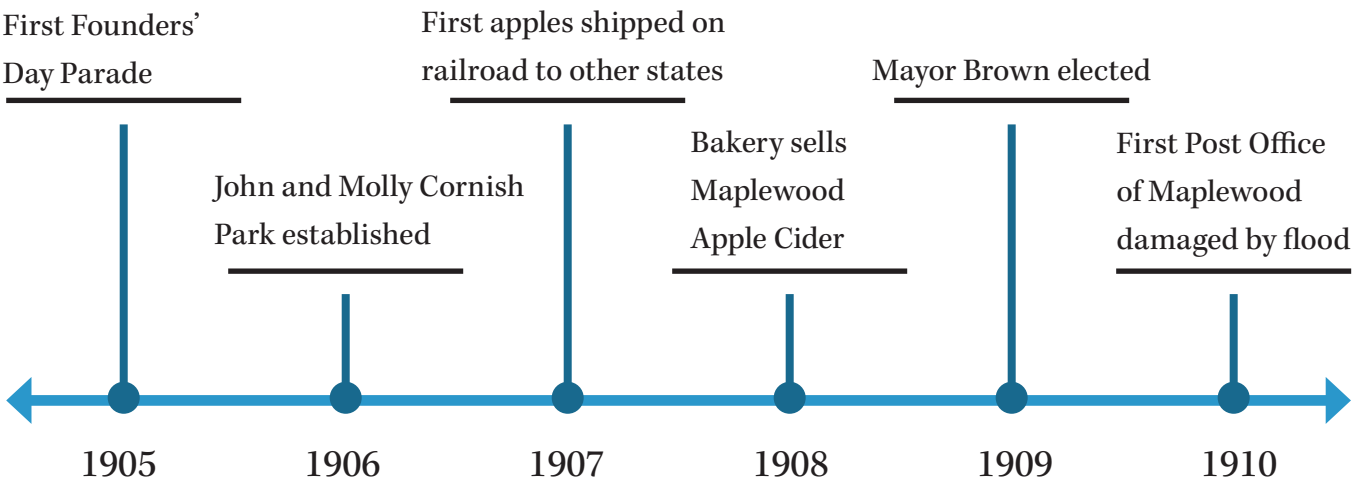
d. People pay taxes on houses, land, and some things they buy.

Name

Chapter 4 Test

Use the time line to answer the questions.

Maplewood Time Line



5. Does this time line show time in hours, years, or decades?

_____

6. What year were apples shipped to other states?

_____

7. What is the oldest date in this time line?

_____

8. What year did a natural disaster happen in Maplewood?

_____

9. Name an event where the town remembered important people.

_____

Name

Chapter 4 Test

Read the paragraph and answer the questions.

Pieces of pottery were discovered near the place where John and Molly Cornish built their first cabin! The recent storm brought very hard rains. These rains uncovered what historians believe to be pottery belonging to American Indians. They also found stones chipped into shapes that they believe were used for knives. These artifacts help us learn about the people who first lived in Maplewood.

10. Draw a rectangle around the sentence that tells the main idea for this paragraph.

11. Find two details in the paragraph, underline them, and mark them with a **D**.

12. What would a good title be for this paragraph?

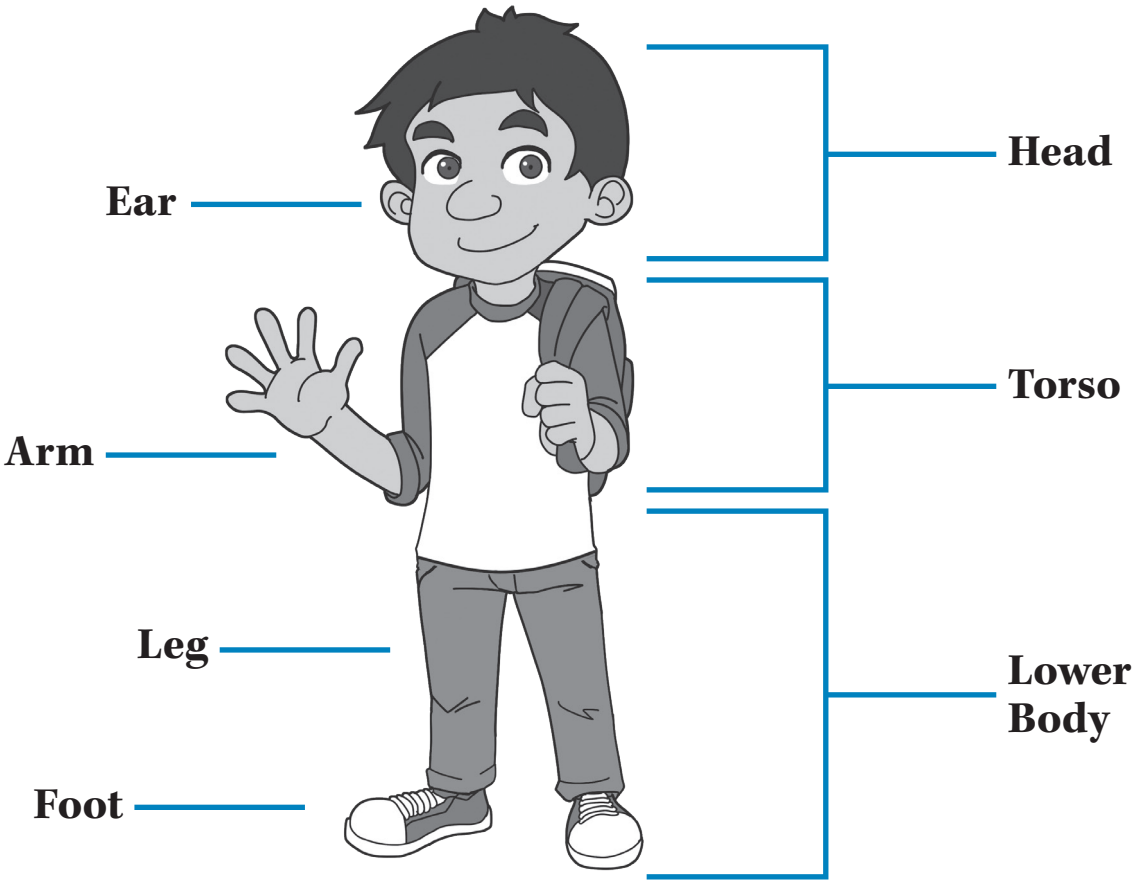
_____

_____

Name

Chapter 4 Test

Use the diagram to answer the questions.



13. What body part is between the head and the lower body?

_____

14. Carlos has two of these on his torso.

_____

15. Circle one correct answer: The longest part of Carlos is the

head torso lower body

Student Name:

Chapter 4 Project	Project Evaluation
Topic	
The student's group chose a project that honors people, places, or events that are important to our town.	1 2 3 4
Group Work	
The student spoke appropriately when sharing.	1 2 3 4
The student listened attentively to others.	1 2 3 4
Product	
The student's group created a product that helped others understand what is important about the people, places, or events.	1 2 3 4
Presentation	
The student's group presented their project to the rest of the class in a clear manner.	1 2 3 4
The student's group used clear speaking voices.	1 2 3 4

The highest rating is 4.

CHAPTER 5

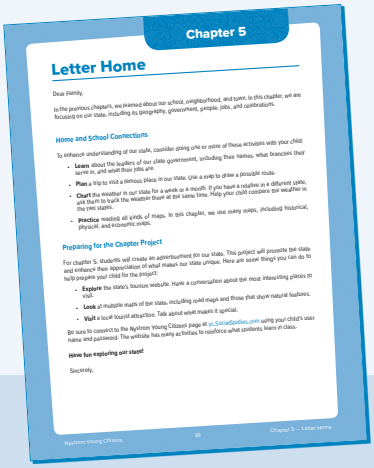
Compelling Question

What Does It Take to Make a State?

Students will learn about several different aspects of their state.

Time Frame: 6 Weeks

1. Students will identify its different physical features and how those features affect the population.
2. They will learn about the state government and its role.
3. They will learn about famous people from the state and about how people connect with one another.
4. They will be able to describe how their state grew and the various cultural groups that make up the population.
5. They will learn about the state as it is today.
6. Students will complete the chapter review, project, and assessment.


Chapter 5

Letter Home

Dear Family,

In the previous chapters, we learned about our school, neighborhood, and town. In this chapter, we are focused on our state, including its geography, government, people, jobs, and celebrations.

Home and School Connections

To enhance understanding of our state, consider doing one or more of these activities with your child:

- **Learn** about the leaders of our state government, including their names, what branches they serve in, and what their jobs are.
- **Plan** a trip to visit a famous place in our state. Use a map to draw a possible route.
- **Chart** the weather in our state for a week or a month. If you have a relative in a different state, ask them to track the weather there at the same time. Help your child compare the weather in the two states.
- **Practice** reading all kinds of maps. In this chapter, we use many maps, including historical, physical, and economic maps.

Preparing for the Chapter Project

For chapter 5, students will create an advertisement for our state. This project will promote the state and enhance their appreciation of what makes our state unique. Here are some things you can do to help prepare your child for the project:

- **Explore** the state's tourism website. Have a conversation about the most interesting places to visit.
- **Look** at multiple maps of the state, including road maps and those that show natural features.
- **Visit** a local tourist attraction. Talk about what makes it special.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring our state!

Sincerely,

Nystrom Young Citizens 99 Chapter 5 • Letter Home

Letter Home

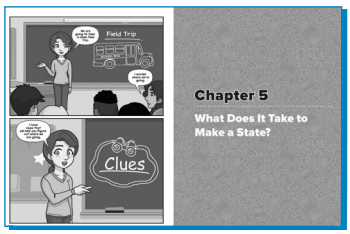
Ask students to share the **Letter Home** with their families.

Chapter 5
Pre-assessment

1. Ask students to get out their **Think Books** and make a concept-map web of what makes their state special.

2. After students have time to work independently, ask them to compare their responses in small groups. Each member should add to their own concept-map web in their **Think Books**.

Chapter 5
Introductory Activity



pp. 140–141

Review Vocabulary

compass rose

Materials

- Student Book
- U.S./World Desk Map 3C/D
- map markers

Geography | Critical Thinking | Reading

Objectives

Students will be able to:

- Find specific locations on models and maps.

Getting Started

Read the comics on p. 140 and p. 142 of the Student Book. Ask students if they have ideas about where the Maplewood students might be going. Discuss.

Teaching

1. Distribute **U.S./World Desk Map 3C/D** and map markers.
2. Divide students into working groups.
3. Ask them to find their state using **U.S. Desk Map 3C** and label it **HOME** with a map marker.
4. Ask them to share other states they have visited and then have the groups find these states and mark them with an **X**. Identify which direction (N, W, S, E) the other states are from your state by referring to the compass rose.
5. Have students mark all states that border your state with the letter (**N**, **W**, **S**, **E**) for the direction it is from your state. For example, for Minnesota, North and South Dakota would each get a **W** (west); Iowa, an **S**; and Wisconsin, an **E**.

Summarizing and Assessing

Call out directions from your state (N, W, S, E). Ask students to touch the states or oceans in those directions. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to use the map scale to calculate the distances from one state to another. If possible, check with an online mapping feature.

Below Ask students to work with a partner if they are not yet comfortable with directions. Reinforce the concept by labeling the classroom walls with *N*, *W*, *S*, *E* and giving students directions, such as to take two steps to the north and three steps to the east.

ELL Review the names of the directions by writing them on the board. Then draw students' attention to the compass rose on the map. Some ELL students may be more familiar with world maps than U.S. maps, and if so, have them work with **World Desk Map 3D**.

Lesson 1

The Geography of Our State

Online Activities

- Vocabulary Activities

Literacy Links

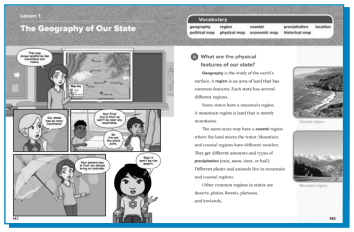
- *Don't Know Much about the Fifty States,* by Kenneth C. Davis
- *Little Man in the Map: With Clues to Remember All Fifty States*, by E. Andrew Martonyl
- *Smart about the Fifty States: A Class Report*, by Jon Buller and Susan Saunders

Main Goals

- **A** **What are the physical features of our state?** Use a map and map key to identify features on a map.
- **B** **Where do people live in our state?** Explain how natural features affect where people live.
- **C** **Where is our town in the state?** Identify different regions and use a map to pinpoint specific locations.
- **D** **Researching Skills: Using Different Kinds of Maps.** Explain what different maps are used for.

A What are the physical features of our state?

Geography | Information Processing



pp. 142–143

New Vocabulary

coastal
geography
precipitation
region

Review Vocabulary

map key

Objectives

Students will be able to:

- Find specific locations on maps.
- Use a map key to identify locations on multiple maps.
- Locate natural features on a map.

Vocabulary Focus
Introduce in Getting Started and Teaching activities.

Getting Started

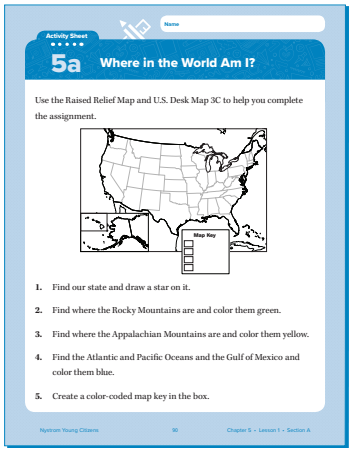
1. Review north (N), west (W), south (S), and east (E) by calling out a direction and asking students to point up for north, left for west, down for south, and right for east.
2. Using a wall map or **U.S. Desk Map 3C**, choose a location. Call out a state and ask students to name the direction that state is from the location.

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Raised Relief Map
- Activity Sheet 5a
- map markers
- index cards

Literacy Links

- *Me on the Map*, by Joan Sweeney
- *U.S. Landforms*, by Dana Meachen Rau


Activity Sheet
5a Where in the World Am I?
Name
Use the Raised Relief Map and U.S. Desk Map 3C to help you complete the assignment.
Map Key
1. Find our state and draw a star on it.
2. Find where the Rocky Mountains are and color them green.
3. Find where the Appalachian Mountains are and color them yellow.
4. Find the Atlantic and Pacific Oceans and the Gulf of Mexico and color them blue.
5. Create a color-coded map key in the box.

Activity Sheet 5a

Teaching

1. Distribute **U.S. Desk Map 3C**, the **Raised Relief Map,** and map markers.

2. Divide students into working groups and assign a state to each group. (Use your state for all groups if that works better for your class.)

3. Direct students to the **Raised Relief Map**. Explain that this map shows the land and water of the United States. Have them locate your state on the map, then ask them to point to the natural features (mountains, hills, rivers, lakes, plains) in the state. If some natural features are not in the state, have students touch other states to understand the features.

4. Ask students to look at **U.S. Desk Map 3C** and direct their attention to the map key at the bottom. List the following natural features on the board: **ocean**, **island**, **desert**, **wetland**, **river**, **lake**, and **cape**. Discuss how the map key identifies each natural feature (e.g., islands are written in small black letters).

5. Distribute one index card per group. Each index card should have a different natural feature written on it. Using **U.S. Desk Map 3C**, ask groups if they can find the card's natural feature in their assigned states. If not, they must find another state that has that feature. Call on each group to show the natural feature on the map to the rest of the class.

6. Read p. 143 of the Student Book together. Using the **Raised Relief Map**, ask students to find a coastal region. Ask them to identify a region that might receive a lot of rain. If they do not know, ask them to find an area such as Seattle, Washington, or anywhere in Hawaii. Next, ask them to find a region that might receive a lot of snow. If they do not know, ask them to find a colder area such as the Rocky Mountains or anywhere in Alaska.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to complete **Activity Sheet 5a**.

Modifications for Differentiation

Above Have students read books about your state, or allow them to explore tourism websites for the state. Challenge students to locate popular tourism spots and label these on the map.

Below If students are overwhelmed by dealing with multiple maps and materials, put specific students in charge of specific maps within each group.

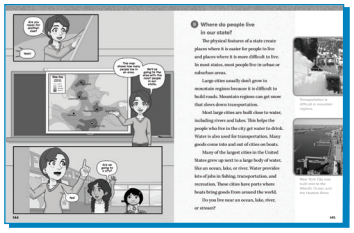
ELL If students are unfamiliar with the geography of the United States, consider modeling how to find a location and then asking students to find the same location. Also, be sensitive to pronunciation challenges. For example, if it is likely that students have not visited other states, say, "I'm going to point to a state that is west of our state. Now, you find that state and raise your hand when you have found the name of that state."

Extending

Geography Explore more about maps or natural features with a read aloud from one of the Literacy Links, other appropriate books, or from online sources.

B Where do people live in our state?

Geography · Critical Thinking · Reading



pp. 144–145

Review Vocabulary

population

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Raised Relief Map
- Leveled Student Readers
- State Outline Map
- map markers

Objectives

Students will be able to:

- Find specific locations on models and maps.
- Analyze how natural features influence where people live in the United States and within students' own state.

Getting Started

1. Distribute **U.S./World Desk Map 3C/D** and the **Raised Relief Map**. Divide students into small working groups.
2. Ask students to find and touch each of the following features on the **Raised Relief Map**.
   a. Mountain (a part of the earth that is much taller than the land around it)
   b. Hill (a part of the earth that is higher than the land around it but not as high as a mountain)
   c. River (a long, narrow body of flowing water)
   d. Lake (a body of water surrounded by land)

Teaching

1. Read the text on p. 145 of the Student Book together. Emphasize that physical features influence where people live.

2. Explain that the comic on p. 144 shows another kind of map—a population density map. Ask students to read the comic to find out what a population density map shows.

3. On **U.S. Desk Map 3C**, have students use map markers to show states that have the highest populations by drawing a large stick figure in the following:

    a. California
    b. Texas
    c. Florida
    d. New York
    e. Pennsylvania
    f. Illinois
    g. Ohio
    h. Georgia
    i. North Carolina
    j. Michigan

4. Ask students to look at the **Raised Relief Map** to see what natural features are in or close to these states. Help them think about why these natural features might influence whether people live there.

5. On **U.S. Desk Map 3C**, have students draw a circle on the states with the lowest populations:

    a. Wyoming
    b. Vermont
    c. Alaska
    d. South Dakota
    e. North Dakota

6. Ask students to look at what natural features are in or close to these states on the **Raised Relief Map**. Help them think about why these natural features might influence whether people live there.

7. Using the **Raised Relief Map**, have students identify which parts of your state are most likely to have a high population. Have them explain their reasoning.

8. Hand out the **Leveled Student Readers.** Encourage students to think about how climate and weather might impact where people live. Discuss with the whole class after reading.

9. Have students clean, collect, and put away materials.

Summarizing and Assessing

Using a State Outline Map, have students find and point to your state's capital. If there is another city on the map, have them point that out as well. Have students find and label at least one of the following: a bordering state, a bordering body of water, a river, or a mountain range. Students can use **U.S. Desk Map 3C** and the **Raised Relief Map** to help them. Discuss their findings as a class and allow students to add more information to their maps.

Modifications for Differentiation

Above Challenge students to discover the most populated cities within your state and locate them on a map. Ask them to identify natural features that are close to these cities.

Below Write the names of the states on the board, emphasize how the state names are pronounced, and model where to draw the stick figures as necessary.

ELL In addition to the Below modification, write the words **population**, **weather**, and **climate** on the board and pronounce them with students. Review that *population* means "number of people living in an area." Also review that *weather* refers to temperature and precipitation right now and *climate* refers to weather that people expect during specific months and seasons.

Extending

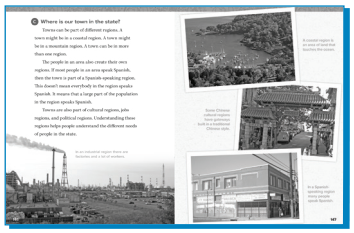
Geography Look at a population density map for your state and then at one for the United States. Compare the population density map to a map of physical features. Ask students to think about why more people live in some areas than others.

Geography Using a map and direct observation, have students describe what natural features might have influenced the size and location of their community.

Science and Geography Use a newspaper or app to track weather across your state. What part of the state had the warmest temperature? The coldest? Use a map to locate these places.

C Where is our town in the state?

Geography | Information Processing



pp. 146–147

Review Vocabulary

region

Materials

- Student Book
- U.S./World Desk Map 3C/D
- State Outline Map
- state map (wall map or other reference map)

Objectives

Students will be able to:

- Recognize different regions in the United States.
- Use text features of map keys to read a map.
- Locate their state capital, major cities in their state, and their own community on a state map.

Getting Started

1. Distribute **U.S. Desk Map 3C** and familiarize students with its map features and map keys. Have students look at the state of Kansas, near the middle of the map. Tell them there are three ways you can tell Kansas from the other states: its label, color, and boundaries.

2. Have students use the map key to answer the following questions.

   a. What is the symbol for a city? (a red dot)

   b. A capital is a city where a government meets. What two kinds of capitals does the map key show? (country capital and state capital)

   c. What do the thick dark blue letters stand for? (ocean features) Explain that ocean features on this map include seas and gulfs.

   d. What do the thin dark blue letters stand for? (rivers and lakes)

   e. A country boundary separates two countries. What is the symbol for a country boundary? (a thick red line)

   f. What is the symbol for a state boundary? (a thin red line)

Teaching

1. Review the definition of *region* from lesson 1, section A, and then have students look over the pictures and captions on pp. 146–147 of the Student Book. On the board, write the regions that are shown: Spanish-speaking region, coastal region, industrial region, Chinese cultural region.

2. Tell students to read p. 146 of the Student Book to find out how regions can be created and defined.

3. Distribute the State Outline Map. Have students use the legend to locate your state's capital.

4. Have students circle the label for the state capital.

5. If your town isn't marked on the state map, have students use nearby landmarks that are on the map or on a reference map to locate it, such as neighboring cities or natural features. Have students put a dot at the approximate location of your town, then have them write the name of your town next to the dot.

6. Ask students if they can identify any major regions around your town, such as mountains, rivers, coasts, or major cities. Have them write the names of these on the map.

Summarizing and Assessing

Have students identify the regions your town is in and that are in your town. Make sure every student has a chance to participate. Validate and clarify their answers to ensure understanding.

Modifications for Differentiation

Above Challenge students to describe the region your town is in and the cultural regions of your town by using maps that show natural features and languages spoken in different areas.

Below If students cannot read the text independently, allow them to read with partners or aloud.

ELL Check to make sure students understand the specific words used during the Getting Started activity. Words such as *thick* or *thin* may be unfamiliar to students, so provide a brief model.

Extending

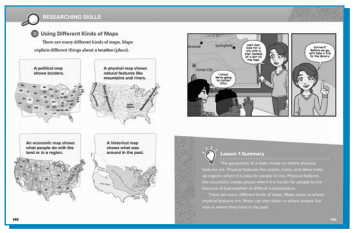
Language Arts Have each student choose a state other than your own. Direct students to use **U.S. Desk Map 3C** to find that state and then write a paragraph describing three facts about the state, such as its capital, other cities, and natural features.

Geography Have students research the area around your town. Is the town part of a physical region that didn't appear on the State Outline Map? Is it part of a religious, cultural, or economic region? What makes your town part of that region?

Researching Skills

D Using Different Kinds of Maps

Geography | Critical Thinking



pp. 148–149

New Vocabulary

economic map
historical map
location
physical map
political map

Materials

- Student Book
- Activity Sheet 5b

Online Activities

- Using Different Kinds of Maps



Activity Sheet 5b

Objectives

Students will be able to:

- Compare what different kinds of maps are used for.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Project an image of p. 148 of the Student Book or individual examples of each kind of map.
2. Ask students to think about why we use different kinds of maps. Write their responses on the board.
3. Remind students that the Atlas section on pp. 259–270 of the Student Book has many maps to look at.

Teaching

1. Ask students to read the text and captions on p. 148 of the Student Book to find out why we use different kinds of maps. Compare the book's explanations to students' responses from Getting Started.
2. Remind the class that the Maplewood students were trying to guess where they would be going on a field trip. Direct students to read the comic on p. 149 to find out.
3. Hand out **Activity Sheet 5b**. As a class, go over the instructions for each map and complete those activities.

Summarizing and Assessing

Ask students to complete the "Find the Right Map" section of **Activity Sheet 5b**.

Modifications for Differentiation

Above Challenge students to create their own lists of questions for the "Find the Right Map" section of **Activity Sheet 5b**.

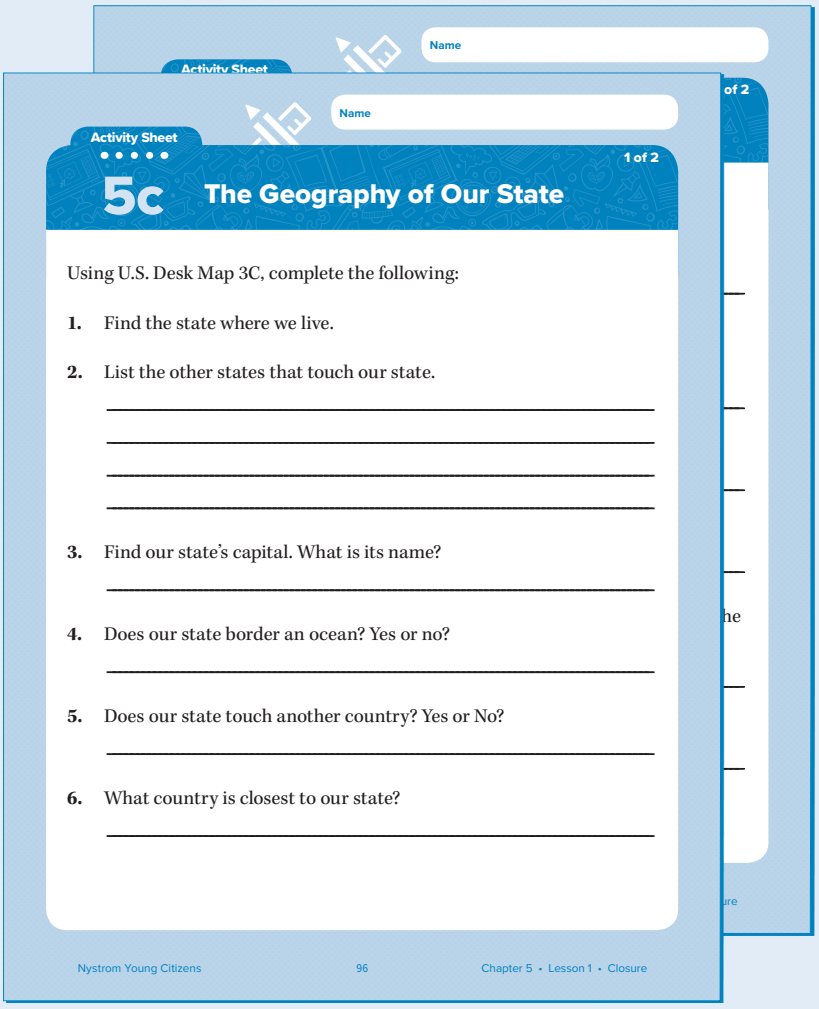
Below If students cannot read independently, allow them to read with partners or aloud.

ELL Have students complete the "Find the Right Map" section together with you during the Summarizing and Assessing activity.

Lesson 1
Closure

Classroom Assessment Activity

Read the lesson summary on p. 149 of the Student Book aloud. Distribute **Activity Sheet 5c** and **U.S. Desk Map 3C** and have students complete the assignment. Review as a class.


Name

Activity Sheet

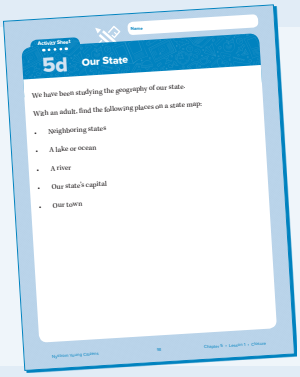
5c The Geography of Our State

1 of 2

Using U.S. Desk Map 3C, complete the following:

1. Find the state where we live.
2. List the other states that touch our state.
3. Find our state's capital. What is its name?
4. Does our state border an ocean? Yes or no?
5. Does our state touch another country? Yes or No?
6. What country is closest to our state?

Nystrom Young Citizens 96 Chapter 5 • Lesson 1 • Closure


5d Our State

We have been studying the geography of our state.

With an adult, find the following places on a state map:

- Neighboring states
- A lake or ocean
- A river
- Our state's capital
- Our town

Review at Home

Ask students to complete **Activity Sheet 5d** with their families at home.

Lesson 2

The Government of Our State

Online Activities

- Vocabulary Activities

Literacy Links

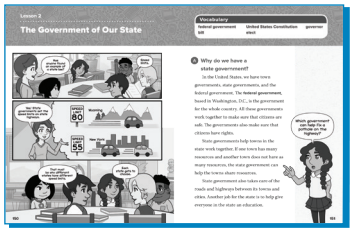
- *Can We Ring the Liberty Bell?* by Martha E. H. Rustad
- *Celebrating California: Fifty States to Celebrate*, by Marion Dane Bauer
- *You and the U.S. Government*, by Teacher Created Materials

Main Goals

- **A** **Why do we have a state government?** Identify the three levels of government in the United States.
- **B** **What does the state government do? What can't it do?** Explain the roles and responsibilities of the different levels of government.
- **C** **Who runs the state government?** Identify and describe the three branches of state government.
- **D** **What part do citizens play in state government?** Identify key aspects of the relationship between the government and the people it serves.
- **E** **What are the symbols of our state?** Define what a symbol is.
- **F** **Researching Skills: Reading a Diagram of State Government.** Read and understand the information presented in a diagram.

A Why do we have a state government?

Civics | Information Processing



pp. 150–151

New Vocabulary

federal government

Review Vocabulary

city council
mayor

Objectives

Students will be able to:

- List three levels of government in the United States.
- Give examples of different jobs done by city, state, and federal governments.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Distribute **Activity Sheet 5e**. Explain to the class that they will learn about three different levels of government—federal, state, and town. Ask students if they remember who leads the town government, and then have them go back to p. 123 of the Student Book to confirm their answers.

Materials

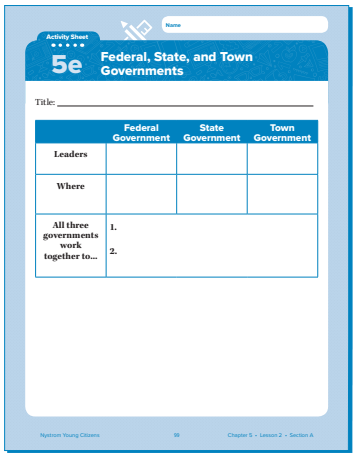
- Student Book
- Activity Sheet 5e
- Think Book

2. Have them fill in the "Leaders" section in the "Town Government" column. (mayor, city council)

3. Ask students to look at the three types of government in the United States listed on the activity sheet. Tell them that they have already learned about town government and now they're going to learn more about state government. Make sure students understand that city and town governments are also called *local government*. Ask students what they think the federal government might be. Rather than confirm or deny answers, wait until students read the text to verify the answer.

Teaching

1. Direct students to read the first paragraph on p. 151 of the Student Book. Confirm that students understand that the federal government is the government for all of the United States.
2. For the following tasks, be sure to reread sentences or the entire paragraph aloud to support students' understanding after they've had a chance to attempt to read independently.
3. Ask if anyone knows who the leader of the federal government is. If nobody comes up with the correct response in a given amount of time, tell the class the answer. Have students write **president** in the "Leaders" section in the "Federal Government" column on **Activity Sheet 5e**.
4. Ask if anyone knows where the federal government is located. If nobody comes up with the correct response in a given amount of time, have the class reread the second sentence. Have students write **Washington, D.C.** in the "Where" section in the "Federal Government" column on **Activity Sheet 5e**.
5. Repeat steps 3 and 4 for the state government. Have students write **governor** and your state's capital city in the "Leaders" and "Where" sections respectively in the "State Government" column.
6. Ask students if they remember where the town or local government is located (they learned this in the previous chapter). After they've come up with the correct answer, have them write **city hall** in the "Where" section in the "Town Government" column on **Activity Sheet 5e**. Also have students write the name of your city or town.
7. Ask students to look back at the first paragraph and find two ways in which all three governments work together. Field responses from the class. If nobody comes up with the correct responses in a given amount of time, tell the class the answers.


Activity Sheet
5e
Federal, State, and Town Governments
Name
Title: _____

	Federal Government	State Government	Town Government
Leaders			
Where			
All three governments work together to...	1. 2.		

Activity Sheet 5e

On the bottom row of **Activity Sheet 5e**, have students write the two ways in which the three governments work together.

8. Ask students to propose a title for the chart. Accept reasonable answers and add a title to the chart.

9. Have students cut out the chart and glue it into their **Think Books**.

10. Read the comic on p. 150 and the second and third paragraphs on p. 151. Ask students to write **State Government Roles** in their **Think Books** and list some roles.

Summarizing and Assessing

Allow students to use their charts and the Student Book to find the following answers.

- What are the three levels of government in the United States? (federal, state, town)
- Name one way that all three governments work together. (keep citizens safe, protect citizens' rights)
- Who is the leader of the town government? (mayor and/or city council)
- Who is the leader of the federal government? (president)
- Where is the federal government located? (Washington, D.C.)
- What does a state government do? (help towns work together, keep citizens safe, take care of roads, provide education)

Modifications for Differentiation

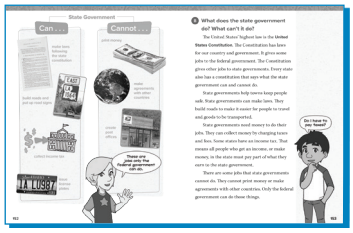
Above Have students research what the state's speed limits are, as well as the speed limits in the city. Ask them to create a map of the city and/or state that shows some of the speed limits.

Below Complete part of **Activity Sheet 5e** for students by filling in the first letter or first words of longer phrases. Copy this partially completed chart for students and allow them to fill in the letters or words that are missing. This will help students who may not write as quickly as others or who struggle to move from reading to writing.

ELL Write the words **federal**, **state**, and **town** on the board and use **U.S. Desk Map 3C** to illustrate the relationship between federal, state, and town government. Point to the entire country as you say "federal," circle your state as you say "state," and make a small dot for your locality as you say "town."

B What does the state government do? What can't it do?

Civics Geography



pp. 152–153

New Vocabulary

United States Constitution

Review Vocabulary

federal government

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book

Online Activities

- What Does the State Government Do? What Can't It Do?

Literacy Links

- *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro
- *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow

Objectives

Students will be able to:

- Recognize the United States Constitution as the supreme law of the United States.
- List different responsibilities of state and federal governments.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Distribute **U.S./World Desk Map 3C**. Allow students to use the chart in their **Think Books** from lesson 2, section A, as necessary. Ask students to find:

   a. A border between two countries.

   b. The capital for the state in which you live.

   c. A different state capital.

   d. A city that is not a state capital.

   e. The place where the United States federal government works.

Teaching

1. Ask students to open their **Think Books**. Direct their attention to the "State Government Roles" list. Have them look at the images and captions under the "Can" column on p. 152 of the Student Book and find more jobs that the state government is responsible for.
2. Read the first three paragraphs on p. 153 of the Student Book to the class. Make sure that students know that the paragraphs give more details about the information in the images they viewed.
3. Have students add more roles to the list in their **Think Books**.

4. Emphasize that the text has described two different constitutions—the state constitutions and the U.S. Constitution. If possible, show students images of the Constitution and their state's constitution. Ensure that students understand that constitutions tell state and federal governments what they can or cannot do. The U.S. Constitution is also referenced on p. 280 of the Student Book (Patriots' Handbook).

5. Have students read the fourth paragraph on p. 153 and identify two jobs that only the federal government can do.

6. Ask students to look over the photos and captions under the "Cannot" column on p. 152 to find one more job that only the federal government can do.

7. Challenge students to think about why the U.S. Constitution would give some jobs to the state government and some jobs to the federal government. If necessary, remind students about chapter 1, lesson 2, which described ways in which families work together. Provide an example of how a family might divide jobs.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Allow students to use their charts and the Student Book to find the following answers:

- What document set up the federal government? (U.S. Constitution)
- Name two jobs that the federal government does. (make agreements with other countries, print money)
- Name two jobs that the state government does. (multiple answers)

Modifications for Differentiation

Above Challenge students to use the National Archives website or print sources to learn more about America's founding documents and how they are stored.

Below Students may be able to find the answers but not understand what they mean. Whenever possible, illustrate jobs such as making laws and building roads with concrete examples and/or visuals. Help students complete their lists by filling in the first letter or first words of longer phrases. Copy this partially completed chart for students and have them fill in the letters or words that are missing. This will help students who may not write as quickly as others or who struggle to move from reading to writing.

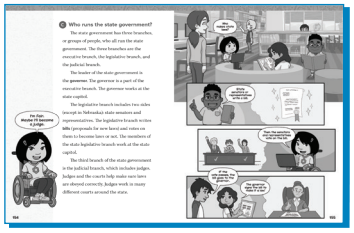
ELL In addition to the Below modification, identify the page and paragraph where students will find the answers to the Summarizing and Assessing questions.

Extending

Language Arts and Civics Read aloud one of the texts from the Literacy Links to learn more about what the U.S. Constitution says and how it was written.

C Who runs the state government?

Civics | Critical Thinking



pp. 154–155

New Vocabulary

bill
governor

Materials

- Student Book
- Activity Sheet 5f
- Think Book

Literacy Links

- *How a Bill Becomes a Law*, by Kyla Steinkraus

TEACHER'S NOTE

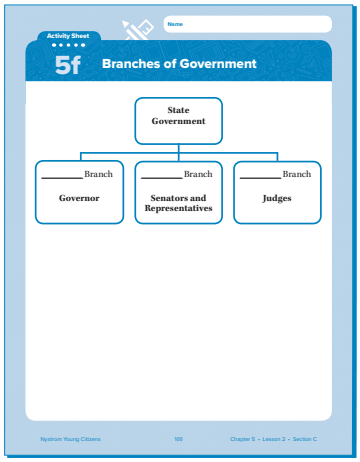
Most children's literature uses the example of federal governments to explain how a bill becomes a law. You can note that most states follow the same basic steps. Nebraska is the biggest exception because it doesn't have a senate in its legislature. This difference can be used to explain that states are not required to copy the federal model.

Objectives

Students will be able to:

- Name the three branches of government.
- Illustrate the roles of three branches of the state government.

Vocabulary Focus
Introduce *bill* in the context of reading.



Activity Sheet 5f

Getting Started

Remind students that they have been creating a chart of the three levels of government. Explain that they will now create a diagram for the three branches of state government. Distribute **Activity Sheet 5f**.

Teaching

1. Look over **Activity Sheet 5f** as a class. Let students know that they will have to identify the specific branch of government for each of the jobs listed.

2. Read p. 154 of the Student Book to students. Ask them to listen for the answers to fill in on **Activity Sheet 5f**.

3. Ask students to reread the text, find the answers, and fill in the diagram.

4. Provide students with the names of your state's governor, the state senator and representative for your area, and the chief justice of the state supreme court. During the role-play in step 6, refer to the different groups by these names.

5. Read the comic on p. 155 of the Student Book to students. Talk about what a bill is.

6. Divide students into three groups to represent the executive, legislative, and judicial branch.

    a. Have students make a sign for their branch that has the same information as its box from **Activity Sheet 5f** (e.g., Executive Branch: Governor).

    b. Tell students that a new bill is being proposed. Ask in which branch the bill must start. (legislative) Have the legislative branch write *Bill* on a piece of paper.

    c. Next, ask students where the bill will go next. (executive/governor) Give the bill to the executive branch and let one person sign the bill. Have the rest of the students in the group write *Law* on the bill.

    d. Explain that people who don't like this law can challenge it in the courts, which is the judicial branch. Give the bill to the judicial branch. Explain that judges can either keep the law or decide that the law should no longer be a law.

    e. Ask students to glue **Activity Sheet 5f** in their **Think Books**.

Summarizing and Assessing

Allow students to use the chart and information in their **Think Book** to answer the following questions. Field responses from the class. If nobody comes up with the correct response in a given amount of time, tell the class the answers.

- How many branches does the state government have? (three)
- What branch of government does the governor lead? (executive)
- What branch of government creates bills? (legislative)
- What branch of government are the courts in? (judicial)
- Name two jobs that the state government is responsible for. (help towns keep people safe, make laws, build roads to make it easier for people to travel and for goods to be transported from one place to another, education system)

Modifications for Differentiation

Above Challenge students to research and find out what some of your state's laws are.

Below If students cannot read independently, allow them to read with partners. If they struggle to keep track of where to write information, let someone scribe for them.

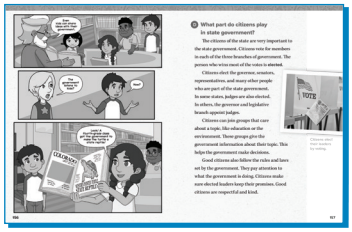
ELL Explain that one meaning of bill is "the amount of money you need to pay for something." When talking about government, a *bill* is an idea for a law, or rule. Write the words **legislative**, **executive**, and **judicial** on the board to help students write the words on **Activity Sheet 5f**. Work with students individually or in a small group as they answer the Summarizing and Assessing questions.

Extending

Civics Find out what bills your state legislative branch is considering in the current or upcoming legislative session. Track these to see if they make it to the governor.

D What part do citizens play in state government?

Civics | Critical Thinking



pp. 156–157

New Vocabulary

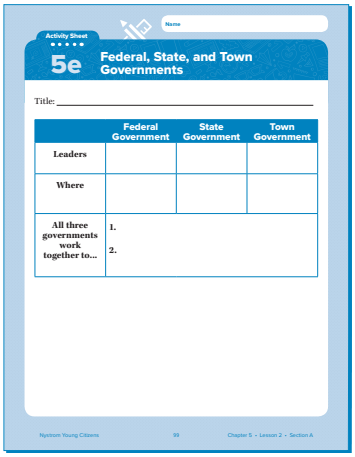
elect

Review Vocabulary

appoint
governor

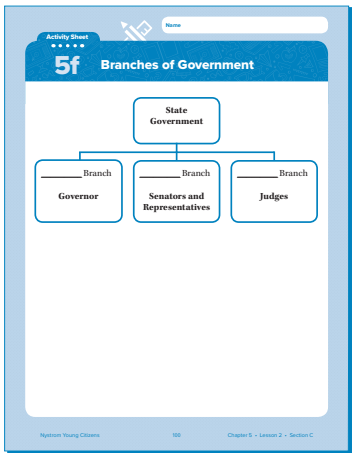
Materials

- Student Book
- Think Book


Activity Sheet 5e
Federal, State, and Town Governments

Title: _____

	Federal Government	State Government	Town Government
Leaders			
Where			
All three governments work together to...	1. 2.		


Activity Sheet 5f
Branches of Government

State Government

_____ Branch: Governor
_____ Branch: Senators and Representatives
_____ Branch: Judges

Activity Sheet 5e and 5f

Objectives

Students will be able to:

- Differentiate between elected and appointed officials.
- Describe how state government is accountable to the people of the state.
- Name ways that citizens participate in government.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Have the class elect a student to do a task such as delivering a note to the office. Write *elect* and *appoint* on the board. Compare the process of electing to the times when you appoint, or choose, someone to do the task. Under *elect*, write **many people vote**. Under *appoint*, write **one person or a small group chooses**.
2. Read the first paragraph from p. 157 of the Student Book aloud.
3. Ask students to look at **Activity Sheets 5e** and **5f** in their **Think Books**. Remind them that our state government has three branches.

Teaching

1. Ask students to look at the people in each of the three branches of the state government. These people are listed on **Activity Sheet 5f**, which students have glued in their **Think Books**. Display the activity sheet or list the following people on the board: governor, senator, representative, and judge.
2. Tell students to read the second paragraph to find out if each of these people is elected or appointed. When they believe they have found the answer for each of the people, tell them to write an **E** for elected or an **A** for appointed beside each person's job title.
3. Ask small groups of students to compare their answers. Allow them to refer to the Student Book to confirm their answers.

4. As a class, discuss the answers. Let students know that they can put both an **E** and **A** beside judges. Have students correct their answers in their **Think Books** if necessary.

5. Discuss why it is important for officials to be elected. Think about what their jobs are and why it is important for them to know what citizens want.

6. Conclude by reading the last two paragraphs on p. 157 and the comic on p. 156 together. Discuss ways citizens participate in government.

Summarizing and Assessing

Ask students to turn and talk to a partner, using the following sentence stems:

- Elected means _____. (chosen by voting/the people)
- Appointed means _____. (chosen by other officials)
- A state government official who is elected is a _____. (governor, representative, senator)
- A state government official who might be appointed is a _____. (judge)
- A good citizen pays attention to _____. (laws, promises, what the government is doing)

Modifications for Differentiation

Above Challenge students to discover which of your city's officials are appointed and which are elected. Students can do this by using print resources, online resources, or writing an email to a city official.

Below Read p. 157 of the Student Book aloud and ask them to listen for which government officials are elected and which are appointed. Reread the paragraph more than once so that students have time to process the information.

ELL In addition to the Below modification, use analogies to help students understand the difference between *elect* and *appoint*. Briefly present scenarios that students are familiar with. For example, if you ask someone to close the door, you have appointed them to be a door-closer. If you ask all students to vote by a show of hands whether they want to play outside or in the gym, students choose, or elect, one option over the other.

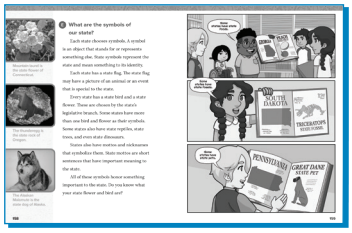
Extending

Civics The comic on p. 156 of the Student Book references a group of students who got their state legislature to select the turtle as their state reptile. There are multiple real-life examples of students urging their legislator to adopt state icons. Find out if your state has selected an icon based on student input and learn more about the process. Consider having students write letters or emails to state legislators asking them to talk about their work.

Civics and Critical Thinking Remind students that we discussed why it is important that some officials are elected. Why is it good for some to be appointed as well?

E What are the symbols of our state?

Civics | Information Processing



pp. 158–159

Review Vocabulary

symbol

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book

Literacy Links

- *The 50 States: Explore the U.S.A. with 50 Fact-Filled Maps!* by Gabrielle Balkan

Objectives

Students will be able to:

- Define what a symbol is.
- Give examples of state symbols.
- Name important symbols of their own state.

Getting Started

1. Ask students if they know what their school mascot is. Ask them if they know of any mascots for other schools or teams.
2. Explain that a mascot represents a school or team, and that each state also has similar symbols or items that represent the state.

Teaching

1. Have students read the comic on p. 159 of the Student Book independently and find out what some state symbols are.
2. Ask the class to think about why states might choose symbols. Allow students to offer multiple ideas.
3. Read p. 158 of the Student Book together. After reading, ask students to look back at the text and captions and find all the symbols it mentioned. (flag, bird, flower, reptile, trees, dinosaurs, rock, dog) Make a list of these symbols on the board.

4. Tell students that this passage also mentioned one other job of the legislative branch. Have them add this job to their list of "State Government Roles" in their **Think Books**.

5. Distribute the **Group Activity Cards** and have students complete the assignment on the cards.

Summarizing and Assessing

Ask students to write these sentence starters in their **Think Books** and complete the sentences. If they are not able to answer using their own words, direct them back to the Student Book and the **Group Activity Cards** to find the answers.

- A state symbol is _____. (an object that represents the state)
- These symbols honor _____. (something important to the state)
- My state's flower is _____.
- My state's bird is _____.

Modifications for Differentiation

Above Challenge students to create a map showing state symbols or to add sticky notes with the symbols to an existing display map.

Below If students are not able to read the comic independently, help students understand its content through discussion rather than rereading. For example, say, "Look at Pennsylvania. They certainly have a large state symbol. Does anyone know someone who has a dog like this—the Great Dane?"

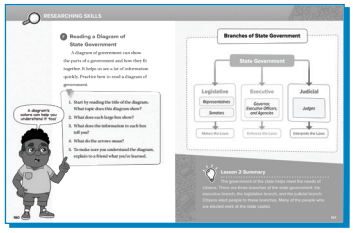
ELL In addition to providing help reading the comic, students may not recognize names in the text, such as Pennsylvania. Consider providing additional context within small-group instruction by locating the states mentioned in the comic on a map to create an understanding that all the places mentioned are states. Furthermore, students may not be able to look back in the text and find the other job the legislative branch does. In a small group, show students what paragraph to review.

Extending

Civics Using *The 50 States: Explore the U.S.A. with 50 Fact-Filled Maps!* by Gabrielle Balkan, or additional print and online resources, help students find your state's symbols. Provide outline versions of the state flag and other symbols for students to color and glue in their **Think Books**.

F Reading a Diagram of State Government

Civics | Information Processing



pp. 160–161

Review Vocabulary

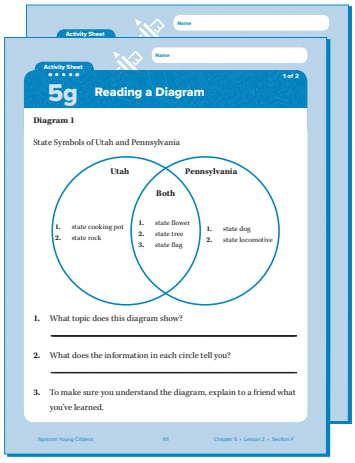
diagram

Materials

- Student Book
- Activity Sheet 5g
- Think Book

Online Activities

- Reading a Diagram of State Government



Activity Sheet 5g

Objectives

Students will be able to:

- Practice reading a diagram.

Getting Started

Ask students to look at **Activity Sheets 5e** and **5f** in their **Think Books**. Have pairs of students briefly discuss the diagrams to make sure they understand them.

Teaching

1. Read p. 160 of the Student Book together. Ask student pairs to briefly discuss the diagram on p. 161 to make sure they understand it.

2. Distribute **Activity Sheet 5g** and complete the first diagram together. Tell students that this type of diagram is called a Venn diagram.

Summarizing and Assessing

Ask students to finish **Activity Sheet 5g.** Read the lesson 2 summary on p. 161 of the Student Book together.

Modifications for Differentiation

Above Allow students to complete all of **Activity Sheet 5g** independently.

Below Complete the activity sheet in pairs or in small groups to support students' vocabulary and understanding during the Summarizing and Assessing activity.

ELL If students are not familiar with Venn diagrams, make one with string and objects from your classroom. Clearly identify the objects in the two outer areas as different from each other. Explain that those in the overlapping section are like both of the other groups.

Extending

Math Ask students to choose the activity that they are most likely to do at recess: jumping rope, playing on the playset, or jumping rope *and* playing on the playset. Have students write their names in a Venn diagram to show their choice. Add a title to the diagram. Use the Venn diagram to practice addition and subtraction such as, "How many more children like to jump rope than like to jump rope *and* play on the play set?"

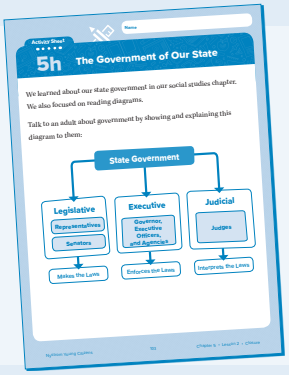
Lesson 2
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in 2–3 minutes in their **Think Books**. Table groups can work together on their lists and use the Student Book and their Think Books to help them. At the end of 2–3 minutes, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. Why do we have a state government? (to make sure we are safe, protect people's rights, etc.)
2. Name at least one thing that a state government does. (help keep people safe, build roads, educate people, etc.)
3. Name at least one thing that a state government isn't allowed to do because only the federal government can do it. (make an agreement with another country, print money)
4. Name at least one official in state government. (governor, senator, legislator/representative, judge)
5. What does elected mean? (picked by the people)
6. Why do states have symbols? (to honor something important to the state)



Review at Home

Ask students to complete **Activity Sheet 5h** with their families at home.

Lesson 3

The People of Our State

Online Activities

- Vocabulary Activities

Literacy Links

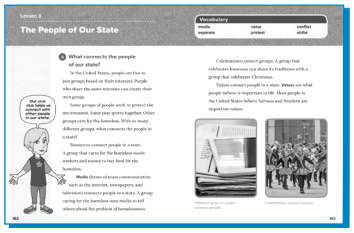
- *Brave Clara Barton*, by Frank Murphy
- *The Other Side,* by Jacqueline Woodson
- *Sojourner Truth's Step-Stomp Stride*, by Andrea Davis Pinkney

Main Goals

- **A** **What connects the people of our state?** Identify the common interests a state's citizens have.
- **B** **What challenges have some groups faced in our state?** Identify and describe conflicts in your state.
- **C** **Who were some important people in our state?** Identify important people and the actions for which they are remembered.

A What connects the people of our state?

Civics | Critical Thinking



pp. 162–163

New Vocabulary

media
value

Review Vocabulary

disagreement

Materials

- Student Book
- Activity Sheet 5i
- Think Book

Online Activities

- What Connects the People of Our State?

Objectives

Students will be able to:

- Analyze how ideas connect people.
- Discuss how common interests connect people.
- Give examples of values.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Ask students to brainstorm a list of ways they are like others in the class. Write the ideas on the board, saving space for a second list. Start the list by writing things like "own a pet" or "like to read during free time." Generate a list of at least 15–20 items. Explain that after the list is finished students will have a chance to verify whether the items apply to them individually.
2. After the list has been generated, let students come up and put their initials next to the items that are true for them or describe them. At the top of the list, write **What connects the students of our class?**

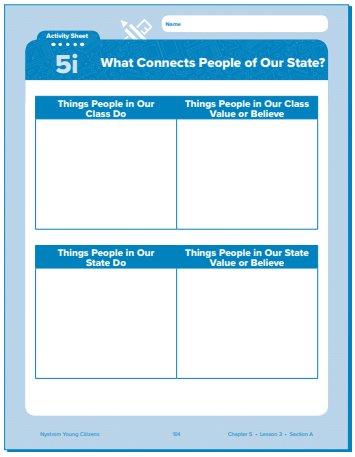
Literacy Links

- *Almost to Freedom*, by Vaunda Micheaux Nelson

3. Look at the list and identify any items that are true for everyone. Find items that are true for many students but not all students.

4. Distribute **Activity Sheet 5i**. Look at the list again and sort responses into things students do and things students value or believe. Ask students if any of the items found in the Do category help them think about values that connect people in the class. Use this as an opportunity to reinforce what a value is. For example, if many people have pets, a value might be to be kind to and take care of animals.

5. Explain the question for today's lesson: "What connects the people of our state?" Show students how any item that was true for everyone in the class is one way that we are all connected.


Activity Sheet
5i What Connects People of Our State?
Things People in Our Class Do
Things People in Our Class Value or Believe
Things People in Our State Do
Things People in Our State Value or Believe

Activity Sheet 5i

Teaching

1. For the second list, write the section question, "What connects the people of our state?" on the board and tell students to write it in their **Think Books**. Ask students to imagine what things could connect everyone in the state. Tell them that the book is going to give us some examples.

2. Direct students to look at the images on p. 163 of the Student Book. Ask them what clues these pictures give them about what connects the people of our state.

3. Read pp. 162–163 one paragraph at a time to students. Pause after each paragraph and add items to the list. Students should copy these into their **Think Books**. (resources, media, celebrations, values—freedom and fairness) As the vocabulary words are introduced, pause to add additional explanations or examples as needed.

4. Ask students to look at the second part of **Activity Sheet 5i**. Explain that we are thinking about things that people in our state do, as well as the values and beliefs that connect them. While these might not be true for every single person, they are true for many people. Again, emphasize values and beliefs that connect people, such as freedom and fairness.

Summarizing and Assessing

Have students look again at the first list they generated of things that connect them as a class. Ask the class if they would like to add anything to the list, such as values, media, or other things.

Using their **Think Books**, have students turn and talk to a partner about what the book said connects people in a state. Afterward, ask students to complete **Activity Sheet 5i** by writing at least two items in each box.

Modifications for Differentiation

Above Give students the opportunity to read the Student Book on their own and write down the answers to the question of what connects the people of the state. If they finish before the rest of the class, have them begin the Extending activity.

Below If students cannot copy all the information from the board, allow someone to write for them or ask them to put down only a few examples.

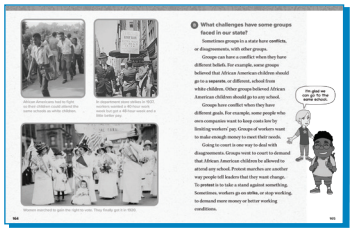
ELL Concepts such as values may be challenging for students. ELL students may wonder why these are considered American values. After providing additional time for discussion and further examples, look for opportunities to talk about values in other lessons and contexts.

Extending

Civics Make a list of celebrations that your state observes. Explain how these celebrations show shared values and connect the people of the state.

B What challenges have some groups faced in our state?

Civics Geography History



pp. 164–165

New Vocabulary

conflict
protest
separate
strike

Review Vocabulary

disagreement

Objectives

Students will be able to:

- Name a conflict.
- Describe some conflicts that certain groups have faced.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Talk about a time when people disagreed. Use a recent classroom example or choose an example from the Literacy Links to read aloud. Ask students to identify a disagreement and explain how the disagreement was resolved.

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book

Literacy Links

- *Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles*, by Mara Rockliff
- *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*, by Michelle Markel
- *Little Rock Nine*, by Marshall Poe

2. Explain that the Student Book gives another word that means disagreement. Have students read the first sentence on p. 165 of the Student Book and locate the word *conflict*.

3. Ask students to identify the vocabulary word in the second paragraph. (separate) Tell students that the word means to keep something apart or something is different. Explain that when people are kept apart, they don't understand each other; when they are treated differently, it is not fair. Both of these situations can lead to conflict.

4. Tell students that the other two vocabulary words on the page (*protest*, *strike*) are ways in which people have responded to conflicts.

Teaching

1. Ask students to look at the images on p. 164 of the Student Book and read the captions.

2. Distribute **U.S. Desk Map 3C**. Explain that the events shown in the images happened in different places. Ask students to find the following on their maps:

   a. Tennessee: This is where the events shown in the first image took place.

   b. California: This is where the events shown in the second image took place.

   c. New York: This is where the events shown in the third image took place.

   These are just the locations shown in the pictures. Point out that similar events occurred in many places around the country, including (most likely) your state.

3. Write the following question on the board: **What happens when people have a conflict?** Ask students to copy this in their **Think Books**. Read p. 165 of the Student Book to students.

4. Ask students to go back to the fourth paragraph and look for three things people have done when there has been a conflict. (go to court, protest, go on strike) Write the answers on the board and have students copy them in their **Think Books**.

5. Ask students to reflect on why people have conflicts or disagreements. If they do not remember, direct them to reread the second and third paragraphs on p. 165 and the captions to the images on p. 164.

6. For each image, have students write in their **Think Books** (1) a title for the picture; (2) what the people in the picture want (read the captions); and (3) an argument why another group wouldn't want them to have it. Allow time for students to write and help them brainstorm as necessary, especially the third item, which asks for speculation.

7. Connect to conflict in your own state.

8. Have students collect and put away materials.

Summarizing and Assessing

Using their **Think Books**, ask student pairs to talk about reasons that people have conflicts and ways to solve a conflict. Encourage students to use reasons from the book, as well as from their own experiences.

Modifications for Differentiation

Above Challenge students to learn more about the events described in this lesson, or others, from either print or online sources.

Below If students cannot copy all the information from the board, allow someone to write for them or ask them to write fewer of the examples.

ELL Be sensitive to the gap in prior knowledge between students who have heard about the civil rights movement and others who are unfamiliar with it. Invite students who may be from other countries to talk about a conflict from their country or research a conflict from their country to share with the class.

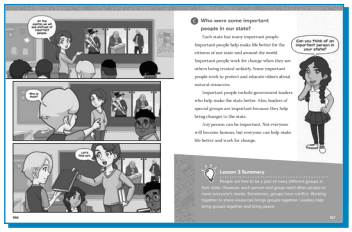
Extending

Civics and History Make a time line of the events mentioned in this section from the Literacy Links and other important moments in history that have resulted from conflict, such as the Civil War or the results of the 2000 election that went to court.

History Independently or as a class, have students read a book about people during a conflict, such as the books in the Literacy Links. Next, have students describe how the people during that conflict might have felt.

C Who were some important people in our state?

Civics History



pp. 166–167

Materials

- Student Book
- Think Book

Literacy Links

- *Let the Children March*, by Monica Clark-Robinson
- *Ron's Big Mission*, by Rose Blue and Corinne J. Naden

Objectives

Students will be able to:

- Name famous and important people.
- Describe how these people helped your state.

Getting Started

1. Write this question on the board: **Do you think a person has to be famous to be important?**
2. Ask students to name famous people. List the people on the board and have students list them in their **Think Books**. Next, ask them to name some important people. Define *famous* and *important* as needed. T
3. Ask students to respond to the question on the board: Do you think a person has to be famous to be important? Tell students that the text is going to help us think about famous people in our state; it is also going to answer the question.

Teaching

1. Read the first two paragraphs on p. 167 of the Student Book to the class.
2. Tell students to find the answer to the starting question by reading the third paragraph independently. Discuss their answers.
3. Brainstorm famous people from your state, past and present. Remind students that these could include artists, actors, authors, businesspeople, athletes, or political leaders.
4. Ask students to revisit the lists in their **Think Books** of famous and important people. Encourage them to add more names or titles pertaining to your state, such as governor. T

Summarizing and Assessing

Direct students to read the lesson 3 summary on their own. Ask students to respond to the prompt in their **Think Books**, "I may not be famous, but I can be important by _____." T

Modifications for Differentiation

Above Encourage students to interview other adults and/or older students in your school and ask them who they feel is important in their lives.

Below If students are not able to complete the independent reading and writing activities, read to them and accept verbal responses.

ELL Be prepared to provide culturally relevant examples of famous and important people that reflect students' backgrounds. Also, consider that students may believe they should be offering a single correct answer to the Getting Started activity. Let them know that this isn't the case and emphasize sharing ideas so that students can learn from one another.

Extending

Civics Make a list of important people in your state and/or city. Allow students to add to the list. Ask students to pick one person to research, and then have them write an informational paragraph about that person. Post their paragraphs or collect them and put them in a book for everyone to read.

Reading Allow students to choose one of the books from the Literacy Links for a book club about famous and important people.

Lesson 3
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in 2–3 minutes in their **Think Books**. Table groups can work together on their lists and use the Student Book and their Think Books to help them. At the end of 2–3 minutes, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. What connects the people of our state? (resources, media, sports, the environment, celebrations, values, etc.)
2. What challenges have some groups faced in our state? (discrimination, unfair treatment, etc.)
3. How did people respond to the challenges they faced? (going to court, protesting, strikes, etc.)
4. Who were some important people in our state? (answers vary by state)


Activity Sheet

5j

The People of Our State

We've been learning about the people of our state. We thought about three questions:

1. What connects the people of our state?
2. What challenges have some groups faced in our state?
3. Who were some important people in our state?

To continue learning about our state, discuss the following questions with an adult.

1. When did our family move to this state? Why did we move here?
2. What does our family celebrate? (Think about family gatherings, cultural celebrations, state holidays, and federal holiday(s).)
3. Who are famous people from our state? Why are they famous?
4. Who are important people in our state? Why are they important?

Review at Home

Ask students to complete **Activity Sheet 5j** with their families at home.

Lesson 4

Growth of Our State

Online Activities

- Vocabulary Activities

Literacy Links

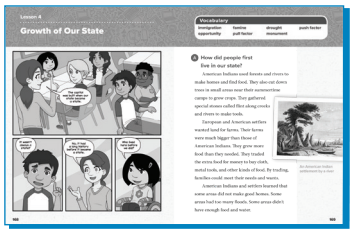
- *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp
- *Mount Rushmore*, by Judith Jango-Cohen
- *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac

Main Goals

- **A** **How did people first live in our state?** Describe where and how American Indians lived before and after settlers came.
- **B** **Why did new groups move to the state?** Give reasons why people move to a new state.
- **C** **What changes did new groups bring?** Describe the impact of new groups on a state.
- **D** **How does our state remember its past?** Identify monuments and explain that the state creates monuments to remember people and events.

A How did people first live in our state?

Geography History



pp. 168–169

Materials

- Student Book
- Activity Sheet 5k

Objectives

Students will be able to:

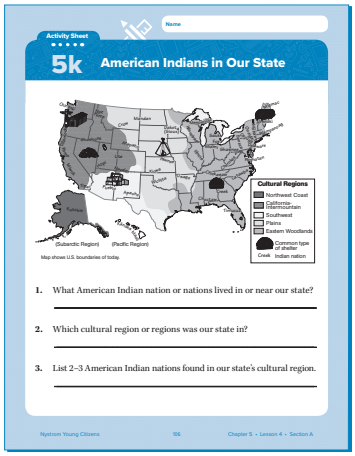
- Illustrate how American Indians lived before settlers arrived.
- Map the locations of American Indian tribes.
- Describe the changes that occurred when settlers came.

Getting Started

1. Read the comic on p. 168 of the Student Book as a class.
2. Ask students who they think lived in their state before European settlers came. (American Indians)

Teaching

1. Have students look at p. 169 of the Student Book. Ask them to read the first paragraph silently to find out how American Indians lived, and then offer responses. (used flint, cut down trees, used forests and rivers)
2. Ask students to read the second paragraph to find out how things changed when European settlers came. Have students read the second paragraph silently and then offer their responses. (bigger farms, more trading, growing more food than they needed)


Activity Sheet 5k

American Indians in Our State

1. What American Indian nation or nations lived in or near our state?
2. Which cultural region or regions was our state in?
3. List 2–3 American Indian nations found in our state's cultural region.

Cultural Regions
Northwest Coast
California-Intermountain
Southwest
Plains
Eastern Woodlands
Common type of shelter
Creek Indian nation

Activity Sheet 5k

3. Ask students to read the third paragraph to find out why some areas did not make good homes. Have students read and then respond. (floods, not enough food or water)

4. Distribute **Activity Sheet 5k** and let students look over the map before asking them to do the following:

   a. Point to a tribe in the Eastern Woodlands.

   b. Point to a tribe in the Plains.

   c. Point to a tribe in the Southwest.

   d. Point to the common shelter of the Northwest Coast tribes. Tell students we call this a longhouse.

   e. Point to the common shelter of the Southwest tribes. Tell students we call these adobes or pueblos.

   f. Find what American Indian group(s) lived in our state.

   g. Using print and online sources, have students locate the cultural groups/nations that live in our state today.

Summarizing and Assessing

Remind students of the question that Leena asked in this lesson's introductory comic: "Who lived here before we did?" Ask students to imagine they were answering Leena, and then to share their answers with a partner. Monitor for correct information. Encourage students to use the Read-to-Find questions (steps 1–3 above) as part of their answers.

Modifications for Differentiation

Above Give students the three Read-to-Find questions at the beginning of the reading and allow them to work at their own pace, writing down their answers so that you can verify that they are finding the correct ones. If they finish before the rest of the class, ask them to use print and online resources to find more about an American Indian group that lives or lived in your state.

Below Make sure students understand where a paragraph begins and ends. Allow them to try to read independently for at least one paragraph. Afterwards, reread the paragraph as a way to verify students' answers to the questions so that students reading below level or unfamiliar with the vocabulary can hear the whole paragraph.

ELL In addition to the Below modification, help students locate the different groups of American Indians on the map and explain that, just like other groups of people, they were alike in some ways and different in other ways. Ask students to work in pairs or small groups to research the kinds of homes American Indians in your area lived in hundreds of years ago.

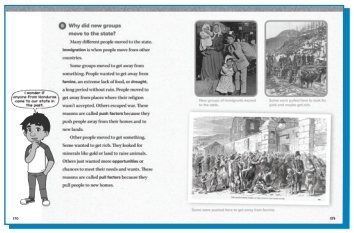
Extending

History Find out what American Indian tribes lived in your state. Create a map that shows where the tribes lived and how they lived, such as fishing, hunting buffalo, etc.

Cultures Research which American Indian tribes or other indigenous peoples live in your state today. What are their lives like? How do they preserve their culture? If possible, have students contact a tribe to learn about its culture and celebrations today.

B Why did new groups move to the state?

Economics Geography History



pp. 170–171

New Vocabulary

drought
famine
immigration
opportunity
pull factor
push factor

Materials

- Student Book
- Activity Globes
- map markers

Online Activities

- Why Did New Groups Move to the State?

Objectives

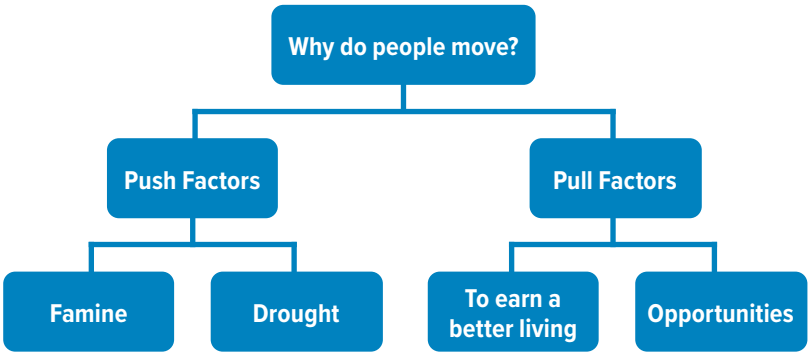
Students will be able to:

- Analyze reasons why people move.
- Describe push and pull factors.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

Show students the following chart. Tell them it has words and phrases they will see in the Student Book. Explain that all these words/phrases give reasons why people move.



Teaching

1. Look over the pictures and read the captions on p. 171 of the Student Book.

2. Read the text on p. 170 of the Student Book to the class. While reading, add details to the chart, such as writing **food** under "Famine" and **water** under "Drought."

3. Divide students into groups and hand out **Activity Globes** and map markers. Tell students they will look at examples of push and pull factors.

   a. Have them locate and circle Ireland. Tell students that in the 1840s, disease wiped out the potato crop that fed much of the population. Hundreds of thousands of Irish people then fled to the United States. Many settled in the northeast part of the country. Have students draw an arrow from Ireland to the northeastern United States.

   b. Have students locate and circle China. Tell students that at around the same time as the Irish Potato Famine, gold was discovered in California. Thousands of Chinese moved to California, where they mined for gold and worked to build the transcontinental railroad. Have students draw an arrow from China to California.

4. Ask students what might attract immigrants to your state; then, if possible, tell the class about some well-known immigrants or immigrant groups who have come to your state.

Summarizing and Assessing

Ask students which of the two immigration movements they marked on the globe was mainly due to push factors and which was due to pull factors. Have each group label the arrows on their globe **PUSH** and **PULL**. Check the globes for understanding and ask students to explain their reasoning.

Modifications for Differentiation

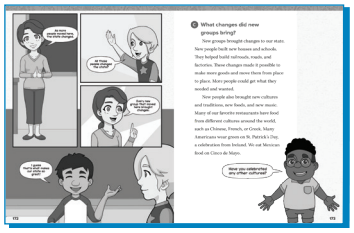
Above In this lesson's closure, families discuss why they moved to the state. Ask students to classify the families' reasons for moving as push or pull factors.

Below If learning detailed vocabulary knowledge is not possible for these students, emphasize that this section is about two reasons why people move to the state. (to get away from something or to get something)

ELL In addition to the Below modification, illustrate push and pull factors with analogies. Have students imagine that they are thirsty, but there is no water where they are. The lack of water is a push factor that makes them leave to find water. Have them imagine that they are hungry and have a little food, but they don't like how it tastes. Tell them that next door there is a party with lots of good food. The party is a pull factor that makes them leave to find food they might like.

C What changes did new groups bring?

Economics Reading



pp. 172–173

Materials

- Student Book
- Think Book

Literacy Links

- *Grandfather's Journey*, by Allen Say
- *In My Family/En mi familia*, by Carmen Lomas Garza
- *Tomas and the Library Lady*, by Pat Mora

Objectives

Students will be able to:

- Locate information in a text.
- List ways that groups change their state.
- Discuss the impact of groups on the state.

Getting Started

1. Begin with a read aloud about the experience of someone moving to your state or to the United States. Tell students to pay attention to how these people changed the community around them. The Literacy Links will work for this part of the activity.
2. After reading, list these changes on the board.

Teaching

1. Direct students to read the comic on p. 172 of the Student Book.
2. Tell the class that the Student Book is going to describe more ways that new groups change a community and a state. Challenge students to find as many examples as they can from the text.
3. Allow students to read p. 173 independently and write in their **Think Books** the changes that they find.
4. After students complete the reading, ask them to share their responses. List these responses on the board.

5. Divide students into small groups.

   a. Ask them to review the list on the board.

   b. Ask students to identify past and present groups who have come to your state. List these on the board. Be ready to add other groups to the list.

   c. Ask groups to consider possible contributions these new groups have made. Prompt with, “What food have these groups given us? Has this group shared any holidays with us?”

   d. Challenge students to think of other ways that groups can change a community and/or state. Add these answers to the board as students add them to their **Think Books**.

Summarizing and Assessing

Ask students to verbally answer the section question: “What changes did new groups bring?” After students have given verbal responses, ask them to write the question and their individual response in their **Think Books**.

Modifications for Differentiation

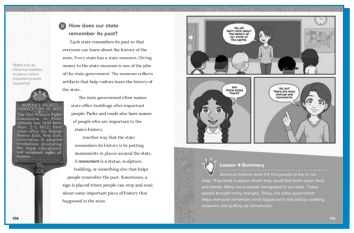
Above If students finish early, offer them additional texts, such as those in the Literacy Links, to identify other ways that new groups have changed the state.

Below If students are not able to read independently, allow them to try reading one paragraph only. If additional support is needed, pull a small group together to read collaboratively.

ELL In addition to the Below modification, write the word **new** on the board and explain that students should look for this word on p. 173 because it is a clue that will help them find changes that new groups brought.

D How does our state remember its past?

History Writing



pp. 174–175

New Vocabulary

monument

Materials

- Student Book
- Images of Monuments
- Think Book

Objectives

Students will be able to:

- Explain how a state honors its past by identifying important monuments and artifacts.

Vocabulary Focus

Show students pictures of monuments, such as the Lincoln Memorial or Washington Monument, during the Getting Started activity. Use additional pictures of monuments within your state and city.

Getting Started

1. Tell students that this section question asks, "How does the state remember its past?" Explain to them that one example is through monuments. Find the word *monument* in the Student Book on p. 174. Read the definition aloud with the class.

2. Show students images of some of your state's monuments, buildings, and signs.

3. Direct students to read the comic on p. 175 on their own.

Teaching

1. Read the first paragraph on p. 174 of the Student Book to students. Pause and ask them to describe one way that a state remembers its past. If possible, show an image of your state museum.

2. Ask students to look in the second paragraph for another way that states remember their pasts. Allow students to read independently, then share. If possible, show images of buildings, parks, or roads named after a famous person or event in your state. Discuss why that person or event is an important part of your state's past.

3. Read the third paragraph to the class. Reinforce the word *monument* from the Vocabulary Focus. If possible, show images of monuments commemorating a famous person or event in your state. Discuss why that person or event is an important part of your state's past.

4. Have students write a narrative in their **Think Books**:

   a. Explain that photos and images can provide good ideas for stories.

   b. Allow students to choose an image from the Vocabulary Focus as the setting for their story.

   c. Explain that each image provides a setting, or place, where their story will happen. Choose one image and model how to think of words that describe the visual setting, as well as words and phrases that describe the sensory aspects of the setting, such as the way it sounds and smells.

   d. After deciding on the setting, have students outline their plot using a method that they have experience with or just by sketching out a Beginning, Middle, and End.

   e. Have students create a rough draft of their story.

   f. Ask students to share their narratives with a partner. Encourage them to give each other friendly feedback.

Summarizing and Assessing

Read the lesson summary on p. 175 aloud. Ask students to turn and talk to a partner about how the state remembers its past and to discuss at least two examples of monuments.

Modifications for Differentiation

Above Challenge students to write a narrative that has multiple paragraphs.

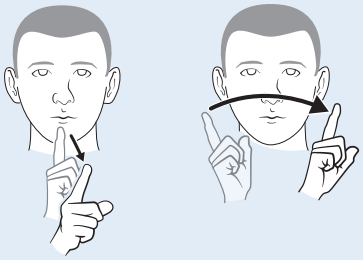
Below Provide a basic outline for the story with simple sentence starters such as, "Something exciting happened at _____. It all started when _____. After that _____. In the end, _____."

ELL Allow students to talk about their story before writing. Students may also benefit from telling the story to someone else, who will then do the writing.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer true or false when you read the answers.



True False

Decide if each of the following statements is true (T) or false (F):

1. The first people who lived in our state were European settlers. (false)
2. New people moved to our state to find a better life. (true)
3. New people moved to our state to get away from gold and minerals. (false)
4. Immigration is when people move from one city to another city in the same country. (false)
5. New groups who moved to our state brought new cultures and traditions. (true)
6. A state can remember its past by creating statues of important people. (true)
7. Statues and buildings named after someone important to the state are examples of monuments. (true)



Review at Home

Ask students to complete **Activity Sheet 5I** with their families at home.

Lesson 5
Our State Today

Online Activities

- Vocabulary Activities

Literacy Links

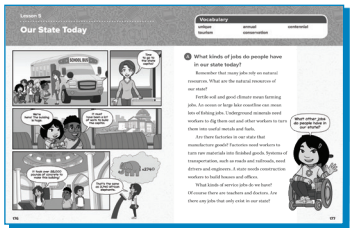
- *Celebrations/ Celebraciones: Holidays of the United States of America and Mexico*, by Nancy Maria Grande Tabor
- *Chef Roy Choi and the Street Food Remix*, by Jacqueline Briggs Martin and June Jo Lee
- *A Gull's Story: A Tale of Learning about Life, the Shore, and the ABCs*, by Frank Finale

Main Goals

- **A** **What kinds of jobs do people have in our state today?** Identify jobs in your state and describe how natural resources affect the types of jobs available.
- **B** **What kinds of celebrations does our state hold?** Identify different celebrations in your state.
- **C** **How do people enjoy the outdoors in our state?** Identify recreational activities and describe how the natural environment influences them.
- **D** **What places attract visitors to our state?** Define tourism and describe how it affects your state.

A What kinds of jobs do people have in our state today?

Careers · Economics · History



pp. 176–177

Review Vocabulary

resource

Materials

- Student Book

Online Activities

- What Kinds of Jobs Do People Have in Our State Today?

Objectives

Students will be able to:

- Review the natural resources of your state.
- Point out jobs that people do in your state.
- Explain the relationship between natural resources and jobs.

Getting Started

1. Read the comic on p. 176 of the Student Book together.
2. Ask students what jobs people in their family do, and where they work or have worked. Make a list on the board of students' answers.

Teaching

1. Tell students that the section question is "What kinds of jobs do people have in our state today?" Explain that the list they made will help answer this question.

2. Read the first paragraph on p. 177 of the Student Book together. Pause to answer the question at the end of the paragraph: What are the natural resources of our state? List these on the board. In addition, remind students that people are also resources.

3. Ask students to think about what jobs are connected with your state's natural resources.

4. Have students read the next three paragraphs, which give examples of these and other jobs.

5. Revisit the list of natural resources. Add jobs that are associated with each natural resource.

6. Consider the importance of transportation of natural resources. If possible, show a road map, which should be available from your state's Department of Transportation. Find railroads, rivers, canals, seaports, and airports. Ask students what forms of transportation are needed to do jobs in your state.

Summarizing and Assessing

Have students answer the following true or false questions. Students will stand up if the answer is true, and they will sit (or remain seated) if the answer is false.

- A state's natural resources can create jobs. (true)
- Transportation is important for a state. (true)
- Factories do not use natural resources. (false)
- People are an important resource for the state. (true)

Modifications for Differentiation

Above Allow students to complete the Extending activity before the Teaching activity (if you're not using the Extending activity with the whole class).

Below Use visuals of jobs and resources to help students understand the connections.

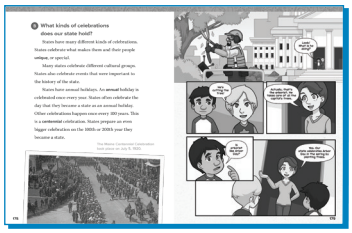
ELL In addition to the Below modifications, check that students remember the meaning of *transportation* and *factories*.

Extending

Economics Use online resources to look up the top employers in your state. List these employers. Reread p. 177 and decide which natural resources these companies need and what goods they produce.

B What kinds of celebrations does our state hold?

Cultures Reading



pp. 178–179

New Vocabulary

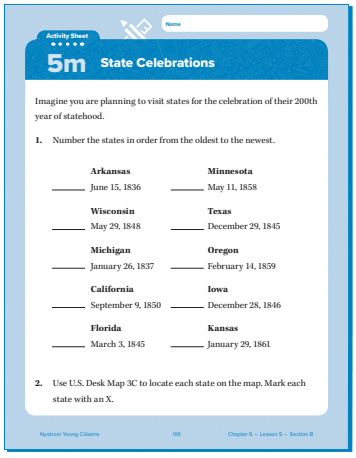
annual
centennial
unique

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 5m
- map markers

Literacy Links

- *Discover America State by State*, by Sleeping Bear Press


Activity Sheet
5m State Celebrations
Name
Imagine you are planning to visit states for the celebration of their 200th year of statehood.
1. Number the states in order from the oldest to the newest.

Arkansas ____ June 15, 1836	Minnesota ____ May 11, 1858
Wisconsin ____ May 29, 1848	Texas ____ December 29, 1845
Michigan ____ January 26, 1837	Oregon ____ February 14, 1859
California ____ September 9, 1850	Iowa ____ December 28, 1846
Florida ____ March 3, 1845	Kansas ____ January 29, 1861

2. Use U.S. Desk Map 3C to locate each state on the map. Mark each state with an X.
Nystrom Young Citizens 109 Chapter 5 • Lesson 5 • Section B

Activity Sheet 5m

Objectives

Students will be able to:

- Discuss what celebrations are held in states.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Read the comic on p. 179 of the Student Book with students.
2. Write *annual* and *centennial* on the board, along with their definitions from the text. Tell students that these words describe how often something is celebrated.
   a. Underline *cent* in *centennial*. Remind students that one penny equals one cent. Some students will know that it takes 100 pennies to equal one dollar. Emphasize the number 100.
   b. Use personal examples, such as birthdays. Draw a birthday cake beside *annual*.

Teaching

1. Read p. 178 of the Student Book to the class.
2. Ask students what celebrations your state holds. Remind them of days they have off from school. Point out that certain holidays (such as Lincoln's Birthday, Patriots' Day, and Lee-Jackson Day) are only celebrated in some states.
3. Explain the directions for **Activity Sheet 5m** to the class. Distribute **U.S. Desk Map 3C**.

Summarizing and Assessing

Ask students to complete **Activity Sheet 5m**. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to find out more about celebrations in your state by using online resources, print resources, or personal interviews.

Below Allow students to work with a partner or in a small group to complete the activity sheet during Summarizing and Assessing.

ELL In addition to the Below modification, write the months of the year in order on the board for students to refer to as they put the dates in order.

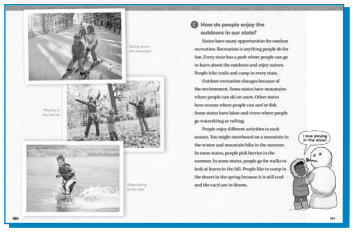
Extending

Culture and Math Find out what celebrations happen annually in your state. Also, find out when your state became part of the United States. Ask students to figure out what year your state's centennial celebration occurred. Create a time line of celebrations of statehood. Divide the time line into 50-year increments. Whenever possible, find out what statehood celebrations occurred and what they were.

Language Arts Share your state's book from the *Discover America State by State* series or another alphabet book. Allow students to work together to create their own alphabet book.

C How do people enjoy the outdoors in our state?

Cultures | Geography | Information Processing



pp. 180–181

Review Vocabulary

recreation

Objectives

Students will be able to:

- Recognize what recreational activities are enjoyed in your state.
- Analyze the link between recreation and climate, land, and water features.

Getting Started

1. Write *recreation* on the board. Ask students to read the first paragraph on p. 181 of the Student Book to remind them what *recreation* means.
2. Divide students into small groups. Ask the groups to make a list of all the things people can do for recreation. Write these on the board as groups finish.

Materials

- Student Book
- State Outline Map
- Think Book
- state map (wall map or other reference map)

Teaching

1. Ask students if they can think of ways to group these activities. Give them an example: for instance, sledding, ice-skating, and skiing are all things done in the winter. Allow groups to come up with categories. (Note: this technique is called List, Group, Label, and is intended to help students categorize.)
2. Have students read the rest of p. 181, look at the images and captions on p. 180, and find the recreational activities mentioned. Ask them to call out any activities that the book mentions that are not in the list they generated. Add these activities to the list on the board.
3. Talk about which of these activities can be done in your state. Underline these activities. Next, ask which of the activities cannot be done in your state. Cross out these activities. Finally, ask students which activities take place outdoors. Circle these activities. Have students copy the list of outdoor activities that can be done in your state into their **Think Books**.
4. On their lists next to each activity, have students write down how the natural environment allows people to do that activity. For example, if the activity is swimming, they could write **warm weather** or **ocean**.
5. Distribute the State Outline Map to the groups. In addition, allow students to reference a state map (wall map, online map, etc.). Tell them to title the map "Recreation Areas." Have them identify areas in your state that would be good for the activities they circled, such as mountains, forests, lakes, or beaches. Have them create symbols for those activities and draw them on the places on the map where people can participate in these activities.

Summarizing and Assessing

Ask students to answer the section question in their small groups: "How do people enjoy the outdoors in our state?" Encourage them to use the word *recreation* in their response. Have small groups share their answers with the whole class.

Modifications for Differentiation

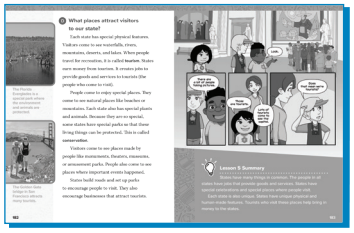
Above Ask students to check the state tourism website and find other recreational activities in the state.

Below Read text in pairs if students cannot read independently.

ELL Students may not recognize or understand the words that are listed for recreational activities. Add some words from their native language for recreational activities and add both the words and the translations to the activity list.

D What places attract visitors to our state?

Economics Geography Reading



pp. 182–183

New Vocabulary

conservation
tourism

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 5n
- Images of Tourist Attractions
- State Outline Map
- Think Book
- map markers

Objectives

Students will be able to:

- Define *tourism*.
- Recognize the impact of tourism on states.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Encourage students to see base words and understand how other forms of the word help them learn the definitions to multiple words.

   a. Write *tourism* on the board. Explain that tourism is when people travel for recreation.

   b. Ask students if they can see a smaller base word in the word *tourism*. Underline *tour*.

   c. Explain that many words have the same base word but different endings. Write *tourists* next to *tourism*. Tell students that they will see this word in the comic on p. 183 of the Student Book.

   d. Write *conservation* on the board. Ask students if they see the smaller base word, *conserve*. Explain that students have perhaps heard it when government officials or public service announcements encourage people to conserve water or electricity.

   e. Explain that the text will talk about conservation of land and natural resources. Pose this question to the class: If conservation of water is about saving water, what might conservation of land be? Ask students if they have ideas about how to conserve land/natural resources.

f. Have students read the comic on p. 183. Point out the word *tourists*. Ask students if they have ever been tourists, and where. When students identify places they've traveled, point these out on **U.S./World Desk Map 3C/D**. (Information on famous American tourist attractions can be found in the Patriots' Handbook on pp. 277–279 of the Student Book.)

Teaching

1. Tell students they are going to read the text to figure out if tourism is good or bad for states.

2. Have student pairs read p. 182 of the Student Book. Tell pairs to be ready to give their opinions on whether tourism is good or bad and support them with evidence from the text.

3. Ask pairs to share their answers. Students may offer evidence in favor of tourism (brings states money) or against it. (inference: human impact on land/resources) If students don't come up with both types of evidence, encourage them to try and see both sides.

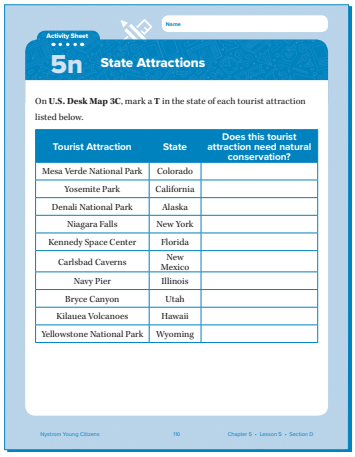
4. Distribute **U.S. Desk Map 3C**, map markers, and **Activity Sheet 5n**. Tell students that they will be looking at some popular tourist attractions in the United States. Have them look at Activity Sheet 5n and read through the attractions together. Working with a partner, have them find the state for each tourist attraction listed and mark it on the desk map with a **T**.

5. Return to the concept of *conservation*. Show or project images of tourist attractions listed on the activity sheet. Have students draw a tree symbol next to attractions that would need natural conservation to continue to attract tourists. (For example, Navy Pier in Illinois is human-made and wouldn't need natural conservation to attract tourists. On the other hand, Yellowstone National Park does need natural conservation.)

6. Ask students which tourist attraction on the map is closest to (or in) in your state. Have them circle that **T** on the map.

7. Have students hold their maps in the air when done. Monitor for correct answers.

8. As a class, have students suggest places in your state that people may come to see. Prompt as necessary by pointing out that tourist attractions can also include amusement parks, sports stadiums, etc. On the board, keep a list of their suggestions.



Activity Sheet
5n State Attractions

Name

On **U.S. Desk Map 3C**, mark a **T** in the state of each tourist attraction listed below.

Tourist Attraction	State	Does this tourist attraction need natural conservation?
Mesa Verde National Park	Colorado	
Yosemite Park	California	
Denali National Park	Alaska	
Niagara Falls	New York	
Kennedy Space Center	Florida	
Carlsbad Caverns	New Mexico	
Navy Pier	Illinois	
Bryce Canyon	Utah	
Kilauea Volcanoes	Hawaii	
Yellowstone National Park	Wyoming	

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Activity Sheet 5n

9. Distribute the State Outline Map. Tell the class to give the map a title, such as “Tourist Attractions.” Have students mark and label the location of four tourist attractions. Help them locate the attractions if needed.

10. Have students clean, collect, and put away materials.

Summarizing and Assessing

In their **Think Books**, ask students to write their opinion on the following question, “Do you think tourism is good for our state? Why or why not?” Tell them to use at least one piece of evidence from the Student Book that supports their opinion.

Modifications for Differentiation

Above Students can complete the Extending activity if you decide not to use it with the entire class. Additionally, challenge students to research what the most popular tourist attractions for your state are.

Below If students cannot read the text with a partner or write independently, pull a small group together, read the text to students, and then scribe their responses to the summarizing question.

ELL The vocabulary words are abstract. To make them more concrete, consider acting them out: for example, assume the role of a tourist, then use the words *tourist* and *tourism* as you pretend to visit locations. Repeat with *conservation* and *conserve* by doing things such as turning off the lights in the classroom.

Extending

Geography and History Ask students to choose one of the tourist destinations from the activity sheet and learn more about the destination. Using a mapping app, have students trace a route from your location to the destination.

Lesson 5
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer yes or no when you read the answers.



Yes **No**

Which of the following are reasons that people visit our state?

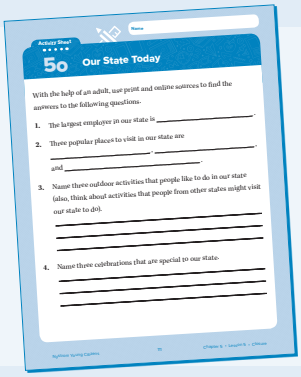
1. Tourism (yes)
2. Recreation (yes)
3. Holidays/celebrations (yes)

Which of the following activities are recreational activities that people enjoy outdoors?

1. Skiing (yes)
2. Hiking (yes)
3. Reading in a library (no)
4. Fishing (yes)

Which of the following celebrations are things that states are most likely to celebrate?

1. The date when it became a state (yes)
2. Holidays that are important to cultural groups in the state (yes)
3. The invention of the computer (no)
4. Birthdays of important or famous people (yes)


Activity Sheet

5o Our State Today

Name

With the help of an adult, use print and online sources to find the answers to the following questions.

1. The largest employer in our state is _____.
2. Three popular places to visit in our state are _____, _____, and _____.
3. Name three outdoor activities that people like to do in our state (also, think about activities that people from other states might visit our state to do).
4. Name three celebrations that are special to our state.

Review at Home

Ask students to complete **Activity Sheet 5o** with their families at home.

Chapter 5
Review

Review Vocabulary

annual
bill
centennial
coastal
conflict
conservation
drought
economic map
elect
famine
federal government
geography
governor
historical map
immigration
location
media
monument
opportunity
physical map
political map
precipitation
protest
pull factors
push factors
region
strike
tourism
unique
United States Constitution
value

Materials

- U.S./World Desk Map 3C/D
- Activity Sheet Chapter 5 Review

Objectives

Students will be able to:

- Describe how state government works and how it is related to local and federal government.
- Use a map legend to identify important map symbols.
- Interpret information from a diagram.
- Give examples of push and pull factors in immigration.

Getting Started

Using their **Think Books**, have students review their notes from chapter 5.

Teaching

1. Hand out **U.S. Desk Map 3C** and **Activity Sheet Chapter 5 Review**.
2. Have students complete the activity sheet in pairs or alone. They will need to use the desk map for Part 1 of the activity sheet.

Summarizing and Assessing

Go over **Activity Sheet Chapter 5 Review** as a class.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Teacher's Guide pp. 278–281). Distribute **World Desk Map 3D** for student use in Part 1. Assist students as needed.

Chapter 5 Project
State Advertisement

Materials

Every Day
- Project Checklist
- Project Evaluation

Day 1
- Sample advertisements

Day 2
- Project Plan
- State Outline Map
- online and print resources

Days 3–4
- supplies to make advertisements

Civics | Economics | Information Processing | Speaking & Listening | Writing

Objectives

Students will be able to:

- Recognize natural and man-made state features.
- Use multiple media to create an advertisement for the state.
- Present their advertisements to others, using appropriate speaking voices.
- Listen to other presentations and offer supportive feedback.

Project Description

In this project, students will create a promotional advertisement for your state. This will help them continue to practice the skill of gathering information as well as enhancing their awareness of the features that make a state unique.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

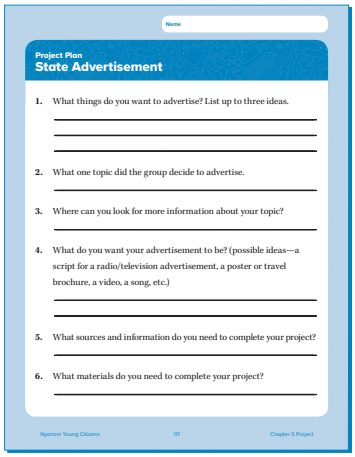
Day 1

1. Remind students that states depend on tourism, which brings money into the state.
2. Explain that states want people to know what they can see and do in the state. Advertisements help states attract tourists. Advertisements can take many forms—television ads, online ads, posters, and more. If possible, show students some examples of advertisements for your state.
3. Tell students they are going to create their own advertisement. They will have an opportunity to decide what they want other people to know about your state.

4. As a class, generate a list that includes:
    a. Places to visit in the state, such as national and state parks, the state capitol, and famous landmarks and monuments
    b. Outdoor recreation
    c. Other things to do in the state
    d. Other good things about the state

Day 2

1. In preparation for Day 2, gather online and print resources that students can access to find facts for their project.
2. Hand out the **Project Plan** and the State Outline Map. Talk about what students will be doing, including researching to find at least five new facts about the things they're advertising. For example, if they are advertising a national or state park, they could find facts about how large the park is, what animals live in the park, and more. Have students mark the location of their attraction on the outline map.
3. Divide students into small groups. Allow groups to complete the **Project Plan**.


Name

Project Plan
State Advertisement

1. What things do you want to advertise? List up to three ideas.
2. What one topic did the group decide to advertise.
3. Where can you look for more information about your topic?
4. What do you want your advertisement to be? (possible ideas—a script for a radio/television advertisement, a poster or travel brochure, a video, a song, etc.)
5. What sources and information do you need to complete your project?
6. What materials do you need to complete your project?

Nystrom Young Citizens 117 Chapter 5 Project

Project Plan

Day 3

Allow groups to work together to collect their state facts. Monitor to make sure their facts are accurate and relevant.

Day 4

Students complete their advertisements and plan their class presentation. Everyone in the group should speak during the presentation.

Day 5

Ask students to share their advertisements with the class.

Optional:

Contact the state tourism board and ask about possibilities for displaying student work.

Modifications for Differentiation

Above Challenge students to write an email or letter contacting the officials in charge of state tourism, asking for possible materials to display.

Below Modifications for the project will include careful planning for whom these students work with and what tasks they can complete. It may be helpful to pull a small group together and talk about the different tasks, such as finding facts vs. creating a visual. Students will also benefit from more explicit modeling of how to answer the planning sheet and how to break the project into smaller steps.

ELL In addition to the Below modification, provide resources, including student-friendly web addresses, for about six or seven specific attractions in your state so students can select the attractions for their advertisement. Work with the group to identify key facts for the chosen attractions and help students plot the locations on a state map.

Rubric

See **Project Evaluation** (Teacher's Guide p. 282).

Name

Chapter 5 Test

Use the map key from World Desk Map 3D to answer the following questions.

1. What do continent names look like?

_____

2. A capital is the city where the government meets. What does the map key show is the symbol for a country capital?

_____

3. What do the thick dark blue letters stand for?

_____

4. What do the slanted brown letters stand for?

_____

5. What is the symbol for a continental boundary?

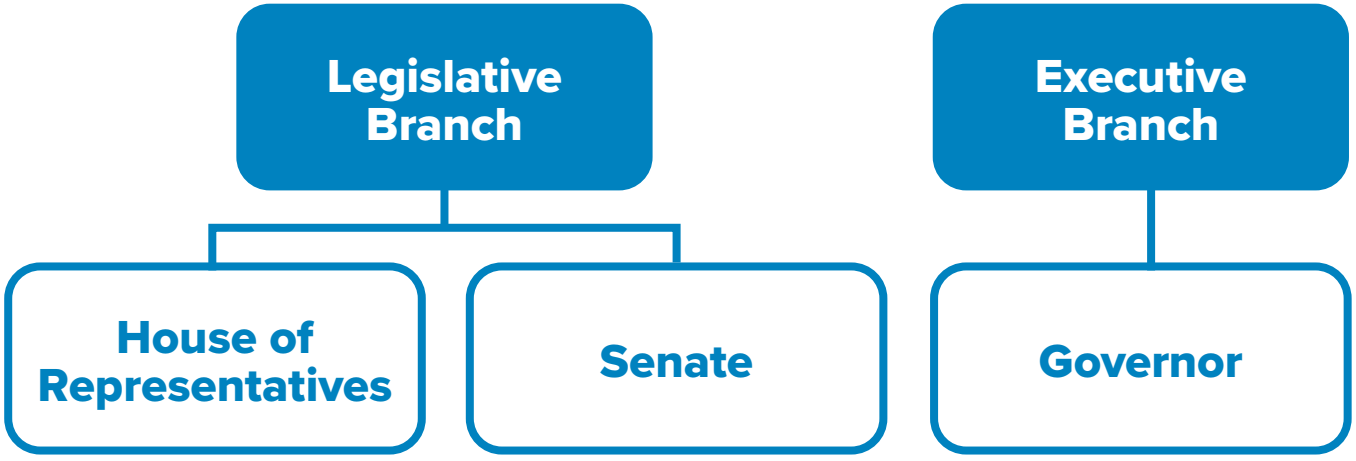
_____

6. A country boundary is one between two countries. What is the symbol for a country boundary?

_____

Name

Read the diagram and answer the questions.



7. Who is the head of the executive branch?

_____

8. What are the two parts of the legislative branch?

_____

_____

Name

Chapter 5 Test

Which of the following are reasons that people come visit your state? Circle the correct answer.

9. Tourism (yes/no)

10. Recreation (yes/no)

11. Holidays/Celebrations (yes/no)

Which of the following are recreational activities that people enjoy outdoors? Circle yes or no.

12. Skiing (yes/no)

13. Hiking (yes/no)

14. Fishing (yes/no)

Which of the following are things that states are most likely to celebrate? Circle yes or no.

15. The date when it became a state (yes/no)

16. Holidays important to cultural groups in the state (yes/no)

17. The invention of the computer (yes/no)

18. Birthdays of important/famous people (yes/no)

Name

Chapter 5 Test

Are the following statements true or false? Put a T for "true" and an F for "false" below the statements.

19. The leader of the state government is called the supreme judge.

_____

20. The governor of the state is elected.

_____

21. American values like freedom and fairness connect the people of a state.

_____

22. The American Plan is our nation's highest law. It has laws for our country and our government.

_____

23. A disagreement is also called a conflict.

_____

Student Name:

Chapter 5 Project	Project Evaluation
Topic	
The student's group chose an advertisement that shows what is important to our state.	1 2 3 4
Group Work	
The student spoke appropriately when sharing.	1 2 3 4
The student listened attentively to others.	1 2 3 4
Product	
The student's group created an advertisement that helped others understand what is important about our state.	1 2 3 4
The student's group included at least five new facts about the topic advertised.	1 2 3 4
Presentation	
The student's group presented their project to the rest of the class in a clear manner.	1 2 3 4
The student used a clear speaking voice.	1 2 3 4

The highest rating is 4.

CHAPTER 6

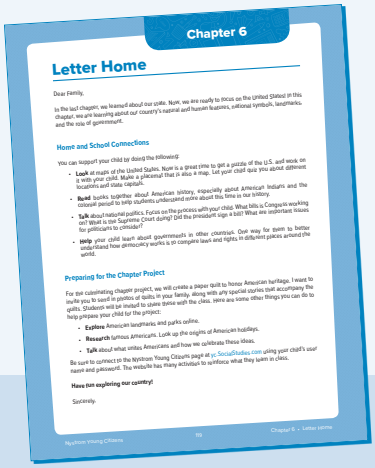
Compelling Question

What Makes Us the United States?

Students will learn about the geography, ideals, and symbols of the United States.

Time Frame: 5 Weeks

1. They will learn about the regions of our country and how each region affected the lifestyle of its people.
2. They will receive an in-depth view of America's past, from how American Indians lived before European explorers came to the American Revolution.
3. They will study the foundational ideas, documents, and people that set up America's democracy.
4. Finally, they will learn about the symbols, landmarks, and people that America celebrates for the ideas they represent.
5. Students will complete the chapter review, project, and assessment.


Chapter 6

Letter Home

Dear Family,

In the last chapter, we learned about our state. Now, we are ready to focus on the United States in this chapter, we are learning about our country's natural and human features, national symbols, landmarks, and the role of government.

Home and School Connections

You can support your child by doing the following:

- **Look** at maps of the United States. Now is a great time to get a puzzle of the U.S. and work on it with your child. Make a placemat that is also a map. Let your child quiz you about different locations and state capitals.
- **Read** books together about American history, especially about American Indians and the colonist period to help students understand more about this time in our history.
- **Talk** about national politics. Focus on the process with your child. What bills is Congress working on? What is the Supreme Court doing? Did the president sign a bill? What are important issues for politicians to consider?
- **Help** your child learn about governments in other countries. One way for them to better understand how democracy works is to compare laws and rights in different places around the world.

Preparing for the Chapter Project

For the culminating chapter project, we will create a paper quilt to honor American heritage. I want to invite you to send in photos of quilts in your family, along with any special stories that accompany the quilts. Students will be invited to share these with the class. Here are some other things you can do to help prepare your child for the project:

- **Explore** American landmarks and parks online.
- **Research** famous Americans. Look up the origins of American holidays.
- **Talk** about what makes Americans and how we celebrate these ideas.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what they learn in class.

Have fun exploring our country!

Sincerely,

Nystrom Young Citizens 113 Chapter 6 • Letter Home

Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 6
Pre-assessment

1. Preview the word *united* and write it on the board. Discuss how united means being together as part of a group and having something in common. Ask students what things make their class united.

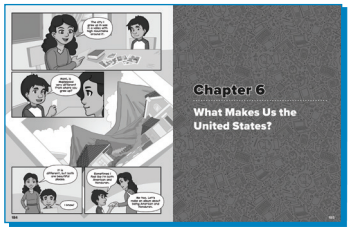
2. Write USA on the board. Ask students to say what the letters stand for and write it out.

3. In their **Think Books**, have students make an idea web with USA in the middle.

4. Brainstorm ideas with the class about ways that the country is united. Emphasize that you are looking for similarities (e.g., language, location, culture, government, history), not differences.

5. Explain that this chapter will describe what makes America united.

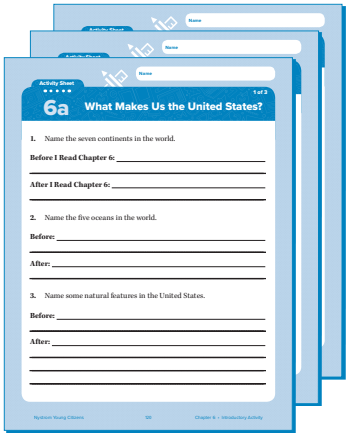
Chapter 6
Introductory Activity



pp. 184–185

Materials

- Student Book
- Activity Sheet 6a
- Think Book
- glue



Activity Sheet 6a

Geography History

Objectives

Students will be able to:

- Relate their existing knowledge of the United States.
- Complete a chart with information about the United States.

Getting Started

Read the comic on p. 184 of the Student Book.

Teaching

1. Explain that **Activity Sheet 6a** is not a test. Show students that there are "Before" and "After" sections for each question. Have students try to fill out the "Before" sections, but emphasize that it is fine if they don't know the answers. They will fill out the "After" sections at the end of chapter 6 so they can see how much they learned.

2. After students complete the activity sheet, have them glue it in their **Think Books**.

Summarizing and Assessing

Review students' responses to the activity sheet. Identify students who have more background knowledge to serve as helpers.

Modifications for Differentiation

Above Challenge these students to look at the sections in chapter 6 and write more questions to add to the activity sheet.

Below Read the activity sheet questions to students. Allow another student to scribe their responses. If necessary, allow these students to work in partners.

ELL In addition to the Below modification, suggest that students refer to **World Desk Map 3D**, **U.S. Desk Map 3C**, and the **Raised Relief Map** to answer the first questions. Because students may have difficulty answering the remaining questions, explain key words in the questions, such as *colonies*, *government documents*, and *responsibilities*.

Lesson 1

The American Landscape

Online Activities

- Vocabulary Activities

Literacy Links

- *America Is . . .*, by Louise Borden
- *Grand Canyon*, by Jason Chin
- *Pop's Bridge*, by Eve Bunting
- *Redwoods*, by Jason Chin

Main Goals

A **Where in the world is the United States?** Identify continents and oceans as well as locate the United States on maps and globes.

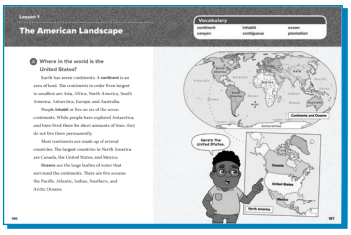
B **What are the largest natural features of the United States?** Identify and locate natural features found in the United States on different maps.

C **What are the important features that people create?** Locate state capitals and define the difference between capitals and capitols.

D **How has the environment affected America's people?** Explain how the natural resources of a region affected the way people lived.

A Where in the world is the United States?

Geography · Information Processing



pp. 186–187

New Vocabulary

continent
inhabit
ocean

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- map markers

Objectives

Students will be able to:

- Name and locate the seven continents.
- Name and locate the five oceans.
- Name the continent the United States is located on.
- Locate the United States on a globe and a world map.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Review north, south, east, and west, reminding students that these are directions on the surface of the earth.

Literacy Links

- *The Seven Continents,* by Wil Mara
- *A Ticket around the World,* by Natalia Diaz and Melissa Owens

2. Distribute **U.S. Desk Map 3C** and map markers.
3. As a class, have students choose one state other than their own near the middle of the United States.
4. Have students use their markers to outline that state.
5. In the state they outlined, have students draw and label a compass rose. Draw one on the board as a model.
6. Name states that are directly north, south, east, or west of the state students outlined. Help students use the compass rose to find and outline each state as you name it.
7. List each state on the board as students outline it. Check students' markings.

Teaching

1. Tell students that they are going to identify where the United States is in the world.
2. Distribute **Activity Globes** to small groups. On the Activity Globes, find the United States. Identify the approximate location of the state where you live.
3. Review the map key on the **Activity Globes**.
4. Point to the label "North America." Show students how the label looks different from the names of the countries.
5. Identify each continent on the globe. List the continents on the board as they are identified.
6. Locate each of the oceans on the globe and list these on the board.
7. Have students turn to the Student Book and look at the map on p. 187. Find the continents and oceans and ask students to point to the label for each of them.
8. Help students memorize the continents and oceans with mnemonic sayings or have them make up their own:
   a. Continents: Every Adorable Seahorse Needs An Amazing Aquarium.
   b. Oceans: Piglets Are Intelligent Small Animals.

9. Tell students that *inhabit* means to live on something and *permanently* means all the time. Write these words on the board, along with their other forms:

    a. inhabit–inhabitants

    b. permanently–permanent

10. Tell students that people inhabit six of the seven continents permanently. Ask them to turn and talk with a partner and guess which continent has no permanent inhabitants. Rather than confirm if they are correct or incorrect, tell them they will read to find if they are correct.

11. Read the first paragraph on p. 186 of the Student Book to students.

12. Ask students to read the second paragraph to themselves and check to see if their guess was correct. Discuss as needed.

13. Ask students to read the third and fourth paragraphs of the Student Book to themselves.

14. Have them find the United States on the globe and then underline its label. If necessary, remind them that Alaska and Hawaii are also part of the United States.

Summarizing and Assessing

Ask students to point to a continent, an ocean, and the United States on **World Desk Map 3D**. Then ask them to list the names of the seven continents and five oceans to a partner. Challenge them to repeat them without looking at a map. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Allow students to read the Student Book independently. Challenge them to read the Literacy Links or related texts if they finish before other students.

Below These students may not decode the names of the continents and oceans with 100 percent accuracy. Common errors would be substituting Australia for Antarctica and not recognizing or pronouncing Europe correctly. Spend additional time looking at the length of each name, as well as how to pronounce each name. Students may need additional review throughout the chapter.

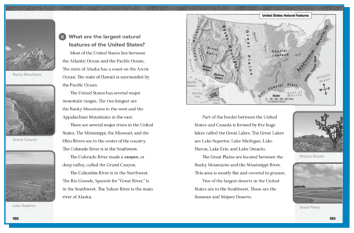
ELL Students may confuse continent and country. Ask students to use a marker to draw a circle around a continent (on **World Desk Map 3D**), then outline a country. Repeat as necessary.

Extending

Geography and Language Arts Divide students into groups. Assign each group a continent or ocean. Allow them time to find information about their topic and create a presentation of their choice (poster, alphabet book, PowerPoint).

B What are the largest natural features of the United States?

Geography | Information Processing



pp. 188–189

New Vocabulary

canyon

Review Vocabulary

natural feature

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Raised Relief Map
- Activity Sheet 6b
- Images of Canyons
- map markers

Online Activities

- What Are the Largest Natural Features of the United States?

Literacy Links

- *National Geographic Kids United States Atlas,* by National Geographic Kids

Objectives

Students will be able to:

- Locate natural features found in the United States.
- Label a blank map of North America with important natural features.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Review the definition of *natural feature*. Explain that a canyon is a natural feature. It is a deep valley. If possible, show multiple images of canyons.
2. Ask students to read pp. 188–189 of the Student Book to themselves.

Teaching

1. Identify mountains.
   a. Distribute **U.S. Desk Map 3C** and map markers. Have them identify the symbols for mountains in the map key. Ask them what mountains are in the western United States. (Rocky Mountains—Sierra Nevada, Cascade Range, Coastal Ranges)
   b. Have them add symbols (^^^) to the map along the Rocky Mountains.
   c. Have students identify and mark the Appalachian Mountains on **U.S. Desk Map 3C** in the same way they identified the Rockies. Check students' markings throughout the activity.

d. Distribute the **Raised Relief Map** and have them compare the Rocky Mountains with the Appalachian Mountains. As a class, compare and contrast the two mountain chains.

2. Identify important rivers in the United States.

   a. Have students look at **U.S. Desk Map 3C**. In the map key, have them identify the symbol for a river.

   b. With your marker, trace the Mississippi River from Minnesota to the Gulf of Mexico. Then circle the two labels for the river.

   c. Have students use their markers to trace some other rivers on the map, including those in Alaska.

   d. Have students locate the river on the **Raised Relief Map** and take turns tracing it with their fingers.

3. Identify the major lakes of the United States.

   a. Tell students that only the very largest lakes are shown on this map. Ask: What is the symbol for a lake on **U.S. Desk Map 3C**? (blue shape surrounded by land)

   b. Tell students that there are five big lakes called the Great Lakes. They are connected. They are between Canada and the United States. What are their names? (Lakes Erie, Ontario, Superior, Huron, Michigan)

   c. Outline each of the Great Lakes. Above these lakes write **Great Lakes**.

   d. The Great Salt Lake is located in the northern part of the state of Utah. Use your map marker to outline that lake.

   e. Have students locate the lake on the **Raised Relief Map** and take turns touching it.

4. Review what students have learned about coastlines. Ask:

   a. What is a coastline? (a place where land meets an ocean feature)

   b. Where do you see a coastline on **U.S. Desk Map 3C**? (East and West Coasts) Have students trace the coastlines of the United States.

5. Tell students that islands are another natural feature.

    a. On **U.S. Desk Map 3C**, point out the islands off the coast of California. Then point to the Bahamas. Tell students that the islands near California belong to the United States, while the Bahamas and some other islands on the map do not belong to the United States.

    b. Then direct students' attention to the map of Hawaii. Explain to them that the state of Hawaii is made up of islands called the Hawaiian Islands. Circle them.

6. Introduce a sea as a natural feature.

    a. Tell students that sometimes a part of an ocean near land is called a sea. Explain that a sea always has its own name.

    b. Point out the Bering Sea on the map of Alaska. Have students circle the name of this sea.

7. Introduce a gulf as another natural feature.

    a. Tell students that a gulf is a part of an ocean that is partly surrounded by land.

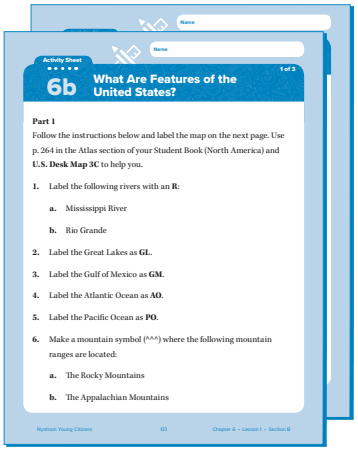
    b. Help students find the Gulf of Mexico.

8. Divide students into eight groups.

    a. Assign each group one of the eight paragraphs on pp. 188–189 of the Student Book.

    b. Ask students to read their assigned paragraphs and locate the natural features first on the map on p. 189 of the Student Book and then on **U.S. Desk Map 3C**. Not all features have labels on the desk map; assist students as needed.

9. Have students clean, collect, and put away materials.


Activity Sheet 6b

Summarizing and Assessing

Have students complete Part 1 of **Activity Sheet 6b**. Save the activity sheet for the next lesson.

Modifications for Differentiation

Above Challenge students to read the *National Geographic Kids United States Atlas*, or similar texts, and identify other natural features.

Below The natural features include many specific vocabulary words (gulf, sea) that will be difficult for students to understand. Showing images may only confuse students since a sea, a gulf, an ocean, and a lake can all look the same. Emphasize general understanding rather than specific definitions by sorting names into two categories: natural features that are water (river, gulf, lake, sea, ocean) and natural features that are land (canyon, mountains).

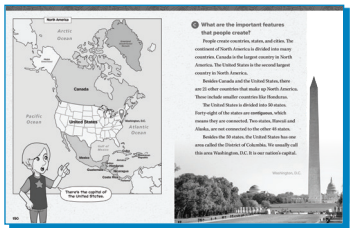
ELL In addition to the Below modification, write these words on the board—**river**, **lake**, **ocean**, and **mountain**—and review their definitions. Work with students in a group and give clues such as "These large lakes are in the northern part of the country" and "This river runs from north to south in the middle of the country."

Extending

Science Have students use spray bottles to simulate rain on the **Raised Relief Map**. Review how water flows from high land to low land and collects in the lowest places. Ask students which lands are the wettest and why. (The lowest lands are the wettest, because water flows from high land to low land.)

C What are the important features that people create?

Geography · Critical Thinking



pp. 190–191

New Vocabulary

contiguous

Review Vocabulary

human feature

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 6b
- Think Book

Objectives

Students will be able to:

- Label major countries in North America.
- Locate students' own state capital on a United States map.
- Label Washington, D.C.
- Identify multiple features created by humans.
- Distinguish human-made features from natural features.

Vocabulary Focus
Introduce in the context of reading.

Getting Started

1. Review the section question by asking students to turn and talk with a partner about the section question: "What are the important features that people create?"
2. Ask partners to report and create a list on the board of their responses.

Online Activities

- What Are the Important Features That People Create?

Literacy Links

- *Engineering: Feats and Failures,* by Stephanie Paris

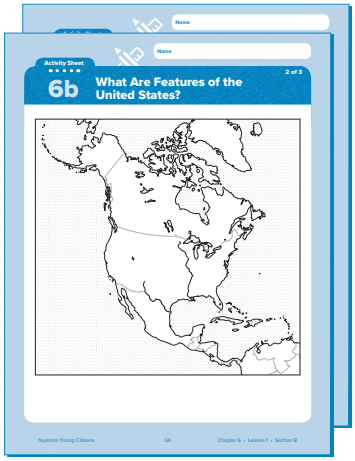
Teaching

1. Starting with map skills, distribute **U.S. Desk Map 3C**.
2. Tell students to guess the important feature created by humans that you are thinking about by giving them these clues. Say:
   a. I'm thinking of something that is made by humans. Every state has one of these.
   b. The map key has a special symbol for this human feature. (state capital)
   c. If more clues are needed, give the specific name of the state capital for your state.
3. Introduce *capital* vs. *capitol*.
   a. Write *capital* and *capitol* on the board. Ask students to raise their thumbs silently when they can see the difference between these two words.
   b. Tell students that *capital* and *capitol* sound the same, but they have different spellings. They have different meanings too. A *capitol* is a building where leaders meet to make laws and rules; *capital* is the city that building is in. Each state has its own capitol building in its capital city.
   c. Ask students to write these words and their definitions in their **Think Books**. Draw a quick sketch of a building by the word *capitol*. Draw the outline of a state with the map symbol for capital (a red star in a circle).
   d. Look at **U.S. Desk Map 3C**. Ask students to find and point to Washington, D.C. Explain that this is the capital for the whole country. Explain that Washington, D.C. is not located in any state. The country's capital is an area called a district. D.C. stands for District of Columbia.
4. Read the Student Book.
   a. Remind students that both kinds of "capitals" are human features. So are countries, states, and the boundaries for countries and states.
   b. Read p. 191 of the Student Book to students, stopping after each paragraph to look at **World Desk Map 3D**. Explain that not all the countries are visible on this map because some countries are very small.

c. Point out the vocabulary word *contiguous*. Show students how it looks like the word *continuous*, and it also starts like the word *connected*. Tell students that all three words have *con*. *Con* is a prefix that means "with."

Summarizing and Assessing

Have students complete Part 2 of **Activity Sheet 6b**. Go over the answers as a class.



Activity Sheet 6b

Modifications for Differentiation

Above Use online resources or *Engineering: Feats and Failures,* by Stephanie Paris, for these students to explore human features, such as Mt. Rushmore, the Golden Gate Bridge, Willis Tower, and more. Allow students to create an image with a few important facts and add these to a display map. Encourage them to discover human-made features that failed.

Below Expect students to be confused over the meaning of capitol, capital, and contiguous. Rather than singling out these students, involve everyone in creating silent tableaus/scenes. Write each word on a piece of paper to use as a title. Divide students into groups, have them create a scene (capital: voting on a bill, capitol: building a structure, contiguous: everyone in the group with linked arms). Tell them to freeze, take their photo, then print out the photo to add to a word wall. Review the definitions throughout the chapter.

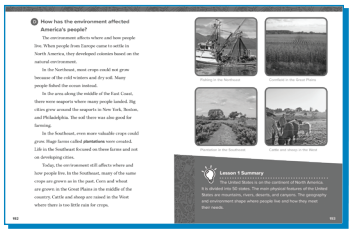
ELL In addition to the Below modification, have students point to the United States on the map in Part 2 of **Activity Sheet 6b**. Give clues to help students find the countries. For example, say that Canada and Mexico border the 48 connected—or contiguous—states of the United States; Canada is north, and Mexico is south.

Extending

Geography and Language Arts Assign individuals or partners to find out about the countries in North America. Students can be given specific information to find, such as size, one natural feature, one human feature, type of government, and people groups.

D How has the environment affected America's people?

Geography History



pp. 192–193

New Vocabulary

plantation

Review Vocabulary

natural environment

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Literacy Links

- *The Compass Rose and Cardinal Directions*, by Caitlin McAneney

Objectives

Students will be able to:

- Find locations using cardinal directions.
- Describe how the environment affected America's people.

Vocabulary Focus

Introduced in Teaching.

Getting Started

1. Distribute **U.S. Desk Map 3C** and map markers.
2. Ask students to point to the compass rose. Note that only "N" is labeled. Explain that this stands for north. Make sure students know the other three points on the compass rose are east, south, and west. A mnemonic device such as "Never Eat Soggy Waffles" may help them remember the order of the cardinal directions (clockwise).
3. Locate the capital for your state. Identify states that are north, east, south, and west. Repeat as necessary.
4. Introduce the terms northeast and southeast. Explain how to use the compass rose to find the north and the east regions of the United States, then point to the area between.
5. Ask students to guess what states would be in the northeast of the United States.
6. Repeat with the southeast, southwest, and northwest directions.
7. Explain that we use these terms to describe areas in the United States and the Student Book will explain what we can find in the northeastern, southeastern, southwestern, and northwestern United States.

Teaching

1. Start the reading by introducing the word *plantation* by writing it on the board. Explain that a plantation was a large farm. Explain that the Student Book will tell more about where plantations were located.

2. Explain to students that they will go over pp. 192–193 of the Student Book two times but for different purposes.

3. Ask students to listen as you read. They should listen for what things are located in the northeastern, southeastern and western (north and south) United States.

4. Draw symbols on the board that students will use on their maps: for cold , for the ocean , for plantations , for corn , for wheat , for cattle , for sheep .

5. Read aloud the text on p. 192 and go over the images and captions on p. 193 of the Student Book. Pause as necessary to allow students to draw symbols on **U.S. Desk Map 3C** in the northeastern ( for cold,  in the ocean), southeastern ( for plantations,  for corn,  for wheat), and western United States ( for cattle,  for sheep). Go over the answers.

6. Explain to students that they will read pp. 192–193 on their own to answer the section question: "How has the environment affected America's people?"

7. Allow students to read independently and answer the section question in their **Think Books**.

Summarizing and Assessing

Review students' answers in their **Think Books**. Give students cardinal directions and ask them to point to states located in that area of the United States. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to independently read and find the answers to both questions: What can be found in the northeastern, southeastern, and western United States? How has the environment affected America's people? Ask them to write these in their **Think Books**.

Below If students are not able to read the full text independently, direct them to a specific paragraph and allow them to try to read one paragraph independently (suggestion: ask them to read the second paragraph, which has a clear answer to the section question and is short). If students still struggle to read, read chorally.

ELL Review key vocabulary that students will need, including *environment, plantation*, and *raise* (livestock). Help students recall that the climate of northern states is cooler than that in southern states.

Extending

Geography Label the cardinal directions in the classroom. Give students verbal or printed directions such as, "Take two steps west, then three steps to the southeast." Next, explain that we don't always know the directions outside. Explain that the sun comes up in the east and sets in the west. Finally, distribute compasses and explain how to use the compass to determine directions.

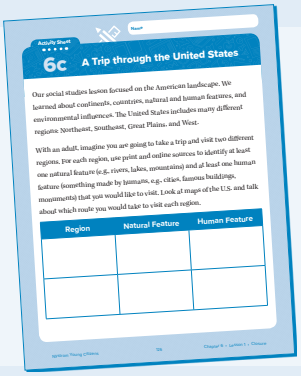
Lesson 1
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them take 2–3 minutes to write answers in their **Think Books**. Table groups can work together on their lists and use the Student Book, **U.S./World Desk Map 3C/D,** and their Think Books to help them. At the end of 2–3 minutes, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. List the seven continents. (Africa, Asia, Antarctica, Australia, Europe, North America, South America)
2. List the five oceans. (Atlantic, Pacific, Indian, Arctic, Southern)
3. List five natural features found in the United States. (mountains, rivers, lakes, forests, deserts, etc.)
4. List at least three human features in the United States. (countries, states, capitals, roads, etc.)
5. Name one kind of job associated with each region:
   - Northeast (fishing)
   - Southeast (farming)
   - West (raising cattle and sheep)
   - Great Plains (farming corn and wheat)


Activity Sheet
6c A Trip through the United States
Our social studies lesson focused on the American landscape. We learned about continents, countries, natural and human features, and environmental influences. The United States includes many different regions: Northeast, Southeast, Great Plains, and West.
With an adult, imagine you are going to take a trip and visit two different regions. For each region, use print and online sources to identify at least one natural feature (e.g., rivers, lakes, mountains) and at least one human feature (something made by humans, e.g., cities, famous buildings, monuments) that you would like to visit. Look at maps of the U.S. and talk about which route you would take to visit each region.
Region | Natural Feature | Human Feature

Review at Home

Ask students to complete **Activity Sheet 6c** with their families at home.

Lesson 2
America's Past

Online Activities

- Vocabulary Activities

Literacy Links

- *If You Were a Kid in the Thirteen Colonies,* by Will Mara
- *National Geographic Readers: Sacagawea*, by Kitson Jazynka
- *The Very First Americans,* by Cara Ashrose

Main Goals

A **How did American Indians live when European explorers arrived?** Describe how different groups of American Indians lived before European explorers arrived.

B **Where did Europeans set up colonies?** Define *colonize* and identify where European settlers came from and where they settled.

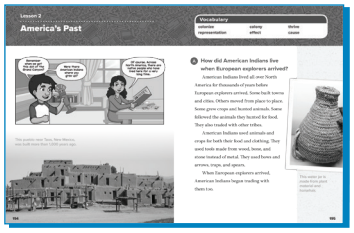
C **How did people live in the British colonies?** Describe the challenges and daily life of settlers in the British colonies.

D **Why did the colonies break away from Great Britain?** Explain why the colonies declared independence from Great Britain.

E **Reading Skills: Cause and Effect.** Identify causes and effects.

A How did American Indians live when European explorers arrived?

Cultures Geography History



pp. 194–195

Review Vocabulary

time line

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Objectives

Students will be able to:

- Recognize that the United States was populated before European explorers arrived.
- Describe ways that American Indians lived before European explorers arrived.

Getting Started

1. Ask students to read the comic on p. 194 independently.
2. Read p. 195 of the Student Book to students.
3. Explain that different groups of American Indians lived in many different ways but today they will look at how three American Indian cultures lived before 1500. Refer to the Time Line of American History on pp. 282–283 of the Student Book (Patriots' Handbook) and help students locate 1500 on the time line. Remind students of the time lines they created in chapter 1, lesson 1, section C, as necessary.

Literacy Links

- *Weave Little Stars into My Sleep: Native American Lullabies,* by Neil Philip

Teaching

1. Identify different cultures of American Indians:

   a. Distribute **U.S. Desk Map 3C** and map markers.

   b. Locate Arizona on Map 3C and ask students to label **SW** in Arizona, New Mexico, and Texas. This represents the Southwestern American Indian culture groups.

   c. Another culture group lived in the Northwest. They lived along the Pacific Coast of what is today Washington and Oregon, and on the islands of eastern Alaska. Write **NW** on these areas of your map.

   d. Another culture group lived in the Northeast. They lived between the Great Lakes and the Atlantic Ocean. Write **NE** on this area of your map.

2. Explain that different cultures often eat different foods and live in different kinds of houses. Create a simple chart on the board and have students copy it in their **Think Books**. Have them use the chart to compare the ways different American Indian cultures used their natural environments:

Cultural Group	Food	Home
Southwest (SW)		
Northwest (NW)		
Northeast (NE)		

   a. Have students look at the Southwest. What are the names of the major natural features in that area? (mountains, deserts)

   b. Have students guess what kinds of food and housing would be available for people in the desert long ago.

   c. Explain that the Southwest Indians lived in an area with very little rain and few trees. Then tell students: "Indians in the Southwest grew corn, beans, and squash near rivers. They also hunted desert animals like antelope and gathered cactus fruit." Have students write **farm**, **hunt**, and **gather** under "Food" in the "Southwest" row.

d. On p. 194 of the Student Book, have students point to the house. Explain that Southwest Indians built houses from mud found in their surroundings. The mud was dried and made into bricks. Have students draw a brick under "Home" in the "Southwest" row.

3. Have students point to the Northwest area. Ask them:

   a. What natural feature is west of this area? (Pacific Ocean)

   b. What food comes from the ocean? (fish)

   c. Tell students that Northwest Indians also hunted deer, whales, and seals. Have students write **fish** and **hunt** under "Food" in the "Northwest" row.

   d. Have students turn to p. 264 of the Student Book (Atlas) and look at the picture depicting Canada. Tell them this picture was taken in the Northwest. Then ask:

      i. What natural resource is found in this area? (wood, river)

      ii. What might the Northwest Indians have used to build their homes? (wood) Explain that Northwest Indians built houses out of wooden boards. Many families lived in one house. Have students draw a log under "Home" in the "Northwest" row.

4. Have students point to the Northeast area. Tell them:

   a. Have them look at the natural features in the Northeast on the map. What are some major natural features in the Northeast? (Atlantic Ocean, Appalachian Mountains, Great Lakes)

   b. Ask students how they could have used those resources for food and housing.

   c. The Northeast Indians grew corn, beans, and squash. They also hunted deer and turkeys. Have students write **farm** and **hunt** under "Food" in the "Northeast" row.

   d. Then say: "The Northeast Indians built houses from logs and tree bark. Like the Northwest Indians, many families lived in one house." Have students draw a log under "Home" in the "Northeast" row.

Summarizing and Assessing

Ask students to reread the comic on p. 194 of the Student Book. Ask if anyone has visited the Grand Canyon; then, ask if anyone knows in which state the Grand Canyon is located. (Arizona) Have students find Arizona on **U.S. Desk Map 3C**. Ask students which American Indian cultural group Carlos's doll probably came from. (Southwestern)

Read the following statements. Have students give a quiet thumbs-up if the statement is true. Call on students to give the correct answer if it is false.

- All American Indians lived the same way. (No, they lived in different ways, according to their culture and surroundings.)
- Northwest Indians lived near the Pacific Ocean. (yes)
- Northeast Indians grew corn. (yes)
- Southwest Indians fished. (No, Northwest Indians fished. Southwest Indians farmed and hunted.)

Modifications for Differentiation

Above Challenge these students to find out what American Indian cultures lived in the areas not mentioned in this lesson, such as the Southeast and Plains. They can also explore other native people groups in places such as Hawaii. Invite them to label the maps with the information they discovered.

Below Students may struggle to locate the places and keep up with the verbal directions. These students may be placed with partners, with one person in charge of locating by pointing and the other in charge of writing. An additional modification is possible by typing out the directions as shown in the Teaching section of this guide and providing the typed directions to students. Ask them to check off the directions as they complete each item.

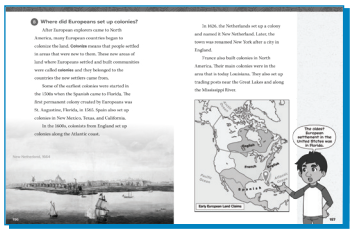
ELL In addition to the Below modification, ask students to recall the meanings of fish, hunt, farm, and gather. As students label their maps, check that they correctly identify southwest, northwest, and northeast.

Extending

Reading Read *Weave Little Stars into My Sleep*, by Neil Philip, to students and show them the photographs of American Indians. Ask students to point out similarities and differences in the clothing and environments of the different groups depicted.

B Where did Europeans set up colonies?

Geography History



pp. 196–197

New Vocabulary

colonize
colony

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Group Activity Cards
- Group Activity Role Cards
- construction paper

Literacy Links

- *Life on Mars*, by John Agee

Objectives

Students will be able to:

- Explain that Europeans came to North America to establish colonies.
- Locate where European settlers came from and where they settled.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Direct students to the section question: "Where did Europeans set up colonies?" Then ask them to look at the map on p. 197 of the Student Book and offer their answers to the section question.
2. Write *colony* and *colonize* on the board. Point out how similar the two words look to each other.
3. Ask students to point to these words in the Student Book, find the definitions in the sentence, and read the definitions to themselves.
4. Write the definitions from the text next to the words on the board.
5. Act out the definitions by labeling each table group or group of students with a fictional name, such as Prats from Pratstonia. Send two of the Prats to the next table group to colonize. Ask such questions as what the Prats might take with them to establish a colony.

Teaching

1. Help students understand where colonists came from and where they settled:
   a. Distribute **World Desk Map 3D** and then on the board, list **Spain**, **Netherlands**, **England** (today called the United Kingdom), and **France**.

b. Have students locate each of these countries on the desk map. Note: Netherlands is abbreviated *Neth*. Point out the abbreviations list in the top left corner of the map.

2. Read the Student Book:

   a. Read the first paragraph on p. 196 of the Student Book to students.

   b. Divide students into groups of four. Each person in the group is responsible for reading about one of the four countries in the next four paragraphs of the Student Book and discovering where the people from that country settled. For example, people from Spain settled in Florida, New Mexico, Texas, and California.

   c. After giving individual students time to read and find their answers, ask students to share with their group.

   d. Complete the **Group Activity Cards**.

Summarizing and Assessing

Check students' learning by playing a matching game with the class. Create simple signs with construction paper: colonizers are one color, while colonies are another. For the colonizers, write the name of one country on each piece of paper: Spain, France, the Netherlands, and England. On the other colored paper, write the name of one colony on each piece, e.g., California, Louisiana, Florida, New York, New Mexico, the Atlantic coast, and the Great Lakes. Hold up two signs at a time, one colonizer and one colony. Students should stand if you are showing a match or remain seated if there is no match.

- France and California (sit)
- France and Louisiana (stand)
- Spain and Florida (stand)
- Spain and New York (sit)
- The Netherlands and New Mexico (sit)
- The Netherlands and New York (stand)
- England and the Atlantic coast (stand)
- England and the Great Lakes (sit)

Feel free to continue the game with other combinations or add different colonies to the mix.

Modifications for Differentiation

Above Challenge these students to learn more about other places where colonies were established, such as Canada, Mexico, South America, the Caribbean, India, and more.

Below Assign the shortest paragraphs to these students during the individual reading. If necessary, use the jigsaw method of grouping where everyone reading the second paragraph sits together and reads the information, then goes back to their table groups to report their answers.

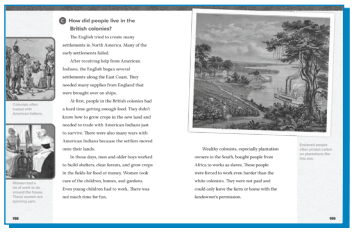
ELL Students may make lists of the states each European country colonized. If you know the students' countries of origin, you can find out if those countries have ever had colonies or have been colonized. This information may help students understand colonial relationships better.

Extending

Science and Writing Read *Life on Mars,* by John Agee, to students. Ask them to write an opinion paragraph about why humans should or should not create a colony on Mars.

C How did people live in the British colonies?

History Reading



pp. 198–199

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 6d
- Think Book

Objectives

Students will be able to:

- Read to find information from the text.
- Give examples of challenges settlers faced in the British colonies.
- Describe daily life for settlers in the British colonies.

Getting Started

1. Setting the context:
   a. Refer to the time line on pp. 282–283 of the Student Book (Patriots' Handbook). Have students point to Jamestown and Plymouth on the time line. Explain that *established* means created or started.
   b. Distribute **World Desk Map 3D** and explain that England is a country on the island of Great Britain. As a result, people from there are sometimes called English and

Literacy Links

- *On the Mayflower,* by Kate Waters
- *Roanoke: The Lost Colony,* by Jane Yolen and Heidi Stemple
- *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy,* by Kate Waters

sometimes called British. Great Britain and England are now part of the United Kingdom. Have students locate the United Kingdom on World Desk Map 3D.

c. Have students flip to **U.S. Desk Map 3C** and find Massachusetts and Virginia. Explain that the Plymouth settlement began in Massachusetts and the Jamestown settlement began in Virginia.

d. Ask students to look at the images on pp. 198–199 of the Student Book and create a list of things they notice from the pictures in their **Think Books**.

Teaching

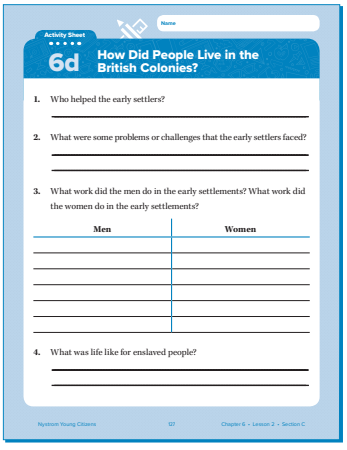
1. Read the first paragraph on p. 198 of the Student Book together.

2. Divide students into small groups. Distribute **Activity Sheet 6d** to each student.

   a. Explain that students are going to work together to learn more about how people lived in the British colonies from the text.

   b. Allow students to work together to read pp. 198–199 and complete the activity sheet.

3. As a class discuss why life was so hard for most colonists: prompt students to imagine scenarios, such as having to work on a farm each day, not having a dishwasher, not having food delivery, etc.


Activity Sheet
6d
How Did People Live in the British Colonies?
Name
1. Who helped the early settlers?
2. What were some problems or challenges that the early settlers faced?
3. What work did the men do in the early settlements? What work did the women do in the early settlements?
Men
Women
4. What was life like for enslaved people?
Nystrom Young Citizens
127
Chapter 6 • Lesson 2 • Section C

Activity Sheet 6d

Summarizing and Assessing

Review answers on **Activity Sheet 6d** with students.

Modifications for Differentiation

Above These students can complete the Extending activity and create a model for the rest of the class to reference.

Below If students need more support, use jigsaw groups: in the first group, students study one paragraph instead of all four. Regroup students and allow each student in the group to share what they learned from their single paragraph.

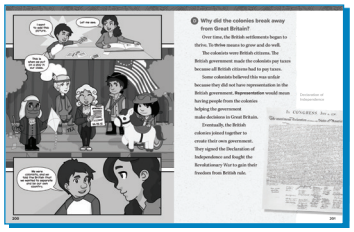
ELL In addition to the Below modification, meet with a small group of students and work through the text together. Allow students to work in pairs to fill out one activity sheet.

Extending

History Find out more about early American settlements by reading the Literacy Links or exploring other print and online resources about Jamestown, Plymouth, St. Augustine, Acoma Pueblo, Fort Nassau, and more. Use **Activity Sheet 6d** as an outline and ask students to find out what they can about the help the settlement received, the problems the settlement faced, and the daily work of the people in the settlement. Allow students to choose how to present their information. Possible suggestions include diorama, PowerPoint, or poster.

D Why did the colonies break away from Great Britain?

History · Information Procession



pp. 200–201

New Vocabulary

representation
thrive

Review Vocabulary

tax

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book

Objectives

Students will be able to:

- Interpret why the colonies declared independence from Great Britain.
- Sequence several events in colonial America.

Vocabulary Focus
Explain in the context of reading and through the tableau used in the Teaching section.

Getting Started

1. Ask students to read the comic on p. 200 of the Student Book.
2. Locate United Kingdom on the **World Desk Map 3D** and confirm that students understand we use many terms for Great Britain, such as Britain and England.
3. Ask students how they would feel if their class rules were written far away in Canada or France. What problems might occur? How could you get the rules changed?

Teaching

1. Read p. 201 of the Student Book to students.
2. Explain that we can use one word as the theme of each of the four paragraphs. Solicit ideas for important words that represent themes from students or suggest the following words/themes and talk about what each of these things are:
    a. Paragraph 1: Thrive
    b. Paragraph 2: Taxes
    c. Paragraph 3: Representation
    d. Paragraph 4: Independence
3. Divide students into groups. Help groups create a tableau or silent picture for their assigned word/theme. For example, a group illustrating taxes could use some students acting out citizens paying taxes on tea and other students shaking their heads "no" at paying the taxes.
4. Reread p. 201. When students hear their paragraph, have them move into the silent tableau and freeze. By the time the page has been read, there should be four silent tableaus that illustrate each paragraph.
5. Discuss what you read.
6. Refer students to the Time Line of American History on pp. 282–283 of the Student Book (Patriots' Handbook).
    a. Ask students to find the year Jamestown was established. (1607)
    b. Explain that Jamestown was the first permanent British colony in America.
    c. Ask students to find the year of the Declaration of Independence. (1776)
    d. Ask students which event happened first: the establishment of British colonies or the writing of the Declaration of Independence. (the establishment of British colonies)
    e. Reinforce that the events discussed in the Student Book happened between the years 1607–1776, and have students point to this part of the time line. Explain that this period ended with the formation of the United States of America as a country.

Summarizing and Assessing

Have students use the Student Book to answer the following questions. Ask students to stand up if the answer is yes and remain seated if the answer is no. If the answer is no, call on a student to give the correct answer.

- Was the Declaration of Independence written before Jamestown was established? (No, Jamestown was established first.)
- Did colonists have to pay taxes? (Yes)
- Did colonists have representation in the British government? (No, the colonists were taxed without representation.)
- Did the colonies join together to fight Great Britain in the Revolutionary War? (Yes)
- Was the United States formed in 1776? (Yes)

Modifications for Differentiation

Above Ask these students to use **U.S./World Desk Map 3C/D** to locate the events and locations from the time line and identify them with a map marker.

Below Watch for those students who struggle to focus on multiple materials at the same time. Ask students to put away the Student Books after the silent tableaus. These students may need more help and explanation with sequencing. In addition, students may need hints and/or page number references to help with the Summarizing and Assessing activity.

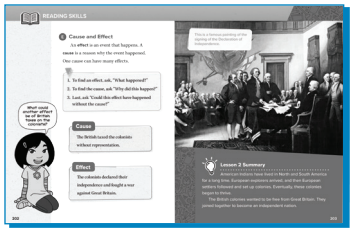
ELL In addition to the Below modification, remind students to start on the left, or earliest part of the time line in the Patriots' Handbook and move to the right.

Extending

History Read descriptions of the Declaration of Independence and U.S. Constitution on p. 280 of the Student Book to students. Then extending the idea of using a word to represent a theme, create a class alphabet book that uses one word about the British colonial settlements and their fight for independence for each letter of the alphabet.

E Cause and Effect

History · Critical Thinking



pp. 202–203

New Vocabulary

cause
effect

Materials

- Student Book
- Activity Sheet 6e

Online Activities

- Cause and Effect

Literacy Links

- *Fortunately, Unfortunately,* by Michael Foreman

Objectives

Students will be able to:

- Define *cause* and *effect*.
- Infer cause and effect of personal and historical events.

Vocabulary Focus
Introduced in Getting Started and Teaching activities.

Getting Started

Drop a book or pencil on the floor. Then ask students why the object is on the floor. Explain that the *cause* (letting go of the object) led to the *effect* (the object on the floor).

Teaching

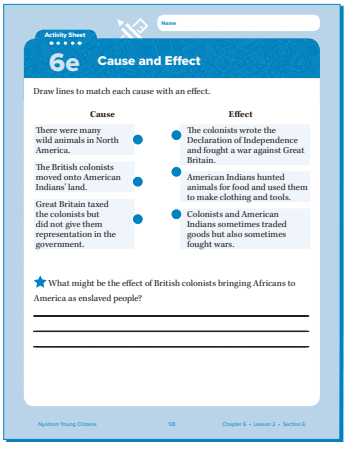
1. Read p. 202 of the Student Book together.
2. Model causes and effects:
   a. List the following on the board:

Cause	Effect
	I have a stomachache.
	I fell asleep in class.
	I got 100% on my test.
	I bought a new toy.

   b. Choose one and model thinking about the possible cause or causes that match the effect. For example, a cause for falling asleep in class could be that I stayed up too late last night.
   c. Ask students to turn and talk to their partner about other causes that match the effects.

Summarizing and Assessing

Ask students to complete **Activity Sheet 6e**. Check for accurate answers. Reteach as necessary.



Activity Sheet 6e

Modifications for Differentiation

Above Ask these students to read *Fortunately, Unfortunately,* by Michael Foreman, or explore additional texts and identify causes and effects. Allow them to share with the class at the end of the lesson.

Below Read the activity sheet introduced in Summarizing and Assessing to students before they start working independently.

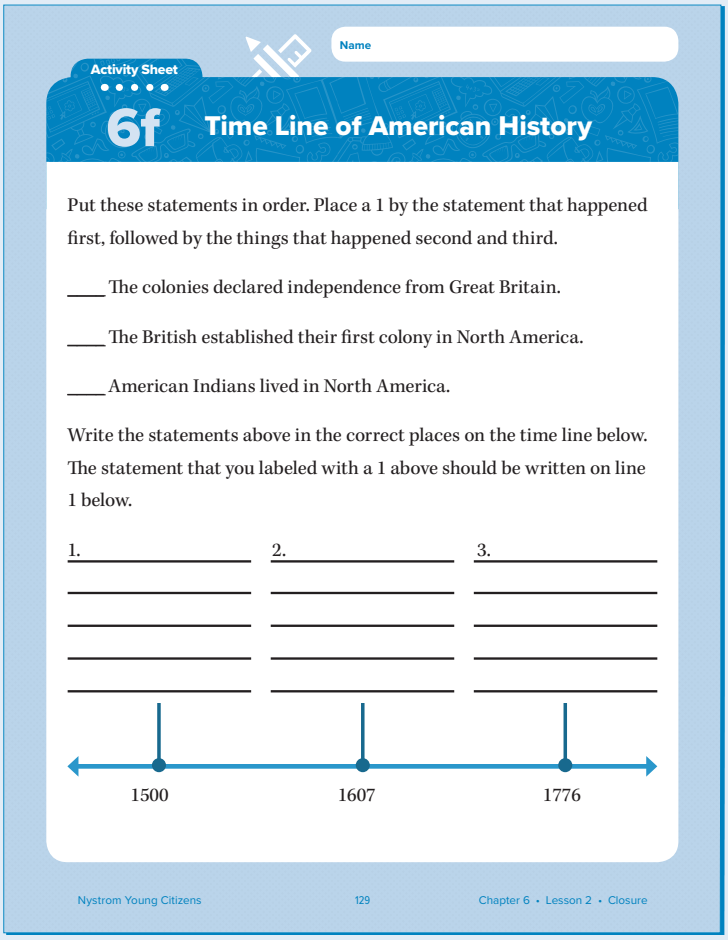
ELL Students may need to see more examples before working independently. Pull a small group of students. Choose an effect, talk about possible causes, and illustrate these causes and effects with quick pencil sketches to provide a visual tag.

Extending

Language Arts Ask students to imagine what would have happened if the causes and effects in history were changed. Direct them to look at **Activity Sheet 6e** and think about changing the effects. For example, what would have happened if the Spanish had set up more settlements in the colonies than the British? What would have happened if the British had won the Revolutionary War? After discussing this as a class, ask students to write one paragraph about what might have happened differently.

Lesson 2
Closure

Read the lesson summary on p. 203 aloud. Distribute **Activity Sheet 6f** and have students complete the assignment. Review as a class.



Name

Activity Sheet

6f Time Line of American History

Put these statements in order. Place a 1 by the statement that happened first, followed by the things that happened second and third.

____ The colonies declared independence from Great Britain.

____ The British established their first colony in North America.

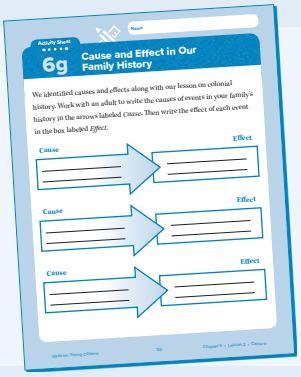
____ American Indians lived in North America.

Write the statements above in the correct places on the time line below. The statement that you labeled with a 1 above should be written on line 1 below.

1. _____ 2. _____ 3. _____

1500 1607 1776

Nystrom Young Citizens 129 Chapter 6 • Lesson 2 • Closure



6g Cause and Effect in Our Family History

We identified causes and effects along with our lesson on colonial history. Work with an adult to write the causes of events in your family's history in the arrows labeled *Cause*. Then write the effect of each event in the box labeled *Effect*.

Cause Effect

Cause Effect

Cause Effect

Review at Home

Ask students to complete **Activity Sheet 6g** with their families at home.

Lesson 3

American Government and Citizens

Online Activities

- Vocabulary Activities

Literacy Links

- *How the U.S. Government Works*, by Syl Sobel
- *If You Were There When They Signed the Constitution*, by Elizabeth Levy
- *A Very Important Day*, by Maggie Rugg Herold

Main Goals

A **Why does the United States have a Constitution?** Describe why the U.S. Constitution was created and the basic freedoms it provides.

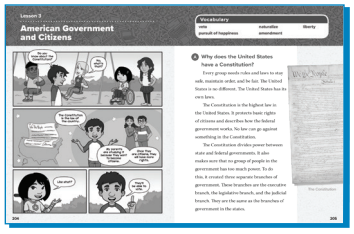
B **How does the U.S. government work?** Identify the three branches of the U.S. government and their roles in creating a law.

C **Who are American citizens?** Identify how people become citizens of the United States.

D **What are the rights and responsibilities of American citizens?** Define the difference between rights and responsibilities and describe the role citizens play in the government.

A Why does the United States have a Constitution?

Civics History



pp. 204–205

Review Vocabulary

rule

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Explain the purposes for the U.S. Constitution.
- Describe basic freedoms under the U.S. Constitution.
- Discuss why powers are divided between the different branches of government.
- Restate why powers are divided between state and federal governments.

Getting Started

1. Remind students of the class activity where they discussed why they have school rules (activity for chapter 2, lesson 1, section B). Tell students that just like schools have rules, our country also needs some rules. The U.S. Constitution is the highest law in our country.

2. Refer to the U.S. Constitution on p. 280 of the Student Book (Patriots' Handbook).

3. Look at the Time Line of American History on pp. 282–283 of the Student Book. Have them find the Declaration of Independence and the Constitution. Remind students that the Declaration of Independence was the document that said we were free and independent from Great Britain. The U.S. Constitution was written after we defeated the British and set up our own government.

4. Ask students to read the comic on p. 204 of the Student Book.

Teaching

1. Remind students of the section question: "Why does the United States have a Constitution?" Ask them to write this question in their **Think Books**.

2. Explain that they will be reading the Student Book to find answers. Emphasize there is more than one answer and that each paragraph has several answers.

3. Divide students into groups. Assign p. 205 of the Student Book. Ask them to read the paragraphs and find as many answers as possible for why we have the Constitution and write these in their **Think Books**. Answers from the text include:

    - Paragraph 1: stay safe, maintain order, and be fair
    - Paragraph 2: protect basic rights, describes how the federal government works
    - Paragraph 3: divides power between state and federal governments, makes sure no group has too much power, creates three branches of government

4. As a class discuss the following questions:

    a. Why is power divided under the U.S. Constitution?

    b. How does this protect American freedom?

Summarizing and Assessing

Review student responses in the **Think Books**.

Modifications for Differentiation

Above These students may serve as readers and/or scribes for the groups. Additionally, challenge these students to learn more about why the Bill of Rights was added to the U.S. Constitution, as well as what other amendments have been made to the Constitution.

Below These students may need more support for the independent reading/writing. Assign a strong reader to read aloud to the group while the other students listen for answers. A separate student can be assigned to write down the reasons as the information is read. All students would be responsible for verbally answering the section question instead of showing written responses.

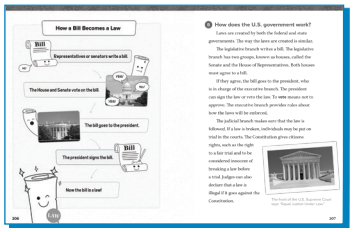
ELL In addition to the Below modification, provide vocabulary support. Tell students that *maintain order* means "keep or create order," and *federal government* means "the country's government." Remind students that *divide* can mean "share." Tell them that a branch is part of a tree, so a branch of government is a part of government.

Extending

History and Language Arts Find out more about the authors of the U.S. Constitution. Using print and online resources, ask students to work individually or in groups to find out more about the men who wrote the U.S. Constitution. Print out images of the writers of the constitution and ask students to write 3–5 statements about the person. Allow groups to share their work.

B How does the U.S. government work?

Civics History



pp. 206–207

New Vocabulary

veto

Review Vocabulary

bill

Materials

- Student Book
- white paper

Literacy Links

- *House Mouse, Senate Mouse,* by Peter W. Barnes and Cheryl Shaw Barnes

Objectives

Students will be able to:

- Recognize that the U.S. Congress makes laws.
- Tell the roles of the U.S. Congress, the U.S. president, and the judicial branch in writing laws.
- Demonstrate how a bill becomes a law in the federal government.

Vocabulary Focus

Write *veto* on the board, as well as its definition: not approve. Explain that it comes from another language, Latin, and originally meant "I refuse." Then explain that only one person in the federal government has the power to veto. Ask them to predict who that person is. Tell them that they will find out as they read the text.

Getting Started

1. Ask students who the president is. Then ask what a president does. If necessary, make the following points:
   a. The president is the leader of our country.
   b. The president makes important decisions.
   c. The president works to solve problems and help all Americans.
2. Explain what Congress is. Tell students:
   a. The president of the United States doesn't work alone.
   b. The president works with members of Congress.
   c. Congress meets in Washington, D.C.
   d. Congress makes laws.
   e. Congress has hundreds of members.
   f. There are two senators from each state in Congress. (Write **senator** on the board.)

g. There is also at least one representative from each state in Congress.

h. These senators and representatives represent, or speak for, the people of their state.

Teaching

1. Ask students to look at the diagram on p. 206 of the Student Book and try to explain how a bill becomes a law.
2. Read p. 207 of the Student Book. Pause at the end of each paragraph and reference the diagram. Use the diagram and the text to help explain.
3. Now tell students they will try to solve a problem by using the way laws are made. As a class, create a list of class problems.
4. As a class, decide on a single problem. You may want to select the problem to speed up the process.
5. Have students propose solutions. Discuss the advantages and disadvantages of the proposed solutions.
6. Divide the class into representatives and senators. There should be more representatives because the House of Representatives has more than four times as many members. Tell them you will be the president.
7. Have each group meet to write their own version of a solution on a sheet of paper and then vote on it.
8. Now point out that both groups have to produce the same bill, so the versions need to agree. Have the class revise the two bills to match each other.
9. Have both groups vote on this new bill. If they approve it, have a student from each group give you a written copy of the bill.
10. As president, hold a written copy of the new bill. Tell students you will accept it or veto it. Then point out that it is your responsibility as teacher/president to enforce this new rule, if you accept it.

Summarizing and Assessing

Assess students' understanding of the section by asking the following questions:

- Congress is talking about a solution to a problem. Is it a bill or a law? (bill)
- Congress approves the idea. Is it a bill or a law? (bill)
- The president signs it. Is it a bill or a law? (law)

Modifications for Differentiation

Above Challenge these students to find out how other countries make laws using print and online resources.

Below Make the abstract concepts in this lesson more concrete by acting out a simplified version of how a bill becomes a law. Make signs that say executive branch, legislative branch, Senate, House of Representatives, and bill. Assign students to each of the positions mentioned in the text. Move a bill through each of the branches as you narrate what's happening.

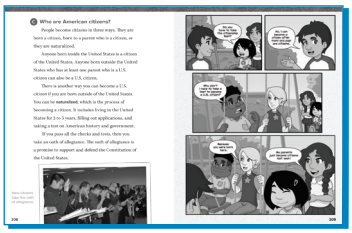
ELL In addition to the Below modifications, provide vocabulary support: *refuse* means "to say no"; Congress is the name for the legislative branch of government, which includes two parts, or houses; a *trial* is when a person who knows the laws very well decides if a person has broken a law; *innocent* means that someone did not do anything wrong. Draw a simple flowchart of how a bill becomes a law to help students understand this process.

Extending

Civics Help students find out who their state's senators and representatives are. Find out what bills they are discussing or most recently discussed. Encourage students to write letters or emails to the representatives and senators and explain that they are learning about their national government.

C Who are American citizens?

Civics Geography



pp. 208–209

New Vocabulary

naturalize

Review Vocabulary

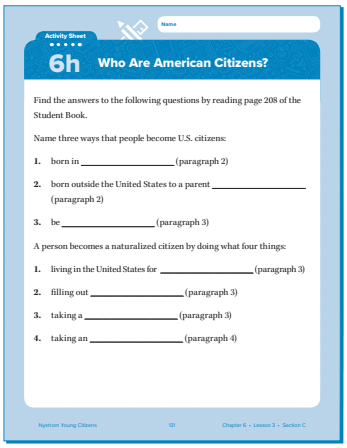
citizen

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 6h

Literacy Links

- *Becoming a Citizen*, by Sarah De Capua
- *Citizenship*, by Ann-Marie Kishel
- *We Are Citizens*, by Laine Falk



Activity Sheet 6h

Objectives

Students will be able to:

- Outline how people become U.S. citizens.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Remind students of the definition of *citizen* (from chapter 2, lesson 3, section A).
2. Write *naturalize* on the board, along with its definition: the process of becoming a U.S. citizen if you were born outside of the United States.
3. Ask students to read the comic on p. 209 and find ways that people can become U.S. citizens. Rather than verifying their answers, tell them that the text will give us more information about becoming a U.S. citizen.

Teaching

1. Allow students to read p. 208 of the Student Book independently.
2. Give students **Activity Sheet 6h** to complete as they read the text.
3. Ask students to revisit the comic on p. 209 and compare their answers from the Getting Started activity with the answers they discovered in the text.

Summarizing and Assessing

Review students' answers for **Activity Sheet 6h** and reteach or reread the Student Book as necessary.

Using **U.S./World Desk Map 3C/D**, ask students to locate the places and then raise a silent thumb if the person from the scenario is a citizen or not.

1. Find Argentina. Marco was born in Argentina. His mother was born in Argentina and his father was born in Oregon and is a U.S. Citizen. Is Marco a U.S. citizen? (yes)

2. Find China. Yu was born in China. She moved to California and took the test and oath to become naturalized. Is Yu a U.S. citizen? (yes)

3. Find Texas. Phillipe's father was born in France. His mother was born in Mexico. Phillipe was born in Texas. Is Phillipe a U.S. citizen? (yes)

Modifications for Differentiation

Above Challenge these students to answer some of the study questions from the test to become a naturalized U.S. citizen using print and online resources.

Below If students need additional support completing **Activity Sheet 6h**, model finding the first 1–2 answers together in a small group. Allow students to complete the sheet with their group.

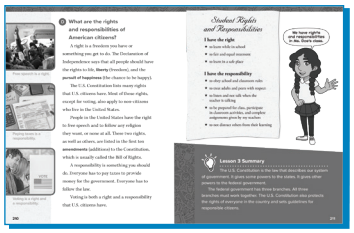
ELL In addition to the Below modification, read aloud p. 208 sentence by sentence and have students echo read.

Extending

Civics and Language Arts Invite a naturalized citizen to speak or write to the class and explain why they chose to become a citizen. Ask students to create interview questions prior to the class visit.

D What are the rights and responsibilities of American citizens?

Civics History



pp. 210–211

New Vocabulary

amendment
liberty
pursuit of happiness

Review Vocabulary

responsibility
right

Objectives

Students will be able to:

- Describe rights and responsibilities of U.S. citizens.
- Compare and contrast rights and responsibilities.

Vocabulary Focus
Introduce in Getting Started.

Getting Started

1. Review the definition of *rights* and *responsibilities* from chapter 1, lesson 2, section B.

Materials

- Student Book
- Activity Sheet 6i
- Think Book
- glue

Online Activities

- What Are the Rights and Responsibilities of American Citizens?

Literacy Links

- *The Bill of Rights: Protecting Our Freedom Then and Now,* by Syl Sobel

2. Write the three vocabulary words and their definitions on the board. Ask students to choose two of the three words from the vocabulary list that they think are the rights of U.S. citizens. (liberty, pursuit of happiness)

3. Remind students that citizens should behave responsibly by obeying rules and laws.

Teaching

1. Read p. 210 of the Student Book to students or allow them to read independently.

2. Ask students what rights people in the United States have. (say what they want, belong to whatever religion they want, not belong to any religion)

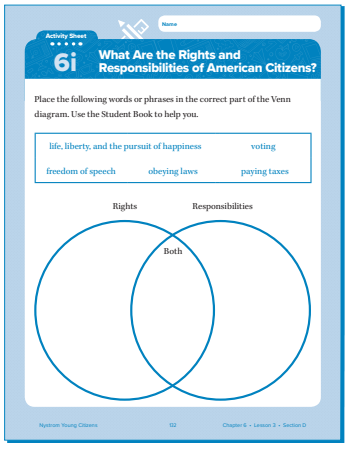
3. Ask students why voting is important. (people vote to choose leaders) Point out that voters need to make good decisions.

4. Ask students why paying taxes is important. (government needs money to pay for goods and services used by everyone)

5. As a class, talk about what other responsibilities citizens and people in the United States have. If they are having problems, give examples such as serving in the military, obeying laws, and serving on juries.

Summarizing and Assessing

Have students complete **Activity Sheet 6i**. Check students' answers. Then have students glue the activity sheet into their **Think Books**.


Activity Sheet
6i
What Are the Rights and Responsibilities of American Citizens?
Name
Place the following words or phrases in the correct part of the Venn diagram. Use the Student Book to help you.
life, liberty, and the pursuit of happiness
voting
freedom of speech
obeying laws
paying taxes
Rights
Responsibilities
Both

Activity Sheet 6i

Modifications for Differentiation

Above Challenge these students to learn more about the responsibilities of citizens, such as those who serve on a jury or elected officials. Allow students to create a job announcement that lists the responsibilities, costs, and benefits of working in one of these areas.

Below Pair students to complete **Activity Sheet 6i** during Summarizing and Assessing.

ELL Provide additional experience with the vocabulary by creating actions of images for the vocabulary words. In addition to allowing students to work in pairs to complete **Activity Sheet 6i** during the Summarizing and Assessing activity, read the remaining statements and answers to students.

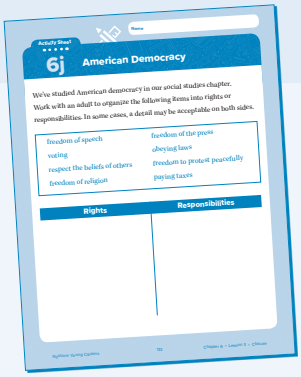
Lesson 3
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in 2–3 minutes in their **Think Books**. Table groups can work together on their lists and use the Student Book and their Think Books to help them. At the end of 2–3 minutes, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. Why does the United States have a constitution? (to establish our government, to divide power)
2. How does a bill become a law? (It must be voted on and passed in Congress, then signed by the president.)
3. What are three ways that people can become American citizens? (being born in the U.S., having a parent with American citizenship, becoming naturalized)
4. What are two rights of American citizens? (freedom of speech, freedom of religion, etc.)
5. What are two responsibilities of American citizens? (paying taxes, voting, etc.)


Activity Sheet

Name

6j American Democracy

We've studied American democracy in our social studies chapter. Work with an adult to organize the following items into rights or responsibilities. In some cases, a detail may be acceptable on both sides.

freedom of speech
voting
respect the beliefs of others
freedom of religion
freedom of the press
obeying laws
freedom to protest peacefully
paying taxes

Rights | Responsibilities

Review at Home

Ask students to complete **Activity Sheet 6j** with their families at home.

Lesson 4

American Patriotism

Online Activities

- Vocabulary Activities

Literacy Links

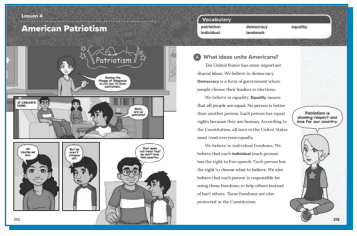
- *America the Beautiful: A Pop-up Book*, by Robert Sabuda
- *I Pledge Allegiance*, by Pat Mora
- *What's Great about Washington, D.C.?* by Rebecca E. Hirsch

Main Goals

- **A** **What ideas unite Americans?** Identify the three core ideas that unite American citizens.
- **B** **Researching Skills: Reading a Primary Source.** Identify key aspects of a primary source that will support understanding of the source's information.
- **C** **What are important symbols of our country?** Identify national symbols and explain their importance.
- **D** **What are some important national landmarks?** Identify national landmarks and explain their purpose.
- **E** **What do American holidays celebrate?** Identify the people and ideas that Americans honor and celebrate.

A What ideas unite Americans?

Civics · History · Reading



pp. 212–213

New Vocabulary

democracy
equality
individual
patriotism

Review Vocabulary

idea

Objectives

Students will be able to:

- List three ideas that unite Americans.
- Define *democracy*, *equality*, and *individual freedom*.
- Identify important Americans who exemplify the values that unite us.

Vocabulary Focus
Introduce in Getting Stated.

Getting Started

1. Read the comic on p. 212 as a class.
   a. Point out the term *patriotism*. Write it, along with the definition, on the board. Underline *patriot* within the word *patriotism*. Ask students to guess what the word *patriot* means. (people who love or respect their country)

Materials

- Student Book
- Leveled Student Readers
- Images of Patriotism
- Think Book
- poster paper

Literacy Links

- *Paul Revere: American Freedom Fighter*, by Will Mara
- *Traitor: The Case of Benedict Arnold*, by Jean Fritz
- *Will You Sign Here, John Hancock?* by Jean Fritz

b. If possible, show images of people demonstrating patriotism, such as honoring military personnel, folding the American flag, peaceful protest demonstration, Fourth of July parade.

2. Give examples of what *unite* means. It is also useful to explain what unite does not mean.

3. Explain that the text will introduce three ideas that unite Americans.

Teaching

1. Divide students into groups. Assign each group one of the ideas that unites Americans (highlighted in bold on p. 213 of the Student Book: democracy, equality, individual freedoms). Ask them to read the accompanying paragraph. Point out that these are just some of the ideas that unite Americans. Each group should then do the following:

   a. Write down the idea that unites Americans on large poster paper.

   b. Write an example of that idea.

   c. Draw an image that represents the idea.

   It will be useful to ask groups to create a rough draft of their poster before creating the actual poster. During this time, monitor groups' responses for accuracy.

2. Let each group share their posters. Then ask them if they think that having ideas that unite us means that Americans always agree. Allow students to respond. Emphasize that we can share beliefs but still have different points of view for how to achieve these beliefs.

3. Tell students that reading about the lives of important Americans can help us see how these ideas become reality. Have students read the **Leveled Student Readers**. Emphasize that students should look for ideas like democracy, equality, and individual freedoms (and any others, like freedom of opportunity) in the reading.

Summarizing and Assessing

Ask students to write the section question ("What ideas unite Americans?") in their **Think Books**. Underneath, they should write the three ideas that unite Americans, along with any other ideas that you have discussed as a class or read about. If time, have them copy some of the examples and images shown on the posters.

Modifications for Differentiation

Above These students are most likely to be able to read the text and explain it to others. Consider identifying these students as the readers for each group in advance and giving them the job of being the reader and facilitator for their groups. Tell them that the facilitator's job is to make sure everyone's thoughts are heard before sharing his or her own thoughts. Provide them with some sample questions to ask such as, "What do you think? Why do you think that? What could we draw to show that?" These students can also add the names of the historical figures from the **Leveled Student Readers** to their **Think Books** and explain why each is a patriot.

Below The reading for this section will be challenging. Allow one or two students in the group to read the text aloud. Encourage them to reread the text as they create the ideas for their poster. Monitor groups closely to make sure all students are able to contribute their thoughts, even if they cannot complete the reading independently. Review the vocabulary concepts over multiple days to check for and verify understanding.

ELL In addition to the Below modification, provide additional support for the vocabulary in this section. Explain that when people have shared ideas, they think the same way about something. To illustrate *democracy*, have students recall a time they voted on something. Point out that each student participated in the vote. Tell students that freedom of speech lets people share their ideas, even if other people do not like the ideas, but it doesn't mean people can say mean words to each other.

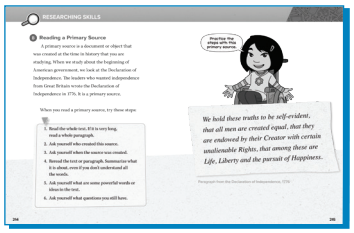
Extending

History and Reading Ask students to read a biography (see Literacy Links) and decide if the person in the text was a patriot or not and give reasons for their answer. Online texts may be printed out about such people as Benedict Arnold to give a broader perspective.

Researching Skills

B Reading a Primary Source

History | Information Processing | Reading



pp. 214–215

Review Vocabulary

primary source

Materials

- Student Book
- Activity Sheet 6k

Online Activities

- Reading a Primary Source

Literacy Links

- *The Gettysburg Address*, by Abraham Lincoln and Michael McCurdy
- *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, by Doreen Rappaport

Objectives

Students will be able to:

- Read a primary source to find the author, time period, and important ideas of the document.

Vocabulary Focus

Introduce in Teaching activity.

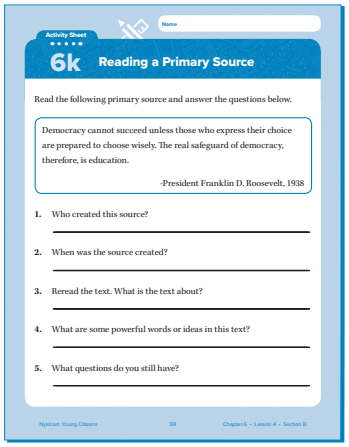
Getting Started

1. Ask students to think about their possible great, great grandmother. Let students know that they might not know much about this great, great grandmother. They might not know what she looks like or her name. Tell them to use their imaginations as best as they can to imagine her and to give her the name Granny.

2. Ask students what they would do if they want to learn more about Granny when she was eight years old. Solicit answers such as looking at old photographs, asking their family members, etc.

3. Then tell them to imagine that Granny's daughter (their grandmother) saved a box of things that belonged to Granny. In the box are some photographs of Granny when she was a child, a diary that she wrote, even a report card that she got in school! Ask them what they could learn from these things. Solicit answers such as what Granny looked like, what kinds of clothes she wore, what kind of grades she had in school, perhaps where she lived.

4. Tell students that when we look at items from the time when someone lived, we're looking at primary sources. Ask students to think about why it might be good to look at primary sources like photos of Granny, her diary, and her report card instead of reading an encyclopedia entry about the time when Granny lived. (we learn more about her, we learn what she thought)


Activity Sheet

Name

6k Reading a Primary Source

Read the following primary source and answer the questions below.

Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.

-President Franklin D. Roosevelt, 1938

1. Who created this source?
2. When was the source created?
3. Reread the text. What is the text about?
4. What are some powerful words or ideas in this text?
5. What questions do you still have?

Nystrom Young Citizens 134 Chapter 6 • Lesson 4 • Section B

Activity Sheet 6k

Teaching

1. Explain that the lesson today is on reading primary sources. Explain that while a photograph can be a primary source, the focus of this lesson is on reading a primary source.
   a. Ask students what might make reading Granny's diary difficult. (writing is hard to read, she wrote using different words)
   b. Tell students that they're going to practice reading even older documents today. The authors of these documents used different words and talked and wrote in ways that we don't talk and write any more.
2. Have students turn to p. 214 of the Student Book, and read the first paragraph to them.
3. Explain to students that they will read an excerpt of the Declaration of Independence on the next page and that the steps on this page will help them read a primary source, even when the words are hard to understand. Emphasize that they can use these steps with any primary source.
4. Read the steps on p. 214 of the Student Book with students.
5. Practice following the steps on p. 214 while reading the excerpt from the Declaration of Independence on p. 215 with students.

Summarizing and Assessing

Have students complete **Activity Sheet 6k** in small groups. Let groups share their responses. Address questions as necessary and lead groups in a review of the activity sheet.

Modifications for Differentiation

Above Challenge these students to look at longer primary source documents, like the full text of the Gettysburg Address. Instruct them to apply the steps in the Student Book to properly analyze the primary source.

Below Students may be overwhelmed with all of the difficult vocabulary. Read the primary sources aloud with expression. If students still cannot get the big ideas, tell them that even historians have to get other people to help them understand some documents. Then, use a think aloud process to model for students how you use the steps of primary document analysis with the example from **Activity Sheet 6k**.

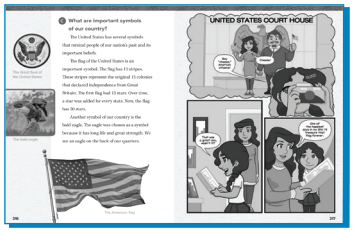
ELL In addition to the Below modification, reread the excerpt phrase by phrase, pausing to explain what each phrase means. Focus on vocabulary that students might already know, like *democracy*, *succeed*, *choice*, and *education*. Refer to applicable Student Book sections and the glossary as necessary. Finally, read the original words again.

Extending

History and Reading Read *The Gettysburg Address*, by Abraham Lincoln and Michael McCurdy, or *Martin's Big Words*, by Doreen Rappaport. Ask students to think about how the images in the texts help them understand new information about the primary documents.

C What are important symbols of our country?

Geography History Reading



pp. 216–217

Review Vocabulary

symbol

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 6I
- map markers
- pieces of red, white, and blue paper

Objectives

Students will be able to:

- Recognize examples of national symbols.
- Explain why we have national symbols and what some of them stand for.

Getting Started

1. Review symbols (distribute **U.S./World Desk Map 3C/D** if needed), asking the following questions:
   a. What is a symbol? (something that stands for something else)
   b. What map symbols have you learned? (mountains, rivers, lakes, coastlines, boundaries, country capitals)
2. Review state symbols from chapter 5, lesson 2, section E.
3. Symbols can also stand for other things. Draw a ♥ on the board and ask: What does this symbol stand for? (love, Valentine's Day)
4. Hold up pieces of red, white, and blue paper and say: What do these colors remind you of? (United States, Fourth of July, the flag)
5. Just as a heart stands for love, there are certain symbols that stand for our country.

6. Red, white, and blue are colors that stand for our country.

7. Ask them to look at the images on p. 216 of the Student Book to identify some other national symbols.

Teaching

1. Ask students to read p. 216 of the Student Book independently.

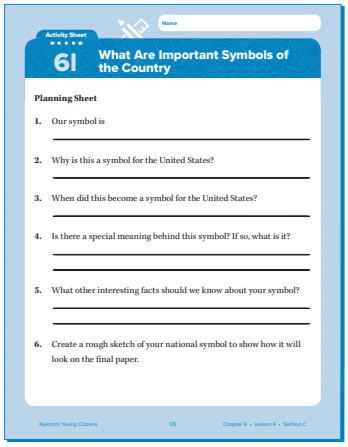
2. Ask students to turn to p. 279 of the Student Book (Patriots' Handbook) and locate the Liberty Bell.

3. Tell them the Liberty Bell can be found in Philadelphia, Pennsylvania, as you distribute **U.S. Desk Map 3C** and map markers. Have them point to this location on their desk maps. Check to make sure they have the right place, and then have them write **LB** for Liberty Bell in Pennsylvania.

4. Tell students they should look for two more symbols of our country on pp. 277–279 and the reasons why they are symbols. Discuss when students complete the reading.

Summarizing and Assessing

Using the information from p. 216 and pp. 277–279 of the Student Book, ask each student to choose a national symbol. Students choosing the same symbol can work in groups to read the information from the text, draw a representation of the symbol, and summarize the history and meaning of the text. Have students complete **Activity Sheet 6I** as a planning sheet before creating their final copy on quality paper for display. Have students clean, collect, and put away materials.


Activity Sheet
6I
What Are Important Symbols of the Country
Name
Planning Sheet
1. Our symbol is
2. Why is this a symbol for the United States?
3. When did this become a symbol for the United States?
4. Is there a special meaning behind this symbol? If so, what is it?
5. What other interesting facts should we know about your symbol?
6. Create a rough sketch of your national symbol to show how it will look on the final paper.
Nystrom Young Citizens 135 Chapter 6 • Lesson 4 • Section C

Activity Sheet 6I

Modifications for Differentiation

Above Challenge these students to find other symbols around the school. Students can make a map of these symbols to be ready to share with the class.

Below If students are overwhelmed shuffling maps and Student Books, ask pairs to work together. Keep the Student Book on one partner's desk and the map on the other person's desk.

ELL Value other national symbols by asking students to share national symbols such as the flag from other countries. If students don't know, look up what the colors mean. This will also help students understand that many countries share the same values.

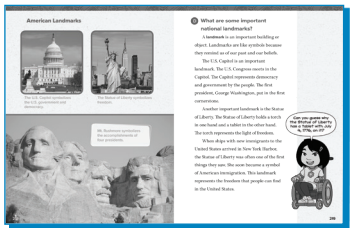
Extending

History Create a time line for the different flags of our country. For example, the flag of the 1780s had 13 stars.

Language Arts Challenge students to think about a new national symbol and write an opinion essay explaining why we need a new national symbol.

D What are some important national landmarks?

Geography History



pp. 218–219

New Vocabulary

landmark

Review Vocabulary

immigration

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Objectives

Students will be able to:

- Name national landmarks.
- Analyze the purpose of landmarks.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Begin by having students identify landmarks in their neighborhood and city. Discuss what makes these landmarks.
2. Review state landmarks from chapter 5.

Teaching

1. Read the first paragraph on p. 219 of the Student Book.
2. Ask students to look at the images on p. 218. Have students read the caption under the U.S. Capitol photo and the second paragraph of the main text on p. 219. Ask them what the Capitol symbolizes and why it is an important landmark. (U.S. government and democracy; because it is where the U.S. Congress meets)
3. After reading the caption for the Statue of Liberty and the third and fourth paragraphs of the main text, ask students what the Statue of Liberty symbolizes and why it is an important landmark. (freedom, independence, and immigration; because it was the first thing seen by many immigrants when they first came to the United States)

Literacy Links

- *Being Teddy Roosevelt: A Boy, a President, and a Plan*, by Claudia Mills
- *National Geographic Readers: Abraham Lincoln*, by Caroline Crosson Gilpin
- *National Geographic Readers: George Washington*, by Caroline Crosson Gilpin
- *Thomas Jefferson for Kids*, by Joseph Eleyinte

4. Allow students to read the text independently. Ask them to think about the question that Leena asks: Can you guess why the Statue of Liberty has a tablet with July 4, 1776, on it?

5. After reading the caption for Mt. Rushmore, ask them what Mt. Rushmore symbolizes. (the accomplishments of four major presidents)

6. Have students turn to pp. 277–279 of the Student Book (Patriots' Handbook). Tell students to find the symbols that have location labels. Tell them that these symbols are also landmarks.

7. Distribute **U.S. Desk Map 3C** and map markers. In small groups, have students find the locations of the landmarks on the desk map. For each landmark, circle the name of the city or state that the landmark is in. If more than one landmark is in a city, circle the city name once for each landmark that is referenced in the book.

Summarizing and Assessing

Review students' maps.

Ask students which place has the most circles. (Washington, D.C.) Ask them why that might be. (It is the nation's capital.) Next, ask students which region of the United States has the most circles. (Northeast) Ask them why they think that might be. If they need hints, remind them of where the original colonies were located and where most people lived at that time. Emphasize that national symbols are not limited to one region, and that they can be found throughout the country. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students research other important American landmarks. Have them write their locations on **U.S. Desk Map 3C**. Then have them share the information with the class.

Below Allow students to read the text together instead of independently if students need more reading support. Additionally, let them talk with a partner or group about their answers to the Summarizing and Assessing questions.

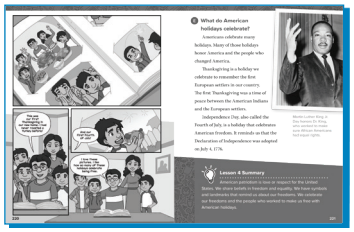
ELL In addition to the Below modifications, explain that the U.S. Capitol is part of the federal (or country's) government, so it is located in the capital city of the United States. Reinforce the difference between *capitol* and *capital*.

Extending

History Find out more about the four presidents on Mt. Rushmore. Divide students into four groups. Assign each group one of the presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Give groups enough books or online sources that each person in the group has at least one source about their group's president. Give students time to explore their sources and learn about their president. If necessary, give them particular categories of information to find such as childhood, education, family, jobs, work as a president, and a time line of their lives. Ask each group to infer why the president would be selected to be on Mt. Rushmore. Allow each group to present.

E What do American holidays celebrate?

Cultures History



pp. 220–221

Materials

- Student Book
- Think Book

Literacy Links

- *House Mouse, Senate Mouse,* by Peter W. Barnes and Cheryl Shaw Barnes

Objectives

Students will be able to:

- List what ideas we honor and celebrate with American holidays.
- Name Americans we honor and celebrate.

Getting Started

1. Focus on the section question:
   a. Write two questions on the board:
   What holidays do Americans celebrate?
   What do American holidays celebrate?
   b. Ask students to look very carefully at the two questions and think about the difference in the way we could answer both questions. (One asks for a list of holidays; the other asks for what we remember or honor with our celebrations.)
2. Ask students which of the two questions matches our section question. (What do American holidays celebrate?) Remind them that the text will tell them what people we remember, or honor, so they need to look for those answers.

Teaching

1. Ask students to read the comic on p. 220 of the Student Book on their own and identify the holidays that are mentioned. Create a chart that lists these holidays. Ask students to create the same chart in their **Think Books**.

Holidays	What does the holiday celebrate?
Thanksgiving	
Independence Day	

2. Read p. 221 with students. Add Martin Luther King Jr. Day to the list of holidays. Create a second column to explain what the holidays celebrate while students add to their **Think Books.** (peace, freedom, equal rights)

3. Tell students to go to pp. 272–274 of the Student Book (Patriots' Handbook). Assign groups of students two of the holidays listed there and add these to the chart they created in their **Think Books**. Different groups of students should read about different holidays.

4. As a class, discuss the answers that students added to their **Think Books**.

Summarizing and Assessing

Review the **Think Book** charts for understanding and accuracy.

Modifications for Differentiation

Above Challenge students to create a time line that shows when each holiday was recognized in the United States. For example, Independence Day, Thanksgiving, and Christmas were approved as federal holidays in the 1870s, but Martin Luther King Jr. Day was not declared a federal holiday until 1983. Challenge students to talk about reasons why they think some holidays were added later.

Below Provide students with a chart that is partially filled out and allow them to fill in the missing components.

ELL Invite students who celebrate other holidays to share in small groups or in the class. Provide support for those who may not celebrate some of the American holidays by showing them images of the specific celebrations and allowing them to compare the celebrations to ones that they celebrate.

Lesson 4
Closure

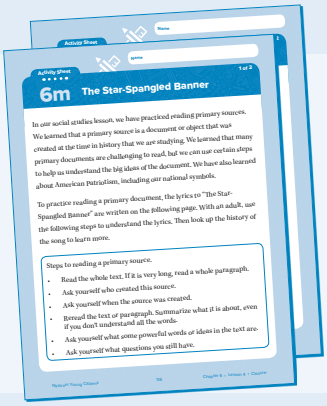
Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Answers will be **I** (for American ideas), **L** (for American landmarks), or **S** (for American symbols). There can be more than one answer because landmarks can also be symbols.

What are each of the following: American idea, landmark, or symbol?

1. Washington Monument (L, S)
2. Individual freedom (I)
3. Democracy (I)
4. Liberty Bell (S)
5. Mt. Rushmore (L, S)
6. Pursuit of happiness (I)
7. Eagle (S)
8. U.S. flag (S)
9. Lincoln Memorial (L, S)
10. Equality (I)
11. U.S. Capitol (L, S)
12. White House (L, S)



Review at Home

Ask students to complete **Activity Sheet 6m** with their families at home.

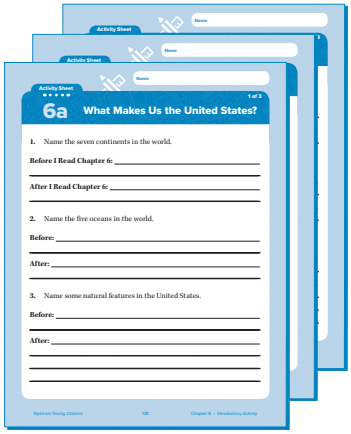
Chapter 6
Review

Review Vocabulary

amendment
canyon
cause
colonize
colony
contiguous
continent
democracy
effect
equality
individual
inhabit
landmark
liberty
naturalize
ocean
patriotism
plantation
pursuit of happiness
representation
thrive
veto

Materials

- Student Book
- Think Book



Activity Sheet 6a

Objectives

Students will be able to:

- Name and locate the continents and oceans.
- Define and identify natural features, symbols, and landmarks of the United States.
- List several of the original 13 colonies.
- Discuss documents that are important to the United States.
- Define *patriotism*.
- Read a diagram.

Getting Started

Ask students to share in groups their responses to the chapter question, "What makes us the United States?" Listen to students' answers and clarify or reteach concepts as necessary.

Teaching

1. Have students return to **Activity Sheet 6a** in their **Think Books**.
2. Have them complete as much as they can of the "After" sections without looking at a map or the Student Book.
3. Using the Student Book and relevant maps, complete the rest of the "After" sections. Review reading a diagram on p. 160. Make sure that students understand the process for how a bill becomes a law.

Summarizing and Assessing

Review and discuss **Activity Sheet 6a** with students. Reteach as necessary.

Modifications for Differentiation

Above Challenge students to use the review sheet to write practice test questions. Use these sample questions for a review game with the entire class.

Below Allow another student to scribe the answers on the review sheet.

ELL Allow students to respond verbally to questions on the activity sheet. Pull a small group of students who would benefit from additional conversations about complex concepts such as patriotism, rights, and responsibilities.

Chapter Test

Distribute and administer the **Chapter 6 Test** (Teacher's Guide pp. 340–343). Assist students as needed.

Chapter 6 Project
Making a Quilt

Materials

Every Day
- Project Checklist
- Project Evaluation

Day 1
- Sample Quilt Block
- large sheet of paper
- pictures of quilts from students or print and online sources

Days 2–5
- Project Plan
- paper cut into squares, e.g., 8" x 8"

Day 6
- butcher paper
- glue

Literacy Links

- *The Elephant Quilt*, by Susan Lowell
- *The Keeping Quilt,* by Patricia Polacco


Civics


History


Writing

Objectives

Students will be able to:

- Discuss ways we honor America.
- List national landmarks, symbols, human features, important American documents, American holidays, and famous Americans.
- Write a paragraph explaining how we can honor America.

Project Description

In this chapter project, students will create a paper quilt to honor American heritage. Students will review and incorporate their understanding of national landmarks, national symbols, famous American documents, famous Americans, natural features, and human-made features within their own state to create the quilt.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Getting Started (Day 1)

1. Review:
    a. Ask students to think how a town, state, or nation can honor the people who are important to them.
    b. Explain that they are going to honor America with a quilt.

Day 1

1. Discuss how quilts are used:
    a. If students have brought in pictures of quilts in their family (as suggested in the Letter Home), share these quilts.

2. Explain how the quilt will be made:

    a. Tell students that each person will have a chance to design a quilt block of their own. They will need to brainstorm ideas for the quilt block, create a rough draft, explain how the quilt block honors America, and make the final version.

    b. Show students a sample quilt block that you have created.

3. Create a master list of quilt block ideas on a large sheet of paper.

    a. Begin by asking students to list some national landmarks and symbols. Have them refer to pp. 277–279 of the Student Book (Patriots' Handbook) if necessary.

    b. Next ask them to list famous American documents.

    c. Ask students to list famous American holidays.

    d. Ask students to list famous Americans.

    e. Ask students to think of natural and human-made features that could also be put on a quilt to honor America.

    f. Ask students if they have any other ideas that should be listed.

Day 2

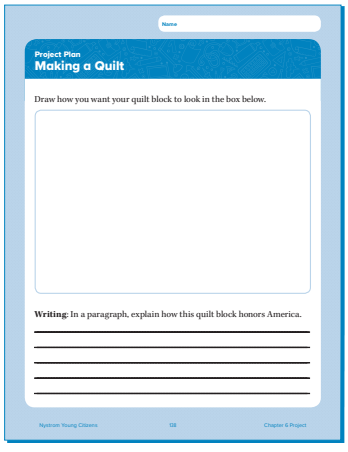
1. Review the list from Day 1. Ask students to consider these suggestions as they design their quilt block. Remind them that they will also need to write an explanation for how their block honors America.

2. Model how to complete the written paragraph describing how the quilt block honors America, as found on the **Project Plan**.

3. Ask students to begin the **Project Plan**.

Days 3–5

1. As students complete the **Project Plan**, ask them to share their work with you. Encourage them to do neat work but evaluate based on the strength of their written explanation.


Name

Project Plan
Making a Quilt

Draw how you want your quilt block to look in the box below.

Writing: In a paragraph, explain how this quilt block honors America.

Nystrom Young Citizens 138 Chapter 6 Project

Project Plan

2. After their written explanations are evaluated, allow them to create a final copy of their quilt block on square pieces of paper.

3. Save students' written explanations for their final sharing time.

Day 6

1. Ask students to share their quilt blocks with the class by showing their work and reading their written explanation.

2. Combine students' quilt blocks to make one large class quilt. This can be accomplished by gluing individual blocks to a large sheet of butcher paper or by attaching individual pieces to one another.

Modifications for Differentiation

Above Challenge these students to help with the measurements. Give them blank quilt blocks and allow them to arrange them in different ways. Ask students to problem solve what to do if there are odd numbers of blocks for some rows (such as if there are 26 quilt blocks). Encourage them to use class voting to decide what extra blocks could be added. Challenge them to figure out the measurements for different arrangements and then find a space that offers the same or bigger measures to display the quilt.

Below It may be helpful to pull a group of these students to talk about what they would put on the quilt block before asking them to actually draw and write. Further modifications can be made by scripting what they offer as an explanation for their quilt block.

ELL In addition to the Below modification, tell students that a quilt is a blanket made from different pieces of cloth. Often each color or piece of cloth has a special meaning. If time permits, read aloud a picture book, such as one listed in Literacy Links.

Rubric

See **Project Evaluation** (Teacher's Guide p. 344).

Extending

Listening and Speaking Allow students to share their final product with other classes in the school.

Civics and History Find out how others have used quilts by exploring the use of quilts during the Civil War. Find out how people use quilts today to honor groups such as veterans.

Math Invite a quilter to talk to the class about how math is used to put a quilt together.

Name

Chapter 6 Test

Circle all of the correct choices.

1. Which of the following are continents?

North America | Europe | Pacific | Africa

2. Which of the following are oceans?

North America | Indian | Pacific | Atlantic

3. Which of the following are natural features in the United States?

Great Lakes | Washington Monument | Mississippi River | Statue of Liberty

4. Which of the following were part of the original 13 colonies?

Massachusetts | Colorado | Virginia | Texas

Name

Chapter 6 Test

Fill in the blanks using the word bank.

U.S. Constitution	holidays	U.S. flag
American Indians	British	Declaration of Independence
Patriotism	taxes	U.S. Capitol

5. The _____ is the highest law in the United States. It protects the basic rights of citizens and describes how the federal government works.

6. The _____ is the document that said we were no longer under the rule of the British. Instead, we would be our own country.

7. The _____ is a symbol of the United States.

8. The _____ is a building located in Washington, D.C. and is a landmark in the United States.

9. Before the colonists came, _____ lived in North America.

10. The _____ established many colonies in North America, including Jamestown and Plymouth.

Name

Chapter 6 Test

11. One reason that the colonists wanted to be independent from the British is because they didn't want to pay _____ without having representation in the British government.

12. _____ means love and respect for our country.

13. Many _____ that we celebrate honor America and the people who changed America.

Write answers to the following questions.

14. What rights do U.S. citizens have?

_____

_____

_____

15. What responsibilities do U.S. citizens have?

_____

_____

_____

Name

16. Use the diagram below to fill in the blanks.

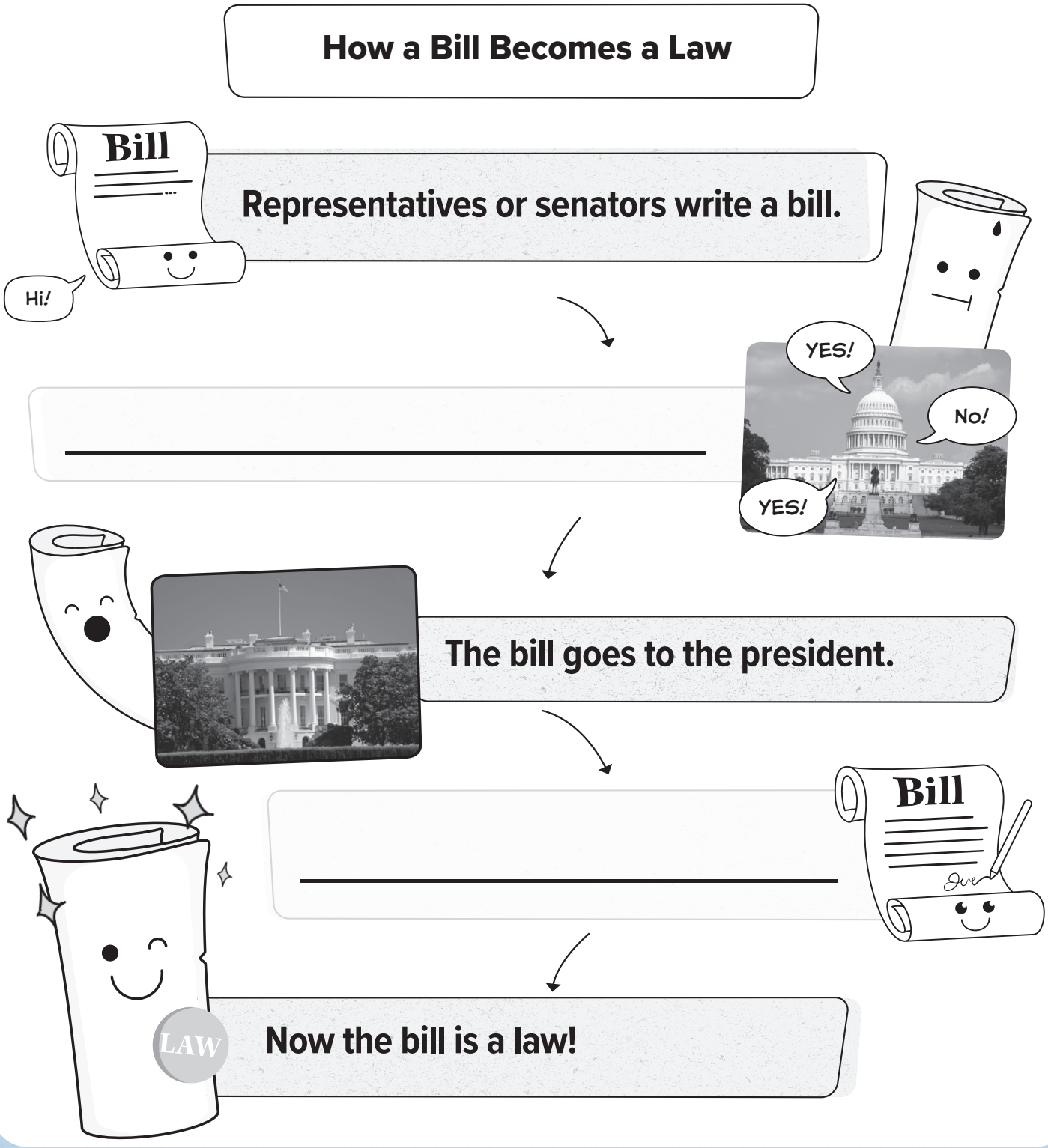


Photo credits: iS/Vacclav; iS/dpetrakov

Student Name:

Chapter 6 Project	Project Evaluation
Topic	
The student chose a quilt block that shows something that is important to our country.	1 2 3 4
Product	
Students created a quilt block and explanation that helped others understand what is important about the United States.	1 2 3 4
The student completed the Project Plan.	1 2 3 4
Presentation	
The student presented the project to the rest of the class in a clear manner.	1 2 3 4

The highest rating is 4.

CHAPTER 7

Compelling Question

How Do People around the World Connect?

Students will learn about several different aspects of our world.

Time Frame: 5 Weeks

1. Students' understanding of their place on earth will grow, as they consider the view of earth from space and narrow their perspective to North America.
2. Students will learn and practice the basic economics present in international trade.
3. They will compare and contrast various countries to the United States.
4. Finally, students will learn about global issues and the methods countries use to resolve them.
5. Students will complete the chapter review, project, and assessment.


Chapter 7

Letter Home

Dear Family,

We are starting the final chapter of our social studies curriculum. Throughout this year, we moved from studying our town to studying our state and our nation. In this chapter, we are studying the world. We will consider the geography of the world, trade between nations, life in other countries, and global issues.

Home and School Connections

Here are some ideas for exploring these topics at home:

- **Help** students develop an awareness of the geography of the world by looking at maps and globes. Check out the weather in other continents to learn more about the climate in different countries.
- **Look** at the labels on your clothing, electronics, toys, and more. Talk about how these goods got to the United States.
- **Check out** a book about a country you want to learn more about from the library and share a read aloud together as a family. What new facts did you learn?
- **Talk** about global issues and solve your family compromises to the solutions.

Preparing for the Chapter Project

Our chapter project will focus on researching a global issue and taking steps to make a positive contribution to children for their peoples. Students will research global issues and select one in class. At the end of the chapter, students will ask you two interview questions about the global issue they select. Here are some other things you can do to help prepare your child for the project:

- **Watch** the news on television or look at news websites and focus on global issues. Talk about what is being done to solve problems around the world.
- **Visit** websites of international aid organizations and charities to see what different groups do to help people.
- **Write** a letter or email with your child to send to a politician about a global issue that concerns you.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialStudies.com using your child's user name and password. The website has safety activities to reinforce what they learn in class.

Have fun exploring the world and making it a better place to live!

Sincerely,

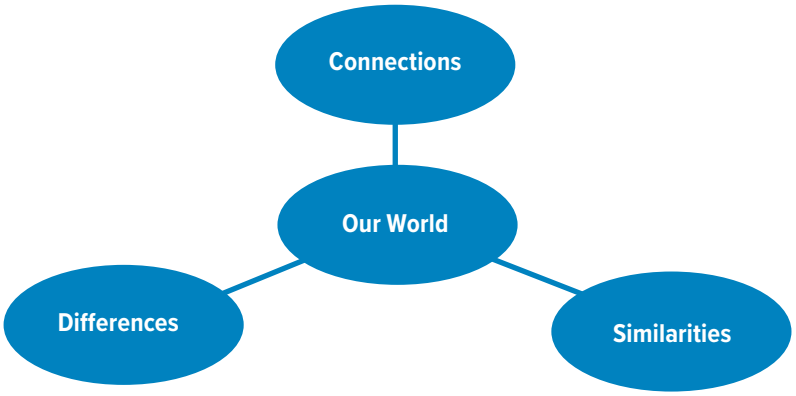
Nystrom Young Citizens 145 Chapter 7 • Letter Home

Letter Home

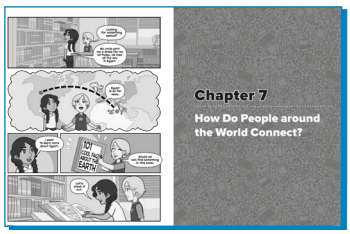
Ask students to share the **Letter Home** with their families.

Chapter 7
Pre-assessment

1. Ask students to name the seven continents.
2. Draw an idea web on the board with **Our World** written in the center. Add the seven continents inside this center bubble.
3. Draw three more bubbles extending from this center bubble: **Similarities**, **Differences**, and **Connections**.
4. Have students copy the idea web in their **Think Books**. Ask students to write one idea in each outer bubble.
5. Discuss answers together. Explain that this chapter will give them more information about these topics.



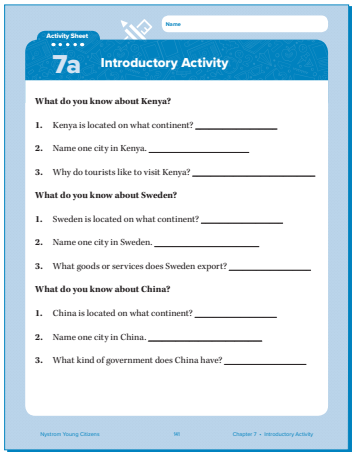
Chapter 7
Introductory Activity



pp. 222–223

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet 7a
- glue


Activity Sheet
7a Introductory Activity
Name
What do you know about Kenya?
1. Kenya is located on what continent? _____
2. Name one city in Kenya. _____
3. Why do tourists like to visit Kenya? _____
What do you know about Sweden?
1. Sweden is located on what continent? _____
2. Name one city in Sweden. _____
3. What goods or services does Sweden export? _____
What do you know about China?
1. China is located on what continent? _____
2. Name one city in China. _____
3. What kind of government does China have? _____
Nystrom Young Citizens 141 Chapter 7 • Introductory Activity

Activity Sheet 7a

Geography | Critical Thinking | Reading

Objectives

Students will be able to:

- Express their comprehension of international communities.

Getting Started

Read the comic on p. 222 of the Student Book.

Teaching

1. Explain that **Activity Sheet 7a** is not a test. Explain that you expect they might not know very many, or even any, of the answers. Tell students that this is actually good because it means they will learn many new things in this chapter.

2. Ask students to complete **Activity Sheet 7a**. Allow them to work in small groups. Allow them to use **World Desk Map 3D** as needed.

3. After students complete the activity sheet, have them glue it in their **Think Books**.

Summarizing and Assessing

Review students' responses to the activity sheet. Identify students who have more background knowledge to serve as helpers. Consider locating outside resources that can deepen their knowledge.

Modifications for Differentiation

Above After completing the activity sheet, have students write five facts they know about Kenya, Sweden, and China. Then have them share their most important fact with the class.

Below Read the activity sheet questions to students. Allow another student to scribe their responses.

ELL In addition to the Below modification, ask students to share information about the country where their parents or grandparents were born.

Lesson 1

Your Place in the World

Online Activities

- Vocabulary Activities

Literacy Links

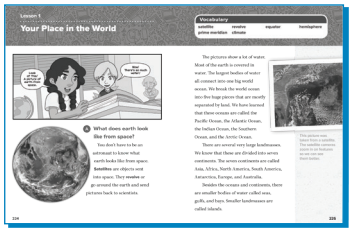
- *P Is for Passport: A World Alphabet*, by Derek Scillian
- *Simon and the Solar System*, by Derek Taylor Kent
- *Top of the World*, by Holly Hobbie

Main Goals

- **A** **What does earth look like from space?** Identify the oceans and continents.
- **B** **How do map lines help us find places?** Identify and use the equator and prime meridian to improve comprehension of maps and globes.
- **C** **What kinds of physical features and climates can we find around the world?** Define climate and describe how it affects where people live.
- **D** **What does our continent look like?** Describe the countries and regions that make up North America.

A What does earth look like from space?

Geography · Information Processing · Reading



pp. 224–225

New Vocabulary

revolve
satellite

Review Vocabulary

continent
ocean

Objectives

Students will be able to:

- Find the oceans and continents of the world on a map.
- Locate natural features of the earth.
- Review a text to find information.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Ask students to turn and talk with a partner to discuss and define, as best they can, what an *ocean* and a *continent* are. After a short time, solicit answers from students as a group.
2. Write *ocean* and *continent* on the board along with their definitions. Ask students to name some other natural features of a continent (not made by humans). (mountains, rivers, lakes, etc.)

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Online Activities

- What Does Earth Look like from Space?

Teaching

1. Divide the class into table groups. Distribute **U.S./World Desk Map 3C/D**, **Activity Globes**, and map markers and have students locate the five oceans and seven continents of the world. Have students circle the names on their desk maps and globes.

2. Locate and identify some of the world's natural features:

   a. Have students write the map title at the top of **World Desk Map 3D**: **NATURAL FEATURES**.

   b. Have students look at the map key for **World Desk Map 3D** and then ask them if symbols for any natural features are shown. (yes: land and water, coastline, mountains, island, lake, river, ocean feature)

   c. Direct students to put an **NF** (for *natural feature*) in front of each of them in the map key, and then have them identify natural features on the desk map.

   d. Ask students if they can find any rivers in South America. Use the marker to trace one.

   e. Ask students if they see any lakes in Africa and have them circle each one.

   f. Ask how mountains are shown. (light shadows) Ask them if they can find any mountains in Asia. Have them draw mountain symbols on one area with mountains.

3. Introduce the vocabulary and write *revolve* on the board. Tell students that revolve means to go around. Ask one student from a table group to revolve around their group.

   a. Holding the **Activity Globe**, ask if they know what the earth revolves around. (sun)

   b. Still holding the **Activity Globe**, ask if they know what revolves around the earth. (moon, satellites) If students do not say *satellite*, say that the text will tell them one other thing that revolves around the earth.

4. Have students look at the images on pp. 224–225 of the Student Book. Ask students what natural features they can see in the pictures. Give students time to read the text, including the comic and the picture caption. Note that the image on p. 225 is a close-up of the image on p. 224.

Summarizing and Assessing

1. Assess students' ability to read maps by asking questions such as:

    a. Which ocean is west of the United States? (Pacific Ocean)

    b. Which ocean is east of the United States? (Atlantic Ocean)

    c. Which continents have coastlines along the Arctic Ocean? (North America, Europe, and Asia)

2. Write the following sentences on the board and/or have them write these in their **Think Books**. Students should use the text to fill in the missing information.

    a. What objects send pictures from space back to the earth? (satellites)

    b. Most of the earth is covered with _____. (water)

    c. Instead of saying there are five oceans, we could say there is _____. (one)

3. Ask students to turn and talk with a partner and answer the section question: "What does earth look like from space?" Monitor their conversation.

4. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students work in pairs or small groups and use child-friendly search engines to find weather satellite images of the United States. Help them find your approximate location on the images and identify how the image relates to your weather.

Below If students cannot read the text independently, allow them to read in partners. If students are not able to follow the verbal directions, model how to locate different features.

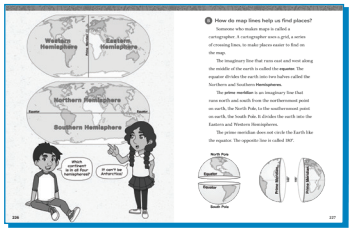
ELL In addition to the Below modification, work with a small group and use an **Activity Globe** to help students identify the five oceans. Have a student trace a path through all the oceans without crossing any land. When the student's path comes close to a continent, have other students name it.

Extending

Language Arts Ask your media specialist for any age-appropriate books about a continent. The Literacy Links are some books students may enjoy.

B How do map lines help us find places?

Geography | Information Processing



pp. 226–227

New Vocabulary

equator
hemisphere
prime meridian

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- map markers

Objectives

Students will be able to:

- Locate the equator and the Northern and Southern Hemispheres.
- Locate the prime meridian and the Eastern and Western Hemispheres.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Divide students into groups and distribute **World Desk Map 3D, Activity Globes**, and map markers. Keep an **Activity Globe** for yourself.
2. Write *North Pole* on the board.
3. Tell students the North Pole is the place farthest north on the earth. Ask students to point to the North Pole on the globe. Have one student in each group label it **NP**.
4. Repeat the same procedure for the South Pole, marking it with **SP**.
5. Ask students to find the place halfway between the North and South Poles.
   a. Write *equator* on the board. Tell students that an imaginary line runs across the middle of the earth. This line is called the *equator*. Point out the equator on your globe. Have groups take turns tracing it with their fingers.
   b. Ask students why the equator is called an imaginary line. (The equator is imaginary because it is not a line you can see on the earth. It is a line on maps and globes.)

Teaching

1. Direct students to look at the maps on p. 226 of the Student Book as you read the text on p. 227. Talk about the names so students know how to recognize and say *Northern Hemisphere*, *equator, prime meridian,* and *Southern Hemisphere*.

2. Locate the Northern and Southern Hemispheres on a globe.

    a. Write *Northern Hemisphere* on the board.

    b. Indicate with your hands the part of the globe from the equator to the North Pole.

    c. Have students in each group put one hand on the Northern Hemisphere and repeat its name. Have each student in the group mark **NH** somewhere in the Northern Hemisphere on their globe.

    d. Repeat the same routine for the Southern Hemisphere, except they should write **SH** around the Southern Hemisphere.

    e. Check students' labels.

3. Locate the Northern and Southern Hemispheres on a desk map.

    a. Repeat with **World Desk Map 3D** by labeling the equator as well as the Northern and Southern Hemispheres.

    b. Point out the North Polar View.

    c. Have students point to the North Pole on the North Polar View and label it **NP**.

4. Locate the prime meridian on the globe. Write *prime meridian* on the board. With your finger, trace the prime meridian on the globe. Tell students that the prime meridian is an imaginary line that extends from the North Pole to the South Pole. It is used to divide the world into an eastern half and a western half.

    a. Have students find the line labeled *prime meridian* on their globes. Then have students take turns following the prime meridian with their fingers.

    b. Have one student in each group trace the prime meridian with a map marker on their globe. Check to make sure their lines do not circle the globes.

    c. Have each student in each group draw two arrows from the prime meridian, passing the globe around the group: one arrow pointing east and one pointing west. If necessary, remind students that east is to the right on the globe and maps and west is to the left.

5. Unlike the equator, the prime meridian does not go all the way around the world. Another meridian, called 180°, completes the hemispheres. Locate the Eastern and Western Hemispheres on a globe.

    a. Write *Eastern Hemisphere* on the board.

    b. Have students in each group put one hand on the Eastern Hemisphere and repeat its name.

    c. Have each student in each group mark **EH** somewhere in the Eastern Hemisphere, passing the globe around the group.

    d. Then write *Western Hemisphere* on the board. Repeat the same procedure and have students write **WH** on the western half of the globe.

6. Check students' markings on the globe.

7. Have students turn to their **World Desk Map 3D**.

    a. Have students find the prime meridian and use their marker to trace it.

    b. Ask them how the prime meridian is different here from the one on the globe. (It is a flat line.)

8. Help students locate the Eastern Hemisphere on the map. Ask:

    a. What half of the map shows the Eastern Hemisphere? (The half east of the prime meridian; right half)

    b. Have students point to the Eastern Hemisphere on their desk maps and label it **EH**.

    c. Use the same procedure to help students label the Western Hemisphere.

9. Check students' labels.

Summarizing and Assessing

Have students in each group point to the following on their globe:

- North Pole
- South Pole
- Equator

- Northern Hemisphere
- Southern Hemisphere
- Prime meridian
- Eastern Hemisphere
- Western Hemisphere

Repeat the activity, using the world desk map.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to use an atlas or more detailed map to report on a continent, country, and natural feature found on each hemisphere as they are discussed.

Below Use an analogy to explain why the imaginary lines on a map are helpful. Have students imagine that they are at home looking for their backpack. Knowing which room the backpack is in helps them find it more quickly. The imaginary lines on the map divide up the earth just like walls divide a home into rooms.

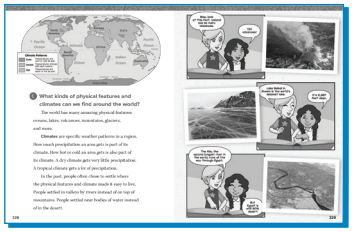
ELL Use a ball of clay to illustrate lesson concepts. Push a pencil into the ball from top to bottom and explain that the places where the pencil sticks out are the poles. Tell students that *hemi* means "half" and *sphere* is the name of a solid ball. Use a plastic knife to cut the clay crosswise into "Northern" and "Southern" hemispheres. Reassemble the ball and cut it lengthwise into "Eastern" and "Western" hemispheres.

Extending

Geography Have students find continents and oceans in hemispheres by playing a game with the **Activity Globes**. One group identifies a continent or an ocean and the other group determines which hemisphere (Eastern or Western) all or most of the continent or ocean is in. Point out that some continents and oceans are in both hemispheres.

C What kinds of physical features and climates can we find around the world?

Geography | Information Processing



pp. 228–229

New Vocabulary

climate

Materials

- Student Book
- Activity Globes
- Think Book
- map markers

Literacy Links

- *Climate*, by Torrey Maloof

Objectives

Students will be able to:

- Explain what climate is.
- Discuss how climate affects where people live.
- Locate areas on a map and describe the climate.

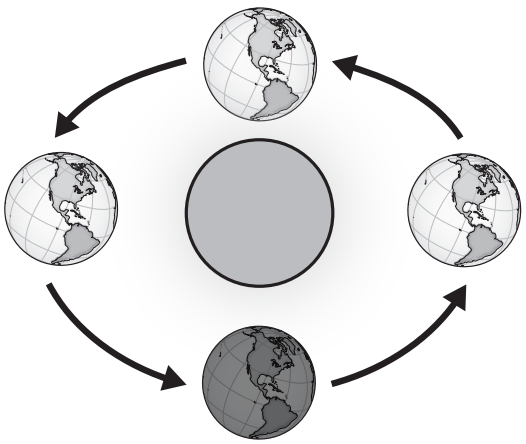
Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Ask students to read the comic on p. 229 of the Student Book to themselves.
2. Write *climate* on the board and explain that climates are areas that have specific weather conditions. A condition of the air outside year after year can be hot, cold, or hot and cold. Different areas of the world have different climates.
3. Describe the climate of your town and of your state.

Teaching

1. Read p. 228 of the Student Book. Encourage students to read the text independently. Ask them to find one other thing that is part of climate besides how hot or cold an area is. (precipitation)
2. Draw a simple diagram on the board of the earth revolving around the sun.



3. Divide students into small groups and distribute **Activity Globes** and map markers. Choose a student to act as the sun.

   a. Have students take turns carrying an **Activity Globe** around the sun, tilting it correctly. Explain that the North and South Poles tilt toward the sun at different times of the year.

   b. When the North Pole is tilting toward the sun, the Northern Hemisphere is having summer. When the South Pole is tilting toward the sun, the Southern Hemisphere is having summer.

4. Have students find the equator on their globes. Point to the equator on both sides of the diagram on the board. Explain that the equator is always facing the sun. Ask students if this makes the areas along the equator hot or cold. (hot)

5. Have students write **Hot** along the equator on their globes.

6. Point to the area between the east-west lines labeled 30˚N and 60˚N. Tell students that this area gets a lot of sun when the North Pole is tilted toward the sun, but less when it is tilted away. Have students write **Hot** and **Cold** in this area on their globes. Most of the United States is in this area.

7. Point to the area north of the east-west line labeled 60˚N. Explain to students that this area gets some sun when the North Pole is tilted toward the sun, but little to no sun when it is tilted away. Have students write **Cold** in this area.

8. Repeat step 6 for the area between the east-west lines labeled 30˚S and 60˚S. Point out that the Northern and Southern Hemispheres are hot and cold at different times of the year.

9. Repeat step 7 for the area south of the east-west line labeled 60˚S. Have students write **Cold** in this area on their globes.

10. Ask students if they prefer hot or cold temperatures. Explain that areas that are too hot (near the equator) or too cold (near the North and South Poles) can be difficult to live in.

11. Ask students what people need to survive. (food, water, shelter) Explain that in the past, humans usually lived near water, like rivers or lakes. Discuss reasons why this was true.

Summarizing and Assessing

Tell students to put their hands on their globes for each of the following if true:

- It's winter in the Northern Hemisphere when the North Pole is tilted toward the sun. (False)
- It's summer in the Northern Hemisphere when the North Pole is tilted toward the sun. (True)
- It's summer in the Southern Hemisphere when the South Pole is tilted away from the sun. (False)
- It's winter in the Southern Hemisphere when the South Pole is tilted away from the sun. (True)
- Areas along the equator are hot. (True)
- It is usually better to live in the desert than near a river. (False)

Ask students to first talk with a partner, then write in their **Think Books** the response to the following question: How has climate influenced where people live around the world? (People chose to settle where the physical features and climate made it easy to live.)

If they need more support, ask them to reread the last paragraph on p. 228 of the Student Book.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to find additional information about the climates of particular locations. Using an atlas or a national weather map, have them choose capitals of countries around the world and report on the climate. Encourage them to write information they find on sticky notes and then post these on a map in the room.

Below If students are not able to read the text independently, allow them to listen while another person reads. The listening student is responsible for finding the answer to the question of what else is important in climate besides hot and cold temperatures. (precipitation) Check to make sure they understand that precipitation is how much rain or snow an area gets.

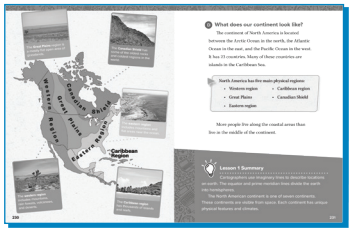
ELL Work with ELL students in a group and recreate the activity of moving the globe around the sun. Pause when the globe and sun are in position to answer each of the questions. Remind students that parts of the earth that receive more sunlight are warmer. For each question locate the hemisphere and ask students to identify how much sun the hemisphere is receiving.

Extending

Language Arts Have students write an opinion paragraph about what they think is the best climate to live in and why.

D What does our continent look like?

Geography | Information Processing



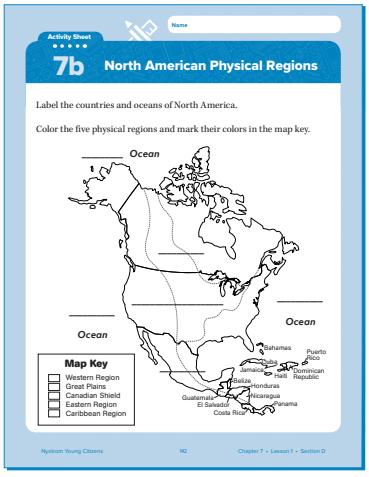
pp. 230–231

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- Activity Sheet 7b
- Think Book
- map markers
- coloring utensils
- glue

Literacy Links

- *Show Me the Continents*, by Pamela Dell



Activity Sheet 7b

Objectives

Students will be able to:

- List the countries of North America.
- Describe the five physical regions of North America.

Getting Started

1. Distribute **Activity Globes**, **World Desk Map 3D**, and map markers.
2. Using the globes, ask students to outline North America. Ask which hemispheres North America is in. (Northern and Western Hemispheres)
3. Using the desk maps, ask students to outline North America.

Teaching

1. Have students look at the map key on the **World Desk Map 3D**. Have them find how countries are labeled on the map. (straight black letters)
2. Have students locate the United States and the countries north and south of it.
3. Distribute **Activity Sheet 7b**.
4. Students should use the desk map (or the Atlas on p. 264 of the Student Book) and ask students to fill in the countries of North America and the oceans on either side of them.
5. Ask students to read p. 231 of the Student Book to themselves.
6. Explain that the information on p. 230 will describe five main physical regions.
7. Read to students about the five main physical regions on p. 230. After each region, stop and locate the region on **Activity Sheet 7b**.
8. Have students mark the legend with five region colors. Then have students color the regions accordingly and glue the maps into their **Think Books**.

Summarizing and Assessing

Have students point to the following countries, oceans, and regions on **World Desk Map 3D** as you read them.

- The United States
- Mexico
- Atlantic Ocean
- Caribbean region
- Canada
- Pacific Ocean
- Arctic Ocean
- Great Plains

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above When students locate the countries, oceans, and regions, ask them additional questions such as "Which continent is west of the United States?" and "Which countries are on that continent?"

Below Ask the questions in an order so that students first identify the bodies of water and then the countries in North America. Give them hints about the location of the Caribbean area (southeast of Florida) and the Great Plains (between the two large mountain ranges in the United States).

ELL Have students work in pairs or small groups to label the North American countries, the oceans on either side of the continent, and the physical regions. If necessary, have students point to the locations and ask a scribe to write the names.

Extending

Geography Read the lesson summary on p. 231 of the Student Book. Point out the word *cartographer*. Explain that a cartographer is a person who makes maps. Use the Literacy Links, or other print and online resources, to learn more about maps. Have students create their own maps.

Lesson 1
Closure

Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Answer the following questions:

1. What is most of the earth covered with? (water)
2. How many continents are there on the earth? (seven)
3. How many oceans are there in the world? (five)
4. What is the imaginary line that divides the world into Northern and Southern Hemispheres? (equator)
5. What word describes how much precipitation an area gets and how hot and cold the area is? (climate)
6. What is one of North America's physical regions? (western, Great Plains, eastern, Canadian Shield, Caribbean)



Review at Home

Ask students to complete **Activity Sheet 7c** with their families at home.

Lesson 2

Trading around the World

Online Activities

- Vocabulary Activities

Literacy Links

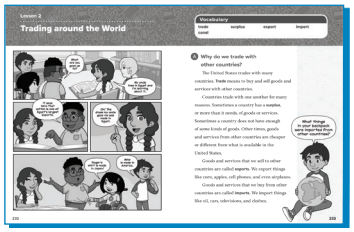
- *Let's Chat about Economics: Basic Principles through Everyday Scenarios*, by Michelle A. Balconi and Dr. Arthur Laffer
- *Stuart the Steamship Sails the Seven Seas*, by Charlie Fiveash
- *What Is the Panama Canal?* by Janet B. Pascal

Main Goals

- **A** **Why do we trade with other countries?** Define and explain the basic concepts behind international trading.
- **B** **Why do prices go up and down?** Explain why prices go up and down based on the model of supply and demand.
- **C** **How do people change the environment to trade?** Identify ways that people affect the environment to benefit trade.
- **D** **How does technology help us trade with other countries?** Describe how technology has affected international trade.

A Why do we trade with other countries?

Economics | Critical Thinking



pp. 232–233

New Vocabulary

export
import
surplus
trade

Review Vocabulary

goods
service

Objectives

Students will be able to:

- Define and give examples of *trade*, *surplus*, *exports*, and *imports*.
- Describe why nations trade with one another.
- Tell how resources vary by community.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Write all the vocabulary on the board.
2. Divide students into groups. Give each group a small pile of toys/tokens, such as small cars, play food, small stuffed animals, etc.
   a. Each group should get its own toy category; for example, one group will get cars, the next group will get stuffed animals, and so on.

Materials

- Student Book
- Think Book
- lined paper
- small toys/tokens (enough for five groups of students to distribute to approximately half of the people in the class)

Online Activities

- Why Do We Trade with Other Countries?

Literacy Links

- *What Is Importing and Exporting?* by Gare Thompson

b. There must be enough toys/tokens for each group so that every member gets one, with more left over for at least two other groups in the class. For example, if the groups have four students each, then they should have twelve toys/tokens: four to keep and eight to trade to two other groups.

3. Tell students to imagine that each group represents a country in the world and that their country makes what you have put on their table. For example, this country makes cars and that country makes stuffed animals. Explain that these are their goods and that they have enough goods for everyone in the country to have one, but they also have extra.

4. Write the definition of *surplus* on the board: **having more goods or services than you need**.

5. Ask students what they think countries do when they have a surplus.

6. Explain that when people talk about other countries, they say they trade with them. Ask students to look at their surplus goods. Tell them they have enough to trade with other countries.

7. Designate 2–3 students from each group to be sellers and 2–3 students to be buyers. The buyers and sellers should divide the surplus toys equally. The buyers can approach other countries to try and trade for new goods. The group's buyers must move as a pair or group and visit one country at a time; they are not allowed to split up and go to different countries. The sellers should remain at their table and wait for buyers to approach them.

8. Tell groups their goals:

   a. When you trade for an item, there must be enough for every member of the group.

   b. Each group must buy at least two different kinds of goods for its country.

   c. They should try and sell all the goods that they're starting with, except they will keep one for every member of their country.

   d. Inform them that they cannot sell something that they didn't start with. In other words, if they have cars and then buy stuffed animals, they cannot sell the stuffed animals.

e. Allow students to enact the scenario. Moderate as necessary.

Teaching

1. Review the vocabulary. Write any definitions that have not been added to the board and say:

   a. When each country bought and sold goods, you were trading.

   b. When you have more goods than you need, that is your surplus.

   c. Goods that you sold to other countries were your exports. The *ex* in export makes me think of *exit*, like your goods were exiting the country.

   d. Goods that you bought from other countries were your imports. The *im* in imports makes me think of *in*, like your goods were coming into the country.

2. Ask students to read p. 233 in the Student Book to find examples of goods that are exports and imports.

3. Give students the choice of reading the comic either as a group or individually. Tell them that this comic has a story that will be continued in later lessons, so they will want to be sure to know what is happening.

Summarizing and Assessing

Challenge students to work as a group to define the vocabulary words. Ask them to write their group definitions on a blank piece of paper. Monitor their responses. If groups are writing correct answers, give them an opportunity to share. As they share, ask them if they can provide an example.

If groups are writing incorrect answers, ask them to use the Student Book or provide the definitions on the board in random order for them to match. At the conclusion of the activity, ask them to write all four words and their definitions in their **Think Books**.

Modifications for Differentiation

Above Challenge these students to use print and online sources to find out the United States' top imports and exports. You can suggest the World Trade Organization and the Department of Commerce.

Below If the Getting Started scenario is too much for students, write the names of five different countries on large pieces of paper. Put toys, cars, or tokens on the paper and demonstrate the concept from the Getting Started activity by moving products around from paper to paper.

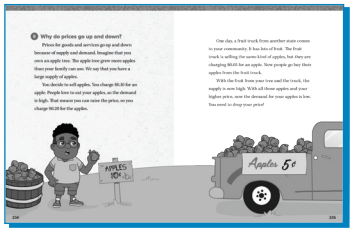
ELL Students may have more success with the Getting Started activity if it doesn't include buyers and sellers. Have students work in groups of 2–3 students. Give each student in the group tokens of a different color. Assign each color a basic need, such as food, water, or shelter. Encourage students to trade with each other to get their basic needs met.

Extending

Economics and Geography Assign small groups a country or allow them to select a country. Distribute **World Desk Map 3D**. Ask them to locate their country. Next, using print and online sources, ask them to identify the top exports and imports for that country. Allow groups to share their information.

B Why do prices go up and down?

Economics | Critical Thinking



pp. 234–235

Review Vocabulary

demand
supply

Materials

- Student Book
- coloring utensils
- poster paper

Literacy Links

- *Prices, Prices, Prices! Why They Go Up and Down*, by David A. Adler

Objectives

Students will be able to:

- Explain why prices go up and down based on supply and demand.

Getting Started

1. Write **supply** and **demand** on the board. Explain that we will review those words during the lesson.
2. Divide students into groups. One group will be buyers. The other groups will be sellers. Each group will make simple signs/posters for the activity.
3. The buyers will make two posters. On one poster, have them write: **We love bananas! We want more bananas!** On the other poster, have them write: **We don't love bananas anymore.**
4. Each seller group will make one poster: The first group's sign will say **Bananas $1.00 each**, the second **Bananas $0.50 each**, the third **Bananas $0.25 each**, and so on.

Teaching

1. Student groups will act out a scene in a market place. First, invite the buyers and have them hold up their sign that says We love bananas!
2. Next, invite the first group of sellers (Bananas $1.00) to the market.
3. Explain that the buyers are showing demand, while the sellers are showing supply. Ask the class what will happen if the buyers want bananas and the sellers have them. (There will be a sale.)
4. Then invite the second seller group to the market ($0.50 bananas). Ask the class which bananas the buyers should purchase. Explain that the supply went up, and the price went down.
5. Repeat with the third (and fourth, if necessary) group of sellers. Ask what happens to the price each time the supply increases. (as supply increases, prices decrease)
6. Now tell the buyers to hold up their other sign (We don't love bananas anymore.) Ask the sellers what will happen to the price of bananas if the demand goes down. (as demand decreases, prices decrease)
7. Ask students to read pp. 234–235 of the Student Book in their groups.

Summarizing and Assessing

Challenge students with the following question: "Why does it cost more to buy strawberries at the grocery store in January than it costs to buy strawberries in the same store in June?"

Explain that the book and class discussion haven't told them the exact answer. Instead, they have to think and infer what might happen. Students should explain that there are fewer strawberries available in winter months because not so many berries are grown then. The cost of strawberries is less during spring and summer when more berries are grown.

Modifications for Differentiation

Above Ask students to create a simple chart showing the relationship between supply and price, as well as demand and price. Instruct students to use up and down arrows to represent increase and decrease. Help students so that their chart looks like this:

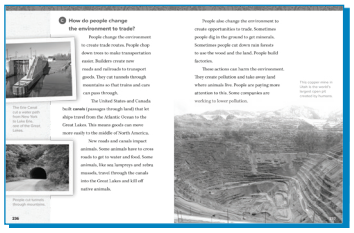
SUPPLY ↑, PRICE ↓
SUPPLY ↓, PRICE ↑
DEMAND ↑, PRICE ↑
DEMAND ↓, PRICE ↓

Below Monitor groups to make sure that students can read the text. If the group chooses to read independently but some students cannot read the text in that way, invite them to read with a partner or with you.

ELL In addition to the Below modification, use a drawing to explain the Summarizing and Assessing scenario. Write **June** and **January** on the board. Use circles to represent the number of strawberries grown. Draw many circles under **June** and just a few under **January**. Explain that the weather in June is warmer and farmers can grow more strawberries.

C How do people change the environment to trade?

Economics Geography



pp. 236–237

New Vocabulary

canal

Objectives

Students will be able to:

- Recognize how people change the environment to create trade opportunities.

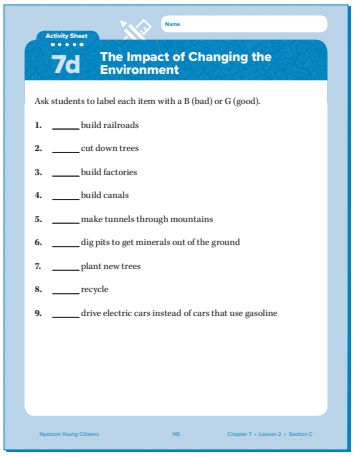
Vocabulary Focus
Introduced in Getting Started.

Getting Started

Show students an **Activity Globe**. Draw their attention to how the Americas split the Atlantic Ocean from the Pacific. Call on a student to point out the narrowest strip of land between North and South America. Then show that people dug a way through Panama. This is called a *canal*. Digging this canal saved a lot of time in transportation between the Atlantic and Pacific Oceans.

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- Group Activity Cards
- Activity Sheet 7d
- Group Activity Role Cards
- Think Book
- map markers


Activity Sheet
7d
The Impact of Changing the Environment
Name
Ask students to label each item with a B (bad) or G (good).
1. _____ build railroads
2. _____ cut down trees
3. _____ build factories
4. _____ build canals
5. _____ make tunnels through mountains
6. _____ dig pits to get minerals out of the ground
7. _____ plant new trees
8. _____ recycle
9. _____ drive electric cars instead of cars that use gasoline
Nystrom Young Citizens
145
Chapter 7 • Lesson 2 • Section C

Activity Sheet 7d

Teaching

1. Distribute **U.S. Desk Map 3C** and map markers. Ask students to find Montana, Utah, and New Mexico and label each with a **C**. Explain that the *C* stands for "copper." Copper was mined using open pit mines in each state. Have students look at the photo of an open pit mine on p. 237. Explain that changing the environment can have both positive (good) and negative (bad) effects.

2. Distribute **Activity Sheet 7d** and ask them to label each item with a **B** (bad) or **G** (good).

   a. Initially do not provide more explanation. Ideally, students will bring up confusion about something being good or bad because certain things could have both positive and negative impacts.

   b. Discuss student answers. If students have not already suggested that an item can be both good and bad, talk about this idea.

   c. Ask students to look at items 1–5 from **Activity Sheet 7d** and think about how each of those items could improve trade. Discuss as a class.

3. Read the text on pp. 236–237 of the Student Book to students. Pause at the end of each paragraph and compare what the text said to the responses given in the previous class discussions. Remind students of their answers on the activity sheet. Ask them to revisit their answers and describe if they would make any changes.

4. Divide students into groups and distribute the **Group Activity Cards**. Have each group read their card and answer the questions.

Summarizing and Assessing

Have each group share what they learned from their **Group Activity Card**.

Refer students back to the section question: "How do people change the environment to improve trade?" Ask them to write their answer to this question in their **Think Books**. Monitor their responses.

Modifications for Differentiation

Above Have students add some more ways in which humans change the environment to improve trade. Ask them to create a list of at least three additional ways.

Below Include mixed level groups for the group activities. This will allow students to help one another.

ELL In addition to the Below modification, provide vocabulary support for the terms on **Activity Sheet 7d.** Write these words on the board: **railroad**, **tree**, **factory**, **canal**, **tunnel**, and **pit**. Say each word and call on students to find a photograph or illustration of the word in the Student Book. Include the word *tree* so every child can be successful.

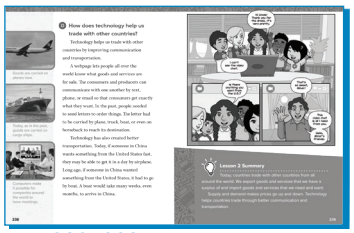
Extending

Science Learn more about invasive species such as mice, snails, sea lampreys, zebra mussels, kudzu, slugs, pine beetles, snakes, and more. Ask groups of students to research each species using print and online resources. Give students time to research. Ask them to report back to the class and identify the following:

- Where was the species from?
- Where did it invade?
- What is being done to save the native species from the invaders?

D How does technology help us trade with other countries?

Economics | Critical Thinking | Reading



pp. 238–239

Review Vocabulary

communicate
consumer
producer
technology
trade
transportation

Materials

- Student Book
- "Trading Cards," Teacher Resource 7.1
- Think Book
- coloring utensils
- reward (Teaching, step 3)

Literacy Links

- *Trade and Commerce in Ancient China: The Grand Canal and the Silk Road*, by Baby Professor

Objectives

Students will be able to:

- Determine the importance of communications in trade.
- Relate how technology has changed from past to present and how these changes have influenced trade.

Getting Started

1. Review what *technology* means:

   a. Ask students to go back to the first pages in their **Think Books** and look for the chart from chapter 1, lesson 4, section A. T

	past	present
communication		
technology		
transportation		

   b. Review how technology, communication, and transportation have changed from the past to the present.

2. Ask students to think about the trading activity they did in chapter 7, lesson 2, section A.

   a. If each table represented a different country, how could they communicate with other countries to discuss their goods and the prices? (phone, email, video chats) Solicit students' ideas and write them on the board.

   b. How could technology help countries trade with one another? Solicit students' ideas and write them on the board.

Teaching

1. Divide the class into two groups. Explain that the groups represent two different countries.

2. Using **Teacher Resource 7.1** (Teacher's Guide p. 403), hand out three cards to both country groups. Tell them that they cannot say what cards they have.

3. Tell students they can trade one of their three cards to the other country. If the other country group doesn't have the same card, they win a small reward.

4. Give the groups a minute or less to quietly discuss what one card to trade.

5. Have a representative from each country exchange the cards. See which one, if either, gets a reward.

6. Now ask the class how you could play so both countries win. Lead them to the idea that they could say what they had and what they wanted.

7. Point out that before modern communications, traders had to guess what people might buy at their destination, just like you did in the first part of the game. Today, people can communicate very easily so they know what to trade.

8. In their **Think Books**, have them write a chart like this one.

	What has changed from the past	How the change affects trade
Communications	Websites, email, phones instead of letters	Know what to trade quickly
Transportation	Planes, trains, trucks instead of ships and horses	Goods travel faster

   Read the text on p. 238 of the Student Book. Fill in the chart as a class.

9. Refer students back to the lists they created in Getting Started and check to see if the lists match what the text says. If not, add to the lists.

10. Ask students to read the comic on p. 239 of the Student Book on their own and look for how technology has made communication easier. (video chat)

11. Ask students to read the lesson summary on their own.

Summarizing and Assessing

Return to the original two groups of the lesson. Assign one group the theme of communication and the other group transportation. In their **Think Books**, ask students to create a "Then and Now" drawing that reflects what they learned about technology and trade. Each drawing should show an older form of technology and a newer form, based on the lesson and information from the

Student Book. Monitor students' drawings for accuracy. If time, have students present their drawings to a partner from the other group.

Modifications for Differentiation

Above Have students complete the chart on their own without the rest of the class.

Below Reading the text to students will help modify the activity for students who struggle with the reading. If students are unable to read the lesson summary on their own, ask a partner to read with them. Encourage them to read together chorally instead of letting the stronger reader read to the student who needs modifications.

ELL Depending on their experience, students may not be familiar with communication and transportation in the past, particularly postal letters. Show students an envelope you have received in the mail and point out the address and the stamp. The stamp shows that the sender paid money to the postal service. Some students may want to share envelopes that they have received from faraway places. If so, point out the variety of stamps.

Extending

Economics, Geography, and History Read *Trade and Commerce in Ancient China* to students. Trace the Silk Road and Grand Canal on a map. Chart the distance. Estimate how long it would take to travel the distance in the past. Using online resources, find out how long it would take to travel by train or plane today.

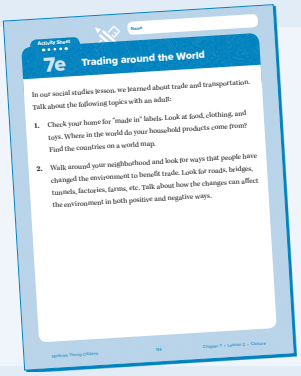
Lesson 2
Closure

Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Write your answers to the following questions:

1. A farmer, Ms. Green, grows three times as many apples as usual. What word describes when there is more of something than normal? (surplus)
2. Ms. Green wants to sell her apples to buyers in China. At the same time, she wants to buy some cherry trees that are grown in China. What is this buying and selling called? (trade)
3. The apples would be Ms. Green's exports. What would the cherry trees be called? (imports)
4. Other apple farmers who live near Ms. Green also have larger crops than normal and large surpluses. They also want to sell to buyers in China. What will probably happen to the price of apples? (It will go down.)
5. What is one negative way that people have changed the environment to benefit trade? (cut down trees to build roads, etc.)
6. What is one positive way that people have changed the environment to benefit trade? (build bridges, electric cars, etc.)
7. What is one way that technology has improved trade with other countries? (faster communication, faster transportation)


Activity Sheet
7e
Trading around the World

In our social studies lesson, we learned about trade and transportation. Talk about the following topics with an adult:

1. Check your home for "made in" labels. Look at food, clothing, and toys. Where in the world do your household products come from? Find the countries on a world map.
2. Walk around your neighborhood and look for ways that people have changed the environment to benefit trade. Look for roads, bridges, tunnels, factories, farms, etc. Talk about how the changes can affect the environment in both positive and negative ways.

Review at Home

Ask students to complete **Activity Sheet 7e** with their families at home.

Lesson 3

Life in Other Countries around the World

Online Activities

- Vocabulary Activities

Literacy Links

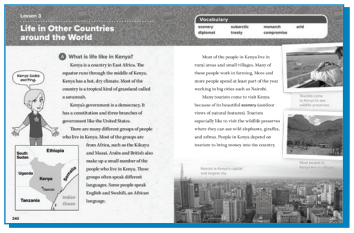
- *Paulie Pastrami Achieves World Peace*, by James Proimos
- *Pigeon Hero*, by Shirley Raye Redmond
- *The United Nations*, by Katie Marsico

Main Goals

- **A** **What is life like in Kenya?** Recognize the geographic, social, and political features of Kenya.
- **B** **What is life like in Sweden?** Recognize the geographic, social, and political features of Sweden.
- **C** **What is life like in China?** Recognize the geographic, social, and political features of China.
- **D** **Reading Skills: Compare and Contrast Two Texts.** Identify and categorize similarities and differences between texts.
- **E** **How do countries get along?** Describe ways that countries work together.

A What is life like in Kenya?

Civics · Cultures · Geography


Lesson 3
Life in Other Countries around the World
Vocabulary
scenery · diplomat · suburb · treaty · monarch · compromise · arid
A What is life like in Kenya?
Kenya is a country in East Africa. The equator runs through the middle of Kenya. Kenya has a hot, dry climate. Most of the country is a tropical kind of grassland called a savannah.
Kenya's government is a democracy. It has a constitution and three branches of government like the United States.
There are many different groups of people who live in Kenya. Most of the groups are from Africa, such as the Kikuyu and Maasai. Arabs and British also make up a small number of the people who live in Kenya. These groups often speak different languages. Some people speak English and Swahili, an African language.
Most of the people in Kenya live in rural areas and small villages. Many of these people work in farming. More and more people spend at least part of the year working in big cities such as Nairobi.
Many tourists come to visit Kenya because of its beautiful scenery (outdoor views of natural features). Tourists especially like to visit the wildlife preserves where they can see wild elephants, giraffes, and zebras. People in Kenya depend on tourism to bring money into the country.
Kenya Index
South Sudan
Ethiopia
Uganda
Kenya
Nairobi
Tanzania
Indian Ocean
240

pp. 240–241

New Vocabulary

scenery

Review Vocabulary

climate
tourism

Objectives

Students will be able to:

- Locate Africa on a globe.
- Locate Kenya on the continent of Africa.
- Indicate physical and political features of Kenya.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

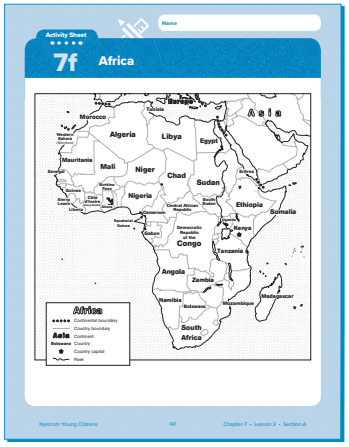
1. Show students some images from a safari in Africa (preferably from Kenya). Include images of wild animals. Ask students where these images might come from.
2. Write *scenery* on the board, along with its definition. Ask students to describe some of the scenery near their school and in their state.

Materials

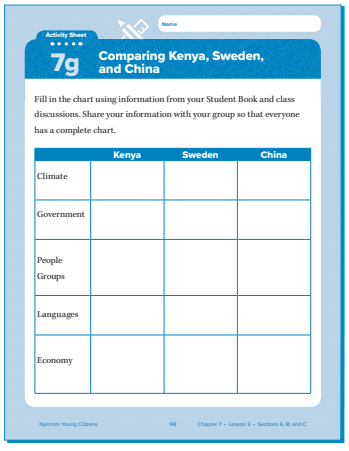
- Student Book
- Activity Globes
- Activity Sheet 7f
- Activity Sheet 7g
- Images of Kenya
- Think Book
- map markers
- glue

Literacy Links

- *Kenya*, by Wambui Kain
- *Mama Miti: Wangari Maathai and the Trees of Kenya*, by Donna Jo Napoli



Activity Sheet 7f



Activity Sheet 7g

3. Explain that the scenery from the images comes from Kenya, Africa, and that today they will learn more about Kenya.

Teaching

1. Distribute **Activity Sheet 7f**, map markers, and the **Activity Globes** to small groups of five.

2. Have students go to p. 266 in the Student Book (Atlas). Ask how the atlas map and the map on the activity sheet are alike and how they are different. Guide students to conclude that both maps show the same continent, but the atlas map is in color and that there are more labels on the atlas map.

3. In groups, have students use their map markers to outline Africa on their **Activity Globes**.

4. Direct students to locate and label natural and political features:

   a. Tell students to put their fingers on the continent of Africa on the atlas map. Now direct them to slide their fingers to the east.

   b. Ask students if there is an ocean there. Which ocean is it? (Indian Ocean) Have students label that ocean on their activity sheets.

   c. Tell students to find the country of Kenya.

   d. Ask what ocean touches Kenya. (Indian Ocean)

   e. Ask what the capital of Kenya is. (Nairobi) Have students label it on their activity sheets.

   f. Ask what large lake touches Kenya. (Lake Victoria) Have students label it on their activity sheets.

   g. Direct students to find the equator in Kenya on the atlas map in their Student Books. Then ask them to draw the equator through Kenya on the activity sheet and label it **equator**.

   h. Ask students what kind of climate Kenya probably has. (hot, dry)

5. Give each student a copy of **Activity Sheet 7g**.

6. Have students count off 1–5 and assign students a paragraph from pp. 240–241 according to their numbers (number 1 reads the first paragraph, number 2 reads the second, and so on). Ask them to first go over the images and captions on p. 241 of the Student Book and then use their assigned readings to complete the matching information on the chart. Explain that they will only be filling in the "Kenya" column today.

    a. Climate (Paragraph 1: hot, dry)

    b. Government (Paragraph 2: democracy, constitution, three branches of government)

    c. People Groups (Paragraph 3: Kikuyu, Masai, other Africans, Arabs, British)

    d. Languages (Paragraph 3: English, Swahili)

    e. Economy (Paragraphs 4–5: agriculture, tourism)

7. Ask each student to explain, then copy the information from each other.

8. Have students glue the activity sheets in their **Think Books**.

9. Have students clean, collect, and put away materials.

Summarizing and Assessing

Name a few countries and oceans, some that appear on the map from **Activity Sheet 7f** and some not found on the activity sheet (from other parts of the world). Have students raise their hands each time you mention a place they can find on their activity sheets.

Modifications for Differentiation

Above Have students read a traditional Kenyan folktale and then summarize the story to the class.

Below The arrangement of the groups will provide some modification for these students. Further differentiation can be made by assigning the shorter paragraph (the second paragraph) to readers who struggle or need additional time to read, while readers who are faster can read the longer paragraph (the third paragraph). If additional adaptations are needed, pair these students with one other student to complete the work.

ELL In addition to the Below modification, you may want two students to search the third paragraph because it is longer than the others. Depending on the number of ELL students in your class, you might complete some cells on **Activity Sheet 7g.** You may also want to review the definition of *tourist* and provide a picture of an elephant, a giraffe, and a zebra.

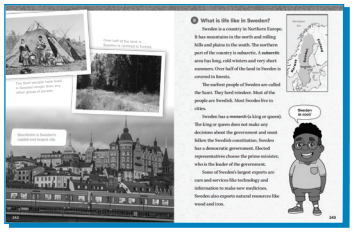
Extending

Civics, Geography, and History Encourage students to learn more about Kenya and the continent of Africa. Create a text collection about Africa and Kenya. When students have free time, encourage them to find new information about the country and continent. If possible, display a large map of Africa with a time line underneath. Have students post information either on the time line or map using sticky notes.

Geography and Taking Action Have students look at specific issues that Kenya and Africa face today, such as refugees, civil wars, poaching, or clean water. Knowledge of these issues will help students choose a final topic for the concluding chapter project.

B What is life like in Sweden?

Civics Cultures Geography



pp. 242–243

New Vocabulary

monarch
subarctic

Review Vocabulary

export

Objectives

Students will be able to:

- Locate Europe on a globe.
- Locate Sweden on the continent of Europe.
- Indicate physical and political features of Sweden.

Vocabulary Focus
Introduced in Getting Started and Teaching activities.

Getting Started

1. In small groups, use the **Activity Globes** and have students find the Arctic Ocean. Then locate Sweden.
2. Find Africa and Kenya on the **Activity Globes**. Ask students to compare the locations of Sweden and Kenya. How might the climates of the two countries be different? Why? (Sweden will be colder because it is closer to the North Pole and Kenya is close to the equator.)

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- Activity Sheet 7g
- Activity Sheet 7h
- Images of Sweden
- Think Book
- map markers

Literacy Links

- *Nations of Europe: Fun Facts about Europe for Kids*, by Speedy Publishing
- *The Queen's Necklace: A Swedish Folktale*, by Jane Langton



Activity Sheet 7h

3. Write *subarctic* on the board, along with its definition. If possible, display some images of Sweden that show a subarctic climate. Look up the temperatures for the capital of Sweden (Stockholm) or other cities. Point out the prefix *sub* and explain that *sub* means below or under.

Teaching

1. Divide students into groups of four.

2. Distribute **World Desk Map 3D**, map markers, and **Activity Sheet 7h**. Have students turn to p. 267 in the Student Book (Atlas). Ask how the atlas map and the map on the activity sheet are alike and how they are different. Remind students that both maps show the same continent.

3. Have students use the map markers to circle Europe on the **World Desk Map 3D**.

4. Have students locate and label natural and political features:

   a. Direct students to put their finger on the continent of Europe on the map. Now ask them to slide their finger to the north.

   b. Ask them if there is an ocean there. Which ocean is it? Tell them to label that ocean on their activity sheets. (Arctic Ocean)

   c. Ask students to now find the country of Sweden.

   d. Have them trace Sweden on **World Desk Map 3D**.

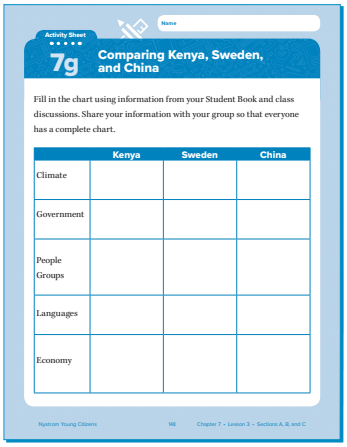
   e. Next have them look up the capital of Sweden on the atlas map. (Stockholm)

   f. Direct them to check the map key on the activity sheet for the symbol for country capitals, and then to find that symbol in Sweden on the activity sheet. Have students circle the capital of Sweden.

   g. Ask students to use the atlas map to find the two seas that border Sweden. (Baltic Sea, North Sea)

   h. Have students write the name of the two seas on the activity sheet.

5. Ask students what work some people in Sweden do, considering that Sweden touches a lot of water. (fish, work related to boats or the water)



Activity Sheet 7g

Name

Activity Sheet

7g Comparing Kenya, Sweden, and China

Fill in the chart using information from your Student Book and class discussions. Share your information with your group so that everyone has a complete chart.

	Kenya	Sweden	China
Climate			
Government			
People Groups			
Languages			
Economy			

Nystrom Young Citizens ME Chapter 7 • Lesson 3 • Sections A, B, and C

6. Tell students to find **Activity Sheet 7g** in their **Think Books**.

7. Tell students that they will be repeating the process that they used from the previous lesson. The only thing not in the text is what language the people of Sweden speak. Tell students that the main language of Sweden is Swedish. Ask them to write this on **Activity Sheet 7g**.

8. Assign one student in each group one of the four paragraphs from p. 243 to read. Ask them to first examine the images and read the captions and then use their assigned paragraph to complete the matching information on the chart.

   a. Climate (Paragraph 1: subarctic, long cold winters, short summers)

   b. Government (Paragraph 3: democracy; constitution; monarch, but prime minister and elected representatives make decisions)

   c. People Groups (Paragraph 2: Sami, Swedish)

   d. Economy (Paragraph 4: exports cars, technology, information, wood, iron)

   e. Ask each student to explain what they found to their group members, then copy the information from each other into **Activity Sheet 7g**.

9. Have students clean, collect, and put away materials.

Summarizing and Assessing

Name a few countries and oceans, some that appear on the map from **Activity Sheet 7h** and some not found on the activity sheet (from other parts of the world). Have students raise their hands each time you mention a place they can find on their activity sheets.

Modifications for Differentiation

Above Have students read a traditional Swedish folktale and then summarize the story to the class.

Below The arrangement of the groups will provide some modification for these students. Further differentiation can be made by assigning the shorter paragraph (the second paragraph) to readers who struggle or need additional time to read, while readers who are faster can read the longer paragraph with novel words such as *monarch* and *prime minister* (the third paragraph). If additional adaptations are needed, pair these students with one other student to complete the work.

ELL In addition to the Below modification, you might complete some cells on **Activity Sheet 7g**, if you have only a few ELL students. You may want to review the definition of *export* and provide a picture of a reindeer.

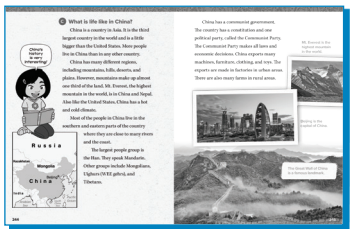
Extending

Civics, Geography, and History Encourage students to learn more about Sweden and the continent of Europe. Create a collection of texts about Europe and Sweden. When students have free time, encourage them to find new information about the country and continent. If possible, display a large map of Europe with a time line underneath. Have students post information either on the time line or map using sticky notes.

Geography Ask them to focus on specific issues that Europe and Sweden face, such as refugees, climate change, pollution, and safety. Knowledge of these issues will help students choose a final topic for the concluding chapter project.

C What is life like in China?

Cultures Geography Reading



pp. 244–245

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 3C/D
- Leveled Student Readers
- Activity Sheet 7g
- Activity Sheet 7i
- Think Book
- map markers

Objectives

Students will be able to:

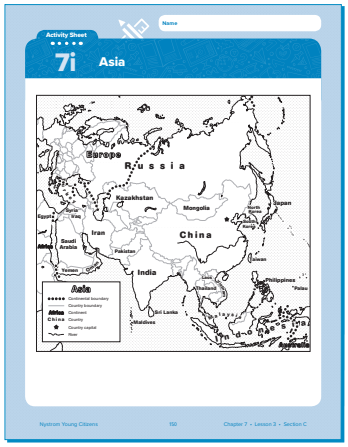
- Locate Asia on a map and globe.
- Locate China on the continent of Asia.
- Indicate physical and political features of China.

Getting Started

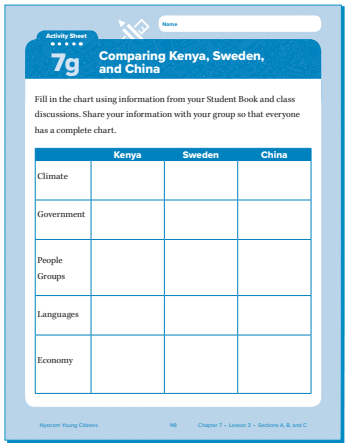
1. Compare Sweden and Kenya:
   a. Ask students to find **Activity Sheet 7g** in their **Think Books**.
   b. Ask students if there are any similarities between Sweden and Kenya.
   c. Ask them what the differences are.
   d. Think about China. Ask students how they think China will be the same as Sweden or Kenya. How might it be different?

Literacy Links

- *D Is for Dancing Dragon: A China Alphabet*, by Carol Crane
- *Explore Asia*, by Bobbie Kalman
- *The Weaving of a Dream*, by Marilee Heyer



Activity Sheet 7i



Activity Sheet 7g

Teaching

1. Divide the class into groups of four.
2. Distribute **World Desk Map 3D**, **Activity Sheet 7i**, and map markers. Ask how the desk map and the map on the activity sheet are alike and how they are different.
3. Have students find Asia on **World Desk Map 3D** while you point it out on an **Activity Globe**.
4. Have students locate and label natural and political features:
   a. Ask students what oceans the continent of Asia touches. (Pacific, Indian, Arctic)
   b. Ask students which ocean is to the east of Asia. (Pacific) Tell students to label that ocean on their activity sheet.
   c. Have students find China on the map in the Student Book on p. 244 and then circle it on the activity sheet.
   d. Ask them what the capital of China is. (Beijing)
   e. Have them find the Yangtze River on their desk map and then label this river on the activity sheet.
   f. Ask students if they think China is a hot or cold country. Ask them to explain their answers. (hot and cold)
5. Have students find **Activity Sheet 7g** in their **Think Books**, as they will be adding information to it.
6. Read the first paragraph on p. 244 of the Student Book as a class. Compare the size of China to the United States, using their desk maps.
7. Read the rest of pp. 244–245 chorally as a class. Ask them to view the images and read the captions and then complete the information in their **Think Books** as a class.
   a. Climate (Paragraph 2: hot and cold)
   b. Government (Paragraph 5: Communist, one political party, constitution)
   c. People Groups (Paragraph 4: Han, Mongolians, Uighurs, Tibetans)
   d. Languages (Paragraph 4: Mandarin)

e. Economy (Paragraph 5: farming; exports machines, furniture, toys, and clothing)

f. Distribute the **Leveled Student Readers**. Either complete the Leveled Student Reader activities or add a column to the **Activity Sheet 7g** chart and support students in adding to it with the details of the country introduced in the Leveled Student Readers.

Summarizing and Assessing

Name a few countries and oceans, some that appear on the map from **Activity Sheet 7i** and some not found on the activity sheet (from other parts of the world). Have students raise their hands each time you mention a place they can find on their activity sheets.

Modifications for Differentiation

Above Rather than telling students what the economy of China is like, ask these students to use print and online resources to look up information about the economy. These students can also be responsible for finding out more about China's climate, including temperatures.

Below The arrangement of the groups will provide some modification for these students. If additional adaptations are needed, pair these students with one other student to complete the work.

ELL In addition to the Below modification, you might complete some cells on **Activity Sheet 7g**, if you have only a few ELL students. You could also give students a reference list of proper nouns to write in the China column. Include *Communist*, *Han*, *Mandarin*, *Mongolians*, *Tibetans*, and *Uighurs*. If students need an extra clue, circle the names of the people groups and tell students where the circled names belong.

Extending

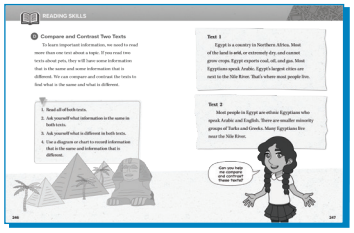
Civics, Geography, and History Encourage students to learn more about China and the continent of Asia. Create a collection of texts about Asia and China. When students have free time, encourage them to find new information about the country and continent. If possible, display a large map of Asia with a time line underneath. Have students post information either on the time line or map using sticky notes.

Geography Ask students to focus on specific issues that Asia and China face, such as human rights and pollution. Knowledge of these issues will help students choose a final topic for the concluding chapter project.

Reading Skills

D Compare and Contrast Two Texts

Economics | Critical Thinking | Reading



pp. 246–247

New Vocabulary

arid

Review Vocabulary

compare
contrast
topic

Materials

- Student Book
- Activity Sheet 7j
- Images of Deserts
- overhead projector

Online Activities

- Compare and Contrast Two Texts

Literacy Links

- *Lin Po Po: A Red-Riding Hood Story from China*, by Ed Young
- *Pretty Salma: A Little Red Riding Hood Story from Africa*, by Niki Daly

Objectives

Students will be able to:

- Compare and contrast information from two texts.

Vocabulary Focus

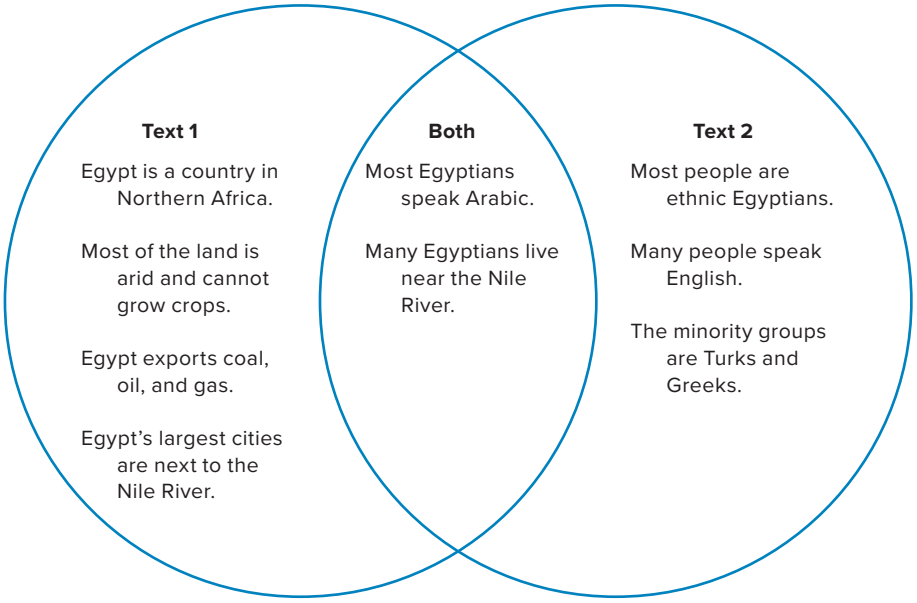
Introduced in Getting Started and Teaching.

Getting Started

1. Remind students that they started the previous section by comparing and contrasting Sweden and Kenya.
2. Explain that *comparing* is looking for what is the same about two or more things.
3. Explain that *contrasting* is looking for what is different about two or more things.
4. Inform students that comparing and contrasting helps people learn more about the things that they're studying.

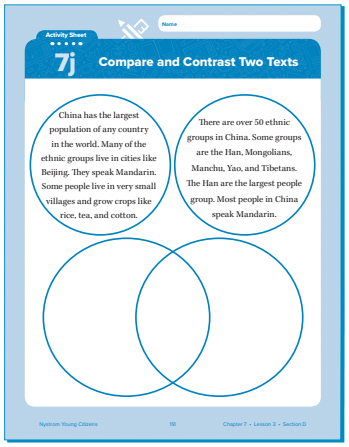
Teaching

1. Read p. 246 of the Student Book as a class.
2. Model comparing and contrasting using p. 247. If possible, display the text on p. 247 so that you can annotate on the text (e.g., using an overhead projector).
   a. Explain that you will annotate the text to help keep track of information. Information that is the same in both texts will be marked with an **S**. Information that is different will be marked with a **D**.
   b. Read Text 1 aloud. Point out the word *arid*. If possible, show an image of an arid area.
   c. Read Text 2. Pause after each sentence in Text 2 and mark it with a **D** or **S**.
   d. Remind students of the final step on p. 246, making a chart or diagram. Remind students that a Venn diagram is one way to see what is the same and different. Draw the following on the board:



Summarizing and Assessing

Ask students to complete **Activity Sheet 7j** on their own following the steps on p. 246 of the Student Book. Have them label the parts of the text with **S** and **D** before filling out the Venn diagram.



Activity Sheet 7j

Modifications for Differentiation

Above Have students use what they learned about China in the previous lesson and what they learned about the United States in chapter 6, lessons 3 and 4, to complete a Venn diagram comparing and contrasting the two countries.

Below Students may not be ready to work independently on **Activity Sheet 7j** during the Summarizing and Assessing activity. Pull a small group of students who need additional help and work through the activity sheet together.

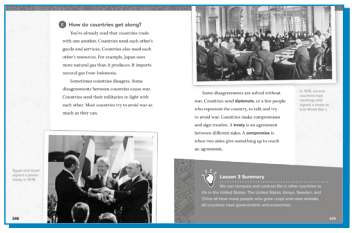
ELL In addition to the Below modification, organize students into two groups. Have each group read one of the paragraphs and list key facts about China. To complete the Venn diagram, have representatives from each group take turns naming one fact on their list. As each fact is named, the other group indicates "same" by nodding yes and "different" by nodding no. Have a scribe complete the Venn diagram.

Extending

Language Arts Compare and contrast the same fairy tale from different parts of the world such as those listed in Literacy Links.

E How do countries get along?

Civics | History | Critical Thinking



pp. 248–249

New Vocabulary

compromise
diplomat
treaty

Review Vocabulary

resource
service
trade

Materials

- Student Book
- Activity Sheet 7k
- Think Book

Literacy Links

- *Benjamin Franklin: A Man of Many Talents,* by Time for Kids Magazine and Kathryn Hoffman Satterfield
- *Hillary Clinton: The Life of a Leader*, by Shana Corey
- *Who Was Eleanor Roosevelt?* by Gare Thompson and Who HQ

Objectives

Students will be able to:

- Determine ways that countries work together.
- Explain things that happen when countries disagree.
- Read increasingly complex informational text.
- Employ problem-solving skills to solve an international situation.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Tell students you want them to imagine they are a parent. Ask them to imagine that they have two children. Their children are six and eight years old. They share a room. One day, they get into an argument over toys. The six-year-old says two of the toys are his. The eight-year-old says the toys belong to her.
2. Ask students to list ways they might respond if they were the parent. Solicit multiple ideas and write these on the board. Note: Students can also revisit chapter 1 to reread how the families of Peyton and Henry address their differences.

Teaching

1. Ask students to look at the section question: “How do countries get along?” Allow students to share their answers to the question.
2. Read the first paragraph on p. 248 of the Student Book to students.
3. Remind students that they have already read about two ways that countries need each other. Write these on the board:
   a. Countries trade goods and services.
   b. Countries need each other’s resources.

4. Ask students to look at the second paragraph and read the first sentence.

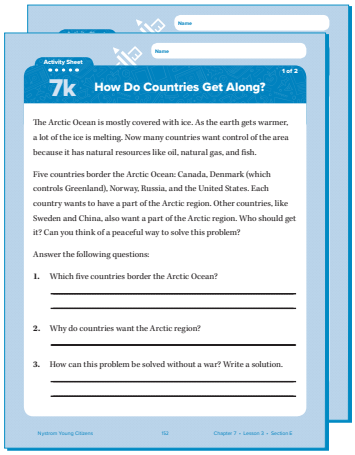
5. Remind students of their answers to the Getting Started activity. Ask them if they think countries use any of the same ideas to help each other get along.

6. Ask students to read the second paragraph and look for one thing that might happen when countries disagree. (go to war)

7. Remind students that they have already read about a time when two countries disagreed and went to war. Review chapter 6, lesson 2, section D, about the colonies breaking away from the British.

8. Remind students of their answers to the Getting Started activity again and tell students that just like they wanted to help solve the disagreements, countries want to solve disagreements.

9. Ask students to read the third paragraph (on p. 249) independently and look for ways that countries can solve disagreements without going to war. (Ask students to read the photo caption on p. 248 when they finish and are waiting for others.) Share answers. (send diplomats, compromise, sign treaties)
   Note: This paragraph has many words that may be difficult, such as *diplomats*, *compromise*, and *treaty*. See if students can find the information on their own before reviewing the paragraph.


Activity Sheet
7k How Do Countries Get Along?
1 of 2
The Arctic Ocean is mostly covered with ice. As the earth gets warmer, a lot of the ice is melting. Now many countries want control of the area because it has natural resources like oil, natural gas, and fish.
Five countries border the Arctic Ocean: Canada, Denmark (which controls Greenland), Norway, Russia, and the United States. Each country wants to have a part of the Arctic region. Other countries, like Sweden and China, also want a part of the Arctic region. Who should get it? Can you think of a peaceful way to solve this problem?
Answer the following questions:
1. Which five countries border the Arctic Ocean?
2. Why do countries want the Arctic region?
3. How can this problem be solved without a war? Write a solution.

Activity Sheet 7k

10. Based on responses to the previous question, reread the paragraph to students and/or put the following vocabulary on the board for further illustration: *diplomat*, *compromise*, and *treaty*.

11. Students may find it easier to revisit the Getting Started activity and think about times when they had to compromise.

12. Divide students into groups and hand out **Activity Sheet 7k**. Have students work together to complete the activity sheet. Monitor the groups and assist as necessary.

13. If time, assign each group a country from the activity sheet. Experiment with negotiating a treaty among all nations and coming to an agreement that all countries accept concerning the Arctic region. Use vocabulary words from the section: *compromise*, *treaty*, and *diplomat*.

Summarizing and Assessing

Ask students to write these questions and their responses in their **Think Books**. Allow them to refer to the student text. Monitor for correct responses.

1. What do countries need from each other? (trade, services, resources)
2. What happens when countries disagree? (war, treaties and compromise)

Modifications for Differentiation

Above Challenge these students to find out more about times when countries used war and treaties to get along. Allow students to read print and online age-appropriate texts about World War I, World War II, the Camp David Accords Peace Treaty, and more.

Below Students may struggle to read the second and third paragraphs independently. It is strongly suggested that they have an opportunity to try to read independently since they have very specific purposes to find in each paragraph. Modify after the reading by rereading the text to students and creating a scenario for students to act out the complex vocabulary.

ELL In addition to the Below modification, provide students with the words they need to answer the questions (*compromise, resources, services, trade, treaties, war*) and have them decide which words answer each question. As needed, provide definitions as students match answers to the questions so they can confirm or correct their answers.

Lesson 3
Closure

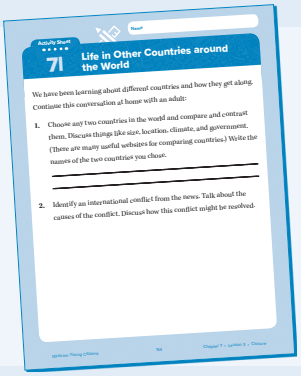
Classroom Assessment Activity

Have students work in small groups. Give each group sheets of paper or mini whiteboards. When you read each option, let the groups confer briefly before writing their answer on the sheet or whiteboard. Have students take turns showing their group's answer.

Answers will be **K** (for Kenya), **U.S.** (for the United States), **S** (for Sweden), or **C** (for China).

Identify the correct country or countries:

1. Which country is closest to the equator? (K)
2. Which country has a monarch? (S)
3. Which country was created in 1776 with the Declaration of Independence? (U.S.)
4. Which country has a subarctic climate? (S)
5. Which country has a communist government? (C)
6. Which countries have governments that are most alike? Choose two countries. (K and U.S.)


Activity Sheet 7I

Life in Other Countries around the World

Name

We have been learning about different countries and how they get along. Continue this conversation at home with an adult:

1. Choose any two countries in the world and compare and contrast them. Discuss things like size, location, climate, and government. (There are many useful websites for comparing countries.) Write the names of the two countries you chose.

2. Identify an international conflict from the news. Talk about the causes of the conflict. Discuss how this conflict might be resolved.

Review at Home

Ask students to complete **Activity Sheet 7I** with their families at home.

Lesson 4

People around the World

Online Activities

- Vocabulary Activities

Literacy Links

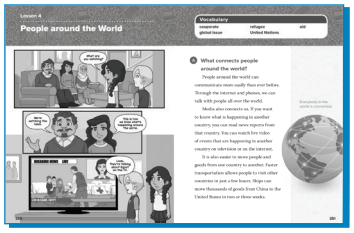
- *Farmer Herman and the Flooding Barn*, by Jason Weber
- *Rain School,* by James Rumsford
- *This Is How We Do It: One Day in the Lives of Seven Kids from around the World*, by Matt Lamothe

Main Goals

- **A** **What connects people around the world?** Identify factors that connect people around the world.
- **B** **What problems need many nations to cooperate?** Identify world problems that need global support.
- **C** **How do people around the world work together to solve problems?** Identify global problems and the ways nations collaborate to solve them.
- **D** **Researching Skills: Researching a Global Issue.** Perform the steps necessary to properly research a global issue.

A What connects people around the world?

Civics Economics



pp. 250–251

Materials

- Student Book
- Activity Sheet 7m
- Think Book

Literacy Links

- *Kids around the World: Upper Emergent*, by Dona Herweck Rice
- *Kids around the World Cook! The Best Food and Recipes from Many Lands*, by Arlette N. Braman

Objectives

Students will be able to:

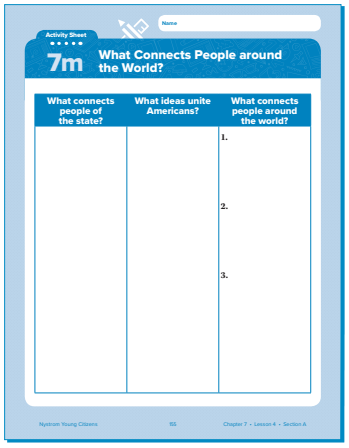
- Analyze ways that people around the world are connected.

Getting Started

1. Remind students that we have asked similar questions in chapter 5, lesson 3, section A (“What connects the people of our state?”) and in chapter 6, lesson 4, section A (“What ideas unite Americans?”).

2. Ask students to find out how we responded to these questions in their **Think Books**: “What connects people of the state, and what ideas unite Americans?” (Connects people of the state: media, celebrations, resources, values—freedom and fairness. Ideas unite Americans—democracy, equality, and individual freedom) Distribute **Activity Sheet 7m** and have them fill out the first two columns.

3. Ask students to predict what they think can connect people around the world. Brainstorm a list on the board.


Activity Sheet
7m
What Connects People around the World?
Name
What connects people of the state?
What ideas unite Americans?
What connects people around the world?
1.
2.
3.
Nystrom Young Citizens
155
Chapter 7 • Lesson 4 • Section A

Activity Sheet 7m

Teaching

1. Tell students that the Student Book will give them three ways that people around the world are connected. Explain that these aren't the only three ways that people are connected. There will be one reason and some examples in each paragraph.
2. Ask students to read the text on p. 251 of the Student Book independently and look for three reasons and examples. Tell them to fill in **Activity Sheet 7m** as they come across answers.
3. When students finish reading, ask them to read the comic on p. 250.

Summarizing and Assessing

Using **Activity Sheet 7m** and the information in the Student Book, play a recognition game with students. They will be asked to match sentences with one of the three following categories: Communication, Media, and Transportation (the three things that connect people around the world). If they hear something that shows Communication, they should make a *C* shape with their arms (model this for students). If they hear Media, they will make an *M* shape. If they hear Transportation, they will make a *T* shape.

- Ships move goods from China to the United States in a couple of weeks. (T)
- Family members in the United States and Mexico can talk on the phone. (C)
- We can watch news reports from events in Japan. (M)
- You can send messages to your friend in Australia on the internet. (C)
- People can fly on airplanes to almost any place around the world. (T)
- We can see live video of an important event in Egypt. (M)

Modifications for Differentiation

Above Give each student three slips of paper and have them write one word per slip: **Transportation**, **Communication**, and **Media**. Students can fold the slips and put them into a container. Each student draws a slip of paper and makes a statement similar to those above that corresponds to the word on the paper.

Below If students are unable to read the text independently, have them read with a partner

ELL Students may need additional support with the vocabulary. With a small group, read one paragraph at a time. Show students how they can imagine a visual for the things in the text. For example, read the first paragraph and draw a quick sketch of two people sitting in front of computer screens talking to each other. Explain that this is what you see in your mind. By visualizing what's happening, you help yourself understand and remember what the text said.

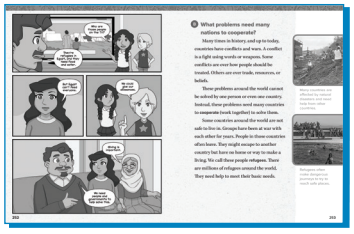
Extending

Language Arts Demonstrate how people around the world are connected by using digital resources to find pen pal classes from around the world.

Cultures Use the Literacy Links texts or similar books to add more ideas to the activity sheet. For example, discuss the idea that food is something that connects all of us or could connect all of us.

B What problems need many nations to cooperate?

Economics Geography History



pp. 252–253

New Vocabulary

cooperate
refugee

Review Vocabulary

conflict

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Think Book
- map markers

Objectives

Students will be able to:

- Discuss different sources of world problems.
- Point out world problems needing international support.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. If the Extending ideas were used from chapter 7, lesson 3, sections A, B, and C (which touched upon the problems that face the countries of China, Sweden, and Kenya), then remind students of these issues.
2. Read the comic on p. 252 of the Student Book together as a class. Ask students if they know the meaning of *refugee*. Write it on the board and define it.

Literacy Links

- *Every Last Drop: Bringing Clean Water Home*, by Michelle Mulder
- *Global Warming*, by Seymour Simon
- *Refugees*, by Harriet Brundle

3. Write *cooperate* on the board and ask students to help with the definition.

Teaching

1. Distribute **World Desk Map 3D** and map markers. Explain that they will focus on one problem that requires many nations to cooperate.

2. Write **Syria** on the board and draw a circle around it.
   a. Have students locate Syria on the desk map and circle it with their markers.
   b. Explain that, because of war, many refugees have left Syria. They have moved to different countries, some of which are close to Syria and others that are farther away. Today we see where Syrian refugees have gone.
   c. On the board, draw a short arrow pointing up from the Syria circle. Ask students to name the country bordering Syria on the north. Write **Turkey** at the end of the arrow and circle it.
   d. Draw an arrow pointing to the right of Syria on the board. Ask students to name the country on the east. Write **Iraq** at the end of the arrow and circle it.
   e. Repeat with arrows down (**Jordan**) and left (**Lebanon**). Explain that Lebanon is so small that its name is not on their world map.
   f. Explain that Syrian refugees have even moved to countries farther away, like Germany, Sweden, and Canada. Ask students to locate and circle those countries on the map. Draw longer arrows from Syria and write the names of those three countries on the board.
   g. Ask students what things refugees might need. (safety, food, shelter, water, medicine, etc.) Explain that these are difficult problems and that countries must work together to try to solve them.

3. Ask students to read Student Book p. 253 independently and then check their understanding:
   a. Explain that we have already discussed refugees. What other problem is mentioned in the text? (conflicts over trade, resources, beliefs)
   b. What can be done to solve these problems? (countries must cooperate)

Summarizing and Assessing

Help students understand the meaning of the vocabulary words by exploring what the words don't mean; ask questions such as:

- What words mean the opposite of cooperate? (argue, separate)
- What words mean the opposite of refugee? (citizen)
- Ask students to write the section question, "What problems need many nations to cooperate?" in their **Think Books**. Ask them to turn and talk to a partner about the answer. After students have responded verbally, ask them to write their answers in their Think Books. Monitor their responses.

Modifications for Differentiation

Above Challenge these students to think about other problems that require international cooperation (pollution, deadly diseases, etc.). Ask them to create a list of 3–5 international problems that require cooperation among different countries.

Below Students may not be able to read the text independently. So that they still have a chance to try, ask them to read a single paragraph, then use the discussion about the text to review the information that they did not read.

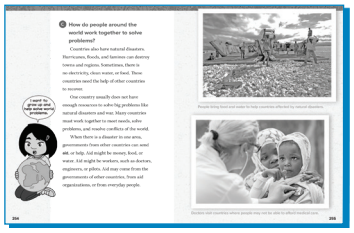
ELL In addition to allowing them to read a shorter amount of text if necessary, modifications for ELL students may need to include special sensitivity to individual situations.

Extending

Global Issues Help students learn more about global issues by reading the Literacy Links or collecting other texts that explain a variety of global issues. Brainstorm ways that kids can be involved, such as raising funds, writing letters, and learning more about the issues.

C How do people around the world work together to solve problems?

Civics Geography History



pp. 254–255

New Vocabulary

aid

Review Vocabulary

disease

Materials

- Student Book
- U.S./World Map 3C/D
- Images of Polio Victims and Vaccinations
- map markers

Objectives

Students will be able to:

- Describe how and why organizations provide aid.
- Give an example of how people and organizations work to solve a global problem.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Ask students to think about the following questions:
   a. If someone is sick, what does that person need? (medicine, care)
   b. If someone is hungry, what does that person need? (food)
2. Explain that a word for the kind of help they are describing is *aid*; write *aid* on the board. If people's homes are damaged by a hurricane or tornado, they need aid. Explain that the exact kind of help changes, but it is all aid.
3. Ask who or what can provide aid to people who need it. List their suggestions on the board. Tell them that today they are going to learn about who provides aid for global problems.

Teaching

1. Ask students to follow along as you read p. 254 of the Student Book to them.
2. Tell students that today they are going to look at how different people and groups worked together to end a deadly disease called *polio*. Show pictures of polio victims. Describe what polio is, a disease that causes people to lose the use of their legs and sometimes kills.
3. Tell the story of the fight against polio.
   a. In the early 1900s, polio was everywhere. Millions of children a year got the virus. One famous victim was Franklin Roosevelt, who later became an American president.

b. Scientists finally made vaccines, which prevented the disease, in 1955 and 1961.

c. Governments in wealthy countries, such as the United States, quickly passed laws and gave money to make sure children in their countries were vaccinated before they were in kindergarten. Point out that the students themselves have probably been vaccinated for polio.

d. In 1985, Rotary International, a service organization, began a movement to end polio around the world. Rotary has members in over 100 countries. They provided money, equipment, and volunteers to vaccinate children in poorer countries. Write **Rotary International** on the board.

e. The efforts were very successful. Soon many countries, both rich and poor, had no cases of polio. By 2006, only a few countries had cases of polio.

f. In 2008, the Gates Foundation—another organization—donated billions of dollars in money, equipment, and expertise to provide more aid. Write **The Gates Foundation** on the board.

g. By 2018, only Pakistan, Afghanistan, and Nigeria had active cases of polio. Polio has almost disappeared completely around the world, thanks to aid from people and organizations that are not part of a government.

4. Distribute **World Desk Map 3D** and map markers to student groups.

5. Instruct students to draw an **X** on the continents where polio was eliminated:

   a. North America

   b. South America

   c. Europe

   d. Australia

6. Tell students to find Afghanistan and Pakistan (in Asia) and Nigeria (in Africa). Have students circle Afghanistan, Pakistan, and Nigeria. These are the only three countries in the world that have not eliminated polio.

Summarizing and Assessing

Have students show their maps. Ask them to show and name the three countries where polio still exists. (Afghanistan, Pakistan, and Nigeria) Ask them to name two organizations that helped fight polio. (Rotary International, the Gates Foundation)

Modifications for Differentiation

Above Have students research more about the role of governments and international organizations (like the World Health Organization) in eliminating polio.

Below Students may not follow the reading well. Pause after each paragraph and review the main point.

ELL In addition to the support provided in Below, modifications for ELL students may need to include special sensitivity to individual situations.

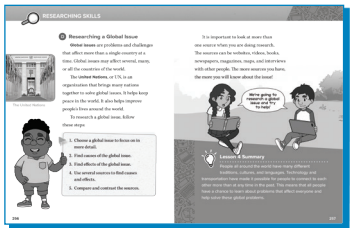
Extending

Civics Research an aid organization, such as Doctors Without Borders. Use print and online resources to find out what work they do. Use a map to identify locations where they are currently working.

Researching Skills

D Researching a Global Issue

Geography History



pp. 256–257

New Vocabulary

global issue
United Nations

Review Vocabulary

cause
compare
contrast
effect

Objectives

Students will be able to:

- List steps involved with researching a global issue.
- Recognize the importance of using multiple sources when conducting research.

Vocabulary Focus
Introduced in Getting Started and Teaching activities.

Getting Started

1. Review some of the global issues students have learned about in previous sections.
2. Write a list on the board of some problems that require international cooperation. Encourage students to brainstorm and add additional problems.

Materials

- Student Book
- computer

Online Activities

- Researching a Global Issue

Teaching

1. Read the first paragraph of p. 256 of the Student Book to students. Explain that we can use the phrase *global issues* to describe the list of problems on the board.
2. Ask students to read the remaining text with their reading partners.
3. Ask students what the United Nations does. (brings nations together, keeps peace, improves lives)
4. Look at the comic on p. 257 of the Student Book. Ask what Minar and Carlos are going to do. (research and help with a global issue)
5. Explain that students can help with a global issue as well, and this will be their chapter project.
6. As a class, choose one global issue to learn more about. This can be done by voting. This will be their global issue for the chapter project.
7. Review the steps to research a global issue (from the Student Book). Explain that students will finish the steps for the chapter project.

Summarizing and Assessing

Read the lesson summary on p. 257 of the Student Book and then restate the steps of researching a global issue.

Modifications for Differentiation

Above Challenge these students to explore the UN website and find global issues independently.

Below Reading and modeling as a class instead of independent work will lessen the need for modifications. Review the concepts *cause and effect* and *compare and contrast* with students.

ELL In addition to the Below modification, check students' understanding of the global issue by asking them to describe it to you. If students struggle for words, suggest that they act it out or draw pictures to communicate their understanding.

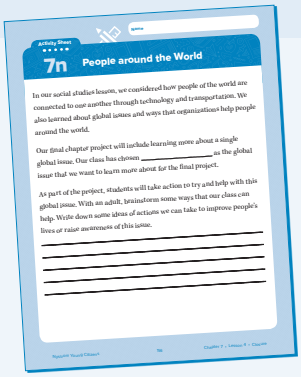
Lesson 4
Closure

Classroom Assessment Activity

Divide students into table groups. For each of the following questions, have them list as many answers as they can think of in one minute in their **Think Books**. Table groups can work together on their lists. At the end of one minute, call on a student to share a single answer. Do this with several students. Repeat for each question.

Write your answers to the following questions:

1. What connects people around the world? (internet, phones, media, transportation)
2. What problems need many nations to cooperate? (illnesses, war, conflicts, natural disasters, etc.)
3. How do people around the world work together to solve problems? (communicate, form organizations, etc.)


Activity Sheet
7n People around the World

In our social studies lessons, we considered how people of the world are connected to one another through technology and transportation. We also learned about global issues and ways that organizations help people around the world.

Our final chapter project will include learning more about a single global issue. Our class has chosen _____ as the global issue that we want to learn more about for the final project.

As part of the project, students will take action to try and help with this global issue. With an adult, brainstorm some ways that our class can help. Write down some ideas of actions we can take to improve people's lives or raise awareness of this issue.

Review at Home

Ask students to complete **Activity Sheet 7n** with their families at home.

Chapter 7
Review

Review Vocabulary

aid
arid
canal
climate
compromise
cooperate
diplomat
equator
export
global issue
hemisphere
import
monarch
prime meridian
refugee
revolve
satellite
scenery
subarctic
surplus
trade
treaty
United Nations

Materials

- Student Book
- U.S./World Desk Map 3C/D
- Activity Sheet Chapter 7 Review
- Think Book

Objectives

Students will be able to:

- Explain what *climate* is.
- Define and give examples of *trade*, *surplus*, *exports*, and *imports*.
- Explain why prices go up and down based on supply and demand.
- Recognize how people change the environment to create trade opportunities.
- Compare and contrast information from two texts.

Getting Started

Ask students to share in groups their responses to the chapter question "How do people around the world connect?" Listen to students' answers and clarify or reteach concepts as necessary.

Teaching

1. While still in groups, return to **Activity Sheet 7a** in their **Think Books**.
2. Have each group review their answers in the activity sheet and correct them as needed. Monitor each group to be sure they have the correct answers.
3. Using the Student Book, maps, and the **Think Books**, complete **Activity Sheet Chapter 7 Review**.

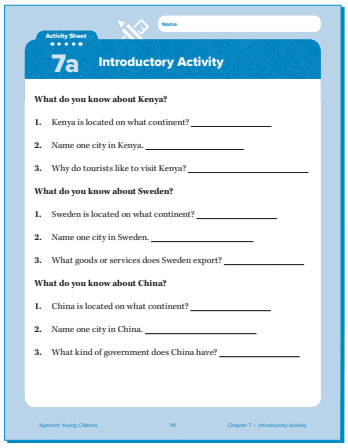
Summarizing and Assessing

As a class review and discuss **Activity Sheet Chapter 7 Review**. Reteach concepts as necessary.

Modifications for Differentiation

Above Challenge students to use the review sheet to write practice test questions. Use these sample questions for a review game with the entire class.

Below Allow another student to scribe the answers on the review sheet.



Activity Sheet
7a Introductory Activity

Name

What do you know about Kenya?

1. Kenya is located on what continent? _____
2. Name one city in Kenya. _____
3. Why do tourists like to visit Kenya? _____

What do you know about Sweden?

1. Sweden is located on what continent? _____
2. Name one city in Sweden. _____
3. What goods or services does Sweden export? _____

What do you know about China?

1. China is located on what continent? _____
2. Name one city in China. _____
3. What kind of government does China have? _____

Nystrom Young Citizens H6 Chapter 7 • Introductory Activity

Activity Sheet 7a

ELL Allow students to respond verbally to questions on the review sheet. Pull a small group of students who would benefit from additional conversations about complex concepts such as *compromise*, *treaty*, and *diplomat*.

Chapter Test

Distribute and administer the **Chapter 7 Test** (Teacher's Guide pp. 404–408). Assist students as needed.

Chapter 7 Project
Take Action Plan

Materials

Every Day
- Project Checklist
- Project Evaluation

Days 1–2
- coloring utensils
- large sheets of paper
- print and online resources related to the class global issue

Day 3–4
- materials vary, depending on take action plan


Civics


Critical Thinking


Information Processing

Objectives

Students will be able to:

- Cite a global issue and its related issues.
- Relate steps to address a global issue.
- Summarize multiple texts.
- Compare and contrast sources.

Project Description

Students will focus on researching a global issue and determine the steps necessary to make a positive contribution to solutions for this problem. This project will further students' understanding of global issues and the ways that countries work together. It will also challenge their problem-solving abilities as well as encourage them to practice proper research methods.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Materials for days 3–4 of the project are not listed, as they will depend on what Take Action Plan the class decides upon. Provide materials as necessary.

Instructions and Suggestions

Prior to the Project

Collect a variety of resources about the topic the class chose in chapter 7, lesson 4, section D. Consult the school's librarian/media specialist for assistance in finding age-appropriate materials.

Day 1

1. Remind students of the global issue they chose in chapter 7, lesson 4, section D.

2. Describe the issue:

    a. As a class, read a shared book or text or watch a video related to the chosen topic.

    b. Make a T-chart on a large piece of paper with the left side labeled **Causes** and the right side labeled **Effects**. Fill in information regarding the global issue as a class.

3. Divide students into small groups. Assign a resource to each group of students.

    a. On a large piece of paper, have each group make a T-chart showing causes and effects using the information from their resources.

    b. Assist groups as necessary, as they will likely need help.

    c. Collect the charts and save them for the next day of the project.

Day 2

1. Have students rejoin their small groups from Day 1. Distribute their T-charts and post the chart that the class completed together.

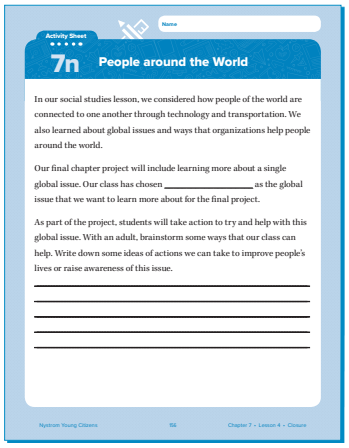
2. Draw a Venn diagram on the board and explain that each group will make its own diagram to compare the class source (Source 1) to their group source (Source 2). Review the concept of *compare and contrast*.

3. Have each group make a Venn diagram on a large sheet of paper. Label the circles **Source 1** and **Source 2**. Assist groups as necessary. The diagram should include causes and effects information from both sources.

4. As groups finish and time permits, have them look at more sources for the global issue. For each source, groups should write the causes and effects that they find. Remind students that the more sources they can look at, the better.

Day 3

1. Review the global issue with the whole class. Encourage students to tell what they learned during their research.


Activity Sheet
7n People around the World
Name
In our social studies lesson, we considered how people of the world are connected to one another through technology and transportation. We also learned about global issues and ways that organizations help people around the world.
Our final chapter project will include learning more about a single global issue. Our class has chosen _____ as the global issue that we want to learn more about for the final project.
As part of the project, students will take action to try and help with this global issue. With an adult, brainstorm some ways that our class can help. Write down some ideas of actions we can take to improve people's lives or raise awareness of this issue.
Nystrom Young Citizens 156 Chapter 7 • Lesson 4 • Closure

Activity Sheet 7n

2. Discuss how the class will take action. Students can refer to **Activity Sheet 7n** for ideas that they came up with at home. Possible actions include (but are not limited to):

   a. Writing letters/emails to political leaders or international organizations;

   b. Raising money (via bake sale or something similar) to donate to an organization that addresses the global issue; and

   c. Creating school or community educational awareness posters or presentations.

3. Decide on a plan of action. This can be done with the entire class, assigned by the teacher to small groups, or left up to small groups to decide on their own.

4. Each student must contribute to the plan of action, either as a class or in small groups.

5. Have students begin work on their plans.

Day 4

1. Continue working on the plan of action.

2. Students can present their work at the end of the project. Ensure that letters get sent, posters get posted, money gets donated, etc.

Modifications for Differentiation

Above Challenge these students to help find additional online and print resources.

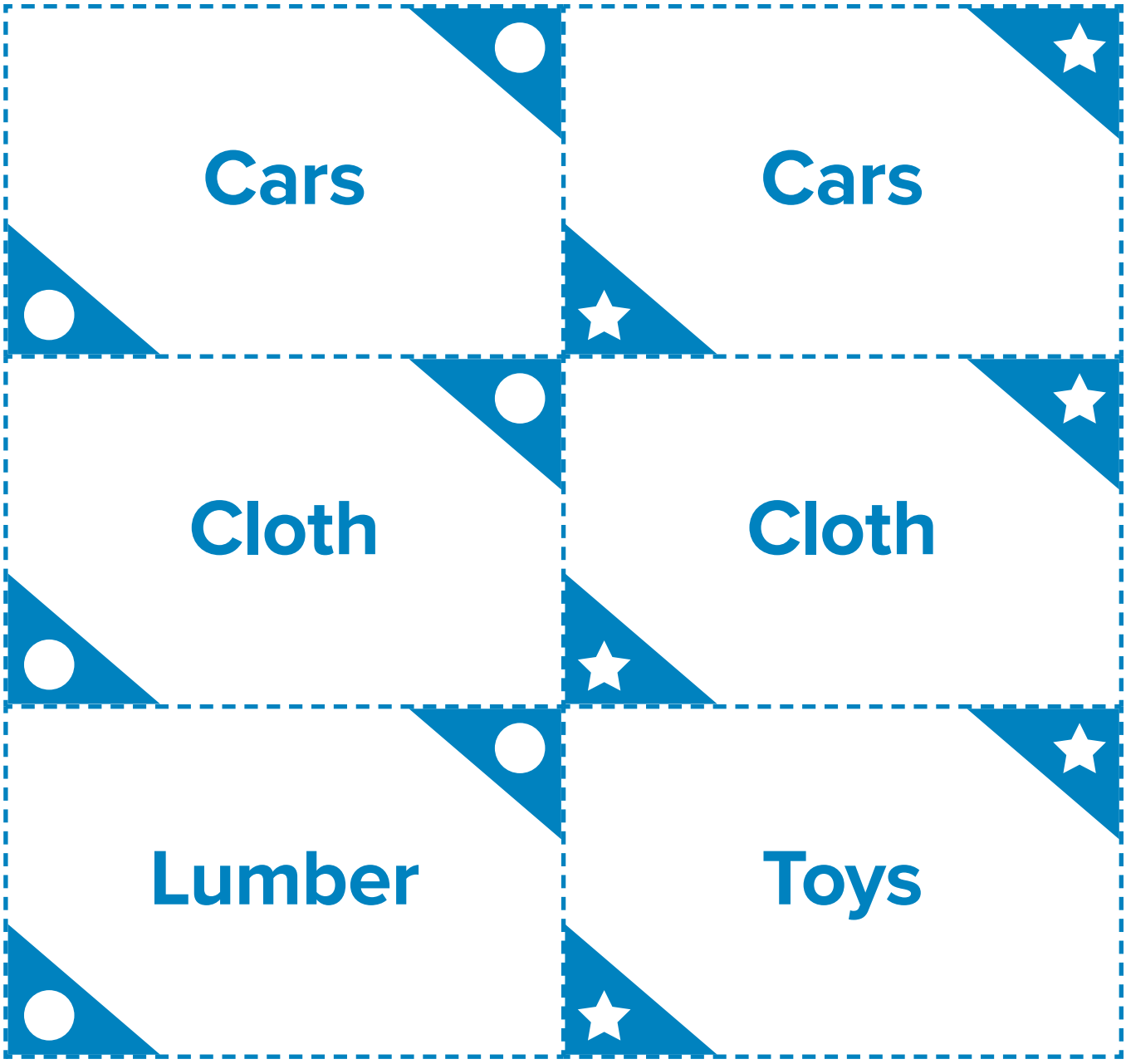
Below Students who may find the reading too challenging can be allowed to review video sources and work with a partner who can scribe the compare/contrast information.

ELL In addition to the Below modification, be aware during class discussions that students may need words clarified. Encourage students to clarify their ideas, but be ready to help clarify as needed. It is important to sustain the momentum and excitement about the global issue and ways to solve it.

Rubric

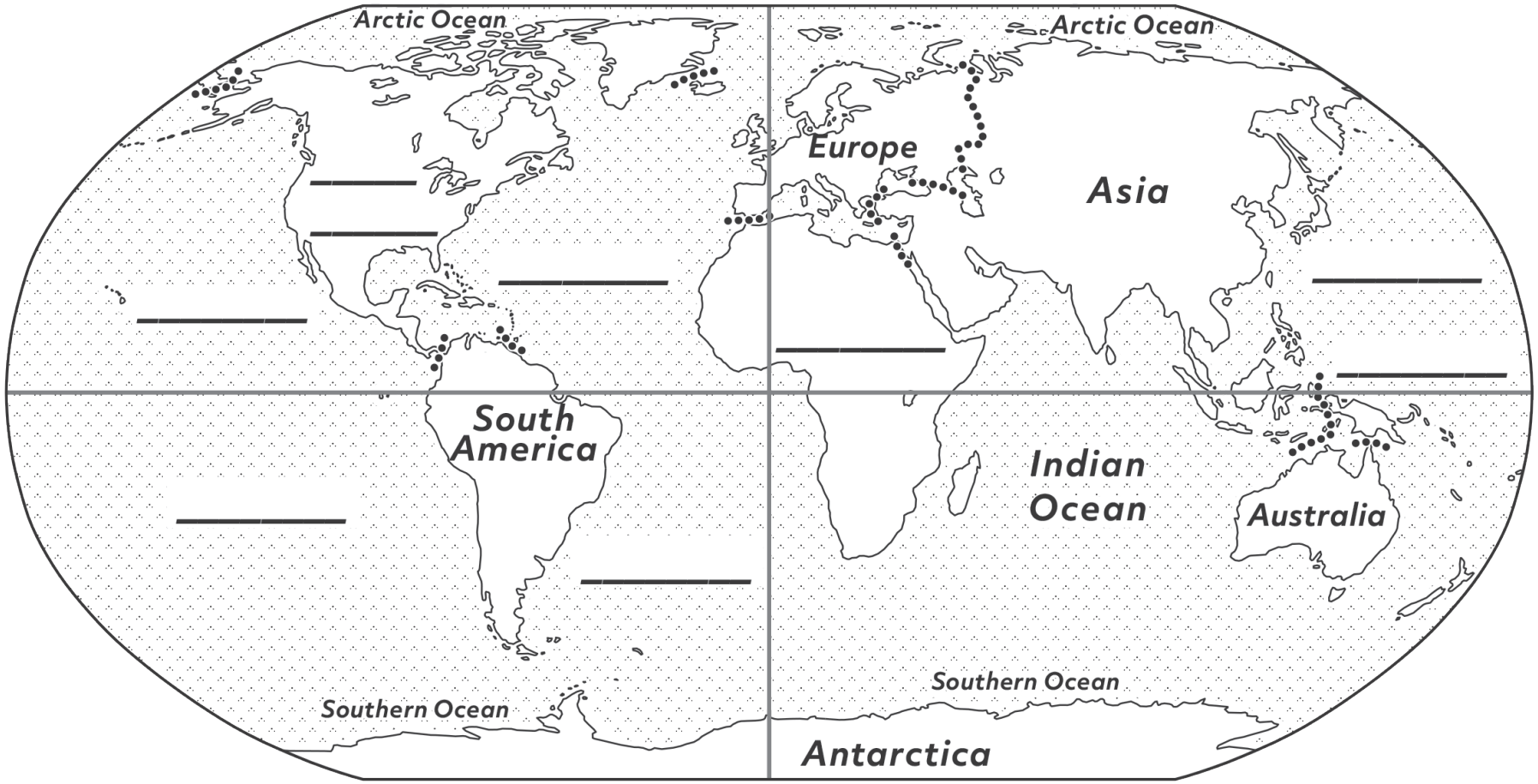
See **Project Evaluation** (Teacher's Guide p. 409).

Trading Cards



Chapter 7 Test

Name



Name

Chapter 7 Test

Use the map to help you answer the questions.

1. Which hemisphere is north of the equator? _____

2. Which hemisphere is south of the equator? _____

3. Which hemisphere is east of the prime meridian?

_____

4. Which hemisphere is west of the prime meridian?

_____

5. How many continents are on the earth? _____

6. How many oceans are in the world? _____

7. Label the equator line by marking it with an **E**.

Name

Chapter 7 Test

Fill in the blanks with the words in the word bank.

trade	surplus	imports

8. Mr. Chin grows three times as many oranges as usual. He now has a _____ of oranges.

9. Mr. Chin wants to sell his oranges to buyers in China. At the same time, he wants to buy some lemon trees that are grown in China. This buying **and** selling is called _____.

10. The oranges would be Mr. Chin's exports. The lemon trees would be _____.

Name

Chapter 7 Test

Write your answers in the space provided.

11. What would happen to the price of oranges if many orange growers in the same area have a surplus of oranges?

12. Name two ways that people have changed the environment to benefit trade and improve transportation.

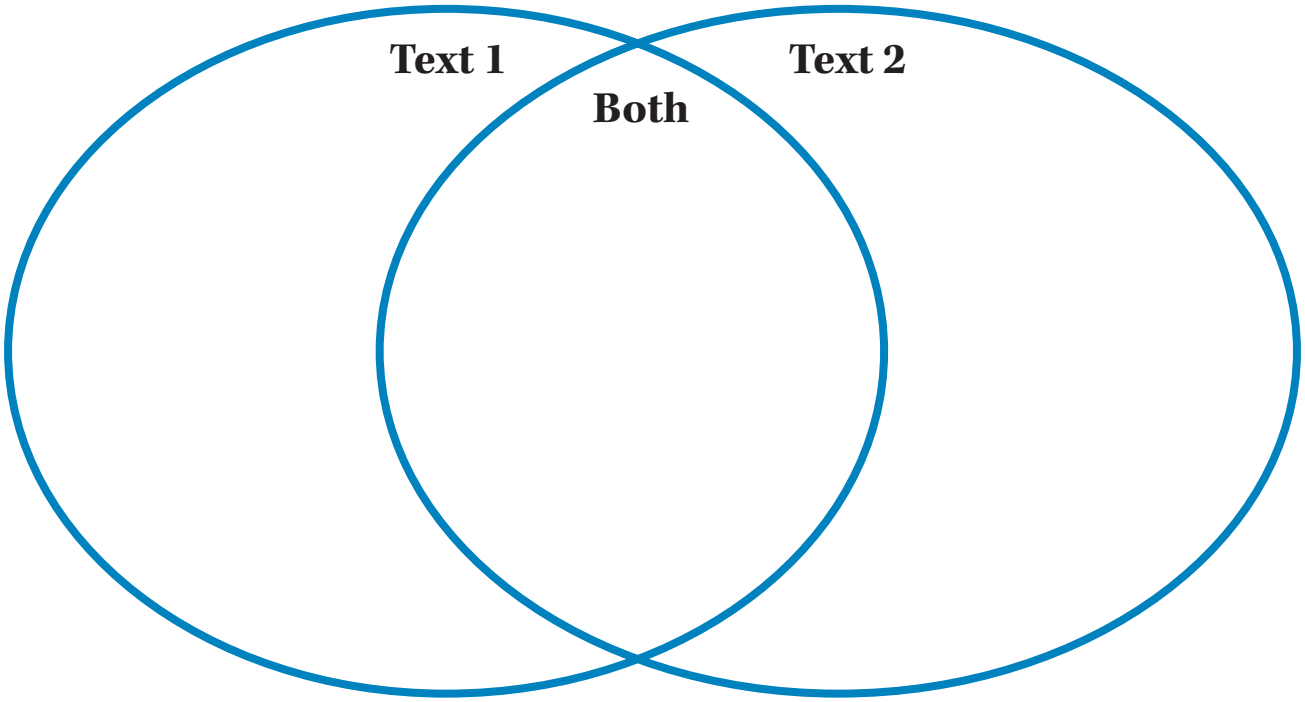
13. Explain one way that technology has improved trade with other countries.

14. How are people around the world connected?

Name

Use the texts below to fill in the Venn diagram.

Text 1	Text 2
China is a country in Asia. More people live in China than in any other country. It is home to Mt. Everest, the highest mountain in the world.	China is located in Asia. China has many climates, including desert and mountain climates. China has the highest mountain in the world, Mt. Everest. China has a communist form of government.



15. What is different about Text 1 and Text 2? Write those differences in the Text 1 and Text 2 circles.

16. What is the same about Text 1 and Text 2? Write the things that are the same in the shared space.

Student Name:

Chapter 7 Project	Project Evaluation
Group Work	
The student listened attentively to others.	1 2 3 4
The student spoke appropriately when sharing.	1 2 3 4
Research	
The student read from at least two different sources.	1 2 3 4
The student's group created a chart for each source.	1 2 3 4
The student's group made a Venn diagram comparing two sources.	1 2 3 4
Product	
The student's group took action to try and help or solve the global issue.	1 2 3 4

The highest rating is 4.

Answer Keys

Answer Keys

Chapter 1

Name

Activity Sheet

1 of 2

1a Changes That Happen in Families

Cut apart the pictures on the next page and place them in order from the first family event to the last family event.

Write a sentence about the family event shown in each picture.







Nystrom Young Citizens 5 Chapter 1 • Lesson 1 • Section B

Name

Activity Sheet

2 of 2

1c Rights and Responsibilities

Cut apart the picture cards on the previous page. Sort the pictures into the proper column so that each is either a **right** or a **responsibility**.

Right	Responsibility
	
	
	

Nystrom Young Citizens 9 Chapter 1 • Lesson 2 • Section B

Chapter 1 Review

Name

Activity Sheet

1f Conducting an Interview

An interview is a primary source. Interviews help me learn about the past.

I want to interview _____ (person's name).

Someone else I could interview is _____ (person's name).

The interview questions that I want to ask are:

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

Answers vary but may include the following:

- **When/where were you born?**
- **Where did you live?**
- **Did you go to school?**
- **What were your hobbies?**

Some interview tips are:

1. Ask the person to explain or give an example.
2. Show the person my notes to make sure I wrote down the answers correctly.

Nystrom Young Citizens 12 Chapter 1 • Lesson 4 • Section C

Name

Chapter 1 Review • Part 1

Draw lines matching the vocabulary words to their definitions.

needs	A custom or belief.
tradition	A person's way of thinking.
right	A document or photo that comes from people who experienced the event being studied firsthand.
point of view	Examples of these are safety, shelter, and water.
primary source	Something you need to do.
responsibility	These people live near each other in the same neighborhood.
neighbors	Something we should always have. An example of this is freedom.

Nystrom Young Citizens 14 Chapter 1 Review

Name

Chapter 1 Review • Part 2

Thea's Time Line



Answer the following questions using Thea's time line.

1. What happened to Thea in 1995?
   She started school.

2. What happened first: Thea started school or Thea's sister was born?
   Thea started school first.

3. How old was Thea when she started school?
   5 years old

★ How much older is Thea than her baby sister? 8 years

Name

Chapter 1 Review • Part 3

Imagine that you want to learn more about Thea's past. List two interview questions you could ask Thea to learn about her life.

1.
2.

Answers vary but may include the following:

- How did you feel when you started school?
- What was it like when your sister was born?
- Did it hurt when you lost your first tooth.

▼ *Chapter 1 Test*

Name

Chapter 1 Review • Part 4

Circle all the sentences that describe something you should do when you need to solve a disagreement.

Let everyone explain their point of view.

Talk louder than everyone else.

Listen carefully.

List many solutions or ideas.

Use *I feel* _____ *when* statements to explain your point of view.

Make fun of ideas that you think are silly.

Name

1 of 6

Chapter 1 Test

Use each word from the word bank one time to answer the following statements.

needs	point of view	tradition
primary sources	responsibility	right

1. We must have food, water, and shelter so that we can live. These are called needs.
2. We can learn about the past from primary sources. These come from a person who experienced the event firsthand.
3. A tradition is a custom or belief.
4. Something you need to do is called a responsibility.
5. Freedom is an example of a right. It is something we should always have.
6. A person's way of thinking is called his or her point of view.

Name

Chapter 1 Test 3 of 6

7. What year was Jose's baby sister born? 2012

8. What year did Yin start school? 2010

9. Yin moved to a new home in 2011. What happened to Jose in the same year? He started school.

10. Who is older—Yin or Jose? Yin

Name

Chapter 1 Test 5 of 6

11. Describe Jose's point of view about moving away from Mexico.
He was scared because his English wasn't very good and he thought everyone would laugh at him. He missed his aunts and uncles.

12. Explain why using an interview is a good way to learn about someone's life.
Answers vary but may include you can learn someone's point of view and personal history and you can ask about things you didn't previously know.

Chapter 2

Name

Activity Sheet

2b Who Enforces the Rules?

Leaders make rules and laws. They also enforce, or make sure we obey, those rules and laws.

Complete the chart to show who makes the rules and who enforces the rules in your home, school, and town.

	Who makes the rules?	Who enforces the rules?
Home	parents	parents
School	principal, teacher	principal, teacher
Town	government	police

Name

Activity Sheet

2d Making Decisions

Your family is thinking about bedtime. Your mom thinks you should go to bed at 8:00. Your brother is four years older than you and he goes to bed at 9:30. You want to go to bed at the same time as your brother. Your mom calls a family meeting so that you can all be a part of making the decision.

1. What choice is your family making?
my bedtime

2. What could happen if you go to bed at 8:00?
Answers vary but may include my mom is happy, and I get enough sleep.

3. What could happen if you go to bed at 9:30?
Answers vary but may include I am happy, and I get to stay up later.

4. Is there additional information your mom should consider?
Answers vary but may include I want to be a part of family activities.

Name

Activity Sheet

2e Telling the Difference between Fact and Opinion

1 of 2

Read the main sentence. Put a check next to each statement below it that is true.

1. **Soccer is played by teams.**
   - a. I can check or prove this statement. ☑
   - b. This statement is about what someone thinks or feels. ☐
   - c. This statement has a clue word. ☐
   - d. This statement is a fact. ☑
   - e. This statement is an opinion. ☐
2. **Soccer is fun.**
   - a. I can check or prove this statement. ☐
   - b. This statement is about what someone thinks or feels. ☑
   - c. This statement has a clue word. ☐
   - d. This statement is a fact. ☐
   - e. This statement is an opinion. ☑

Name

Activity Sheet

2e Telling the Difference between Fact and Opinion

2 of 2

3. **You can watch soccer on television.**
   - a. I can check or prove this statement. ☑
   - b. This statement is about what someone thinks or feels. ☐
   - c. This statement has a clue word. ☐
   - d. This statement is a fact. ☑
   - e. This statement is an opinion. ☐
4. **My friend thinks that Brazil has the best soccer team.**
   - a. I can check or prove this statement. ☐
   - b. This statement is about what someone thinks or feels. ☑
   - c. This statement has a clue word. ☑
   - d. This statement is a fact. ☐
   - e. This statement is an opinion. ☑

★ Why is it important to know people's opinions when making a decision?

Answers vary but may include it is good to hear what other people think before making a decision.

Chapter 2 Review

Name

Chapter 2 Review • Part 1

Fill in the sentences with the correct word from the word bank.

rule	enforce	costs	citizen
community	benefits	opinion	fact

1. A group of people living, working, or studying together is called a community.
2. Something that tells you how to act is called a rule.
3. The principal helps enforce the rules, which means making sure the rules are followed.
4. The money that you spend or time that you take are the costs of your choice.
5. The good results of your choice are called the benefits.
6. A fact is a statement that you can check or prove.
7. An opinion is a statement about what someone thinks or feels.
8. Someone who belongs to a community and shares its rights is called a citizen.

Name

Chapter 2 Review • Part 2

Making a Choice

Put these statements in the correct order to show how to make a good choice. Put a "1" next to the first thing you should do, a "2" by the second thing you should do, and so on, until every blank has a number.

3 Gather information.

5 Make your choice.

6 Evaluate how well your choice worked.

2 Identify the options to get what you want.

4 Predict what will happen if you make each choice.

1 Identify what you want.

Name

Chapter 2 Review • Part 3

Fact or Opinion

Decide if these statements are facts or opinions. Write **F** by the statements that are fact and **O** by statements that are opinion.

F A falcon can go as fast as 200 miles per hour when diving.

O A falcon is the best bird in the world.

O Everyone should have a pet.

F More people own dogs than own snakes in our school.

Write a Fact and Opinion

Write one fact statement and one opinion statement.

1. Fact:

_____

_____

2. Opinion:

_____

_____

Name

Chapter 2 Review • Part 4

OREO

We can use the OREO way to write opinions. Complete the OREO outline.

O: Write your opinion.

R: Give one or two reasons for your opinion.

E: Write an example to show how your reason supports your opinion.

O: Restate your opinion.

▼ *Chapter 2 Test*

Name

Chapter 2 Test

Vocabulary

Circle the correct word that completes the sentence.

1. A group of people living, working, or studying together is called a _____.

citizen (community) fact

2. Something that tells you how to act is called a _____.

fact opinion (rule)

3. The money that you spend or time that you take are the _____ of your choice.

(costs) facts rules

Name

Chapter 2 Test

4. A _____ is a statement that you can check or prove.

(fact) rule opinion

5. An _____ is a statement about what someone thinks or feels.

fact rule (opinion)

6. Someone who belongs to a community and shares its rights is called a _____.

community (citizen) cost

Name

Chapter 2 Test

3 of 8

Making a Choice

7. Put these statements in the correct order to show how to make a good decision. Put a "1" next to the first thing you should do, a "2" by the second thing you should do, and so on until every blank has a number.

5 Make your choice.

6 Evaluate how well your choice worked.

3 Gather information.

4 Predict what will happen if you make each choice.

2 Identify the options to get what you want.

1 Identify what you want.

Name

Chapter 2 Test

4 of 8

Costs and Benefits

Carlos has been invited to spend the night with his best friend. On the same night, Carlos's sister has an important soccer game. Carlos needs to decide whether to go to his friend's house or to his sister's soccer game.

8. Use the passage above to answer the following questions.

a. What is a cost of going to spend the night with his best friend?
Carlos would miss his sister's soccer game.

b. What is a benefit of spending the night with his best friend?
Carlos would have fun with his friend.

c. What is a cost of going to his sister's soccer game?
Carlos would not be able to spend the night with his friend.

Name

Chapter 2 Test

5 of 8

9. What is a benefit of going to his sister's soccer game?
Carlos supports his sister, she will be happy.

10. What other information might help Carlos make a decision?
Answers vary but may include whether he can visit his friend on a different night.

Name

Chapter 2 Test

6 of 8

Fact or Opinion

11. Decide if these statements are facts or opinions. Write F by the statements that are fact and O by statements that are opinion.

F The Grand Canyon is in Arizona.

O The Grand Canyon is the best place to visit in the United States.

F The first national park in the world was Yellowstone National Park.

O National parks are too expensive to visit.

Chapter 3

Name

Activity Sheet

3a Comparing Communities

Circle the names of things you would usually see in each place.

	City	Farm Community	Our Community
Streets	buses, cars, tractors	buses, cars, tractors	buses, cars, tractors
Buildings	tall buildings, short buildings, barns	tall buildings, short buildings, barns	tall buildings, short buildings, barns
Green Areas	parks, yards, fields	parks, yards, fields	parks, yards, fields

Name

Activity Sheet 2 of 2

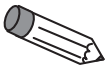
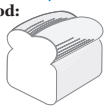
3d How Land Is Used

1. If you want to buy land to start a farm, which grid(s) would you choose? A1, A2, A3
2. Where would you look if you want to live in a building near the center of town? B2, B3
3. Where would you look if you want to live on a street near the river? A1, B1
4. Where would you look if you want to live on a street near the railroad tracks? A3, B3
5. Where would you expect to find cows? A1, A2, A3
6. Where would you look if you want to live near the pond in town? B3
7. Where would you look if you want to live at the end of Mountain View Road? A1
8. Where could you go hiking in the mountains? A1

Name

Activity Sheet

3e Goods, Producers, and Consumers

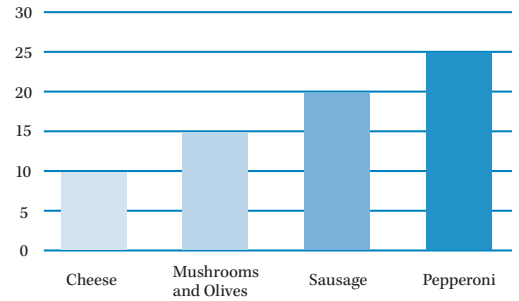
Example 1	Example 2
Producer: Pencil-factory workers	**Producer:** Baker
Good: 	**Good:** 
Consumer: _____	**Consumer:** Factory workers

Name

Activity Sheet 1 of 4

3h Using Graphs

Favorite Pizza Toppings



1. What is this graph about? pizza toppings

Look at the numbers on the side. These show the number of students. Notice that not every number is shown.

2. How many students like mushrooms and olives? 15
3. Do more students like pepperoni or sausage? pepperoni

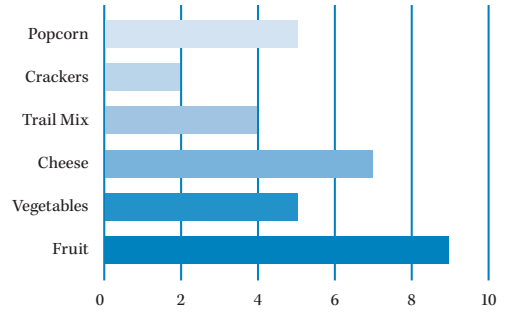
Name

Activity Sheet

2 of 4

3h Using Graphs

Favorite Snacks



4. How many students voted for cheese as their favorite snack? 7

5. What is the most popular snack? fruit

6. What is the least popular snack? crackers

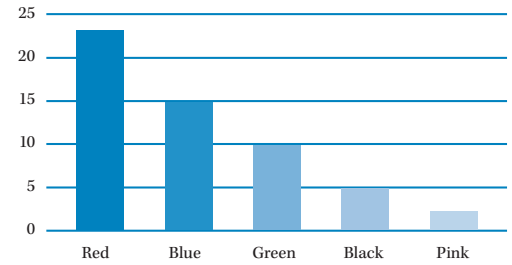
Name

Activity Sheet

3 of 4

3h Using Graphs

Favorite Colors



7. What color received the least votes? pink

8. What color received the most votes? red

9. How many votes did the color green receive? 10

▼ Chapter 3 Test

Name

Activity Sheet

3k Old and New Technology

Old and New Technology

Complete the chart. The first one has been done for you.

Purpose	Old Technology	New Technology
tell family members who live far away about your life	mail a letter	send an email or text
get to school	ride a horse	ride a skateboard
go to the store	ride in a wagon	ride in a car
plan how to go to a new location	buy a paper map	electronic map, GPS
take a test	write answers on paper	answer on computer
★ Can you think of a new purpose?		

Name

1 of 7

Chapter 3 Test

income	borrow	population
bar graph	human feature	Goods
services		
Wants	relocate	pollution

Fill in the blanks with the correct word.

1. Something that is made by people, such as a bridge or a railroad track, is called a human feature.

2. Goods and services come from producers. People who buy these things are called consumers.

3. People want to protect rivers from dangerous chemicals and garbage. The chemicals and garbage are examples of pollution.

4. Needs are things people must have. Wants are things people would like to have.

Name

Chapter 3 Test

2 of 7

5. If you need money to start a business, you may have to ___borrow___ extra money from the bank.

6. People earn ___income___ by doing work.

7. A ___bar graph___ helps us compare things using a picture instead of words.

8. The ___population___ or number of people changes over time when people move into or out of neighborhoods.

9. Some changes in neighborhoods, such as floods, force people to ___relocate___, or move, to a new neighborhood.

Name

Chapter 3 Test

4 of 7

10. What natural feature can be found at A2?
Answers vary but may include pond, lake, trees, island, and grass.

11. What human feature can be found at B1?
Answers vary but may include building, road, sign, and fence.

12. What grid coordinates tell you where to find the school?
A2

13. What two grid coordinates have *Food* stores?
B2 and A3

Name

Chapter 3 Test

5 of 7

Reading Graphs

Use the bar graph to answer the following questions.

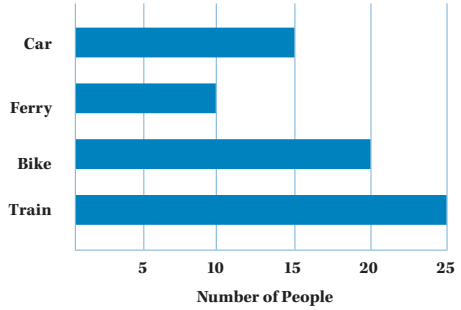
14. How many people ride a car to work? ___15___

15. How many people ride a train to work? ___25___

16. Altogether, how many people ride a ferry AND a bike? ___30___

17. How many more people ride a car than ride a ferry? ___5___

How People Commute in the Neighborhood



Name

Chapter 3 Test

6 of 7

Neighborhood Changes

The two pictures on the next page show one neighborhood. Use these images to answer the following questions.

18. Name one change that has happened to this neighborhood.
Answers vary but may include more buildings and more houses.

19. Name one way people could earn money, or income, in the neighborhood in the second picture.
Answers vary but may include working in the Food store.

20. What are some natural features in this community?
Answers vary but may include the lake and trees.

Chapter 4

Name

Activity Sheet

4a Compare and Contrast

	Classroom 1	Classroom 2	Classroom 3
Number of students in the class	25	27	26
Number of pets in the classroom	2	2	4
Number of computers in the classroom	8	7	8
Number of windows in the classroom	5	5	5

1. Which classroom has the most computers?
   Classrooms 1 and 3 (each has 8 computers)
2. Which classroom has the most classroom pets?
   Classroom 3
3. Which two classrooms have the same number of pets?
   Classrooms 1 and 2
4. How are all the classrooms alike?
   They have the same number of windows, or each has students, pets, computers and windows (though not necessarily the same number of each).

★ How is the category, "Number of students in the class" different from all the other categories?
Answers vary but may include all three classrooms have a different number, and the number is much larger than the other categories.

Nystrom Young Citizens 62 Chapter 4 • Lesson 1 • Section E

Name

Activity Sheet

4b Vocabulary

Next to each vocabulary word, write the letter of the definition that matches it. Do this for both boxes.

rural	d	a.	when soil washes away
urban	b	b.	an area that has many homes and businesses
suburban	c	c.	an area that has some homes and some open spaces for parks
erode	a	d.	an area that doesn't have many homes but has lots of farmland

natural disaster	d	a.	see how two or more things are alike
natural environment	b	b.	living and nonliving things that are not made by people
compare	a	c.	see how two or more things are different
contrast	c	d.	events like floods, earthquakes, and tornadoes

Nystrom Young Citizens 63 Chapter 4 • Lesson 1 • Closure

Name

Activity Sheet

4c Towns and Tables

2 of 2

We worked on two important skills in this lesson: comparing and contrasting as well as reading a table. Practice reading a table at home and noticing what is alike and what is different. A TV schedule can make a great model for practice. Here's a sample:

	Channel 4	Channel 5	Channel 6
6:30	Local news	Local news	Local news
7:00	Cartoon	Animal movie	Dance-off
7:30	Cartoon	Animal movie	Explore the Zoo
8:00	Paid advertisement	Cartoon	Cartoon

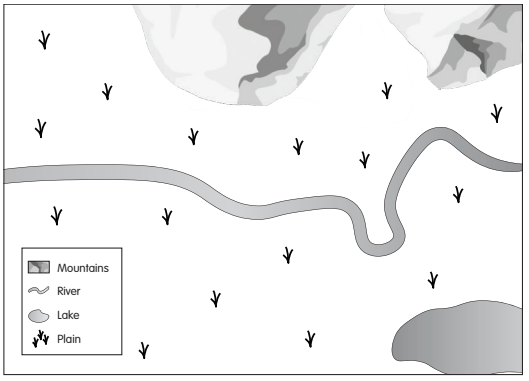
1. What programs are the same on all three channels?
   Local news and Cartoon
2. Which channel is showing a movie about animals?
   Channel 5
3. Name one channel that has very different shows in each half hour.
   Channel 6

Nystrom Young Citizens 65 Chapter 4 • Lesson 1 • Closure

Name

Activity Sheet

4e Why Did New People Come to the Area?



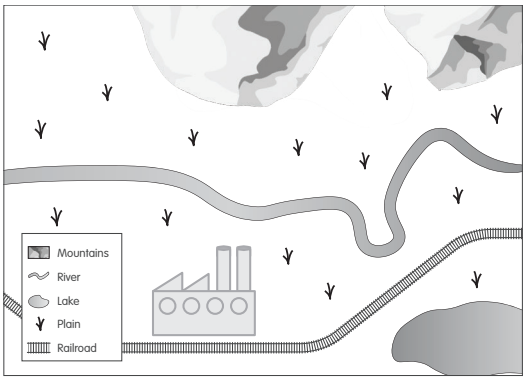
★ **Why did Europeans want to settle in this region?**
Answers vary but may include the land was good for farms, and there were a river and a lake to provide water for people and animals.

Nystrom Young Citizens 67 Chapter 4 • Lesson 2 • Section B

Name

Activity Sheet

4f Setting Up a Town



★ **Why did new groups come to Maplewood?**

Answers vary but may include people saw how good the land was for growing food, and people came to work in the factory.

Name

Activity Sheet

4g Main Idea and Supporting Details

1 of 2

1. Find the topic, draw a rectangle around it, and mark it with a **T**.
2. Find the main ideas, circle and mark them with an **M**.
3. Find two details in each paragraph, underline them, and mark them with a **D**.

Text 1

The History of Maplewood

T M
Many different people have lived in Maplewood. These people have changed over the history of the town. D First, American Indians camped along the river. D Fur trappers and traders came through Maplewood. D Settlers from Europe came to Maplewood because of the water and D good soil. They planted corn and apples.

M
Over time, more people came and started businesses to provide goods and services to the people of Maplewood. D Germans came looking for farms and businesses of their own. D African Americans were hired to work in factories. D Each group brought their own traditions that helped to make Maplewood.

Name

Activity Sheet

4g Main Idea and Supporting Details

2 of 2

Text 2

Changes in Maplewood

T M
Many changes came to Maplewood as it grew. Early settlers needed roads and railroads to move their goods and to get supplies. D Maplewood had many natural resources and good transportation. D One family built a factory that made clothes.
D More people came to the area to work in the clothing factory.
D Over time, the factory was changed from a factory that made clothing into a factory that made solar panels.

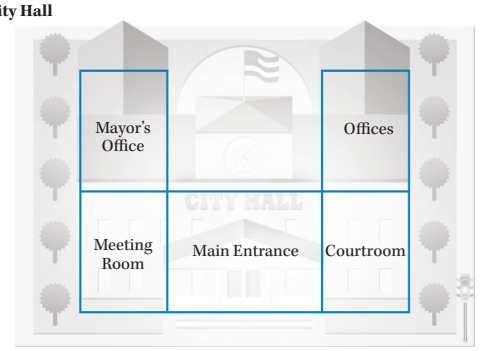
Name

Activity Sheet

4i Reading a Diagram

1 of 2

City Hall



1. What is the title of this diagram?
   City Hall
2. What does the picture tell you?
   the different sections of the building
3. How does the writing help you understand the diagram?
   The writing tells what each room is used for.

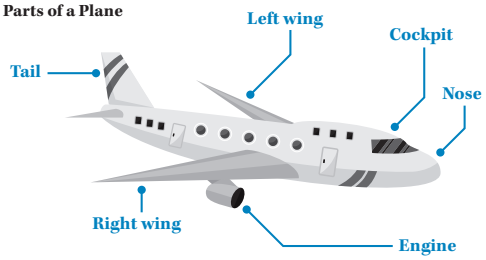
Name

Activity Sheet

4i Reading a Diagram

2 of 2

Parts of a Plane



4. What is the title of this diagram?
Parts of a Plane

5. What does the picture tell you?
what an airplane looks like

6. How does the writing help you understand the diagram?
It describes the different parts of the plane.

Draw a Diagram

Create a diagram of your classroom or choose your own idea and create a diagram of it.

Name

Activity Sheet

4j How Do Citizens Take Part in Their Government?

Fill in the blanks with the correct word from the word bank.

government	mayors	city councils	appointed
tax	participate	volunteering	

1. A group of leaders who makes decisions for others is called a government.
2. One way citizens can participate in government is by volunteering or doing something without getting paid.
3. Leaders of the city government are called the mayors or the city councils.
4. A tax is something you pay so that the city government can pay their workers.
5. Some city workers are chosen by voters; others are appointed, which means to be chosen by the leaders.
6. To participate means taking part in the work.

Name

Activity Sheet

4l Researching a Community

3 of 3

Answer the questions below.

1. What is Source 1 about?
John Cornish coming to the United States
2. Who wrote Source 1, and what kind of source is it?
Harold Teeter, a newspaper interview
3. What is Source 2 about?
American Indian pottery and tools
4. What kind of source is Source 2? artifacts
5. What is Source 3 about?
life on a farm
6. Who wrote Source 3, and what kind of source is it?
Sarah Patterson, journal
7. Which source would you use first if you wanted to know what life was like for children in Maplewood? Source 3
8. What source would you use first if you wanted to know more about life before the European settlers came? Source 2

Name

Chapter 4 Review • Part 2

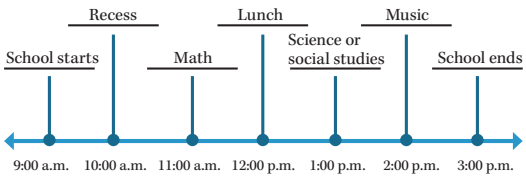
Use your Think Book and the Student Book to complete the following tasks.

1. Use the concept map web of the ways towns grow in your Think Book. Use a different color to add other ways that towns can grow.
2. What are two ways that humans change the natural environment?
Answers vary but may include building farms, building roads, redirecting rivers, and digging tunnels.
3. List three natural disasters.
Answers vary but may include fires, hurricanes, tornadoes, floods, blizzards, and earthquakes.

Name

Chapter 4 Review • Part 3

Reading a Time Line



1. Does this time line show time in hours, years, or decades?
   hours
2. What time does school end?
   3:00
3. How long is it from the time school starts until it's time to go to lunch?
   3 hours
4. How long is it from the time school starts until school ends?
   6 hours

Name

Chapter 4 Review • Part 4

Finding Main Ideas and Details

Underline one main idea. Put a **D** by two details that give more information about the main idea.

We should create a statue in our town to honor Sacajawea for two reasons. D First, Sacajawea helped Meriwether Lewis and William Clark explore the western United States. D Without her help, they couldn't communicate with American Indian tribes. D Second, she helped people from different cultures get along. She helped American Indians and white people understand each other. D That's why I think we should honor Sacajawea in our town.

Name

Chapter 4 Review • Part 5

Fill in the blanks with the correct word from the word bank.

taxes	government	urban
explorers	arts	mayor

1. People participate in government by voting, taking social action, and volunteering.
2. More houses, offices, and roads are found in urban areas than in suburban areas.
3. Money that people pay to the government is called taxes.
4. The leader of most towns is called a mayor.
5. People who came to the United States looking for new land were called explorers.
6. Different cultures have different stories, pottery, paintings, and music. We call these the arts.

Name

Chapter 4 Review • Part 6

Reading a Diagram

Windows

Minar	Peyton	Roger	Leena
Carlos	Alice	Jorge	Peter
Sita	Charlie	Helen	Michelle
Miles	Bea	Mike	Abril

Door

1. How many people are in this diagram? 16
2. How many rows are in this diagram? 4
3. Who is closest to the door in this diagram?
   Leena
4. This is most likely a diagram of what? class seats

Name

1 of 4

Chapter 4 Test

Circle the correct answers.

1. Circle all the words from the following list that are natural disasters.

earthquakes floods rocks trees

2. Circle all the words from the following list that are part of the natural environment.

rocks trees plants office buildings

3. Circle all the ways that people can participate in government.

taking social action playing video games voting volunteering

4. Circle the letter of all the statements that are true.

a. Taxes help the government pay for goods and services for a town.

b. Taxes are money that people pay the government.

c. Only people in urban areas pay taxes.

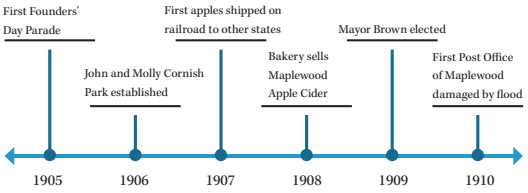
d. People pay taxes on houses, land, and some things they buy.

Name

Chapter 4 Test 2 of 4

Use the time line to answer the questions.

Maplewood Time Line



5. Does this time line show time in hours, years, or decades?
Years

6. What year were apples shipped to other states?
1907

7. What is the oldest date in this time line?
1905

8. What year did a natural disaster happen in Maplewood?
1910

9. Name an event where the town remembered important people?
Founders' Day

Name

Chapter 4 Test 3 of 4

Read the paragraph and answer the questions.

Pieces of pottery were discovered near the place where John and Molly Cornish built their first cabin! D *The recent storm brought very hard rains. These rains uncovered what historians believe to be pottery belonging to American Indians.* D *They also found stones chipped into shapes that they believe were used for knives.* D *These artifacts help us learn about the people who first lived in Maplewood.*

10. Draw a rectangle around the sentence that tells the main idea for this paragraph.

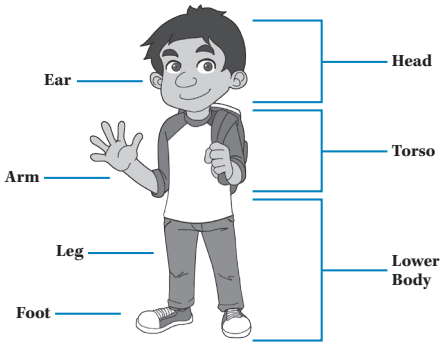
11. Find two details in the paragraph, underline them, and mark them with a **D**.

12. What would a good title be for this paragraph?
Answers vary but may include "American Indians in Maplewood" and "The History of Maplewood."

Name

Chapter 4 Test 4 of 4

Use the diagram to answer the questions.



13. What body part is between the head and the lower body?
torso

14. Carlos has two of these on his torso.
arms, hands, shoulders

15. Circle one correct answer: The longest part of Carlos is the

head torso lower body

Chapter 5

Name

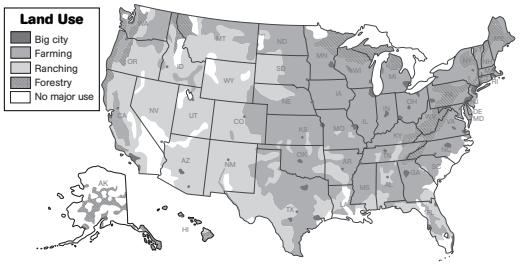
Activity Sheet

4 of 5

5b Different Kinds of Maps

Economic Map

An **economic map** shows what people do with the land.



7. Circle a region where people can get wood to make things. What is a region like this called? forest

8. Put a star on a region like this in our state, if there is one.

Name

Activity Sheet

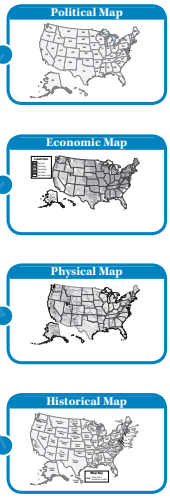
5 of 5

5b Different Kinds of Maps

Find the Right Map

Match the item with the best map to find that item. More than one item may go to a map.

- mountains
- the border between two states
- states and regions of the United States 200 years ago
- where people grow corn
- the longest river



Name

Activity Sheet

2 of 2

5c The Geography of Our State

Use the map key to answer the following questions.

7. What is the symbol for a city?
a red dot in a black circle

8. A capital is a city where a government meets. What two kinds of capitals does the map key show?
country capital, state capital

9. What do the thick dark blue letters stand for?
oceans

10. What do the thin dark blue letters stand for?
rivers, lakes

11. A country boundary is a border between two countries. What is the symbol for a country boundary?
a thick red line

12. What is the symbol for a state boundary?
a thin red line

Name

Activity Sheet

5e Federal, State, and Town Governments

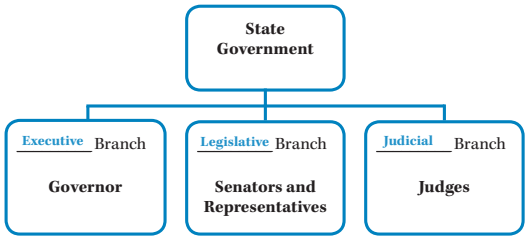
Title: _____

	Federal Government	State Government	Town Government
Leaders	president	governor	mayor, city council
Where	Washington, D.C.	(your capital city)	city hall, (your town/city)
All three governments work together to...	1. keep citizens safe 2. protect citizens' rights		

Name

Activity Sheet

5f Branches of Government



Name

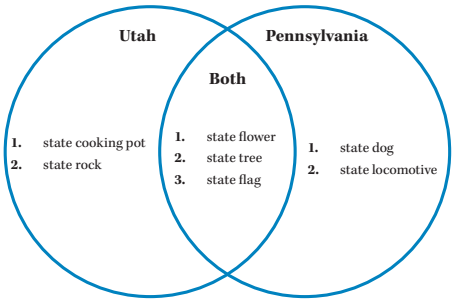
Activity Sheet

5g Reading a Diagram

1 of 2

Diagram 1

State Symbols of Utah and Pennsylvania



1. What topic does this diagram show?
   symbols of Utah and Pennsylvania
2. What does the information in each circle tell you?
   symbols of each state
3. To make sure you understand the diagram, explain to a friend what you've learned.

Name

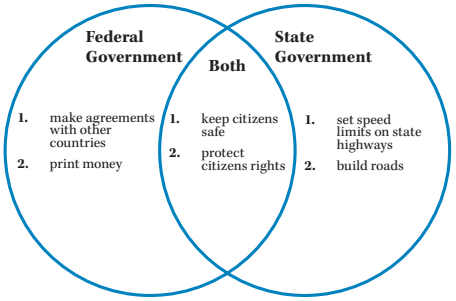
Activity Sheet

5g Reading a Diagram

2 of 2

Diagram 2

Jobs of the Federal and State Government



4. What topic does this diagram show?
   jobs of federal and state government
5. What does the information in each circle tell you?
   specific roles for both levels of government
6. To make sure you understand the diagram, explain to a friend what you've learned.

Name

Activity Sheet

5i What Connects People of Our State?

Things People in Our Class Do	Things People in Our Class Value or Believe
Use lists generated in class discussion.	Use lists generated in class discussion.

Things People in Our State Do	Things People in Our State Value or Believe
Use lists generated in class discussion.	Use lists generated in class discussion.

Name

Activity Sheet

5l Important Monuments

2 of 2

1. Gateway Arch, St. Louis, Missouri 1
2. Mt. Rushmore, Keystone, South Dakota 8
3. Bunker Hill Monument, Boston, Mssachusetts 9
4. Whitney Plantation House, Wallace, Louisiana 5
5. Hollywood Walk of Fame, Los Angeles, California 3
6. Women's Rights National Historical Park, Seneca Falls, New York 10
7. The Alamo, San Antonio, Texas 2
8. Taos Pueblo, Taos, New Mexico 4
9. United States Marine Corps Monument, Arlington, Virginia 7
10. USS Arizona, Honolulu, Hawaii 6

Choose one of the monuments listed and find out more information about it. Why and when it was built? How many visitors go there every year?

Name

Activity Sheet

5m State Celebrations

Imagine you are planning to visit states for the celebration of their 200th year of statehood.

1. Number the states in order from the oldest to the newest.

1	**Arkansas** June 15, 1836	8	**Minnesota** May 11, 1858
6	**Wisconsin** May 29, 1848	4	**Texas** December 29, 1845
2	**Michigan** January 26, 1837	9	**Oregon** February 14, 1859
7	**California** September 9, 1850	5	**Iowa** December 28, 1846
3	**Florida** March 3, 1845	10	**Kansas** January 29, 1861

2. Use U.S. Desk Map 3C to locate each state on the map. Mark each state with an X.

Name

Activity Sheet

5n State Attractions

On **U.S. Desk Map 3C**, mark a **T** in the state of each tourist attraction listed below.

Tourist Attraction	State	Does this tourist attraction need natural conservation?
Mesa Verde National Park	Colorado	▲
Yosemite Park	California	▲
Denali National Park	Alaska	▲
Niagara Falls	New York	▲
Kennedy Space Center	Florida	
Carlsbad Caverns	New Mexico	▲
Navy Pier	Illinois	
Bryce Canyon	Utah	▲
Kilauea Volcanoes	Hawaii	▲
Yellowstone National Park	Wyoming	▲

Name

Activity Sheet

5p Our State: Symbols and Leadership

Florida State Capitol

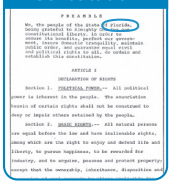


- **The Florida State Capitol is the home of our state government.**
- **It is a symbol of Florida.**

Name two ways the capitol looks different from your school.

Answers vary.

State Constitution



- **The constitution includes the laws of our state, the rights of our citizens, and the duties of our government.**
- **It is a symbol of Florida.**

Circle the word "Florida" in the text above.

Everglades National Park



- **Everglades National Park protects 1.5 million acres of wetlands.**
- **It is a symbol of Florida.**

Is "wetlands" a good way to describe the Everglades? Why or why not?

Answers vary.

Name

Activity Sheet

1 of 2

5q Biography: Andrew Jackson (1767–1845)



Jacksonville is named after Andrew Jackson. He was the seventh president of the United States. Andrew Jackson was born in South Carolina on March 15, 1767. He was in Florida only three times. But he was very important to the state. In 1814, Jackson fought against the British Army in Florida. In 1818, he returned to Florida to fight in the First Seminole War. At that time, Florida was controlled by the Spanish government. Jackson marched his troops into Pensacola and attacked the Spanish posts there. Not long after, Spain sold Florida to the United States. Andrew Jackson became the first governor of the Florida Territory in 1821.

1. Where was Andrew Jackson born?
   South Carolina

2. How was Andrew Jackson important to Florida?
   He helped push the British and Spanish out of Florida.
   He was the first governor of the Florida Territory.

Name

Activity Sheet

2 of 2

5q Biography: Marjory Stoneman Douglas (1890–1998)



Marjory Stoneman Douglas was born in Minnesota. She moved to Miami in the early 1900s to work on a newspaper. She wrote about women's rights, civil rights, and the environment. She often wrote about one of her favorite places: the Everglades. Douglas wrote the book *The Everglades: River of Grass* about the importance of the Everglades to Florida. She spent most of her life fighting to protect this land. In 1993, Douglas was awarded the Presidential Medal of Freedom.

1. What was *The Everglades: River of Grass* about?
   It was about the importance of the Everglades to Florida.

2. How did Marjory Stoneman Douglas help Florida?
   She fought to protect the environment and for equal rights for all people.

Chapter 5 Review

Name

Chapter 5 Review • Part 1

Reading Maps

Use the map key from U.S. Desk Map 3C to answer the following questions.

What is the symbol for a city? red dot in a black circle

A capital is the city where the government meets. What two kinds of capitals does the map key show? state capital and country capital

What do the thick dark blue letters stand for? oceans

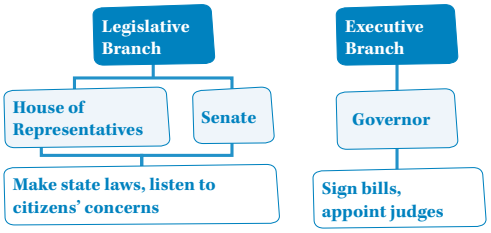
What do the thin dark blue letters stand for? lakes and rivers

A country boundary is one between two countries. What is the symbol for a country boundary? thick red line

What is the symbol for a state boundary? thinner red line

Name

Chapter 5 Review • Part 2



Reading a Diagram

1. Which branch is responsible for making state laws?
   legislative

2. Which branch is responsible for signing bills?
   executive

3. How many parts are in the legislative branch?
   two (Note: Nebraska, which has a unicameral legislature, is an exception.)

4. Who is the leader of the executive branch?
   governor

Name

Chapter 5 Review • Part 3

Fill in the blanks with words from the word bank.

elected	governor	United States Constitution
Conflict	values	

1. The governor is elected, which means he or she won the most votes.
2. Conflict is another word for a disagreement.
3. The United States Constitution is our nation's highest law. It has laws for our country and our government.
4. These connect the people of a state. Two examples of values are fairness and freedom.
5. The governor is the leader of the state government and part of the executive branch.

Name

Chapter 5 Review • Part 4

Circle two reasons why people move to a new state.

- To get away from drought and famine
- To find new jobs
- To find new pets
- To drive new cars

Circle all the reasons why people come visit our state.

- For parks and monuments
- For recreation
- To pay taxes
- To celebrate special holidays

▼ *Chapter 5 Test*

Name

Chapter 5 Review • Part 5

Name some activities that people do outdoors.

Answers vary but may include skiing, running, and fishing.

Name

Chapter 5 Test

Use the map key from World Desk Map 3D to answer the following questions.

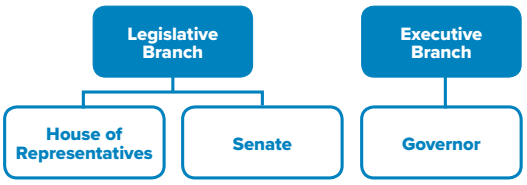
1. What do continent names look like?
   red letters with black outline
2. A capital is the city where the government meets. What does the map key show is the symbol for a country capital?
   red star inside a circle
3. What do the thick dark blue letters stand for?
   oceans
4. What do the slanted brown letters stand for?
   land features
5. What is the symbol for a continental boundary?
   string of white circles or dots
6. A country boundary is one between two countries. What is the symbol for a country boundary?
   thin red line

Name

Chapter 5 Test

2 of 4

Read the diagram and answer the questions.



7. Who is the head of the executive branch?
governor

8. What are the two parts of the legislative branch?
House of Representatives, Senate (Note: Nebraska, which has a unicameral legislature, is an exception.)

Name

Chapter 5 Test

3 of 4

Which of the following are reasons that people come visit your state? Circle the correct answer.

9. Tourism (yes/no)

10. Recreation (yes/no)

11. Holidays/Celebrations (yes/no)

Which of the following are recreational activities that people enjoy outdoors? Circle yes or no.

12. Skiing (yes/no)

13. Hiking (yes/no)

14. Fishing (yes/no)

Which of the following are things that states are most likely to celebrate? Circle yes or no.

15. The date when it became a state (yes/no)

16. Holidays important to cultural groups in the state (yes/no)

17. The invention of the computer (yes/no)

18. Birthdays of important/famous people (yes/no)

Chapter 6

Name

Chapter 5 Test

4 of 4

Are the following statements true or false? Put a T for "true" and an F for "false" below the statements.

19. The leader of the state government is called the supreme judge.
false

20. The governor of the state is elected.
true

21. American values like freedom and fairness connect the people of a state.
true

22. The American Plan is our nation's highest law. It has laws for our country and our government.
false

23. A disagreement is also called a conflict.
true

Name

Activity Sheet

1 of 3

6a What Makes Us the United States?

1. Name the seven continents in the world.

Before I Read Chapter 6:

After I Read Chapter 6: Asia, Africa, North America, South America, Antarctica, Europe, Australia

2. Name the five oceans in the world.

Before:

After: Pacific, Atlantic, Indian, Arctic, Southern

3. Name some natural features in the United States.

Before:

After: Answers may vary but may include Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Ohio River, Missouri River, Colorado River, Rio Grande, Yukon River, Sonoran Desert, Mojave Desert, and Great Plains.

Name

Activity Sheet

2 of 3

6a What Makes Us the United States?

4. Who lived in the United States before people from Europe came?

Before:

After: American Indians

5. Name some important documents of the United States that give us rights and tell our government how to operate.

Before:

After: Answers vary but may include U.S. Constitution, Bill of Rights, and Declaration of Independence.

6. What are some rights that U.S. citizens have?

Before:

After: Answers vary but may include freedom of speech, freedom of religion, and freedom of assembly.

Name

Activity Sheet

3 of 3

6a What Makes Us the United States?

7. What are some responsibilities that U.S. citizens have?

Before:

After: Answers vary but may include paying taxes and voting.

8. What are some important symbols of the United States?

Before:

After: Answers vary but may include bald eagle and American flag.

9. Name some holidays that Americans celebrate.

Before:

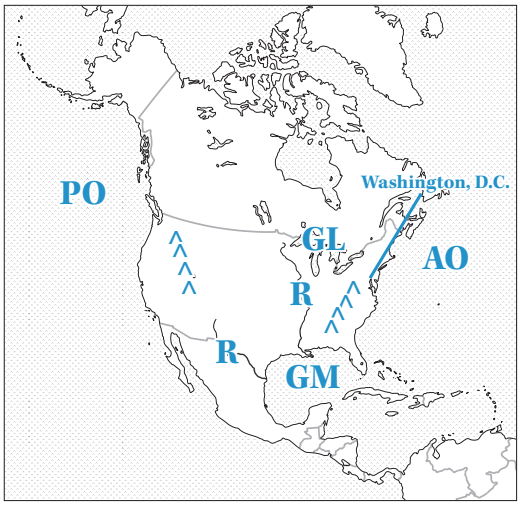
After: Answers vary but may include Thanksgiving, Fourth of July, and Martin Luther King Jr. Day.

Name

Activity Sheet

2 of 3

6b What Are Features of the United States?



Name

Activity Sheet

6d How Did People Live in the British Colonies?

1. Who helped the early settlers?
American Indians

2. What were some problems or challenges that the early settlers faced?
finding enough food, growing crops, dealing with their American Indian neighbors

3. What work did the men do in the early settlements? What work did the women do in the early settlements?

Men	Women
build shelters, clear forests, grow crops	take care of children, take care of homes, take care of gardens

4. What was life like for enslaved people?
They worked even harder, they weren't paid, and they needed permission to leave.

Name

Activity Sheet

6e Cause and Effect

Draw lines to match each cause with an effect.

Cause	Effect
There were many wild animals in North America.	The colonists wrote the Declaration of Independence and fought a war against Great Britain.
The British colonists moved onto American Indians' land.	American Indians hunted animals for food and used them to make clothing and tools.
Great Britain taxed the colonists but did not give them representation in the government.	Colonists and American Indians sometimes traded goods but also sometimes fought wars.

★ What might be the effect of British colonists bringing Africans to America as enslaved people?

Answers vary but may include a system of racism and oppression was established from the beginning of American history, and the colonies grew economically.

Name

Activity Sheet

6f Time Line of American History

Put these statements in order. Place a 1 by the statement that happened first, followed by the things that happened second and third.

__3__ The colonies declared independence from Great Britain.

__2__ The British established their first colony in North America.

__1__ American Indians lived in North America.

Write the statements above in the correct places on the time line below. The statement that you labeled with a 1 above should be written on line 1 below.

1. **American Indians lived in North America.**

2. **The British established their first colony in North America.**

3. **The colonies declared independence from Great Britain.**



Name

Activity Sheet

6h Who Are American Citizens?

Find the answers to the following questions by reading page 208 of the Student Book.

Name three ways that people become U.S. citizens:

1. born in **the United States** (paragraph 2)
2. born outside the United States to a parent **who is a U.S. citizen** (paragraph 2)
3. be **naturalized** (paragraph 3)

A person becomes a naturalized citizen by doing what four things:

1. living in the United States for **2–5 years** (paragraph 3)
2. filling out **applications** (paragraph 3)
3. taking a **test** (paragraph 3)
4. taking an **oath of allegiance** (paragraph 4)

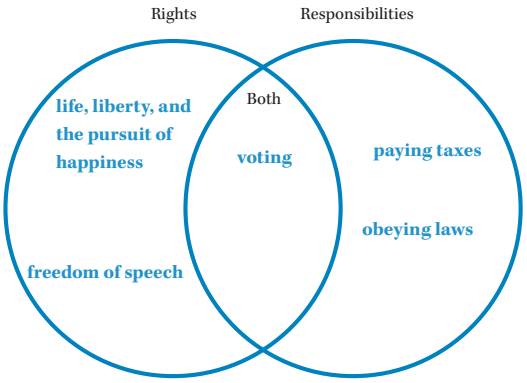
Name

Activity Sheet

6i What Are the Rights and Responsibilities of American Citizens?

Place the following words or phrases in the correct part of the Venn diagram. Use the Student Book to help you.

life, liberty, and the pursuit of happiness		voting
freedom of speech	obeying laws	paying taxes



Name

Activity Sheet

6j American Democracy

We've studied American democracy in our social studies chapter. Work with an adult to organize the following items into rights or responsibilities. In some cases, a detail may be acceptable on both sides.

freedom of speech	freedom of the press
voting	obeying laws
respect the beliefs of others	freedom to protest peacefully
freedom of religion	paying taxes

Rights	Responsibilities
freedom of speech	respect the beliefs of others
voting	obeying laws
freedom of religion	paying taxes
freedom of the press	voting
freedom to protest peacefully	

Name

Activity Sheet

6k Reading a Primary Source

Read the following primary source and answer the questions below.

> Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.
>
> -President Franklin D. Roosevelt, 1938

1. Who created this source?
   President Franklin D. Roosevelt
2. When was the source created?
   1938
3. Reread the text. What is the text about?
   Education is the key to a successful democracy.
4. What are some powerful words or ideas in this text?
   Answers vary but may include education protects democracy.
5. What questions do you still have?

▼ *Chapter 6 Test*

Name

Activity Sheet

6n Biography: Rosa Parks (1913–2005)



Rosa Parks was born in Tuskegee, Alabama, on February 4, 1913. At the time, and for many years after, Black people faced unfair and often cruel treatment. In the South, laws kept Black people and White people apart.

On December 1, 1955, in Montgomery, Alabama, Parks challenged these unfair laws. The bus Parks was riding on was full. Some White people were unable to find seats. When the driver told the Black passengers to give up their seats, Parks refused. She was later arrested. Parks's brave action led to a boycott of the Montgomery buses. Many people refused to ride the buses, and the company lost a lot of money. Segregation on public buses was outlawed. Parks continued to work for civil rights for the rest of her life. She is an American hero.

1. Rosa Parks refused to give up her seat on a . . .
   train boat (bus)
2. How did Rosa Parks help the United States?
   She helped desegregate public buses and was a leader in the fight for civil rights.

Name

1 of 4

Chapter 6 Test

Circle all of the correct choices.

1. Which of the following are continents?
   (North America) (Europe) Pacific (Africa)
2. Which of the following are oceans?
   North America (Indian) (Pacific) (Atlantic)
3. Which of the following are natural features in the United States?
   (Great Lakes) Washington Monument (Mississippi River) Statue of Liberty
4. Which of the following were part of the original 13 colonies?
   (Massachusetts) Colorado (Virginia) Texas

Name

Chapter 6 Test

2 of 4

Fill in the blanks using the word bank.

U.S. Constitution	holidays	U.S. flag
American Indians	British	Declaration of Independence
Patriotism	taxes	U.S. Capitol

5. The U.S. Constitution is the highest law in the United States. It protects the basic rights of citizens and describes how the federal government works.
6. The Declaration of Independence is the document that said we were no longer under the rule of the British. Instead, we would be our own country.
7. The U.S. flag is a symbol of the United States.
8. The U.S. Capitol is a building located in Washington, D.C. and is a landmark in the United States.
9. Before the colonists came, American Indians lived in North America.
10. The British established many colonies in North America, including Jamestown and Plymouth.

Name

Chapter 6 Test

3 of 4

11. One reason that the colonists wanted to be independent from the British is because they didn't want to pay taxes without having representation in the British government.
12. Patriotism means love and respect for our country.
13. Many holidays that we celebrate honor America and the people who changed America.

Write answers to the following questions.

14. What rights do U.S. citizens have?
Answers vary but may include freedom of speech and freedom of religion.

15. What responsibilities do U.S. citizens have?
Answers vary but may include paying taxes and voting in elections.

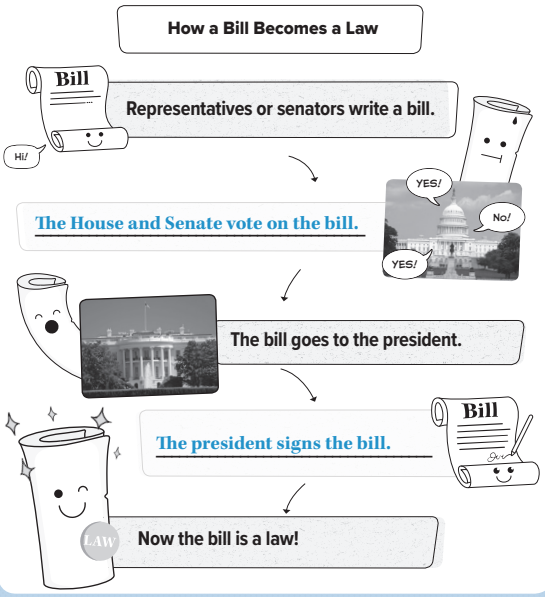
Chapter 7

Name

Chapter 6 Test

4 of 4

16. Use the diagram below to fill in the blanks.



Name

Activity Sheet

7a Introductory Activity

What do you know about Kenya?

1. Kenya is located on what continent? Africa
2. Name one city in Kenya. Answers vary but may include Nairobi.
3. Why do tourists like to visit Kenya? Answers vary but may include going on safari.

What do you know about Sweden?

1. Sweden is located on what continent? Europe
2. Name one city in Sweden. Answers vary but may include Stockholm.
3. What goods or services does Sweden export? Answers vary but may include cars.

What do you know about China?

1. China is located on what continent? Asia
2. Name one city in China. Answers vary but may include Beijing.
3. What kind of government does China have? communist

Name

Activity Sheet

7b North American Physical Regions

Label the countries and oceans of North America.

Color the five physical regions and mark their colors in the map key.



Name

Activity Sheet

7d The Impact of Changing the Environment

Ask students to label each item with a B (bad) or G (good).

1. _____ build railroads
2. _____ cut down trees
3. _____ build factories
4. _____ build canals
5. _____ make tunnels through mountains
6. _____ dig pits to get minerals out of the ground
7. _____ plant new trees
8. _____ recycle
9. _____ drive electric cars instead of cars that use gasoline

Numbers 1–6 can be both good (by improving trade) and bad (by affecting animals, changing the environment).

Numbers 7–9 are good, but it is possible that students will see some negative effects as well.

Name

Activity Sheet

7g Comparing Kenya, Sweden, and China

Fill in the chart using information from your Student Book and class discussions. Share your information with your group so that everyone has a complete chart.

	Kenya	Sweden	China
Climate	hot, dry	subarctic	hot and cold
Government	democratic	monarchy, democratic	communist
People Groups	Kikuyu, Masai, Arabs, British	Sami, Swedes	Han, Mongolians, Uighurs, Tibetans
Languages	Swahili, English	Swedish	Mandarin, others
Economy	agriculture, tourism	exports like cars and natural resources	farming, exports clothing, machines, toys, furniture

Name

Activity Sheet

7j Compare and Contrast Two Texts

China has the largest population of any country in the world. Many of the ethnic groups live in cities like Beijing. They speak Mandarin. Some people live in very small villages and grow crops like rice, tea, and cotton.

There are over 50 ethnic groups in China. Some groups are the Han, Mongolians, Manchu, Yao, and Tibetans. The Han are the largest people group. Most people in China speak Mandarin.

Largest population

Many ethnic groups live in cities

Villages grow rice, tea, cotton

Some people live in small villages

Speak Mandarin

(Many ethnic groups)

Over 50 ethnic groups

Han is largest group

Some groups are Han, Mongolians, Manchu, Yao, Tibetans

Name

Activity Sheet

1 of 2

7k How Do Countries Get Along?

The Arctic Ocean is mostly covered with ice. As the earth gets warmer, a lot of the ice is melting. Now many countries want control of the area because it has natural resources like oil, natural gas, and fish.

Five countries border the Arctic Ocean: Canada, Denmark (which controls Greenland), Norway, Russia, and the United States. Each country wants to have a part of the Arctic region. Other countries, like Sweden and China, also want a part of the Arctic region. Who should get it? Can you think of a peaceful way to solve this problem?

Answer the following questions:

1. Which five countries border the Arctic Ocean?
   Canada, Denmark, Norway, Russia, and the United States
2. Why do countries want the Arctic region?
   natural resources (oil, natural gas, fish)
3. How can this problem be solved without a war? Write a solution.

Nystrom Young Citizens 152 Chapter 7 • Lesson 3 • Section E

Name

Activity Sheet

7m What Connects People around the World?

What connects people of the state?	What ideas unite Americans?	What connects people around the world?
media, celebrations, resources, values	democracy, equality, individual freedom	1. communication 2. media 3. transportation

Nystrom Young Citizens 155 Chapter 7 • Lesson 4 • Section A

Chapter 7 Review

Name

Activity Sheet

Chapter 7 Review • Part 1

Fill in the blanks.

1. When you look at the earth from space, what covers most of the planet? Water
2. How many continents are there? 7
3. All the oceans of the world could be considered one large ocean. However, we usually say that there are 5 oceans in the world.
4. The equator is the imaginary line that divides the world into northern and southern hemispheres.
5. An area's climate includes how much precipitation an area gets, as well as how hot and cold the area is.
6. North America has 5 physical regions.

★ Name one of these physical regions.
Western, Great Plains, Canadian Shield, Eastern, Caribbean

Nystrom Young Citizens 157 Chapter 7 Review

Name

Activity Sheet

Chapter 7 Review • Part 2

Use your Student Book to find the definitions of the following words:

1. Trade
   To buy and sell goods and services with other countries
2. Surplus
   To have more of something than you need
3. Exports
   Goods and services we sell to other countries
4. Imports
   Goods and services we buy from other countries

Nystrom Young Citizens 158 Chapter 7 Review

Name

Activity Sheet

Chapter 7 Review • Part 3

Circle the correct answer.

1. Which country has a subarctic climate?

   China Kenya **Sweden**

2. Which country has a monarch?

   China Kenya **Sweden**

3. Which country has an arid climate?

   China **Kenya** Sweden

4. Which country has a communist form of government?

   China Kenya Sweden

5. Which country is home of the Sami people?

   China Kenya **Sweden**

Name

Activity Sheet

Chapter 7 Review • Part 4

Write **true** or **false** after each sentence.

1. People around the world are connected by trade, transportation, and technology. **true**
2. Global issues can be solved by one or two countries if they try hard. **false**
3. Lack of clean water is an example of a global issue. **true**
4. The United Nations (UN) is an organization that brings many nations together to keep peace and improve lives around the world. **true**

Chapter 7 Test

Name

Chapter 7 Test

2 of 5

Use the map to help you answer the questions.

1. Which hemisphere is north of the equator? **Northern**
2. Which hemisphere is south of the equator? **Southern**
3. Which hemisphere is east of the prime meridian? **Eastern**
4. Which hemisphere is west of the prime meridian? **Western**
5. How many continents are on the earth? **7**
6. How many oceans are in the world? **5**
7. Label the equator line by marking it with an **E**.

Name

Chapter 7 Test

3 of 5

Fill in the blanks with the words in the word bank.

trade	surplus	imports

8. Mr. Chin grows three times as many oranges as usual. He now has a **surplus** of oranges.
9. Mr. Chin wants to sell his oranges to buyers in China. At the same time, he wants to buy some lemon trees that are grown in China. This buying **and** selling is called **trade**.
10. The oranges would be Mr. Chin's exports. The lemon trees would be **imports**.

Name

Chapter 7 Test

Write your answers in the space provided.

11. What would happen to the price of oranges if many orange growers in the same area have a surplus of oranges?

It would decrease.

12. Name two ways that people have changed the environment to benefit trade and improve transportation.

Answers vary but may include Digging pits in order to find minerals

13. Explain one way that technology has improved trade with other countries.

Answers vary but may include Improved transportation

14. How are people around the world connected?

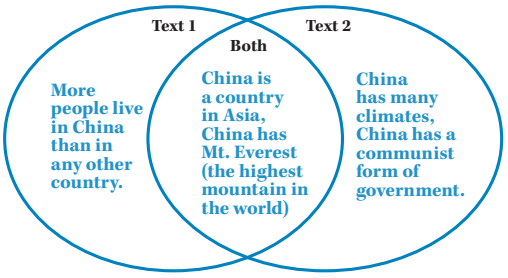
Internet, phones, media, transportation

Name

Chapter 7 Test

Use the texts below to fill in the Venn diagram.

Text 1	Text 2
China is a country in Asia. More people live in China than in any other country. It is home to Mt. Everest, the highest mountain in the world.	China is located in Asia. China has many climates, including desert and mountain climates. China has the highest mountain in the world, Mt. Everest. China has a communist form of government.



15. What is different about Text 1 and Text 2? Write those differences in the Text 1 and Text 2 circles.

16. What is the same about Text 1 and Text 2? Write the things that are the same in the shared space.

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