NYSTROM

Young Citizens

Inquire FLORIDA

3

TEACHER'S GUIDE

NYSTROM

Young Citizens

Inquire Florida

TEACHER'S GUIDE

Nystrom Education

A Division of Social Studies School Service
Culver City, California

NYS6032FL V1.0

NYSTROM
EDUCATION

Dawn P. Dawson, Publishing Director
Naomi Adler Dancis, Project Lead, Senior Editor
Dr. Aaron Willis, Chief Learning Officer

Editorial

Chris Nelson, Senior Editor, Geographer
Alex Francis, Editor
Sarah Fuller, Associate Editor
Evan Burkin, Assistant Editor
R. Petkovsek, Assistant Editor

Art

Mark F. Gutierrez, Creative Manager
Michael Deverich, Production Manager
Grant Hubert, Cartographer
Joe Diaz, Graphic Designer
Justin Lucas, Senior Production Artist
Linda Deverich, Senior Production Artist
Elio Barajas, Production Artist
Dan Cota, Production Artist

Digital

Eytan Bernstein, Managing Editor, Digital and Adoptions
Charlie Fleiss, Editorial Assistant

Digital content is available at yc.SocialStudies.com

© 2022 Social Studies School Service
Nystrom Education, a Division of Social Studies School Service
10200 Jefferson Boulevard
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.SocialStudies.com

All rights reserved. Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Printed in the U.S.A.

ISBN: 978-0-7825-3178-7

Product Code: NYS6032FL v1.0

Consultants

Program

Elizabeth F. Russell, MAT
Program Development

Social Studies Development Consultant, Palo Alto, CA
Social studies teacher, editor, writer, curriculum developer, curriculum consultant, director of product development

Dixie Massey, PhD
Program Development, Curriculum Design, Literacy, Writer

Curriculum and Instruction, University of Washington, Seattle
Senior Lecturer and Program Coordinator, Reading Endorsement Program; PhD Literacy Education and Teacher Research; author

Tina L. Heafner, PhD
Program Development and Review

Cato College of Education, University of North Carolina, Charlotte
NCSS Board of Directors, NCCSS board of directors, past president NCPSSE, K–12 social studies teaching and quality curriculum advocate, past chair NCSS's College and University Faculty Assembly, curriculum developer, author of books on policy, social studies curriculum issues, online learning, disciplinary literacies

Margit E. McGuire, PhD
Literacy, Development Review

Professor of Teacher Education, Seattle University, WA
Former president NCSS, NAEP Civics Advisory Board, chairperson Elementary Social Studies Framework for WA Office of Superintendent of Public Instruction, author and creator of the Storypath Program

Writers & Reviewers

Julia Garstecki, MA
Literacy, Writer

Teacher, Goodwin College, East Hartford, CT
BA Elementary Education, MA Reading Instruction, certified special education, lecturer, nonfiction children's author, teacher

Karen Gibson, MA
Writer

Instructional Designer, Norman, OK
Curriculum development, education technology, instructional design, nonfiction children's author, history specialist

Melissa Knowles, M.Ed
Development Review, Digital Curriculum Writer

Media Specialist, Scottsboro, AL
K–4 teacher, librarian, educational consultant, BS Elementary Education, M.Ed and Ed.S Library Media

Leslie Morrison, M.Ed
Curriculum Consultant, Writer

Center for Talent Development, Northwestern School of Education and Social Policy, IL
BA Education, M.Ed Curriculum Design—Language, Literacy, and Culture, classroom teacher, pre-K publisher, educational editor, educational program coordinator

Susan M. Walker, MA
Writer, Differentiation Specialist

Education Consultant, Chicago, IL
Editor, writer, educational publishing

Digital

Michael Tirenin, MA
Digital Product Design

Educational Technology Designer, New York, NY
Early education products and experiences specialist, media and creative direction, visual design

Angela Miller, MA
Digital Product Consultant

Teacher Candidate Supervisor, College of Education, University of Houston, TX
Veteran K–12 teacher, social studies curriculum director (Houston ISD), curriculum development, professional development coach, grant writer, BA History, MA Curriculum and Instruction

Tracey Adkins, BS
Curriculum Writer, Digital

Teacher, Madison, AL
Pre-K, K–2, ESL, and Title 1 teacher; certified teacher in Texas and Alabama

Frederika Jesus, M.Ed
Curriculum Writer, Digital

Teacher, Austin, TX
Teacher 1–5, ESL, GT educator, educational consultant, BA Applied Learning and Development, M.Ed Advanced Literacy

Emily Rose Oachs, BA
Curriculum Writer, Digital

Editor, Nonfiction children's author, Los Angeles, CA
Author, children and young adult nonfiction writer, editor

Lesa H. Roberts, PhD, NBCT
Curriculum Writer, Digital

Curriculum Specialist, Whitesburg Christian Academy, AL
Veteran public-school teacher, curriculum writer

NYSTROM

Young Citizens

Inquire Florida

Reading Skills

Researching Skills

Communicating Skills

Collaborating Skills

Leveled Student Readers

Group Activity Cards

Nystrom Young Citizens

Contents

Welcome to Nystrom Young Citizens viii

Program Components ix
Educational Integrity x
How to Use the Program xviii
Additional Teaching Tips xxxv
Scope and Sequence xxxix

Introduction 1

What Can We Learn in This Book?

Introductory Activity 3
Lesson 1 5
Using the Book
A. Who are the characters? 5
B. Using Text Features 7
C. What is Maplewood? 10
D. Reading Informational Texts 12
Lesson 1 Closure 14
Lesson 2 15
Understanding Maps
A. What are the parts of a map? 15
B. How are maps and globes used? 19
C. What are the continents and oceans? 22
D. Using Map Symbols 24
Lesson 2 Closure 27

Introduction Teacher Resources 28

Chapter 1 31

What Was Our Town like in the Past?

Introductory Activity 33
Lesson 1 35
Our Area Long Ago
A. What did land and water look like? 35
B. What plants and animals lived in this climate? 38
C. What were the natural resources? 40
D. Gathering Information 42
Lesson 1 Closure 46
Lesson 2 47
Settlers in Our Area
A. How did American Indians use the resources of this area? 47
B. Why did the first immigrants settle here? 50
C. Identifying Cause and Effect 53
Lesson 2 Closure 56
Lesson 3 57
Life in the Past
A. What traditions did families bring with them when they moved? 57
B. What was family life like in the past? 59
C. What was school like in the past? 62
D. Using Primary Sources 64
Lesson 3 Closure 68
Chapter 1 Review 69
Chapter 1 Project 71
Our Town in the Past

Chapter 1 Teacher Resources 75

Chapter 2 83
How Does Our Town Work Today?
Introductory Activity 85
Lesson 1 88
Changes in Our Town
A. How has our population changed in 100 years? 88
B. Using Graphs 91
C. How has town life changed over time? 93
D. What hasn't changed? 95
Lesson 1 Closure 98
Lesson 2 99
Town Government
A. How do citizens choose leaders? 99
B. What does government do? 102
C. How do community groups help our town? 104
D. Problem Solving 106
Lesson 2 Closure 108
Lesson 3 109
Our Schools
A. What can we learn from school rules? 109
B. Collaborative Discussion 111
C. How do schools help us? 113
D. Writing an Opinion Piece 115
Lesson 3 Closure 118
Lesson 4 119
Meeting Our Needs and Wants
A. Why do we need to make choices? 119
B. Making a Budget 122
C. How do businesses provide goods and services? 124
D. How does a business work? 126
Lesson 4 Closure 129
Chapter 2 Review 130
Chapter 2 Project 132
Local Newspaper

Chapter 2 Teacher Resources 136

Chapter 3 147
How Did Our State Develop?
Introductory Activity 149
Lesson 1 151
Geography of Our State
A. What are the natural features of our state? 151
B. Why do people live where they do in the state? 153
C. Reading a Population Map 156
Lesson 1 Closure 158
Lesson 2 159
History of Our State
A. How did American Indians live in our area? 159
B. Why did Europeans explore and settle our area? 161
C. Writing a Narrative 164
D. How did we become a state? 166
E. Who are some of the important people in our state? 168
Lesson 2 Closure 171
Lesson 3 172
Economy of Our State
A. How did people make a living in the state in the past? 172
B. What natural resources are important to the state's economy? 174
C. What are the important economic activities in the state today? 176
D. How is our state connected economically to the world? 179
Lesson 3 Closure 182
Lesson 4 183
State Government
A. What does the state government do? 183
B. How is the state government organized? 185
C. How are citizens involved in state government? 188
D. What are the symbols of our state? 191
Lesson 4 Closure 193
Chapter 3 Review 194
Chapter 3 Project 196
State Symbols Show

Chapter 3 Teacher Resources 200

Chapter 4 209
What Was Our Country like 500 Years Ago?
Introductory Activity 211
Lesson 1 213
North America of the Past
A. What are the natural features of North America? 213
B. What are the regions? 216
C. Comparing Primary and Secondary Sources 217
Lesson 1 Closure 220
Lesson 2 221
The Northeast Woodlands
A. What are the natural features of the Northeast Woodlands? 221
B. What were the natural resources of the Northeast Woodlands? 223
C. How did the people of the Northeast Woodlands use their environment? 225
D. Identifying the Main Idea 227
Lesson 2 Closure 229
Lesson 3 230
The Southeast Woodlands
A. What are the natural features of the Southeast Woodlands? 230
B. What were the natural resources of the Southeast Woodlands? 233
C. How did the people of the Southeast Woodlands use their environment? 235
Lesson 3 Closure 238
Lesson 4 239
The Great Plains
A. What are the natural features of the Great Plains? 239
B. What were the natural resources of the Great Plains? 242
C. How did the people of the Great Plains use their environment? 244
D. Identifying Supporting Details 246
Lesson 4 Closure 248

Lesson 5 249
The Southwest Desert
A. What are the natural features of the Southwest Desert? 249
B. What were the natural resources of the Southwest Desert? 251
C. How did the people of the Southwest Desert use their environment? 253
D. Identifying Point of View 255
Lesson 5 Closure 258
Lesson 6 259
The Northwest
A. What are the natural features of the Northwest? 259
B. What were the natural resources of the Northwest? 261
C. How did the people of the Northwest use their environment? 263
Lesson 6 Closure 266
Lesson 7 267
The Arctic/Subarctic
A. What are the natural features of the Arctic/Subarctic? 267
B. What were the natural resources of the Arctic/Subarctic? 269
C. How did the people of the Arctic/Subarctic use their environment? 271
Lesson 7 Closure 273
Chapter 4 Review 274
Chapter 4 Project 276
Lifestyles by Region

Chapter 4 Teacher Resources 280

Chapter 5 287
How Did We Become the United States of Today?
Introductory Activity 289
Lesson 1 291
Becoming a Nation
A. Where did Europeans first settle in North America? 291
B. How did American Indians and the new settlers get along? 294
C. Why did the British settle in the 13 colonies? 296
D. How did British colonists live? 298
E. Why were Africans forced to go to the colonies? 300
Lesson 1 Closure 303
Lesson 2 304
Growth of the United States
A. How did the colonies become a nation? 304
B. Reading the Preamble: Primary Source Analysis 307
C. How did the nation expand? 309
D. How did the American economy develop? 311
E. Who are important people in America's history? 313
Lesson 2 Closure 315
Lesson 3 316
The Federal Government
A. What powers does the federal government have? 316
B. How is the federal government organized? 318
C. How do states and tribes work with the federal government? 320
D. What rights and responsibilities do Americans have? 323
E. What are the symbols and founding documents of our country? 325
Lesson 3 Closure 328
Lesson 4 329
The Land and Resources of the United States
A. What are the regions of the United States? 329
B. What are the features of the United States? 331
Lesson 4 Closure 335
Chapter 5 Review 336
Chapter 5 Project 338
Telling the Truth Game

Chapter 5 Teacher Resources 342

Chapter 6 357
Why Are Towns Different around the World?
Introductory Activity 359
Lesson 1 361
Finding Our Way in the World
A. Why are there different kinds of maps? 361
B. Latitude and Longitude 364
C. What are the different climate regions of the world? 366
D. Where are the world communities we are studying? 367
Lesson 1 Closure 370
Lesson 2 371
An Urban Community: Soweto, South Africa
A. What is it like to live in Soweto? 371
B. What is the history of Soweto? 374
C. How do people make a living in Soweto? 376
D. What is the government of Soweto? 377
Lesson 2 Closure 380
Lesson 3 381
A Suburban Community: Dong Ngac, Vietnam
A. What is it like to live in Dong Ngac? 381
B. What is the history of Dong Ngac? 383
C. How do people make a living in Dong Ngac? 385
D. What is the government of Dong Ngac? 387
Lesson 3 Closure 390
Lesson 4 391
A Rural Community: Tiwanaku, Bolivia
A. What is it like to live in Tiwanaku? 391
B. What is the history of Tiwanaku? 394
C. How do people make a living in Tiwanaku? 396
D. What is the government of Tiwanaku? 398
Lesson 4 Closure 400
Chapter 6 Review 401
Chapter 6 Project 403
Comparing Communities

Chapter 6 Teacher Resources 406

Chapter 7 411
What Challenges Does Our Planet Face?

Introductory Activity 413
Lesson 1 415
Fresh Water
A. What water issues do we face? 415
B. How are people facing the challenge? 418
C. Writing an Informative Piece 420
Lesson 1 Closure 422
Lesson 2 423
Trash
A. Is trash a problem? 423
B. How are people facing the challenge? 426
C. Understanding Numbers in Text 428
Lesson 2 Closure 430
Lesson 3 431
Air Pollution
A. Is air pollution a problem? 431
B. How are people facing the challenge? 433
Lesson 3 Closure 435
Chapter 7 Review 436
Chapter 7 Project 437
Environmental Fair

Chapter 7 Teacher Resources 441

Answer Keys 447
Introduction 448
Chapter 1 448
Chapter 2 450
Chapter 3 453
Chapter 4 456
Chapter 5 459
Chapter 6 462
Chapter 7 465

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."

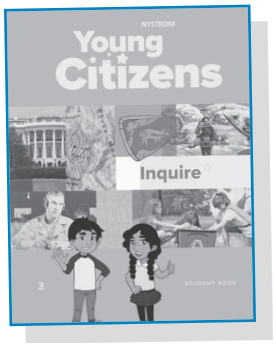
Nystrom Young Citizens steps up to meet this challenge in the classrooms of young learners. Maintaining Nystrom Education's established leadership in hands-on, engaged, sequenced learning, this program blends these strengths with extensive and diverse student development through literacy roads, collaboration 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.

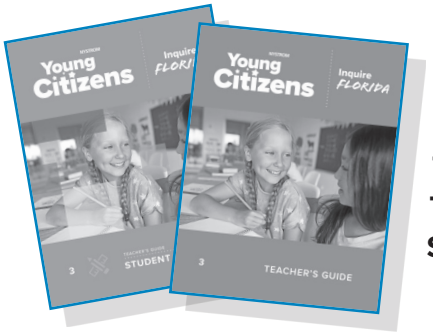
Nystrom Young Citizens has a strong foundation in civics. Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. Students will also reflect upon United States civic history, so they understand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

Program Components

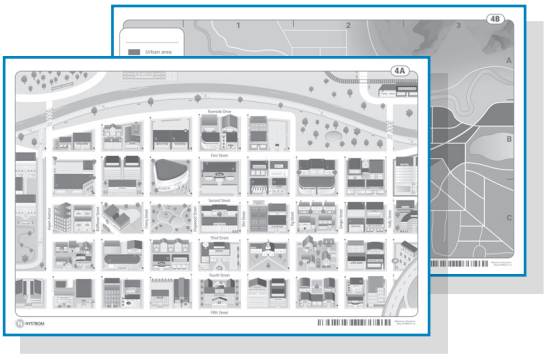
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



Student Books



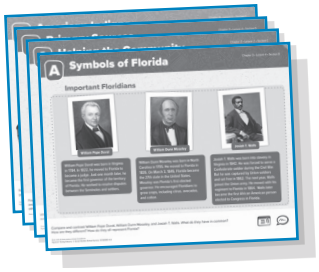
Teacher's Guide *and* Teacher's Guide: Student Handouts



Markable Community Desk Maps

Markable U.S. and World Desk Maps

Markable Activity Globes
6 for Small Groups



Group Activity Cards
8 Sets

Leveled Student Readers
7 Sets at 3 Levels

U.S. Raised Relief Maps
6 for Small Groups

Wet-Erase Map Markers

Digital Platform

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 tells 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
5. **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 _____?
6. **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 _____?
7. **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 _____?
8. **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. There are frequent photos and contemporary illustrations from the past. Both Leveled Student Readers and Group Activity Cards include activities for the 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 the 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, the 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

One of the strengths of the Young Citizens program is its attention to differentiated learning. Each section's teaching plan includes recommendations for above-level students, below-level students, and English language learners. These additions provide the teacher with ideas for reaching students who may find work too easy or too difficult, as well as strategies for how to address differentiation when doing group work.

Above These modifications target students who may finish the assigned work more quickly than their peers. The Above modifications usually add more challenging or in-depth assignments to the regular lesson plan; instead of sitting and waiting for their classmates to finish their work, above-level students will remain intellectually engaged by creative additions to the lesson plan.

Below These modifications provide ideas about how to help below-level students who may struggle with reading, writing, or other classroom activities. Below modifications may focus on a specific part of the lesson and provide suggestions for how to keep students from falling behind; they also provide strategies for cooperative learning and for utilizing small groups to optimize the learning process.

ELL Language learners can present a unique challenge in the classroom. The goal of this program is to seamlessly integrate social studies and language arts, and that includes modifications for ELL students. Because Nystrom Young Citizens has such a strong geography component, many of these modifications use geography to help students learn new vocabulary. The program values diversity, and encourages students from other cultures to share their backgrounds with their peers. This helps to create a sense of pride among ELL students and wonder and curiosity among their classmates.

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

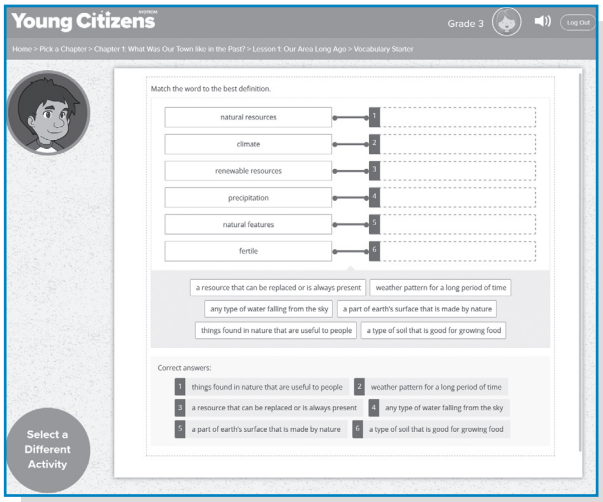
Through its online environment, Nystrom Young Citizens offers complete integration of print and digital materials. Depending on available time and resources, students and teachers can use online materials seamlessly both at home and in school.

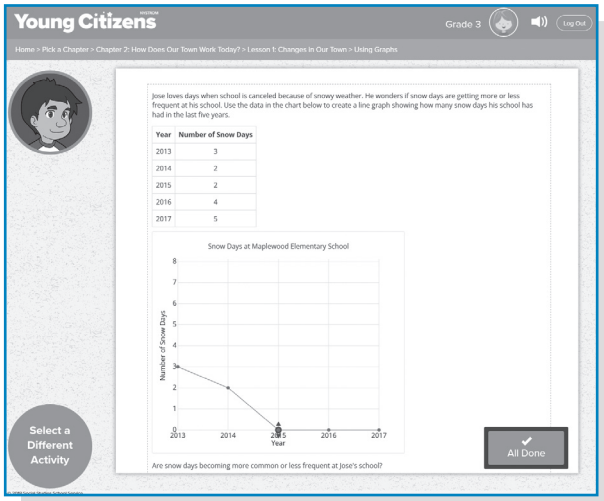
The online environment

- allows students to access content anywhere, anytime through their own logons;
- 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, state maps, the atlas, 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 information 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 information 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 to stress the topic's importance 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 the 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 the 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 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 andheritages. 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 is 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

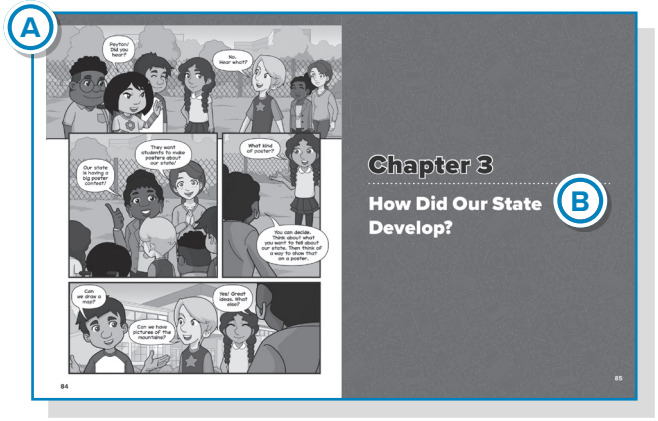
All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

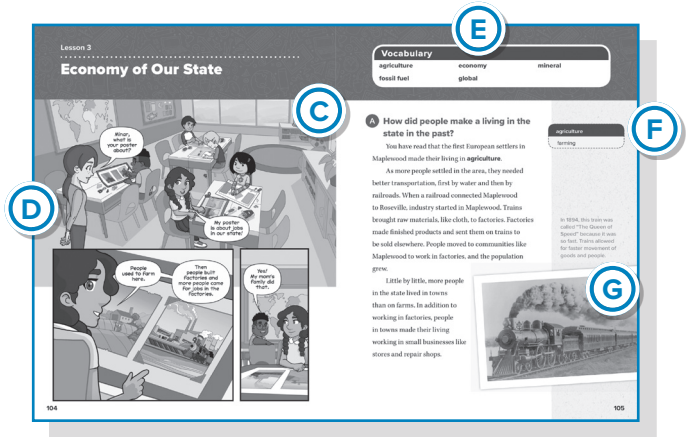
Understanding the Student Book

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 3–7 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;
- Patriots' Handbook;
- Glossary; and
- Index

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.

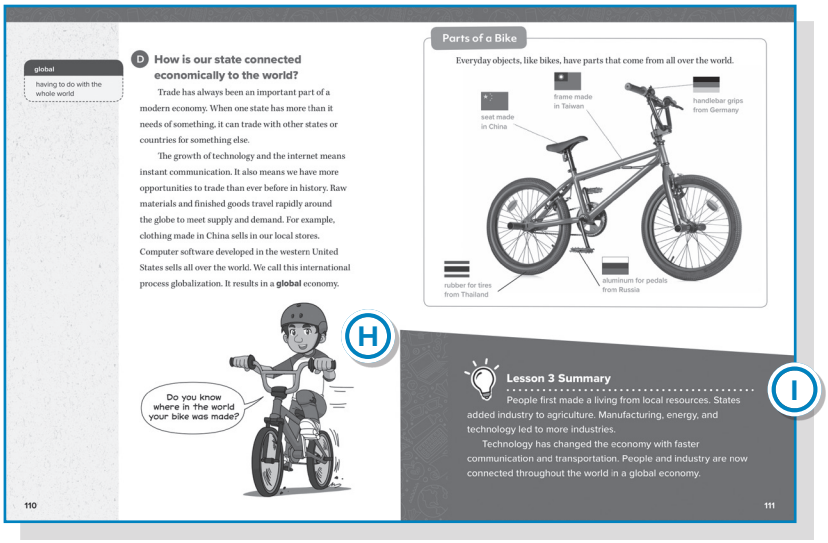
E. Vocabulary list for the entire lesson provides an early introduction to important terms used in the lesson.

F. Each vocabulary word is in boldface the first time it appears in the main text. Definitions appear in a sidebar comment.

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

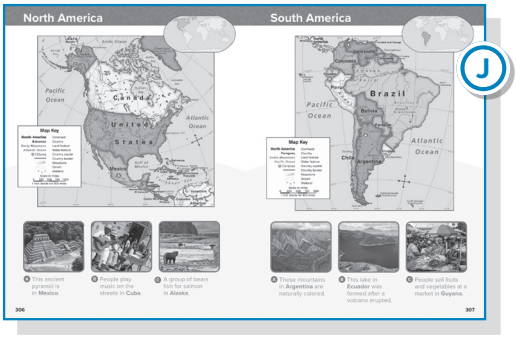
H. Characters ask questions to encourage critical thinking.

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

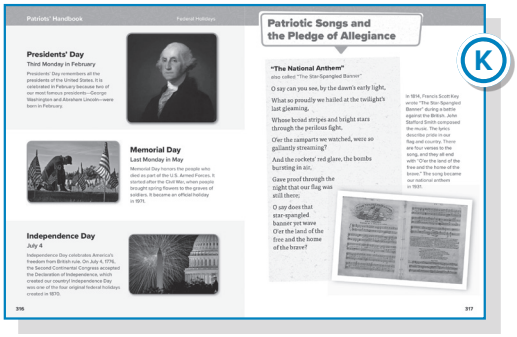


Reference Sections

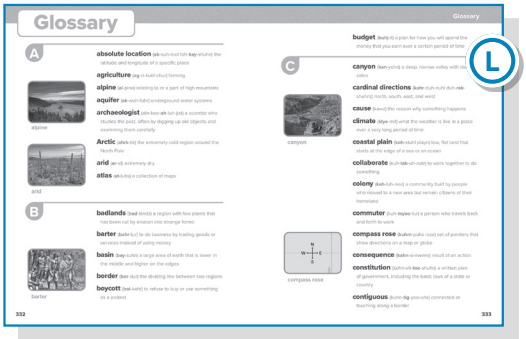
J. The Atlas provides not only maps of the world, the United States, and the seven continents but also photos describing each continent. This section is especially useful in chapter 7.



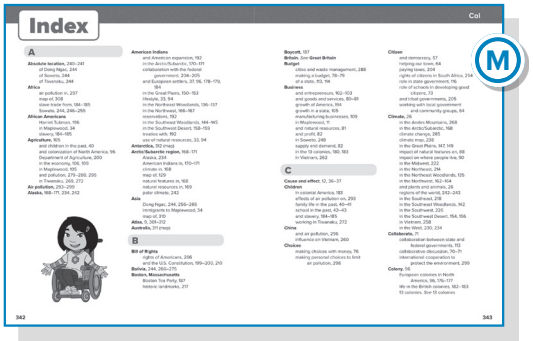
K. The Patriots' Handbook provides pictures and explanations of American holidays and symbols as well as the words and background for the Pledge of Allegiance and patriotic songs. This section is especially useful in chapter 6.



L. The Glossary gives pronunciations and definitions of vocabulary words for the 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 3–7 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

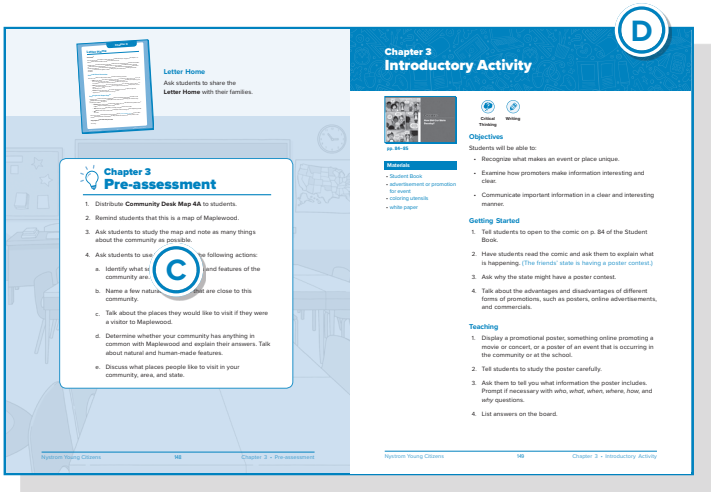
The suggested time frame helps you maintain pacing for the school year. In general, it assumes one week for each lesson and one week for chapter review, test, and culminating project.

C. Pre-assessment

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

D. Chapter Introductory Activity

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



Lesson Openings

E. Lesson Title

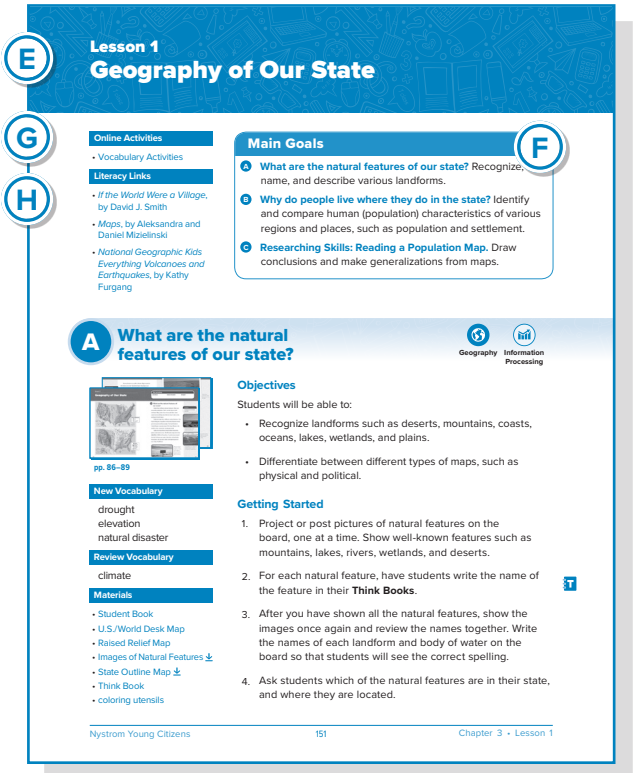
Each chapter has 3–7 lessons. The lesson title provides a general overview of each lesson. Read the lesson title with the students to introduce the topic.

F. Lesson Main Goals

The lessons are divided into 2–5 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.

G. Online Activities

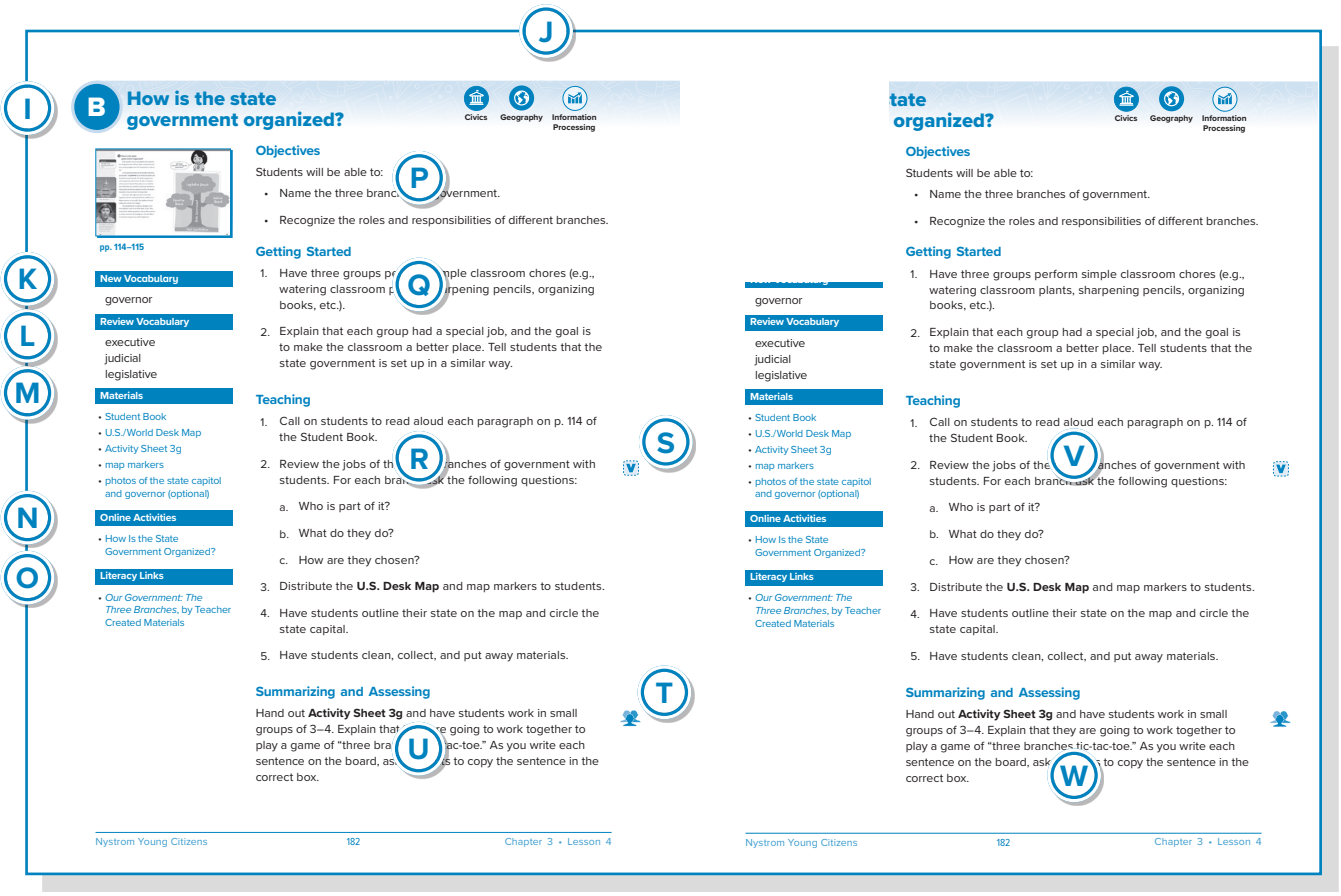
This lists the activities available through the Nystrom Young Citizens online portal, yc.SocialStudies.com. These extending activities can be used to introduce then reinforce the lesson's new vocabulary. There is both an introductory vocabulary activity and a vocabulary mastery activity for every lesson.



H. Literacy Links

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

Activity Sections



I. Activity Title

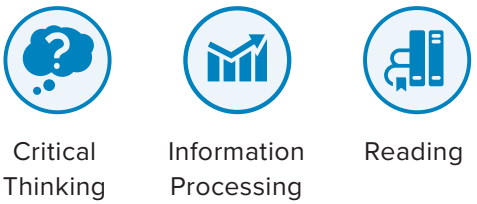
Each activity is connected to a section in the Student Book and correspondingly labeled "A" to "E." The title for both the activity and the Student Book sections are supporting questions to the chapter opening questions.

J. 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

Skills



K. 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 and accompanied by a definition in the main body of the text. This list notes the words introduced in the section.

L. Review Vocabulary

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

M. 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: .

N. 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.

O. Literacy Links

These are recommended book titles for outside, or library, reading that support the activity topic at an appropriate reading level for third 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.

P. 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.

Q. Getting Started

Getting Started gives instructions for introducing the activity. This activity warm-up engages the 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.

R. 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 completed by the whole class, small group, pairs, independent, or a combination of those choices. Be sure to stop frequently to engage the 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.

S. Vocabulary Focus

Icons appear next to a step when students engage with new vocabulary words.

T. 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 .

U. 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.

V. 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.

W. 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, provide 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.

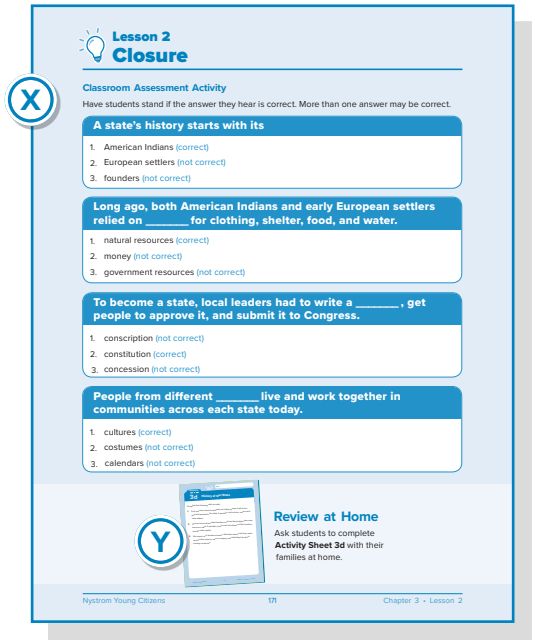
Reading Skills These activities support reading comprehension and critical-thinking skills related to literacy. Some sections in this category include using reading strategies, comparing similarities and differences, and finding main ideas.

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


Lesson 2
Closure
X
Classroom Assessment Activity
Have students stand if the answer they hear is correct. More than one answer may be correct.
A state's history starts with its
1. American Indians (correct)
2. European settlers (not correct)
3. founders (not correct)
Long ago, both American Indians and early European settlers relied on _____ for clothing, shelter, food, and water.
1. natural resources (correct)
2. money (not correct)
3. government resources (not correct)
To become a state, local leaders had to write a _____, get people to approve it, and submit it to Congress.
1. conscription (not correct)
2. constitution (correct)
3. concession (not correct)
People from different _____ live and work together in communities across each state today.
1. cultures (correct)
2. costumes (not correct)
3. calendars (not correct)
Y
Review at Home
Ask students to complete Activity Sheet 3d with their families at home.
Nystrom Young Citizens 171 Chapter 3 • Lesson 2

X. 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.

Y. Review at Home

The Review at Home provides a way to involve the 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

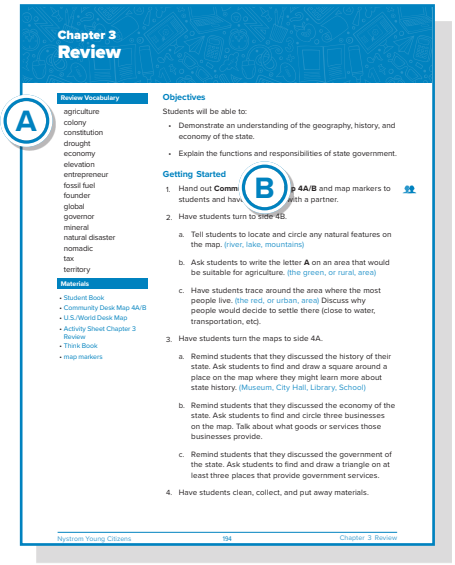
Each Chapter Review lesson is built on the same format as all the activities: Objectives, Getting Started, Teaching, Summarizing and Assessing. The activity itself is a Chapter Review Activity Sheet that covers all the main points of the chapter, providing an opportunity to reteach any areas that need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

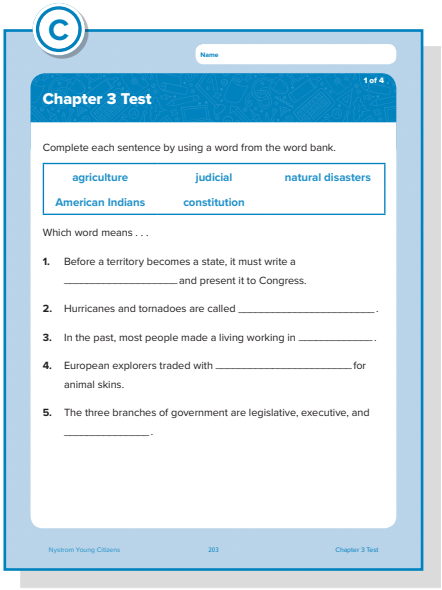
A. Review Vocabulary

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

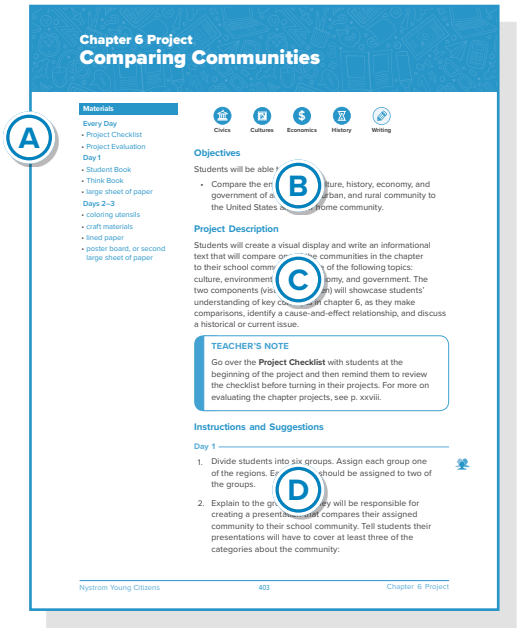
The Chapter Test assesses skill, vocabulary, and content at various depths of knowledge. This serves as the summative assessment for the chapter. The test allows you to assess the students' levels of understanding and provides students with practice in a variety of standardized testing formats. The Chapter 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.

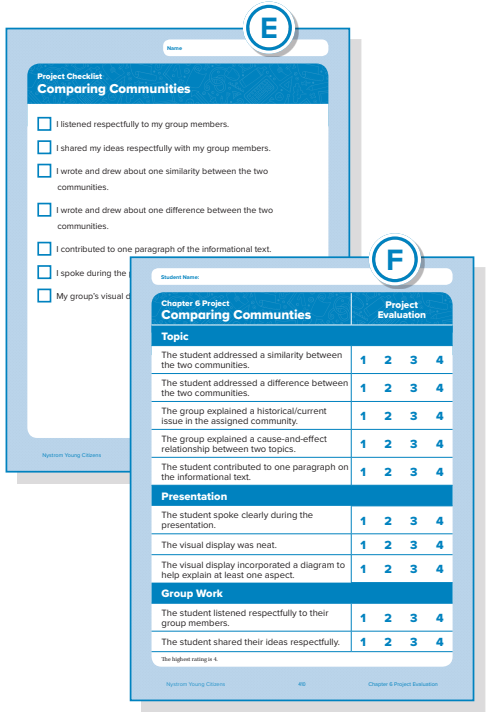
Chapter Tests may be administered and graded in the online interface. The online chapter test offers students the opportunity to record answers by speaking into a microphone instead of writing as needed.

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 duration of the project.

B. Objectives

Student objectives for the activity are itemized here. The objectives are listed according to the 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.

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. 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.

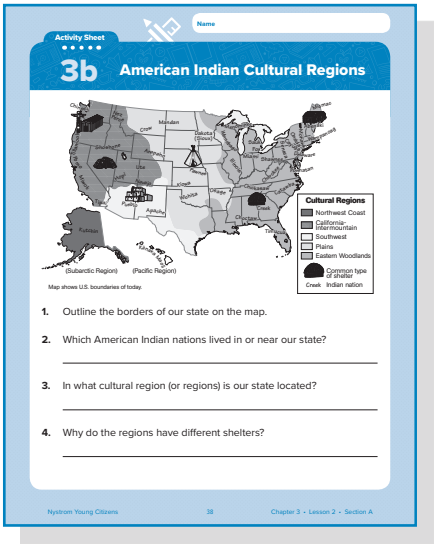
Letter Home

The program strongly encourages the development of social studies education outside of the classroom. The Letter Home tells parents and guardians 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 the students. You are encouraged to add anything that you feel may be appropriate to your class's unique circumstance.

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 chapter 5, you will find an additional, Florida-specific activity sheet for you and your students to explore. The final activity sheet for each chapter is the chapter review.


Activity Sheet

Name

3b American Indian Cultural Regions

Cultural Regions
Northwest Coast
California-Intermountain
Southwest
Plains
Eastern Woodlands
Common type of shelter
Creek Indian nation

(Subarctic Region) (Pacific Region)

Map shows U.S. boundaries of today.

1. Outline the borders of our state on the map.
2. Which American Indian nations lived in or near our state?
3. In what cultural region (or regions) is our state located?
4. Why do the regions have different shelters?

Nystrom Young Citizens 38 Chapter 3 • Lesson 2 • Section A

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

Project Checklist

See description on p. xxvii.

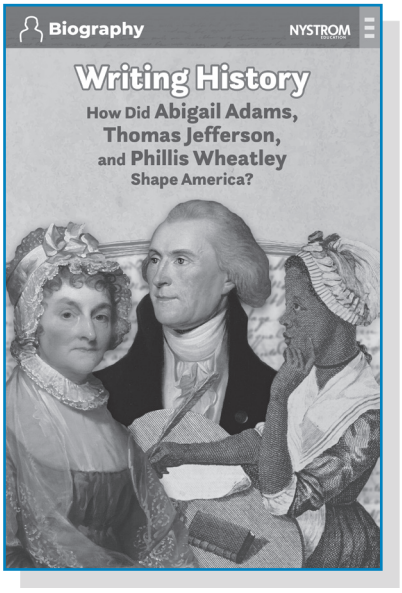
Understanding the Leveled Student Readers

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 lesson in each 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.

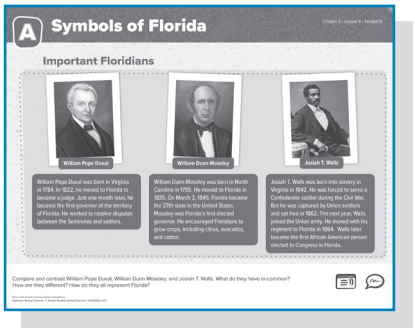
The Getting Started and Teaching sections tell you what Student Book and other work should be done before using the readers. When the instructions call for the readers to be distributed:

1. Guide 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.
- Activities encourage collaborative learning and effective communications.
- They employ reading strategies to improve student depth of knowledge.



Teaching with Group Activity Cards

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.
   - **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.
   - **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 over 30 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 with all the states and state capitals clearly labeled.
- Shows the world with continents, oceans, and countries clearly labeled.
- Has natural features of the United States and the world at an appropriate level for third 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.
- 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 third-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 dry 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.
- 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 the 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 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 the students to their interactive assessments.
- Peyton leads them to an eBook version of their Student Book.
- Leena guides the students to their leveled readers.
- Minar directs the students to their Patriots' Handbook.
- Roger shows the 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.

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.

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

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 Learn in This Book?			
1. Using the Book	1 week	• Characteristics of a place • Natural and human features • Locating places	• Developing questions • Using images and text
2. Understanding Maps	1 week	• Maps and globes • Using maps • Locating places • Major land and water features	• Using visual sources
Chapter 1: What Was Our Town like in the Past?			
1. Our Area Long Ago	1 week	• Natural features • Natural resources • Human-environmental interaction	• Researching • Using technology
2. Settlers in Our Area	1 week	• Human-environmental interaction • American Indians • Immigration • Characteristics of a place • Elements of cultures	• Cause and effect
3. Life in the Past	1 week	• Elements of cultures • Primary sources • Continuity and change	• Researching • Comparing similarities and differences
• Chapter 1 Test • Chapter 1 Project: Our Town in the Past	1 week	• Primary sources • Continuity and change • Characteristics of a place • Natural and human features	• Working cooperatively • Researching • Developing questions • Using images and text
Chapter 2: How Does Our Town Work Today?			
1. Changes in Our Town	1 week	• Characteristics of a place • Trade • Natural and human features • Continuity and change • Human-enviromental interaction	• Using maps and graphs
2. Town Government	1 week	• Citzens and citizenship • Contributing to the community • Government and its functions • Taxes • How public leaders are chosen	• Solving problems
3. Our Schools	1 week	• Rules and consequences • Reasons for rules • Authority figures • Citizens and citizenship • Contributing to the community	• Class discussion • Cause and effect • Writing opinion pieces

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
4. Meeting Our Needs and Wants	1 week	• Scarcity and choice • Needs and wants • Use of money • Natural, human, and capital resources • Goods and services • Producers and consumers • Making choices about earning, spending, and saving	• Working collaboratively
• Chapter 2 Test • Chapter 2 Project: Local Newspaper	1 week	• Comparing past and present • Continutity and change • Authority figures • Businesses • Goods and services • Government and its functions • Contributing to the community	• Working collaboratively • Writing opinion pieces • Creating narratives • Researching
Chapter 3: How Did Our State Develop?			
1. Geography of Our State	1 week	• Natural and human features • Types of maps • Human-environmental interaction	• Representing and interpreting data
2. History of Our State	1 week	• Immigration • American Indians • Human-environmental interaction • European exploration • Elements of cultures • Main history questions • Continuity and change • Businesses • Holidays, landmarks, and celebrations	• Cause and effect • Creating narratives
3. Economy of Our State	1 week	• Natural and human features • Natural resources • Human-environmental interaction • Trade • Changes in transportation and communication • Conservation • Sectors of the economy • Goods and services • Supply and demand	• Connections between events and details
4. State Government	1 week	• Government and its functions • Citizens and citizenship • Rules and laws • Authority figures • Taxes • Voting • State symbols	• Working collaboratively
• Chapter 3 Test • Chapter 3 Project: State Symbols Show	1 week	• Natural and human features • Natural resources • Businesses • Trade • Human-environmental interaction • Elements of cultures • Government and its functions • Important historical figures • Citizens and citizenship	• Working collaboratively • Creating narratives • Researching • Using images and text

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
Chapter 4: What Was Our Country like 500 Years Ago?			
1. North America of the Past	1 week	• Natural features • Major land and water features • Elements of cultures • Secondary sources	• Developing questions • Comparing similarities and differences • Reading informational texts
2. The Northeast Woodlands	1 week	• Characteristics of a place • Human-environmental interaction • Natural and human features • Natural resources • American Indians • Elements of cultures • Locating places	• Main ideas
3. The Southeast Woodlands	1 week	• Characteristics of a place • Human-environmental interaction • Natural and human features • Natural resources • American Indians • Elements of cultures • Locating places	• Working collaboratively
4. The Great Plains	1 week	• Characteristics of a place • Human-environmental interaction • Natural and human features • Natural resources • American Indians • Elements of cultures • Locating places	• Main ideas • Supporting details
5. The Southwest Desert	1 week	• Characteristics of a place • Human-environmental interaction • Natural and human features • Natural resources • American Indians • Elements of cultures • Locating places	• Reading nonfiction • Identifying point of view
6. The Northwest 7. The Arctic/ Subarctic	1 week	• Characteristics of a place • Human-environmental interaction • Natural and human features • Natural resources • American Indians • Elements of cultures • Locating places	• Using visual sources • Describing places
• Chapter 4 Test • Chapter 4 Project: Lifestyles by Region	1 week	• Characteristics of a place • Human-environmental interaction • Natural and human features • Natural resources • American Indians • Elements of cultures • Locating places	• Working collaboratively • Researching • Using images and text • Creating visuals • Presenting work verbally

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
Chapter 5: How Did We Become the United States of Today?			
1. Becoming a Nation	1 week	• American Indians • Colonial America • European explorers • Reasons for historical conflict • Immigration • Trade • Sectors of economy • Natural, human, and capital resources • Interdependence • Different historical perspectives	• Connections between events and details • Class discussion
2. Growth of the United States	1 week	• Colonial America • Revolutionary War • Primary sources • Government and its functions • American Indians • Government and its functions • Changes in technology • Sectors of the economy • Immigration • Trade • Important historical figures	• Analyzing primary sources
3. The Federal Government	1 week	• Government and its functions • Rules and laws • Authority figures • Voting • Media • National symbols • Primary sources • Citizens and citizenship	• Creating visuals • Expressing self verbally
4. The Land and Resources of the United States	1 week	• Locating places • Characteristics of a place • Natural and human features • Thematic maps • Sectors of the economy • Natural resources • Human-environmental interaction	• Using visual sources
• Chapter 5 Test • Chapter 5 Project: Telling the Truth Game	1 week	• Important historical figures • Retelling events • Biographies • Primary sources • Secondary sources	• Working collaboratively • Creating narratives • Dramatic performance • Main ideas • Supporting details
Chapter 6: Why Are Towns Different around the World?			
1. Finding Our Way in the World	1 week	• Types of maps • Parts of maps • Locating places • Absolute and relative locations • Natural and human characteristcs	• Using visual sources
2. An Urban Community: Soweto, South Africa	1 week	• Elements of cultures • Natural and human features • Main history questions • Sectors of the economy • Continuity and change • Human-environmental interaction • Government in other countries • Reasons for historical conflict	• Connections between details

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
3. A Suburban Community: Dong Ngac, Vietnam	1 week	• Elements of cultures • Natural and human features • Main history questions • Sectors of the economy • Continuity and change • Human-environmental interaction • Government in other countries	• Class discussion
4. A Rural Community: Tiwanaku, Bolivia	1 week	• Elements of cultures • Natural and human features • Main history questions • Sectors of the economy • Continuity and change • Human-environmental interaction • Government in other countries	• Describing places
• Chapter 6 Test • Chapter 6 Project: Comparing Communities	1 week	• Elements of cultures • Natural and human features • Main history questions • Sectors of the economy • Continuity and change • Human-environmental interaction • Government in other countries • Reasons for historical conflict	• Working collaboratively • Researching • Comparing similarities and differences • Cause and effect • Creating visuals • Using text and images
Chapter 7: What Challenges Does Our Planet Face?			
1. Fresh Water	1 week	• Human-environmental interaction • Volunteering • Contributing to the community • United Nations • Global issues requiring cooperation • Rules and laws • Government and its functions • Natural resources	• Developing questions • Writing an informative piece
2. Trash 3. Air Pollution	1 week	• Human-environmental interaction • Global issues requiring cooperation • Government and its functions • Natural resources • Volunteering • Rules and laws • Changes in technology	• Using visual sources • Working collaboratively
• Chapter 7 Test • Chapter 7 Project: Environmental Fair	1 week	• Human-environmental interaction • Global issues requiring cooperation • Natural resources	• Working collaboratively • Researching • Using images and text • Solving problems • Writing an informative piece

Compelling Question

What Can We Learn in This Book?

In this introduction, students will learn how to gather information from different sources.

Time Frame: 2 Weeks

1 Students will review the components of the Student Book and discuss how to use its features to enhance learning.

2 Students will learn how to locate features on maps and globes to complement their studies.

Letter Home

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

Introduction
Pre-assessment

1. Prepare a stack of fiction books and a stack of nonfiction books to show the class. Ask students if they can guess the difference between the two stacks.

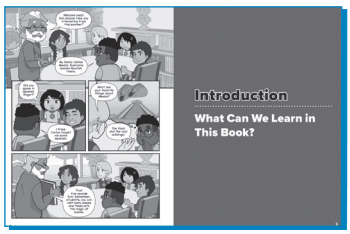
2. On a sheet of butcher paper, make a T-chart with **Fiction** on one side and **Nonfiction** on the other.

3. Call on a student to offer a characteristic of either a fiction book or a nonfiction book. For example, a student may say that a fiction book has characters. Discuss this with the class, and write **characters** on a sticky note. Then place the sticky note on the T-chart under **Fiction**.

4. Explain that next you will provide two sticky notes to pairs of students who will talk about characteristics of fiction and nonfiction books. Allow them to look through the two stacks of books. Ask them to find something that fiction books have and write it on one sticky note. Then, ask them to find something that nonfiction books have and write it on the other sticky note. Have students add their sticky notes to the T-chart in the correct column.

5. After about five minutes, bring the class together and discuss students' responses. Encourage students to add their ideas to the chart and do a "walk-through" of the Student Book. Point out certain parts of the book such as the table of contents and features like captions, maps, and diagrams. Point out that this book also contains parts that are fictional, such as the illustrated characters and the setting of Maplewood.

Introductory Activity



pp. 4–5

Materials

- Student Book
- "Graphic Novel Diagram," Teacher Resource I.1
- coloring utensils
- white paper

Information Processing | Reading

Objectives

Students will be able to:

- Analyze how different text features are provided in different kinds of texts to support readers' understanding.
- Use illustrations and details to describe characters, setting, or events.

Getting Started

1. Direct students' attention to the comic strip on p. 4 of the Student Book.
2. Explain that they are going to read the comic strip and discuss what it is about. Ask students if this comic is fiction or nonfiction. (fiction) Ask them to explain their answers.

Teaching

1. Explain that you would like them to read the comic, paying attention to three main goals: what the story is about, what they learned about the characters, and what they learned about the setting.
2. Have students read the comic with a partner or independently.
3. Review the three goals: main idea, characters, and setting.
4. Then ask students for examples from the comic strip to support their responses. As needed, encourage them to use evidence from text and images.
5. Then ask about the structure and layout of the comic strip. For example, you might ask, "What did you notice about reading this comic strip that is different from reading text on a page?" or "How can you tell which speech bubble goes with each character?"

6. Use vocabulary that is connected to graphic novels, such as panel, frame, speech bubble, caption, and gutter. Discuss the order of the panels in this comic strip, asking students to respond to the format and order of information. **Teacher Resource I.1** (Teacher's Guide p. 28) shows the basic elements of a graphic novel; you can use this information to model how to draw a basic scene.

7. Next, explain that no matter what they read, students should be looking for clues from the author that will help readers understand the text. Ask for examples of clues, or features, the author used to help them read the comic, and then ask students to provide another example of a clue, or feature, from another kind of reading.

Summarizing and Assessing

Ask students to create 2–3 panels of a comic strip on a piece of paper. They can write and draw about their own summer break, something that happened recently in school, or some other topic that they would like to share with their classmates. The story can be fictional or factual.

Have students annotate the comic strip, pointing out the features that they used to help their readers navigate through the text.

You may wish to create your own panel to display as a model. Use **Teacher Resource I.1** as a reference.

When they have completed the drawings, ask students to exchange their comic strips with another student and identify what the story is about, who the characters are, what they learned about the characters, and what the setting is.

Modifications for Differentiation

Above Students can add more panels to their comics from the Summarizing and Assessing activity.

Below If students are not ready to provide evidence for their comments, model how to use the comic to show evidence for what they learned about characters. If students are not ready to write their own comic in the Summarizing and Assessing activity, create one as a group or use another pre-made comic.

ELL In addition to the Below modification, review terms such as characters, setting, and main idea with students. Model how to find evidence.

Lesson 1

Using the Book

Online Activities

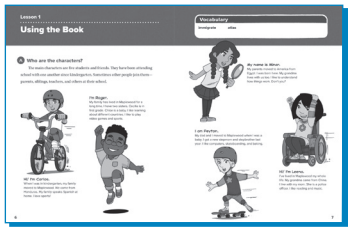
- Vocabulary Activities

Main Goals

- **A** **Who are the characters?** Get to know the characters of Maplewood in the Student Book.
- **B** **Reading Skills: Using Text Features.** Use text features to understand content and enhance learning.
- **C** **What is Maplewood?** Compare the fictional community of Maplewood with students' own community.
- **D** **Reading Skills: Reading Informational Texts**. Understand informational text as nonfiction text that helps readers understand a particular topic.

A Who are the characters?

Reading Writing



pp. 6–7

Materials

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

Objectives

Students will be able to:

- Use text features to find information about characters.
- Work collaboratively on a group assignment with defined roles.

Getting Started

1. Write the word *character* on the board. Ask students to think about their favorite characters from books or stories, and ask them to share what they liked about those characters. Then ask students to offer a definition of the word *character*. Accept all ideas, and write a class definition next to the word. Then ask the question, "Why do you think we're talking about the word *character* when we're working with our social studies book?" V
2. Have students turn to p. 6 of the Student Book. Read aloud the text.
3. Explain that students are going to meet the characters who are included in this book and find out more about their lives.

Teaching

1. Put students into groups of three or four.
2. Assign each group a character. (You can assign a character more than once as needed.)
3. Have students look at pp. 6–7 of the Student Book.
4. Explain that, in their groups, students should each silently read their character's information. Then one student can read this information aloud to the group.
5. Have each group write the following information on one piece of paper:
   a. Our character's name is _____.
   b. Our character likes _____.
   c. One detail about our character's family is _____.
6. Review each group's work and check for accuracy.
7. Distribute **Group Activity Cards** to groups. Have them complete the activity on the card. More information about using the Group Activity Cards can be found on p. xxxi of the Teacher's Guide.

Summarizing and Assessing

Tell students that you will describe some details about different characters in the Student Book. If students hear a description of their group's character, they should all stand up. For example, if you say "This character's family speaks Spanish at home," the group(s) who had Carlos should stand up. Continue with at least one piece of information about each character.

In their **Think Books**, have students write the name of the character that is most similar to them personally. Students should write a sentence or two explaining the similarities. For more information on the Think Books, see Teacher's Guide p. xxxiii.

Modifications for Differentiation

Above Ask these students to compare different characters and try to find similarities and differences. Additionally, ask them to choose any two characters and make a Venn diagram to compare them.

Below Students can express the information visually by drawing a picture of the characters doing their favorite activities or with their families.

ELL Help students by pointing out connections between the comic drawings and the written descriptions. For example, show students how Peyton is skateboarding and connect it to the text that says Peyton likes skateboarding.

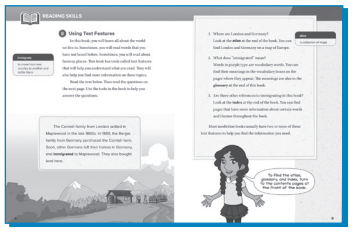
Extending

Reading Have students choose a book. After they have read the book, have students make a list of the main characters. Next to each character's name, have them write different characteristics, like personality, hobbies, family, etc.

Reading Skills

B Using Text Features

Information Processing | Reading



pp. 8–9

New Vocabulary

atlas
immigrate

Materials

- Student Book
- "Text Features Hunt," Teacher Resource I.2
- white paper (optional)

Online Activities

- Using Text Features

Objectives

Students will be able to:

- Name text features in nonfiction texts.
- Use text features to find and understand content.

Getting Started

1. Remind students that they previously learned more information about the characters in the Student Book. Ask them where Leena's grandmother came from. (China) If necessary, refer back to p. 7 of the Student Book.
2. Note for students that Leena's grandmother immigrated to the United States and Carlos's family immigrated to the United States. Explain that the word *immigrate* means to move to a new country and make it your home. V
3. Ask students if they know in which continent China is located. (Asia) Ask them if they know other countries that border China. Allow students to guess. Ask students on which page they can find a map of China/Asia.
4. Tell students that the Student Book has an entire section of maps, called an atlas. To find the pages of the atlas, direct them to the contents pages in the front of the book. Have them turn to the atlas, find the map of Asia, and then locate China. V
5. Explain that in this lesson, students will use the atlas and other text features to help them understand content more fully.

Teaching

1. Ask students to open to p. 8 of the Student Book. Read aloud the text and the passage to the class.

2. Read aloud the first question on p. 9 ("Where are London and Germany?"), then pause. Ask students where they can find maps in the book. (atlas)

3. Call on a student to read the text under question 1.

4. Have students turn to the atlas at the end of the book, and tell them to find the map of Europe (p. 309 of the Student Book). Have students locate London and Germany. Ask students what information they can learn from an atlas. (location of countries, land and sea borders, size of countries, distances between countries)

5. Return to p. 9. Call on a student to read question 2 and the text underneath.

6. Working with a partner, have students use the table of contents to find pages of the glossary (pp. 334–343 of the Student Book). Ask each pair to find one vocabulary word listed in the glossary and be prepared to tell the class. Ask students what information they can learn from a glossary. (definitions of vocabulary words)

7. Repeat steps 5 and 6 for the last question on p. 9; instead of finding a definition of a vocabulary word in the glossary, they should find pages associated with a theme or topic in the index (pp. 344–353 of the Student Book). Ask students what information they can learn from an index. (pages with more information about a word or theme)

Summarizing and Assessing

Organize a "scavenger hunt" game in which students have to use the atlas, glossary, and index of the Student Book to find information. Divide students into groups of three and give each team a piece of paper with three words written on it. You may create your own or use **Teacher Resource I.2** (Teacher's Guide p. 29) each team should have three unique words. The first word will be a country (with continent), the second word will have a glossary definition, and the third word is in the index. The directions are:

1. Write the name of at least one bordering country (use the atlas).

2. Write the definition of the next word (use the glossary).
3. Write at least two page numbers that contain information about the last word (use the index).

A sample sheet might say:

1. Peru (South America) (Ecuador, Colombia, Brazil, Bolivia, or Chile)
2. Hemisphere (any half of the earth)
3. Democracy (p. 346)

Give the teams enough time to find and write the required information. Remind students that the glossary and index are organized in alphabetical order. After the teams finish, call out some words that teams were given. When the teams answer, ask other teams to confirm the information by using the Student Book. Check at least one word from each team.

Modifications for Differentiation

Above Ask students to preview the rest of the Student Book or other informational texts and identify additional text features and reference tools that help the reader understand the text. Have them share this list with the class.

Below Students may be unfamiliar with certain text features and reference tools. Offer additional examples while emphasizing that the purpose of text features and reference tools is to help the reader understand the text more easily or give additional information about the text.

ELL Students may need additional explanation and examples of text features. Create a visual showing a sample page with the text features labeled and allow students to use this as a reference.

C What is Maplewood?

Geography | Critical Thinking

pp. 10–11

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Compare the fictional community of Maplewood with their own community.
- Locate places in a community on a map.
- Discuss ways people come together in a community, such as in outdoor activities, places of work, and shopping districts.

Getting Started

1. Begin by writing **community** on the board. Explain that the word *communia* is a French and Latin word from the twelfth century that means "a large gathering of people sharing a common life."
2. Ask students to suggest what it means to "share a common life." What makes a place a community? Ask students for suggestions of things that people share in a community. (school, parks, language, government, etc.)
3. Explain that today the class will discuss ways community members come together, both in Maplewood and in the students' own community.

Teaching

1. Have students turn to pp. 10–11 of the Student Book.
2. Explain that students will read a short passage about Maplewood, the fictional town in which the characters live. As a class or individually, students can read the text on p. 11.
3. Distribute **Community Desk Map 4A/B** and map markers to students.
4. Guide a brief discussion about the town of Maplewood, asking students to provide a statement that helps describe the town. As needed, ask students to explain how they know, for example by referring to the Student Book or the desk map.

5. Next, focus more closely on **Community Desk Map 4A**. Remind students of the definition of a community, and ask students to look for places on the map that allow Maplewood community members to have common or shared experiences. These experiences help a community define itself and can bring a community together.

6. Choose a place on the map such as the Factory, and direct students to the Factory by using street names. Have students circle the Factory with their map markers.

7. Discuss ways the Factory can create shared experiences for the community members (e.g., people work together). If possible, identify a place in the students' community that would be similar to a large business or factory.

8. Call on a student to identify another place on the map. Ask students how this place creates a shared experience for the community.

9. Then have pairs work together to identify 2–3 other places on the map that help create the community's identity. Have pairs circle the places and write the names of places in their own community that are similar to those they identified on the map. They can write this information on the top left of the map. After several minutes, have pairs share their ideas with the group.

10. Have students clean, collect, and put away materials.

Summarizing and Assessing

Compare and contrast Maplewood with the students' own community. Make a large Venn diagram on the board with one circle titled **Maplewood** and the other with the name of your school's community. Ask for suggestions of similarities and differences from students. Write these details in the appropriate places on the diagram. Have students copy the diagram in their **Think Books**.

Modifications for Differentiation

Above Ask students to tally the responses that everyone in the class gives for the Teaching activity, step 9, in order to determine the most popular answers. Allow them to ask adults or students in other classes if they agree and to explain their answers.

Below Meet with a group of students who will need additional help completing step 9 of the Teaching activity. Talk about different places on the map, creating a word wall of vocabulary words they may need to write when they create their final responses.

ELL In addition to the Below modification, help students name places in your community such as stores, friends' homes, school, restaurants, and so on. List their responses on the board and, if needed, suggest additional places. Then help students say how they or their family members interact with those places.

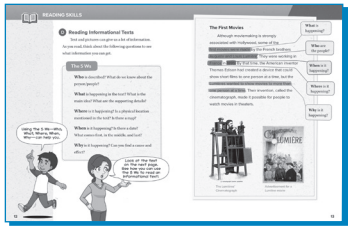
Extending

Art Ask students to draw a picture of their favorite place in their community or town. The picture can be realistic, moody, abstract, or created from symbols. Then have them write words around the picture that describe the place and their feelings about it. If they would like to, students can share their work with a partner and ask the partner to identify the location and share their own ideas about the place.

Reading Skills

D Reading Informational Texts

Critical Thinking | Reading



pp. 12–13

Materials

- Student Book
- Activity Sheet Ia

Online Activities

- Reading Informational Texts

Objectives

Students will be able to:

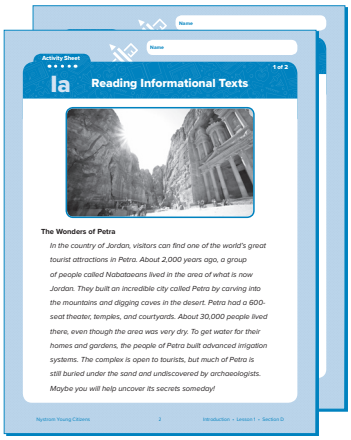
- Recognize that informational texts help readers understand a particular topic.
- Utilize questioning strategies to understand informational texts.
- Use photos, illustrations, or other visuals to support understanding.

Getting Started

1. Make an idea web on the board with **Question Words: 5 Ws** written in the middle bubble.
2. Draw five smaller bubbles spreading outward from the main bubble.
3. Ask students to suggest question words that begin with the letter *W*. Write one in each outer bubble as students say them. (Who, What, Where, When, Why) Give hints if students miss any of the question words.

Teaching

1. Have students turn to p. 12 of the Student Book.
2. Read aloud the first paragraph.
3. Call on students to read the list of questions. Pause after each to explain.
4. Have students look at the sample text on p. 13. Show how the diagram asks questions from the 5 Ws.
5. Hand out **Activity Sheet Ia**.
6. In pairs or small groups, have students complete the activity sheet.


Activity Sheet Ia
Ia Reading Informational Texts
The Wonders of Petra
In the country of Jordan, visitors can find one of the world's great tourist attractions in Petra. About 2,000 years ago, a group of people called Nabataeans lived in the area of what is now Jordan. They built an incredible city called Petra by carving into the mountains and digging caves in the desert. Petra had a 600-seat theater, temples, and courtyards. About 30,000 people lived there, even though the area was very dry. To get water for their homes and gardens, the people of Petra built advanced irrigation systems. The complex is open to tourists, but much of Petra is still buried under the sand and undiscovered by archaeologists. Maybe you will help uncover its secrets someday!

Summarizing and Assessing

As a class go over **Activity Sheet Ia**.

Modifications for Differentiation

Above Give students a choice of reading another informational text (like a newspaper article) and identifying the 5 Ws, or writing their own informational text about a topic of their choice that includes the 5 Ws.

Below Complete the activity sheet with students who need extra support reading and locating the evidence in the text. Reinforce the concept of *informational text* by collecting a variety of texts that are informational and others that are fiction. Help students sort these texts into two categories. Review what questions we ask when we read informational texts (5 Ws: Who, What, Where, When, Why).

ELL In addition to the Below modification, have students work in groups to complete the activity sheet. Each student or pair of students can complete a part of the activity sheet. When students are finished, have them share their work with the group. If necessary, give them hints about where to find the evidence.

Extending

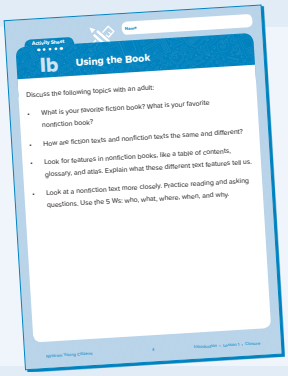
Reading Provide a variety of newspapers and magazines that offer informational articles, such as science magazines. Ask students to choose one article and identify who, what, where, when, and why in the article. Have them write the answers in their **Think Books**.

Critical Thinking Ask students to think about ways that they would want to convey information about a topic that they are interested in, such as grasshoppers, space ships, or Mexican food. What resources and visuals would they use to share this information with the reader?

Lesson 1
Closure

Classroom Assessment Activity

Have students choose a textbook from another content area. Ask students to identify 3–5 features and sections in the textbook that are designed to support their understanding of the book. Examples include table of contents, index, glossary, bold words, and captions. For each feature or section, have students briefly explain how this feature would help them understand the text more fully. Have them write their answers in their **Think Books**.


Activity Sheet

Ib Using the Book

Name

Discuss the following topics with an adult:

- What is your favorite fiction book? What is your favorite nonfiction book?
- How are fiction texts and nonfiction texts the same and different?
- Look for features in nonfiction books, like a table of contents, glossary, and atlas. Explain what these different text features tell us.
- Look at a nonfiction text more closely. Practice reading and asking questions. Use the 5 Ws: who, what, where, when, and why.

Nystrom Young Citizens 4 Introduction • Lesson 1 • Closure

Review at Home

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

Lesson 2

Understanding Maps

Online Activities

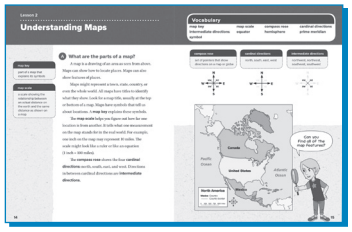
- Vocabulary Activities

Main Goals

- **A** **What are the parts of a map?** Identify different parts of a map and explain how these parts are used.
- **B** **How are maps and globes used?** Discuss how people use maps and globes. Use lines of latitude and longitude to find places on a map and globe.
- **C** **What are the continents and oceans?** Identify continents and oceans using a map or globe.
- **D** **Researching Skills: Using Map Symbols.** Identify symbols on a map and explain why symbols are used. Identify a map key and explain how it is used.

A What are the parts of a map?

Geography | Information Processing



pp. 14–15

New Vocabulary

cardinal directions
compass rose
intermediate directions
map key
map scale

Materials

- Student Book
- U.S./World Desk Map
- map markers
- rulers

Objectives

Students will be able to:

- Discuss reasons why people use maps.
- Recognize different parts of a map and explain how these parts are used.
- Use a map scale to estimate distance between two places.

Getting Started

1. Ask students if they have ever used a map outside of their classroom. Ask guiding questions so that students suggest reasons for needing a map. They may suggest tasks such as finding a friend's house or traveling to a certain store with a family member. Write their ideas on the board under the title "Why We Use Maps."

2. If not yet discussed at this point, guide conversation to include mapping apps that people often use on their phones. Compare the use of a mapping app to the use of paper maps. Explain that the information needed to find a location or to identify the best route to a location is similar, except that with a digital map, much of the calculating is completed by the app. Students may ask how the app locates a place or a person. Let the conversation unfold to include topics such as GPS, coordinates, and cell towers.

Teaching

1. Ask students to turn to pp. 14–15 of the Student Book.
2. Preview this section by pointing out the section title, the text and bolded words, and the images shown. Project the pages if possible.
3. Read aloud the first two paragraphs of the section.
4. Direct students to the map on p. 15. Call on a student to read the title of the map. (North America)
5. Call on students to say some parts of the map key. (country, country border)
6. Repeat with the rest of the text on p. 14, focusing on the map scale and compass rose. Have students find these features on the map.
7. Divide students into pairs. Give each pair a **U.S. Desk Map** and map marker. Ask them to circle the title, map key, map scale, and compass rose. Have students raise the maps when they are finished. Check their work.
8. Practice using directions on the desk map. Have students find the state of Colorado. Using cardinal directions, ask which state is north (Wyoming), south (New Mexico), east (Kansas), and west (Utah). Then, using intermediate directions, ask which state is located northeast (Nebraska), southeast (Oklahoma), southwest (Arizona), and northwest (Idaho). You can also reinforce these directions by having students write abbreviations on the states (e.g., **N** on Wyoming, **NE** on Nebraska).

9. Pass out rulers to each pair. Demonstrate how to use a scale by measuring distances on the map. Hawaii provides a good example; have students measure the distance between the cities of Honolulu and Hilo. (The distance is almost exactly one inch on the desk map.) Call on a student to tell how many miles are represented by one inch on the scale. (177 miles) Tell students this means that Honolulu is about 177 miles from Hilo.

10. Have each pair choose two places on the map and use the map scale to estimate the distance between each place. Direct them to draw a line connecting the two places and to write the distance above or below the line. Check students' work.

11. Have students clean, collect, and put away materials.

Summarizing and Assessing

Review the parts of a map by creating true/false statements. Have students show a "thumbs up" for true or "thumbs down" for false for each of the statements. For each false statement, ask a student to correct your misstatement.

- I would use a compass rose to find out how far a river is from my town. (false, map scale)
- I would use a compass rose to figure out which direction I should travel to get to the camping grounds. (true)
- The map key tells which direction is north. (false, compass rose tells directions)
- Northeast is an intermediate direction between north and west. (false, north and east)
- The compass rose tells cardinal directions. (true)

Encourage students to explain their answers and use evidence as needed to support why they believe a statement is true or false.

Modifications for Differentiation

Above Challenge students to do longer and more complicated map scale measurements. Assign them cities instead of allowing them to choose their own. You can also incorporate directions into this activity by asking, for example, "Which city is 885 miles (5 inches) north of Amarillo, Texas?"

Below Students may need additional exposure to the vocabulary words. Pull a small group of students for additional work with maps. Help students practice locating different places by following cardinal and intermediate directions. Practice using a map scale to show distance.

ELL In addition to the Below modification, write the words *compass* and *scale* on the board. Show students an actual compass and encourage students to describe how a compass and a compass rose are similar. Invite students to tell you about scales they have seen or used (at a doctor's office, grocery store, or in the kitchen). Explain that those scales measure weight, or how heavy something is. Then ask students what a map scale measures. (distance)

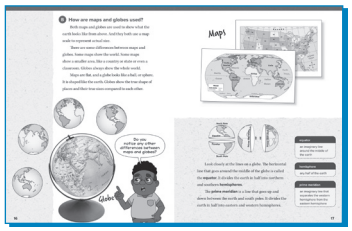
Extending

Math Challenge students to use their math and mapping skills to hunt for imaginary treasure. Use the **U.S. Desk Map** to write 4 or 5 steps to find a certain location. You might list steps such as, "Begin your hunt for treasure in Pierre, South Dakota. Head 300 miles southwest. Where are you?" (Cheyenne, WY) "Next head 3 inches to the southeast. How many miles is this on the map? (531 miles) And, where are you?" (Oklahoma City, OK) Students may want to create their own treasure hunt and see if a classmate can find the destination.

Geography Have students locate the countries connected to two Maplewood characters on the **World Desk Map**. (For example, Carlos is from Honduras, and Minar's parents are from Egypt.) Have students work in pairs to locate and circle each country on the map, and then estimate how far each country is from their own community. Students may need to use the atlas at the back of the Student Book to find the location of each country. To find distance, explain to students that they should always use the scale provided on the map they are working with. Then ask students to locate the scale provided on the desk maps, and challenge them to figure out how they can use that scale to find the distance between each country and their own. Have students write down their results and compare their results with another pair or small group.

B How are maps and globes used?

Geography | Information Processing



pp. 16–17

New Vocabulary

equator
hemisphere
prime meridian

Review Vocabulary

compass rose

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- "Geography Game," Teacher Resource I.3
- map markers
- index cards

Objectives

Students will be able to:

- Compare and contrast maps and globes.
- Locate the equator and prime meridian and explain the purpose of each.
- Use lines of latitude and longitude to find places on a map and globe.

Getting Started

1. It may be useful to examine the word *hemisphere*, as some students may be familiar with the meaning of *sphere* (a round, solid object). Explain that *hemi-* is a prefix that means "half." Have students combine the two parts to make a definition for *hemisphere* and write this on the board. Have a student check the definition in a class dictionary or in the Student Book. Explain how the equator and prime meridian are lines that divide the globe into hemispheres.

2. Distribute the **World Desk Maps** and **Activity Globes** to small groups of students.

3. Ask students to compare a map to a globe.

   a. Ask students for some differences between the map and the globe. (shape, the size of certain places, especially near the poles, like Antarctica and Greenland, number of compass roses)

   b. Ask students for some similarities. (map features, latitude and longitude lines, continents, countries, oceans, etc.)

4. Ask students which is more useful, a map or a globe. Accept all answers and try to emphasize that both are useful and both have advantages.

Teaching

1. Have students turn to pp. 16–17 of the Student Book and read the pages independently.

2. Put students into pairs and make sure each pair has one **World Desk Map** and a map marker. Review the new vocabulary words, and have them follow these directions:

   a. Draw a line on the equator.

   b. Put your hand on the southern hemisphere.

   c. Draw a circle around a country in the northern hemisphere.

   d. Draw a line on the prime meridian.

   e. Put your hand on the eastern hemisphere.

   f. Draw a circle around a country in the western hemisphere.

3. Ask students what continent is completely and only in both the southern and eastern hemispheres. (Australia) Ask them what city is closest to the compass rose. (Perth)

4. Give students a few more instructions to find locations using the hemispheres, continents, oceans, prime meridian, and equator for references. For example, What ocean is only in the northern hemisphere? (Arctic Ocean) Starting where the prime meridian and equator cross, count four lines west, what country are you in? (Brazil) Ask students to identify a continent, country, city, ocean, or sea using similar instructions.

5. Then, have each pair work together to answer a few more questions using the desk map, such as:

   a. What are three countries that the equator runs through? (Ecuador, Gabon, Indonesia, etc.)

   b. Give two different hemispheres that Russia can be found in. (northern, eastern, or western)

Summarizing and Assessing

Use index cards to play a geography game. Have enough cards so that each pair (or small group) of students gets one card. Write descriptions on half the cards, and the names of countries that match those descriptions on the other half. You may create your own or use **Teacher Resource I.3** (Teacher's Guide p. 30). Each description card will be unique and will match only one country card.

Give each student pair an index card. Pairs will have to find the student pair with the card that matches theirs. Allow enough time for all pairs to find their matching card. After each pair has found their match, have students review by asking the pair with a description card to read out their description, while the rest of the class searches for the matching country. The partners will confirm correct answers.

Modifications for Differentiation

Above Challenge students by creating more index cards like the ones in the Summarizing and Assessing activity. Students who finish their work first can figure out the correct answers on the additional cards.

Below Allow students to read in pairs or read the text as a class and model finding the meaning of the vocabulary words. Provide pre-written definitions with a few words missing so that students who take a long time to write can keep pace with the rest of the class.

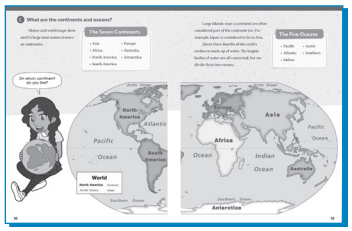
ELL In addition to using the reading and writing modifications from the Below modifications, give these students extra time to practice using the vocabulary words and identifying the equator and the prime meridian. Use the word *hemisphere* as you work with the maps to reinforce its meaning. If appropriate, ask students to find coordinate instructions to their countries of origin.

Extending

Art To explore and apply skills in spatial reasoning, students may want to investigate the Mercator map projection, and explain with words and images what the Mercator map projection is. Students will learn that in order to create a flat map of the spherically shaped earth, some distortion will have to occur. Challenge students to create an explanation of this concept and post their results in the classroom for a class geography "poster session." During the poster session, students can share their ideas in an informal way between classes or before school as students are entering the classroom.

C What are the continents and oceans?

Geography | Information Processing



pp. 18–19

Review Vocabulary

cardinal directions

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- Think Book
- coloring utensils
- large sheets of paper
- lined paper

Objectives

Students will be able to:

- Name and locate continents and oceans on a map and globe.
- Represent the relative sizes and locations of the world's continents and oceans on a map.

Getting Started

1. Ask students to name as many continents as they can, and write these on the board. Next ask students to name as many oceans as they can. Distribute the **World Desk Maps** and have them check their ideas. Ask for any tips or mnemonic devices they may have to help their classmates remember the names of the continents and oceans. See step 4 of Teaching for examples.
2. Choose a student to be your helper to demonstrate a geography game. Ask your student partner to hand you an **Activity Globe**, and then "freeze" your hands where they are when you grab it.
3. Stop and say which continents and oceans your hands are touching. Have your partner write down the names you identify on the board.
4. Pass the Activity Globe to your partner and have the student complete the same process of identifying continents and oceans, while you jot down the identified names on the board.
5. Put students into pairs and make sure each pair has a **World Desk Map** and two pieces of lined paper. Have them play a similar geography game, with one partner placing both hands on the map without looking and one partner writing; then have them switch roles.

Teaching

1. Ask students to turn to pp. 18–19 of the Student Book. Remind them that continents are large landmasses, usually separated by water.

2. Ask students to look at the map and find the only two continents that are connected but *not* separated by water. (Europe and Asia)

3. Have students read the text on pp. 18–19 independently.

4. If students did not suggest any mnemonic devices for remembering continents and oceans in Getting Started, introduce a few to the class (or add more). Have students write them in their **Think Books**. For example:

   a. **E**at **An** **A**pple **As** **A** **N**ighttime **S**nack (**E**urope, **An**tarctica, **A**frica, **As**ia, **A**ustralia, **N**orth America, **S**outh America)

   b. **SEAN** got 3 **A'**s (**S**outh America, **E**urope, **A**ntarctica, **N**orth America, **A**sia, **A**frica, **A**ustralia)

   c. **A**pple **P**ie **A**nd **I**ce cream **S**oda (**A**tlantic, **P**acific, **A**rctic, **I**ndian, **S**outhern)

   d. **AI**-**APS** (**A**tlantic, **I**ndian, **A**rctic, **P**acific, **S**outhern), for your tech-savvy students

5. Have students find the map key on the **Activity Globes**. Ask students how continents are identified on the globe in terms of lettering. (thick red lettering) Ask how country names are shown (black lettering, all caps), then city names. (black lettering, standard type) Ask how you can identify oceans on the globe. (blue lettering, all capital letters)

Summarizing and Assessing

Ask students to work in pairs to draw their own world maps on large sheets of paper. They should include all the continents and oceans.

Students should:

- Include a title;
- Use specific lettering to label and differentiate continents and oceans. Ask each group to choose a color, style, or font for continents and another for oceans. This information will be added to the map in a map key;
- Show the general shape, relative size, and location of each continent and ocean; and
- Be able to discuss their map using cardinal directions.

Students may use maps and any other resources to complete their drawings. Remind students that while their maps do not have to be perfectly to scale, they should do their best to complete their maps with care. Ask students to work using a pencil first. They can complete their maps in ink or with markers once they have identified places and sketched the shapes of the continents.

Allow the pairs to present their maps to the rest of the class when they are finished.

Modifications for Differentiation

Above Ask these students to add more details to their world map drawings, including specific countries, cities, seas, etc. Encourage them to add a scale to their map as well.

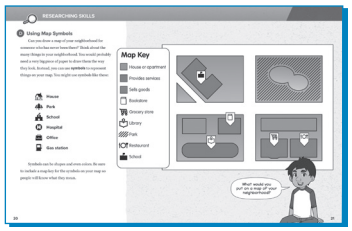
Below If students have difficulty drawing the world map, provide a blank world map and allow students to add the labels for the continents and oceans. Alternately, provide them with a world map that is partially completed (such as the continents in the Northern Hemisphere) and ask them to complete the drawing and labeling.

ELL Students may need explicit instruction about the way lettering is used to show different names. Show students different types of lettering used on different maps. Point out the changes in size and color. Review the differences between cities, states, countries, and continents as needed.

Researching Skills

D Using Map Symbols

Geography | Information Processing



pp. 20–21

New Vocabulary

symbol

Review Vocabulary

compass rose
map key

Objectives

Students will be able to:

- Recognize symbols on a map and explain why symbols are used.
- Locate a map key on a map and explain how it is used.
- Create a map that includes a map key, symbols, and places of note within their own community or neighborhood.

Getting Started

1. On the board, draw a variety of emojis, such as a smiley face, a frowning face, and a hand showing thumbs-up.
2. Ask students to suggest what these emojis mean and when they would be used. They will likely provide simple responses, such as “happy,” “sad,” and “that’s good,” respectively.

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- coloring utensils
- white paper

Online Activities

- Using Map Symbols

3. Discuss how these drawings convey meaning and how those meanings are clear and not confusing. Explain that these images are called *symbols*.

4. Next, draw several other made-up symbols without general meaning, like a square with a triangle inside. Ask students what they think these symbols mean. Have a class discussion about how the meaning of the symbol is unclear. Emphasize that a good symbol should be simple and easy for the reader to understand.

5. Ask students if they can think of other examples of different symbols or emojis that are easy to understand. Draw (or have students draw) them on the board.

6. Explain to students that these same ideas regarding emojis and communicating ideas can be applied to map symbols.

Teaching

1. Have students turn to pp. 20–21 of the Student Book.

2. Point out the map, and direct students' attention to some of the symbols on the map. Ask students why they think symbols are used on maps.

3. Review what a map key is. Have students look at the map key and identify the different symbols on the map.

4. Ask students to read the text on p. 20 independently or in pairs. Ask them to read to find out why we use symbols on maps. As students finish reading, review their answers and ask them to point to the places in the text where they found the information.

5. Then have students work independently or in pairs to draw a map on a piece of white paper. They have two choices for their map:

    a. Draw a map of part of their own neighborhood. This can mean as few as one or two streets that they are familiar with, or something more detailed; or

    b. Draw a map of part of Maplewood, based on **Community Desk Map 4A**. You can allow students to choose a small section or assign certain streets to them.

6. The maps should resemble the map on pp. 20–21. Have students sketch their ideas in pencil before using ink or markers. Help students create a map key so that there is a symbol for each kind of building/structure. Students can refer to the class desk maps and other resources for examples of map keys and symbols. Remind them that they can use images and colors to distinguish each symbol, and that symbols should make it easy to use the map and identify places in their neighborhood. Students can also include a compass rose.

Summarizing and Assessing

Have students exchange and compare maps with their classmates. Ask them to locate the different symbols from the map key. Have students write responses to the following questions in their **Think Books**.

- Why do people use symbols on maps?
- What symbol did you or a classmate choose that worked well on the map?

Ask students to share their ideas, and allow time for students to add ideas to their Think Books.

Modifications for Differentiation

Above Ask these students to go on a map scavenger hunt and find other symbols that are used on a variety of maps.

Below Provide a partially completed map with a few symbols already provided. As a group, brainstorm places in the neighborhood and together come up with symbols.

ELL In addition to the Below modification, ask ELL students to help you create symbols that can be understood by people from other countries and cultures.

Extending

Critical Thinking People use symbols for information in all areas of communication, whether it is in magazines, spoken language, online, or in newspapers. Challenge students to find five examples of visuals in magazines, newspapers, textbooks, or in online advertisements that are symbols or ways of communicating ideas. These may be icons, terms, or something more complex such as a fancy ship in an advertisement that is used to represent wealth. Students can convey their visuals and definitions on note cards, or make a short visual dictionary depicting the visuals and their meanings.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following exercises, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer can be correct. For each incorrect answer, ask a student to explain why it is incorrect.

Yes **No**

Which of these can you find on a map?

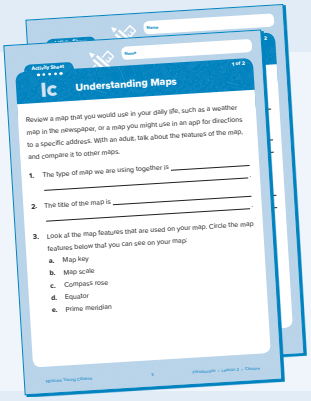
1. a map key (yes)
2. a compass rose (yes)
3. a globe (no, a globe is different than a map)
4. a title (yes)

It would be best to use a globe to:

1. figure out the fastest route to my friend's house. (no, a globe does not have such detailed information)
2. see which ocean is nearest to Africa. (yes)
3. learn the location of Antarctica. (yes)
4. estimate the distance from Spain to Honduras. (yes)

Map keys show information by:

1. using symbols. (yes)
2. using certain kinds of lettering. (yes)
3. showing photos. (no, map keys do not usually include photos)
4. using color. (yes)

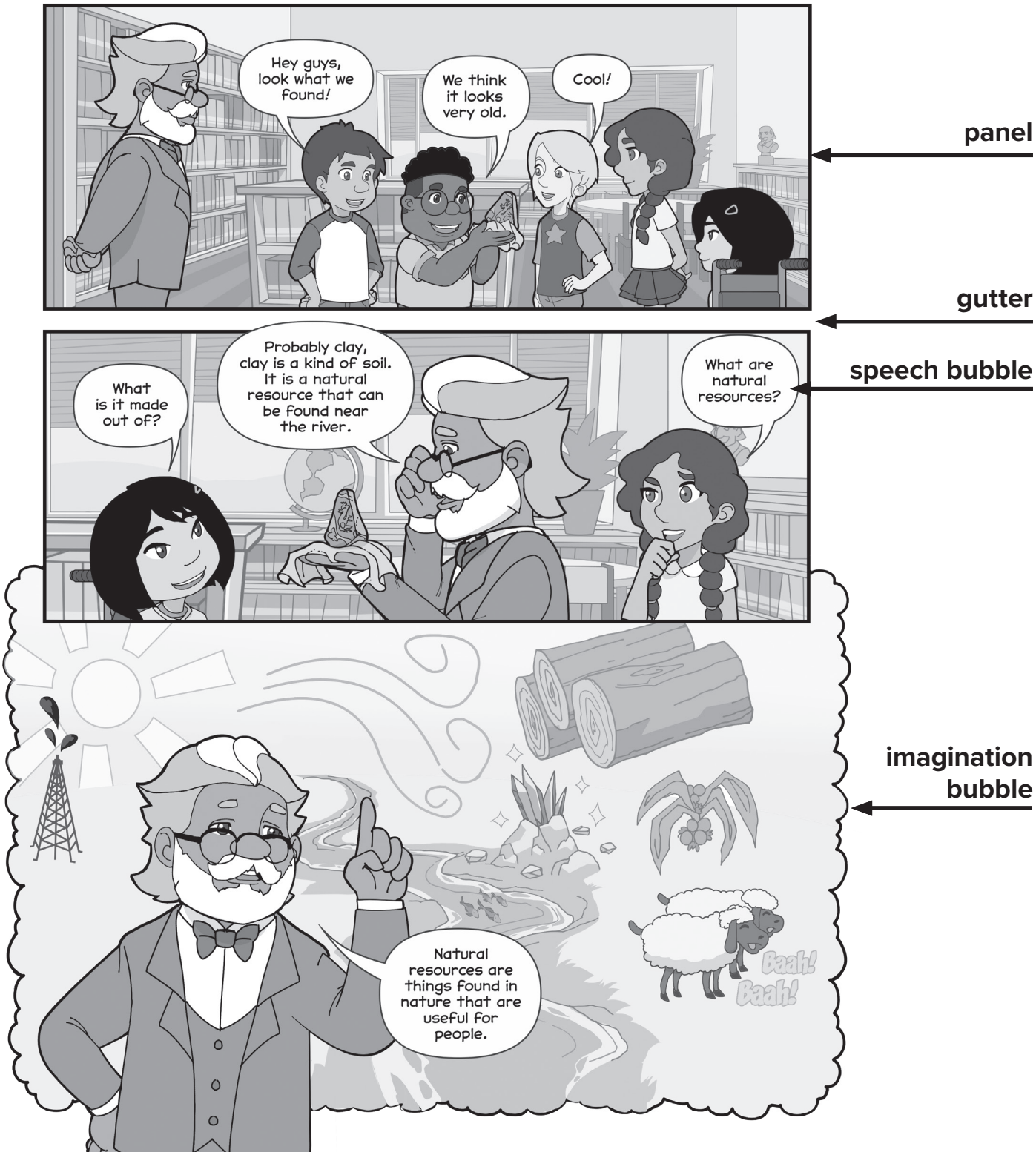


Review at Home

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

Teacher Resource I.1

Graphic Novel Diagram



Teacher Resource I.2

Text Features Hunt

Atlas: Peru (South America) _____

Glossary: Hemisphere _____

_____

Index: Democracy _____

Atlas: Kenya (Africa) _____

Glossary: Immigrant _____

_____

Index: Natural disaster _____

Atlas: Ukraine (Europe) _____

Glossary: Disposable _____

_____

Index: Settlers _____

Atlas: Iran (Asia) _____

Glossary: Contiguous _____

_____

Index: United Nations _____

Atlas: Costa Rica (North America) _____

Glossary: Nomadic _____

_____

Index: Explorers _____

Teacher Resource I.3

Geography Game

Located in the western hemisphere and touches the Pacific and Arctic Oceans and the Hudson Bay	Canada
Two lines north of where the prime meridian and equator cross	Algeria
The prime meridian runs right through this country's capital	United Kingdom
Located in the northern hemisphere and touches the Black Sea and Mediterranean Sea	Turkey
Located in the western hemisphere and touches Argentina, Bolivia, and Peru	Chile
Located in the northern and eastern hemispheres, east of South Korea, and touches the Pacific Ocean	Japan
Touches the prime meridian, France, and Portugal	Spain
Located in South America, touches the equator, the Pacific Ocean, and Venezuela	Colombia
Two lines east of where the prime meridian and equator cross	Uganda
Located in the eastern hemisphere and touches Pakistan, China, and the Indian Ocean	India

CHAPTER 1

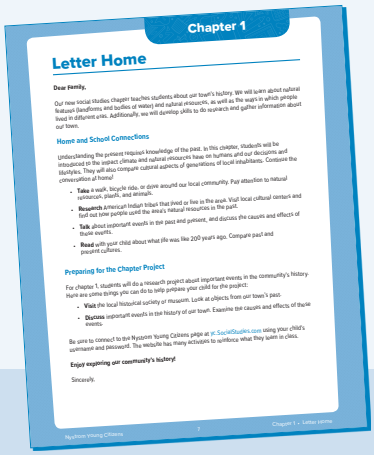
Compelling Question

What Was Our Town like in the Past?

In this chapter, students will learn about the history of their town.

Time Frame: 4 Weeks

1. Students will learn about the historic, natural, and physical features of their community.
2. Students will uncover how American Indians used the resources of the area, and how things changed when settlers arrived in America.
3. Students will see what life was like for settlers in the 1800s.
4. Students will complete the chapter review, project, and assessment.


Chapter 1

Letter Home

Dear Family,

Our new social studies chapter teaches students about our town's history. We will learn about natural features (landforms and bodies of water) and natural resources, as well as the ways in which people lived in different eras. Additionally, we will develop skills to do research and gather information about our town.

Home and School Connections

Understanding the present requires knowledge of the past. In this chapter, students will be introduced to the impact climate and natural resources have on humans and our decisions and liveliness. They will also compare cultural aspects of generations of local inhabitants. Continue the conversation at home!

- **Take** a walk, bicycle ride, or drive around our local community. Pay attention to natural landmarks, plants, and animals.
- **Research** American Indian tribes that lived or live in the area. Visit local cultural centers and find out how people used the area's natural resources in the past.
- **Talk** about important events in the past and present, and discuss the causes and effects of these events.
- **Read** with your child about what life was like 200 years ago. Compare past and present cultures.

Preparing for the Chapter Project

For chapter 1, students will do a research project about important events in the community's history. Here are some things you can do to help prepare your child for the project:

- **Visit** the local historical society or museum. Look at objects from our town's past.
- **Discuss** important events in the history of our town. Examine the causes and effects of these events.

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

Enjoy exploring our community's history!

Sincerely,

Nystrom Young Citizens 1 Chapter 1 • Letter Home

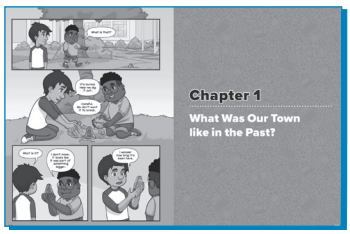
Letter Home

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

Chapter 1
Pre-assessment

1. Write the chapter question on a large piece of butcher paper: "What was our town like in the past?"
2. Think aloud about this question to elicit students' ideas. You might say, "I'm curious about our town, and what it was like here long ago. For example, I wonder what it looked like before there was even one building here. What was the same and what was different? Who do you think lived here over the years?"
3. Record students' questions and ideas.
4. Continue to guide the conversation so that students reflect on the land, the natural resources, and other aspects of their lives, including life at home, life at school, and transportation.
5. Post the butcher paper in the classroom and add students' ideas as the chapter progresses.

Chapter 1
Introductory Activity



pp. 22–23

Materials

- Student Book
- Think Book
- historical image of your town

History

Critical Thinking

Objectives

Students will be able to:

- Recognize ways that communities change over time.
- Define and discuss human-made and natural changes to an area.

Getting Started

1. Ask students what they like most about their neighborhood or community. Record some answers on the board.
2. Encourage students to think about their community as something that has changed over time. Ask questions about the places students mentioned, such as, “Do you remember when the community center was built?” or “When do you think the skate park was built?”
3. Tell students that you are going to show them a picture, and that you want them to guess what it shows. Show or project a picture of your town from the past. Ask students if they can guess where the picture was taken. Then, explain that the picture shows what the community used to look like.
4. Ask students to point out things in the picture that are the same and different from today.
5. Explain that students will explore how communities in general change over time, including the land, the town itself, and the activities of the people who live there.

Teaching

1. Ask students to turn to p. 22 of the Student Book and read the comic.
2. Discuss the comic with students. Ask if any of them have found historical objects around their homes or town.

3. Explain that objects like the one discovered in the comic tell us something about the past and how the town has changed. Guide students to understand that history is a part of where we live now, that history does not just go away because we do not notice it, and that sometimes we have to look to our past in order to understand the present, and ourselves, better.

4. Discuss the idea that some changes, like new paved roads, are human-made, while others, like a flood that changes the shape of the town, are natural. Make a T-chart on the board and label the two columns **Human-made Changes** and **Natural Changes**. Ask students to suggest other changes to a community and list them on the chart under the correct heading. Refer back to the historical picture of your town from Getting Started for additional ideas.

Summarizing and Assessing

Ask students to turn and talk with a neighbor to discuss the two questions below.

- What are three examples of how communities can change over time?
- Are these changes human-made or natural?
- Have students write their answers in their **Think Books**. They should label each change as either human-made or natural. Make sure that the list includes at least one example of each kind of change.

Modifications for Differentiation

Above After reading the comic on p. 22, allow students to explore print and online sources to learn about discoveries that have been made in their own community and share with the class.

Below Make a simple time line of your town, including one human-made change and one natural change. Ask students for one item to add to the time line and help them identify the additional item as human-made or natural.

ELL In addition to the Below modification, students may also be given multiple choice options for the Summarizing and Assessing section from which to select. Students might also be more familiar with changes in their towns and countries of origin. Encourage them to discuss these changes.

Lesson 1

Our Area Long Ago

Online Activities

- Vocabulary Activities

Literacy Links

- *Boy, Were We Wrong about the Weather!* by Kathleen Kudlinski
- *The Highest Mountains in the World: Geology for Children*, by Baby Professor
- *A Smart Kid's Guide to Doing Internet Research*, by David J. Jakubiak

Main Goals

A **What did land and water look like?** Define and identify examples of natural features.

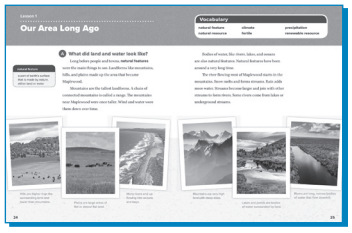
B **What plants and animals lived in this climate?** Describe a place's climate and the life forms it can support.

C **What were the natural resources?** Explain the role natural resources have played in the development of communities.

D **Researching Skills: Gathering Information.** Understand basic search strategies for gathering information.

A What did land and water look like?

Geography | Information Processing



pp. 24–25

New Vocabulary

natural feature

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Think Book
- white paper

Objectives

Students will be able to:

- Define and give examples of natural features.
- Explain how natural features change over time.

Getting Started

1. Ask students to list some natural features. Explain that these are things that can be found in nature and are not made by humans. Other words—such as *physical features*, *landforms*, and *bodies of water*—have similar meanings. Write their answers on the board. Answers might include mountains, deserts, rivers, etc.

2. For each natural feature, ask students to identify it as a land or water feature. Reorganize the words on the board into two categories: **Land** and **Water**. Emphasize that natural features can be either land or water.

3. Have students copy the lists in their **Think Books**.

Teaching

1. Have students turn to pp. 24–25 in the Student Book. Have them look at the pictures of natural features. Return to the list of natural features they wrote in Getting Started, and put a check mark next to all features that have images in the text. If there is a picture of something in the Student Book that is not on the board, add it to the list in the appropriate place.

2. Have students read the text independently.

3. Ask students why some mountains are taller than others. (Wind and water wear them down over time.) Ask where they found this information in the Student Book. (the second paragraph)

4. Have students work in small groups, and distribute a **Raised Relief Map**, **U.S. Desk Map**, and piece of paper to each group. Allow them time to examine the maps while you write the following questions on the board:

   a. What is the same on both maps? (borders, some cities, some natural features)

   b. What is different? (One is flat and shows all state capitals; one is raised and shows elevation.)

5. Ask students to work with their group to respond to these questions. Students should record their ideas on the sheet of paper. Then ask a group reporter to share the group's ideas.

6. Emphasize that natural features change over time. Have students use the **Raised Relief Map** to explore their state and region, and ask what natural features they can find. Ask students how natural features in their area have probably changed over time.

Summarizing and Assessing

Ask students to write two true/false questions about natural features in their **Think Books**. One answer must be true and the other answer must be false. Have students exchange questions with a partner to see if they can answer each correctly. Students should explain why the false answers are incorrect. Next call on student pairs to pose their questions to the class, following the same process of responding and explaining why false answers are incorrect.

Modifications for Differentiation

Above Challenge students to identify other natural features and create a poster of them to share with the class. These students can also create more true/false questions for the Summarizing and Assessing activity.

Below Allow students to partner read the text as needed.

ELL Talk about each of the images in the Student Book and review definitions. Use other images to reinforce students' understandings of these natural features. Show an array of pictures and ask students to pick out the image that shows plains, mountains, etc.

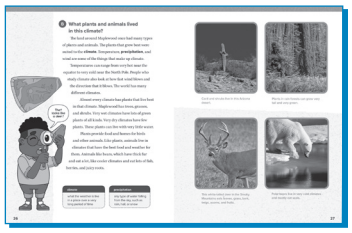
Extending

Art Students may enjoy creating an illustrated fact book about either mountains or bodies of water, or both. You may want them to focus on natural features in your state, or you could allow them to choose specific examples from across the United States. They can create a simple four-page book that includes:

- photos or illustrations
- diagrams to convey scale (such as the height of a mountain range, or the width of a major river)
- animals that live there and how humans interact with them
- fast or slow changes to the area (for example, earthquake, glacier, volcano, wind erosion, water erosion)

B What plants and animals lived in this climate?

Geography | Critical Thinking



pp. 26–27

New Vocabulary

climate
precipitation

Materials

- Student Book
- "Weather and Precipitation," Teacher Resource 1.1
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Contrast climate with weather.
- Describe a place's climate and the life forms it can support.
- Connect climate to a geographic region.

Getting Started

1. Write **Today's Weather** on the board. Call on a student to give a weather report for the day. Have the student choose a few weather symbols from **Teacher Resource 1.1** (Teacher's Guide p. 75) to show the class as part of the weather report.
2. Write *precipitation* on the board. Ask if anyone knows the definition of *precipitation*. Show the weather symbols from Teacher Resource 1.1 to students. Ask which symbols show precipitation. (rain, snow) Post those symbols on the board next to *precipitation*. V
3. Explain that precipitation is part of an area's climate. Discuss the difference between climate and weather. As needed, explain that weather is all around us all the time, and it changes depending on air masses in a certain area. A day's weather may be clear and sunny, or rainy and chilly. Climate refers to the weather conditions over a long period of time. V

Teaching

1. Have students look at the comic on p. 26 of the Student Book.
2. Call on a student to describe what Roger sees on the piece of pottery. (a deer) Ask students what this probably means about Maplewood long ago. (Deer probably lived in the area.)
3. With a partner, have students read the first paragraph of the text on p. 26. Review the vocabulary words together. V
4. Have the reading pairs read the remaining text on the page.
5. Ask students what types of plants grow in Maplewood's climate. (trees, grasses, shrubs)

6. Tell students to look at the images on p. 27. Discuss the relationship between climate and plant and animal life in each photograph.

7. Next, discuss the climate of your area with students. Talk about temperature, precipitation, and wind. Ask students what kind of plants and animals are supported by this climate.

Summarizing and Assessing

Ask students to work independently or in pairs to show details about the natural aspects your area (or state). Have students label three pages in their **Think Books**: **Climate**, **Plant Life**, and **Animal Life**. Under each heading, students will write and draw details about what kind of climate your area has and which plants and animals are supported by the climate. Check students' work for accuracy.

Modifications for Differentiation

Above Ask students to find out more information about the climate in their own community, such as average temperatures, average amounts of precipitation, etc. Challenge them to be creative in the way they show what they learned, using maps, symbols, graphs, and more.

Below If students struggle with the Summarizing and Assessing activity, pull a small group of students to work with you while other students complete the activity. Students can create a diagram that focuses more heavily on images to show how the terms are related.

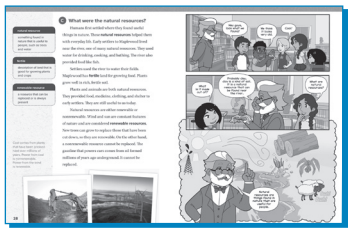
ELL Provide additional talk and experience with climate and weather by using images or short videos to illustrate the differences. Allow students to talk about climate, plant life, and animal life in their countries of origin.

Extending

Information Processing Create a diagram with different climates; for example, students might compare the local climate with that from another area, state, region, or country. List the plants and animals found in those areas.

C What were the natural resources?

Economics Geography



pp. 28–29

New Vocabulary

fertile
natural resource
renewable resource

Materials

- Student Book
- Think Book
- towel (everyday object)

Literacy Links

- *Our Natural Resources,* by Teacher Created Materials

Objectives

Students will be able to:

- Explain the role natural resources have played in the development of communities.
- Differentiate between renewable and nonrenewable resources.

Getting Started

1. Write *natural resource* on the board. Ask students what words they recognize. Point out *nature* and *source* as the roots of the words. Create a definition of the word collaboratively. Have a student check the definition in the glossary of the Student Book. V
2. Write another vocabulary word, *renewable resource*, on the board. Identify the root of the word *renewable* (*new*). Ask students what the prefix *re-* means. (to do or make something again) Create a definition of the word collaboratively. Have another student check the definition in the glossary. V
3. Next, show students an everyday object like a towel. Ask students to identify the object.
4. Explain that the objects we use in our lives come from natural resources, and that those resources can be renewable or nonrenewable (not renewable).
5. Write three questions on the board and have students copy them in their **Think Books**: T
   a. What is it?
   b. What natural resource is it made from?
   c. Is the natural resource renewable?
6. Explain that students can use these questions to examine any object. Have students return to the original object (the towel). Ask what natural resource it is made from. (cotton) Ask if that natural resource is renewable. (yes)

7. Have students list a few objects they see and use in the classroom. Make a list on the board. Choose a few objects and go through the three questions listed in step 5. (Choose objects that will be easier to explain, like a wooden desk.)

Teaching

1. Have student pairs read and discuss the comic on p. 29 of the Student Book. After reading, ask students the following questions:

   a. What object are the characters talking about?

   b. What natural resource was the object probably made from?

   c. Do you think that clay is renewable? Why or why not?

2. Have students turn to p. 28 in the Student Book and read the text with their partners.

3. Review the vocabulary words and check for understanding.

4. Have students look at pictures on p. 28.

5. Ask students what the pictures show. Have them emphasize the use of *natural resource* and *renewable resources* in their answers.

Summarizing and Assessing

Put students in small groups. Write a list of 5–10 objects on the board. Then ask students to decide what natural resource each comes from and whether that resource is renewable. Have students explain their answers as fully as possible. After groups have time to talk about the objects, review as a class. Finally, ask students if the natural resources discussed for each object can be found nearby.

TEACHER'S NOTE

Students may not know where some natural resources come from, so use this as an opportunity to teach about your community, state, and region. If some products are made locally or come from local natural resources, add these to the list. Some ideas for objects include paper, electricity, milk, gasoline, and cars.

Modifications for Differentiation

Above Ask students to use print and online sources to find out more about renewable resources. Challenge them to find out what their own community does to use fewer nonrenewable resources.

Below Read the text aloud or chorally with students and pause after each paragraph. Refer to the section question and ask students if there is any information in the paragraph that helps answer the question. Ask students to reread the sentence where they found the information as a way to build understanding and fluency. List their answers on the board.

ELL In addition to the Below modification, review the list of resources on the board to be sure that students know what each one is.

Extending

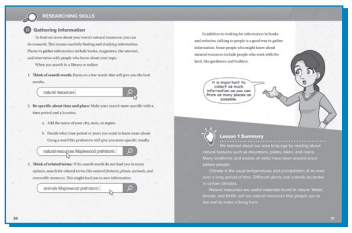
Math To explore and apply skills in understanding scale, students may wish to find out how much of a certain natural resource is used each year on average by a person, a household, or by the United States. For example, the average American uses approximately 80–100 gallons of water each day. Students can use this information to explore what this means for each household, or they may wish to scale up further to explore what that means for their community, or the country as a whole.

Researching Skills

D Gathering Information

Critical Thinking

Information Processing



pp. 30–31

Review Vocabulary

natural resource

Materials

- Student Book
- Think Book
- computer(s)

Objectives

Students will be able to:

- Use keyboard searches to find information.
- Utilize multiple sources when researching a topic.

Online Activities

- Gathering Information

TEACHER'S NOTE

This lesson can be conducted in the classroom or the school's media center. If the lesson takes place in the classroom, set up a projection of one computer so that students can see. If possible, give students access to their own computers to practice researching. You may also choose to focus more on research using nonfiction books, in which case prepare some appropriate sources ahead of time.

Getting Started

1. Put students in table groups of 4–5.
2. Give each group at least two different sources (nonfiction books and magazines) to look through. Assign groups a random topic to research in their sources. For example, have them research different types of animals and find as much information as they can. Allow them time to look through their sources. Did they use text features, such as tables of contents or indexes.
3. Have students talk about what strategies they used to find information.
4. Ask students what other ways they can gather information about a topic. Make a list of their answers on the board. If students do not mention using internet search tools and interviewing people who know more about the topic, add these to the list.
5. Explain that they will learn more about gathering information in today's lesson. Emphasize that the more sources they find for a topic, the better their research will be.

Teaching

1. Have students turn to p. 30 of the Student Book. Explain to students that they will use strategies to conduct research about their community's natural resources. Be clear that they will eventually be using all their research about their community for the chapter project. You can introduce the chapter project so that students can think about and plan for it.

2. Call on a student to read the first paragraph. Refer to the list on the board that the class created during the Getting Started exercise about sources.

3. Go through the steps on p. 30 together as you research natural resources. Talk about each step with students, discussing what terms to use and what pages are displayed as a result. If you do not have access to computers or a library, adjust the lesson to help students find information in reference materials such as encyclopedias.

4. Once you have identified a few pages to review, discuss which pages seem useful, and why. Explain that government sites (ending in *.gov*) and education sites (ending in *.edu*) tend to be reliable. Reinforce that it is important to look at multiple sites when doing research. Advise students not to automatically trust content from websites and have them confirm information from multiple sites if possible.

5. Have students work independently or in pairs to gather information about your community or state.

6. Students should write important ideas about the topic in their **Think Books**. They should also keep track of the websites or books that they determine are useful so that later in the research process, they can share them with classmates and return to them as needed. Teach students how to bookmark pages on the computer and create a bookmark folder for a particular topic if applicable.

Summarizing and Assessing

Have students share with a classmate the information that they were able to gather during the lesson. Allow them time to discuss their sources, comparing information from multiple sources if possible.

Modifications for Differentiation

Above Provide students with a map of your community and the surrounding area. Using online sources, ask students to identify the natural resources in or near your community. Have them represent these resources with symbols and label them on the map.

Below Provide students with a list of suggested search words. Students will likely need more time and guidance to read through sources. Work with a group of students to model how to research efficiently.

ELL In addition to the Below modification, realize that students from some countries may be less familiar with library and internet searches if they have been in the United States for a short time. Enlist the help of other English-language learners to explain where to input search terms and how to navigate through a site. Read aloud or ask a student to read aloud key information on each site.

Extending

Information Processing Have students conduct research on a variety of topics, using the search skills they learned during the lesson. Suggestions for research topics include natural resources in other regions of the United States, natural resources in other countries or continents, and people groups in the state. Have them share their findings and discuss the usefulness of different websites that they looked at.

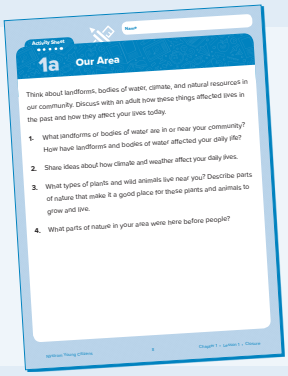
Lesson 1
Closure

Classroom Assessment Activity

Divide students into groups. Give all groups paper or an individual white board. Give each group one minute to write down their answers to the following questions. Ask groups to keep their answers covered until you signal everyone to show their answers. If students have difficulty answering, allow them to use their **Think Books** and the Student Book to find the answers.

Answer the following questions:

1. Before towns and people, what were the main things to see in Maplewood? (landforms, mountains, river, etc.)
2. What word describes weather over a long period of time? (climate)
3. What word describes natural resources that can only be used once and not easily replaced? (nonrenewable)
4. What are some examples of renewable resources? (wind, sun, water, etc.)
5. What are some examples of nonrenewable resources? (oil, coal, etc.)


Activity Sheet
1a Our Area
Name
Think about landforms, bodies of water, climate, and natural resources in our community. Discuss with an adult how these things affected lives in the past and how they affect your lives today.
1. What landforms or bodies of water are in or near your community? How have landforms and bodies of water affected your daily life?
2. Share ideas about how climate and weather affect your daily lives.
3. What types of plants and wild animals live near you? Describe parts of nature that make it a good place for these plants and animals to grow and live.
4. What parts of nature in your area were here before people?

Review at Home

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

Lesson 2

Settlers in Our Area

Online Activities

- Vocabulary Activities

Literacy Links

- *Ellis Island*, by National Geographic Learning
- *Those Shoes*, by Maribeth Boelts
- *Wickiups*, by June Preszler

Main Goals

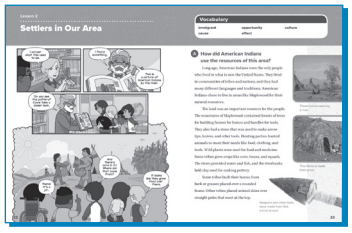
A **How did American Indians use the resources of this area?** Describe how American Indians used natural resources in their daily lives.

B **Why did the first immigrants settle here?** Determine reasons why some people immigrate from their home country.

C **Reading Skills: Identifying Cause and Effect.** Explain why identifying causes and effects is important to understanding historical events.

A How did American Indians use the resources of this area?

Cultures · History · Critical Thinking



pp. 32–33

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Recognize different types of natural resources.
- Analyze how American Indians used natural resources in their daily lives.

Getting Started

1. As a class, ask students to think about the term *basic needs*. If students do not know this term, guide them to understand that all living things have basic needs for survival. For example, plants need water and cats need food.
2. Ask students what humans need to survive. (shelter, food, water) Write their responses on the board.
3. For each basic need, call on students to explain how they get that need.

4. Ask students how they would meet their basic needs without modern conveniences; for example, ask how they would get water if they did not have water faucets at home. Ask where they would get their food if they could not buy it at a store.

5. Explain that many years ago, people had to get things to meet their basic needs from nature. Tell the class that today they will be learning about the area's earliest settlers, American Indians, and how they used natural resources to meet their basic needs.

Teaching

1. Remind students that this chapter focuses on how their community was in the past. They have already discussed the landforms, climate, and bodies of water. Today they will discuss the people who lived here in the past.

2. Ask students to preview pp. 32–33 by reading the section title and pointing out at least one other feature that will help the reader focus on the important ideas.

3. Have students read the comic.

    a. Ask students where the Maplewood students are at the beginning of the comic. (library) Then, ask where the characters are at the end of the comic. (an American Indian settlement in Maplewood long ago)

    b. Ask students how they think this happened. Some students may suggest that they traveled through time or are using their imaginations. If necessary, explain that authors sometimes use this technique to connect the reader to past events and people.

4. Next, have students read the first text paragraph with a partner. After reading, have each pair talk about the main idea of the paragraph. Solicit answers from students. (For example, American Indians chose to live in areas like Maplewood for their natural resources.)

5. Repeat with the second and third paragraphs.

Summarizing and Assessing

Return to the section question, "How did American Indians use the resources of this area?" Make a chart on the board about natural resources like the one below:

Natural Resources	Uses by American Indians
Mountains	Wood for homes, tools; stone for arrow tips, knives, tools
Animals	Food, clothing, tools
Wild plants	Food, medicine
Bark and grass	Homes/shelter
Fertile land	Food (corn, beans, squash)
Rivers	Water, food, pottery (from clay)

Start by filling in only the title of each column. Ask students to use what they read to help identify natural resources and their uses. Encourage them to refer to the Student Book. Notice that the Student Book does not mention fertile land; try to elicit this information from students through discussion.

Once they completed the chart, have students copy it into their **Think Books**.

Modifications for Differentiation

Above Ask students to find images of wickiups (bark and grasses over round frames) and flint (stone used to make arrowheads and tools) from print or online sources. Challenge them to find another way that American Indians took advantage of natural resources to meet their needs.

Below Read the text aloud if necessary. If students are not able to recognize main ideas or make connections, pull a group of students for extra instruction. Model what connections you make and then ask them to share additional ideas. Practice with each paragraph. For the Summarizing and Assessing chart, consider filling in half of the answers first, and then ask them to complete the chart.

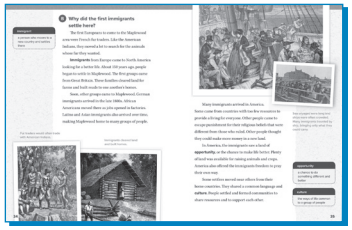
ELL In addition to the Below modification, review the concept of "main idea" with students. Remind them that *main* means "important" or "big." A main idea is the most important idea, or the big idea. A main road is larger or has more cars than other roads. Ask students about indigenous groups in their countries of origin and compare if possible.

Extending

Cultures Have students research and build models of wickiups or tepees. Explore which American Indian groups built these structures and what specific materials were used. Provide art and craft supplies and help student groups make replicas of these houses.

B Why did the first immigrants settle here?

Economics Geography History



pp. 34–35

New Vocabulary

culture
immigrant
opportunity

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- small suitcase or box

Literacy Links

- *At Ellis Island: A History in Many Voices*, by Louise Peacock
- *Matchbox Diary*, by Paul Fleischman
- *When Jessie Came Across the Sea*, by Amy Hest

Objectives

Students will be able to:

- Describe reasons why some people immigrate from their country of origin.
- Discuss opportunities for people who immigrated to the United States.

Getting Started

1. Show students a small suitcase or box. Ask them to imagine that they must move to a new home, but they can only take what they can fit in the suitcase/box. Ask what things they would take, and why. Lead a class discussion about what items are most important and what items would be impractical.
2. Ask students to think about what it feels like to move to a new home or to change schools. If students are comfortable talking about it, ask them to share personal experiences. Talk about the positive and negative aspects people have to deal with when moving to a new environment.
3. Then ask students to think about how it might feel to move to a new country. Explain that *immigrants* are people who move from one country to another. Further explain that immigrants bring with them language, ideas, customs, religions, and more from their original country. Ask students if they know one word that means all those things. (culture)
4. Make a T-chart on the board titled “Moving to a New Country,” with columns for positives and negatives. Ask students to suggest ideas and fill in the chart. Explain that any positive listed on the chart is an *opportunity*, or a good chance for something better. If students fail to mention economic opportunities and social freedoms, direct them to these ideas and add them to the list.

Teaching

1. Ask students to turn to p. 34 of the Student Book and read the text.

2. Distribute the **World Desk Maps** and map markers, and have students work in pairs. According to the Student Book, before 1900 most people immigrated to the fictional town of Maplewood from Great Britain and Germany. Have pairs do the following:

   a. Locate the United States, Great Britain (the United Kingdom), and Germany on the map. If necessary, remind students that the United Kingdom and Germany are located in Europe. Have pairs mark each country with an **X**.

   b. Have students draw a line from the United Kingdom to the United States, and another line from Germany to the United States.

   c. Ask students what the best way is to travel between these countries. Students will likely answer that airplanes are the best mode of transportation. Explain that before 1900, airplanes did not exist. Ask how they think most immigrants traveled to the United States in the 1800s. (by ship)

   d. Encourage students to imagine how difficult this journey would be, due to conditions on ships and the length of the journey (in the late nineteenth century, a cross-Atlantic boat trip would take about a week; today a typical flight between London and New York lasts 7.5 hours). Revisit the Getting Started activity in which the class discussed moving with only a small suitcase and talk about why families would be limited in how much they could bring with them. Direct students to the images on p. 35 of the Student Book and discuss what the immigrants might have felt.

   e. Have students clean, collect, and put away materials.

3. Ask students to read the text on p. 35. Ask them to be ready to answer the section question ("Why did the first immigrants settle here?") after they finish reading.

4. Have students work with their partner to answer the section question. Discuss answers as a group.

Summarizing and Assessing

Have students write the section question and at least three reasons for immigration in their **Think Books**. Ask students to think about reasons people would immigrate to their own community in the past or in more recent years. Remind students that they will be working on a project about their own community, which will include reasons why people chose to live there.

Modifications for Differentiation

Above Challenge these students to learn more about Ellis Island, Angel Island, or the approximately 70 other entry ports into the United States and share their findings with the class. You can also introduce the concept of push and pull factors to immigration, and have students organize the reasons for immigration into these two categories.

Below While other students are reading independently, pull these students and read the text as a small group. Instead of focusing on the section question, ask this group to focus on the reasons for immigration. Pause after each paragraph and ask if the paragraph gave any reasons. If so, list those on the board as students copy them into their **Think Books**.

ELL Some ELL students may have personal experiences with immigration. In small groups and if students are comfortable talking about it, you may ask them to compare their own experiences with those of nineteenth century immigrants.

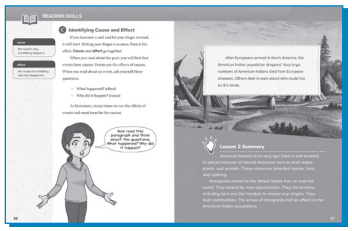
Extending

Math Discuss the relationship between the size of the United States and opportunities for immigrants who arrived in Maplewood from Great Britain and Germany, as discussed in the Student Book. Explain that the size of the United States influenced many people's decisions to move here, because there seemed to be many opportunities for immigrants to live as farmers or find a city or town that they could call home. Students can draw an outline of the United States, and then a draw a to-scale outline of another country within the U.S. boundaries to show how much bigger the United States really is. Students can use the **World Desk Map** for this activity.

Reading Skills

C Identifying Cause and Effect

Critical Thinking Reading



pp. 36–37

New Vocabulary

cause
effect

Review Vocabulary

immigrant

Materials

- Student Book
- Think Book
- slips of paper (five)

Online Activities

- Identifying Cause and Effect

Objectives

Students will be able to:

- Distinguish between a cause and an effect.
- Explain how cause and effect is important to understanding historical events.

Getting Started

1. Write *cause* on the left side of the board and *effect* on the right side. Draw an arrow pointing from *cause* to *effect*. Explain that these two words are connected, and that one leads to the other. Illustrate the concept with a couple of simple examples. First, stand in front of the light switch. Ask students what will happen if you flip the switch. Then demonstrate. Explain that the *cause* is flipping the switch, the *effect* is that the lights turned off. You can repeat with another example of holding a book above your desk and dropping it.

2. Have students play an acting game that shows cause and effect. Write each of the following "effects" on a slip of paper, one per slip:

   a. A window breaking

   b. Scoring a goal

   c. Twisting an ankle

   d. Getting a new jacket

   e. Getting a sunburn

3. Break students into five groups. Give each group one slip of paper. Tell them not to show their paper to any other groups.

4. Tell students that they will perform a "silent play." They are going to create and act out in front of the class the event that is written on their paper, but they are not allowed to say any words. They can, however, add any sound effects they want. For example, the group that has "A window breaking" must pantomime a story about how the window was broken. They can make a crashing noise to imitate broken glass. Allow the groups several minutes to discuss and practice their silent plays.

5. When all the groups are ready, collect their papers and display them on the board so everyone can see them.

6. One at a time, have groups perform their silent plays. After each performance, ask the rest of the class which effect is being depicted. Then, ask students what the causes were to get to that effect, or event. Answers should come from the silent play, but allow students to suggest other possibilities. For example, the cause of the broken window might be a baseball thrown off target.

7. Repeat until all groups have performed.

Teaching

1. Explain to students that they will use strategies to understand causes and effects. Read the text on p. 36 of the Student Book aloud to students. You can return to some of the silent plays (from Getting Started) to give examples of how to answer the two questions.

2. Remind students that in the previous lesson, they learned about reasons that immigrants left their home countries and moved to the United States. Today they will discuss some of the effects of their decision.

3. Call on a student to read the informational text excerpt on p. 37.

4. Working with a partner, have students apply the questions about cause and effect from p. 36 to the informational text on p. 37. Have them write their answers for what happened and why it happened in their **Think Books**. (what happened: the American Indian population dropped; why did it happen: Europeans arrived, diseases, war)

5. Ask students to share their ideas about cause and effect with the class. Ask them to explain how they identified the causes and effects in the paragraph.

Summarizing and Assessing

Ask students to show a thumbs-up for "yes," a thumbs-down for "no," or thumbs-sideways for "I'm not sure" for the following statements:

- An event is something that happened. (yes)
- A cause is *when* something happened. (no)
- An effect is what happened as a result of an event. (yes)
- The sun is an effect of a healthy plant. (no)

Modifications for Differentiation

Above Encourage students to recognize cause and effect individually. Ask students to create a T-chart with **Cause** and **Effect** as the headings. Have them fill in their tables with events from classroom books, those from the library, or other sources.

Below Work through the questions from p. 36 of the Student Book with students who need additional guidance identifying cause and effect. Use images to help students verbalize their responses to the two questions (e.g., a dog shaking water all over children or an ice cream cone on the ground). After students can verbally respond to the questions, move on to p. 37 of the Student Book and work through the written example.

ELL In addition to the Below modification, provide students with brief scenarios so they can identify the cause and the effect. You might describe a rainstorm and muddy footprints appearing near the door. Or, you could describe a fan blowing and papers scattering across the desk.

Extending

Dramatic Play Students can create more advanced silent plays (as in Getting Started) to express cause and effect. Encourage them to add more to the plot of the story, more characters, props, etc. For especially creative groups, you might try some improvisational games; for example, give small groups a random cause and ask them to improvise a scene that shows the effects.

Lesson 2
Closure

For each of the following questions, have students stand up and face you when the statement is correct and turn their backs to you when the statement is not correct. More than one answer can be correct.

Which of the following is true about American Indians?

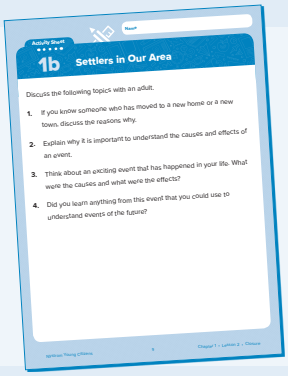
1. They were the first people to settle in this area. (correct)
2. The land was an important natural resource for them. (correct)
3. They built their homes from metal. (not correct)
4. All American Indians spoke the same language and had the same traditions. (not correct)

Which natural resources did people use?

1. plants (correct)
2. cars (not correct)
3. water from rivers (correct)
4. wood from trees (correct)

Why did immigrants come to this area?

1. They were invited by American Indians. (not correct)
2. They were looking for a better life and more opportunities. (correct)
3. Some were looking for religious freedom. (correct)
4. The region did not have any natural resources. (not correct)


Activity Sheet

1b Settlers in Our Area

Discuss the following topics with an adult.

1. If you know someone who has moved to a new home or a new town, discuss the reasons why.
2. Explain why it is important to understand the causes and effects of an event.
3. Think about an exciting event that has happened in your life. What were the causes and what were the effects?
4. Did you learn anything from this event that you could use to understand events of the future?

Review at Home

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

Lesson 3

Life in the Past

Online Activities

- Vocabulary Activities

Literacy Links

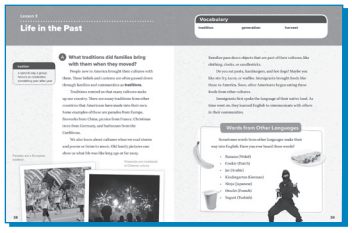
- *Cabin on Trouble Creek*, by Jean Van Leeuwen
- *Journey to Nowhere*, by Mary Jane Auch
- *The Keeping Quilt*, by Patricia Polacco

Main Goals

- **A** **What traditions did families bring with them when they moved?** Describe how traditions were brought to the United States.
- **B** **What was family life like in the past?** Understand that activities in daily life can change over generations.
- **C** **What was school like in the past?** Compare schools today with schools in the past.
- **D** **Researching Skills: Using Primary Sources.** Recognize and explain why a primary source is valuable to historians.

A What traditions did families bring with them when they moved?

Cultures History



pp. 38–39

New Vocabulary

tradition

Review Vocabulary

culture

Materials

- Student Book
- Activity Sheet 1c
- Image of a Jack-o'-Lantern
- Think Book
- glue

Objectives

Students will be able to:

- Describe how traditions were brought to the United States.
- Analyze the effect of different traditions on modern American culture.

Getting Started

1. Show students an image of a jack-o'-lantern. Ask them what it is and when it is usually seen.
2. Explain that this is associated with Halloween, a yearly American tradition. Tell students that the idea for jack-o'-lanterns originally came from Irish immigrants, who brought the tradition with them to the United States. Explain that many parts of our culture were brought by different people from around the world.

3. Have students look at the images on p. 39 of the Student Book. Call on students to identify one image at a time. Explain that all of these things came from other countries and the words for them came from other countries as well; language is part of people's culture. Tell students that food, clothing, and traditions are part of people's culture. Say that today they will learn what culture means and how immigrants brought new cultural traditions to America.

Teaching

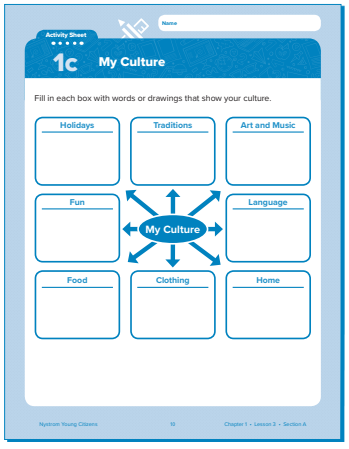
1. Have students read p. 38. Pause to discuss and explain *tradition*. Review the word *culture* if needed.

2. Have students continue reading the text on the next page.

3. Write **culture** on the board and draw a circle around it. Start an idea web by drawing the first bubble extending outward. Label it **traditions**.

4. Ask students for suggestions to be added to the "Culture" idea web. Stress that many different things can make up culture. If students give very specific answers, try to elicit a more general category. For example, if a student suggests her T-shirt is a part of culture, encourage students to modify it to "clothing" or "way of dressing" and add it to the idea web. Students should get ideas like music, food, and language from the text.

5. Distribute **Activity Sheet 1c** and have students complete it.



Activity Sheet 1c

Summarizing and Assessing

Have students show their completed activity sheets to at least three other students and ask them to compare their answers. Give students an opportunity to add more categories to the idea web on the board. Explain that while many people share parts of their culture, sometimes people have different cultures. Emphasize that one of the strengths of the United States is that we have many different cultures and that we learn from and respect those differences.

Have students glue **Activity Sheet 1c** in their **Think Books**.

Modifications for Differentiation

Above Challenge students to write about their favorite family tradition and draw an accompanying image.

Below Allow students to read the text with a partner. Consider reducing the number of cultural aspects on the activity sheet and have them focus on just a few. These students may also need more individual attention when working on the activity sheet.

ELL This section provides an excellent opportunity to recognize and highlight the different cultural backgrounds of your students. Encourage students with a recent immigrant background to describe how life was different in their country of origin regarding food, play, dress, music, etc. Be sensitive to students who may feel self-conscious about sharing.

Extending

Cultures Challenge students to create a time capsule of objects that represent their traditions and cultures. Ask them to think about objects that best represent the traditions of students. Collect these objects, label them, and store them in an appropriate place in the school.

B What was family life like in the past?

Cultures · History · Reading

pp. 40–41

New Vocabulary

generation

Materials

- Student Book
- Leveled Student Readers
- Think Book
- supplies for hopscotch (chalk, masking tape, beanbag, etc.)

Literacy Links

- *From the Wheel to the Internet!* by Pfiffikus

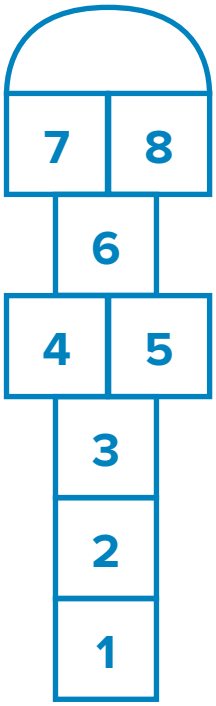
Objectives

Students will be able to:

- Recognize that activities in daily life can change over generations.
- Compare and contrast life for children today with life long ago.

Getting Started

1. Start with a discussion of toys and games. Ask students to write down their favorite toy or game in their **Think Books**. Then, ask them to share with a partner.
2. Explain that today students will learn about a game played during the 1800s. Create a hopscotch court, either outside (with chalk) or inside (with masking tape). Explain the rules: children must toss a marker (a beanbag, toy, stone, or something similar) onto the court, then hop with one foot on all squares, avoiding the lines and square with their marker. Many variations of the game exist; choose one that is most appropriate for your class.



Hopscotch Court

3. After playing the game, ask students to compare their favorite toy/game to hopscotch. Ask if they know of other games played today that are similar to hopscotch. Explain that while life was different in the 1800s, children still liked to have fun and play games.

TEACHER'S NOTE

You may want to consult with a physical education teacher and coordinate for this lesson. You might consider introducing other popular nineteenth century games, like hoop-rolling or double-ball. If you prefer toys that can be used in the classroom, yo-yos and cup-and-ball are good options that were popular in the 1800s.

Teaching

1. Have students open to p. 40 of the Student Book. Call on a student to read the first paragraph.
2. Discuss the meaning of *generation* with students. Conduct a simple poll, asking how many students live with 2, 3, or even 4 generations at home. V
3. Have students read the rest of the text on p. 40 independently.
4. Discuss together the differences between children living in farming areas and those living in cities in the 1800s. Ask if they think life was better or worse for children living at that time compared to today.
5. Have students look at the pictures on p. 41. For each picture, talk about what is being shown and have students compare it to their own experiences.
6. Introduce the **Leveled Student Readers**. Complete the pre-reading activity. More information on the Leveled Student Readers can be found on p. xxx of the Teacher's Guide.
7. Ask students to read the rest of the Leveled Student Reader independently and complete the post-reading activities.

Summarizing and Assessing

Ask students to work independently to write a paragraph about life long ago as a child. Instruct them to write in their **Think Books**. Their paragraphs should

- be written in the first person;
- be told from the perspective of a child; and
- include at least three ways that children's lives were different from the student's own life.

Students can use the Student Book and the **Leveled Student Readers** for inspiration. Alternatively, students may convey their stories graphically; they can use the Maplewood comics as examples of how to present content, dialogue, and placement of features.

Modifications for Differentiation

Above Challenge students to find additional information about life in the past by reading the Literacy Links or using print and online resources from local museums. They can focus on games, clothing, school, technology, or other topics.

Below Adapt the Summarizing activity by letting students talk about the paragraph first before writing. Further adaptations may be made by scripting student responses or by providing sentence starters.

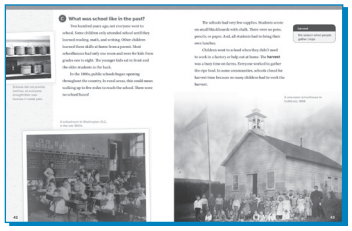
ELL In addition to the Below modification, use a simple drawing or diagram of a family tree to illustrate the meaning of *generation*.

Extending

Science As digital natives, students will likely enjoy investigating when different technology was developed and what life was like before this technology existed. Ask students to list four examples of technology that influence their daily lives (for example, computers, smart phones, microwaves, and airplanes), and conduct research to find out when each was invented. Then have them explain how each of these technologies affects the lives of people, including themselves. What are the benefits? What are some less positive outcomes?

C What was school like in the past?

History | Critical Thinking



pp. 42–43

New Vocabulary

harvest

Materials

- Student Book
- Song Lyrics for "Mary Had a Little Lamb"

Literacy Links

- *At School: Long Ago and Today*, by Lynnette Brent

Objectives

Students will be able to:

- Compare what schools are like today with what they were like in the past.
- Discuss reasons why school was different in the past.

Getting Started

1. Ask students if they are familiar with the song "Mary Had a Little Lamb." Sing the first verse together. Project the lyrics and play accompanying music if possible.

   Mary had a little lamb, little lamb, little lamb,
   Mary had a little lamb whose fleece was white as snow.
   And everywhere that Mary went, Mary went, Mary went,
   And everywhere that Mary went the lamb was sure to go.

2. Ask if anyone knows the next, less commonly known verse to the song. Again, project the lyrics and continue the song with the same melody.

   He followed her to school one day, school one day, school one day,
   He followed her to school one day; that was against the rules.
   It made the children laugh and play, laugh and play, laugh and play,
   It made the children laugh and play to see a lamb at school.

3. Tell students that the song lyrics give us clues about history. Guide students through three details about the song and what each teaches us:

   a. Ask students where Mary was going in the second verse. (school) Explain to students that this song became popular in the 1800s, around the same time that schools started to become more common across the United States. Tell them that, before the 1800s, very few children attended school; by the mid-1800s, about half of children were enrolled in school.

b. Remind students that the lamb followed Mary to school. Ask students how she might have gone to school if the lamb followed her. (she likely walked) Explain that at that time there were no cars or school buses, and most children walked to school, sometimes miles away.

c. Ask students if any of them have a lamb as a pet. Next, ask if they think Mary lived in the city or countryside. (likely countryside) Explain that most people lived in rural, or farming, communities in the 1800s; children like Mary probably had to do chores on the farm.

Teaching

1. Have students turn to pp. 42–43 of the Student Book.
2. Before students read, ask the class to help preview the pages by pointing out at least one feature, such as the boldface word or the images and captions.
3. Ask students to read the text independently or in partners.
4. Discuss why students at that time would have used chalkboards and chalk, or why there was no lunch provided.
5. Remind students that most children lived in farming communities in the 1800s. Discuss the meaning of *harvest,* and ask why they think many schools closed during that time of year.
6. Have students work with a partner and discuss the following questions: Would you rather be a student in the 1800s or today? Why?

Summarizing and Assessing

Divide the class into two sides. Tell one half that they will answer as themselves; the other half will answer as students from the 1800s. Read the following statements and ask students to stand up if the statement is true or remain seated if the statement is false:

- I write with chalk on small chalkboards at school.
- I walk to school.
- I learn reading, math, and writing at school.
- My school has only one room for all students.
- My school has only one teacher for all grades.
- My school is closed during the harvest so students can work on their family farms.

After each statement, compare the two sides of the room. For those students who answer that the statement is false (that is, they stay seated), ask them to correct the statement to make it true.

Modifications for Differentiation

Above Challenge students to create new lyrics for "Mary Had a Little Lamb." That might entail adding additional verses to the original or changing the lyrics to represent a modern version of the classic song.

Below Students who are not able to read the text independently can listen as a partner reads. For the Summarizing and Assessing activity, these students might find it easier to be in the group that answers as themselves (not those answering as students from the nineteenth century).

ELL Students may need additional exposure to the term *harvest*. Use images to supplement the lesson. Additionally, since many cultures have harvest holidays and traditions, find out if students' countries of origin do anything special at this time of year and use this information to help students make connections.

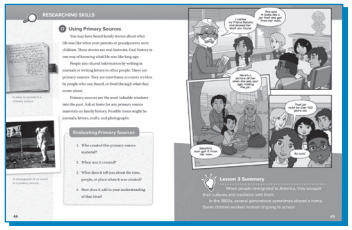
Extending

Reading Ask students to read excerpts of children's literature texts that describe school or to explore online and print sources such as museum websites or photograph collections and share additional information about their discoveries.

Researching Skills

D Using Primary Sources

History · Critical Thinking · Reading



pp. 44–45

Review Vocabulary

generation

Objectives

Students will be able to:

- Recognize a primary source.
- Explain why this type of source is valuable to historians.
- Provide examples of primary sources and suggest information that might be learned from them.

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book
- personal objects/primary sources

Online Activities

- Using Primary Sources

Literacy Links

- *DK Readers: The Story of Anne Frank*, by Brenda Ralph Lewis
- *Who Was Anne Frank?* by Ann Abramson

Getting Started

1. Explain to students that today they will be learning about primary sources, and how primary sources help us understand the past. Students can understand and remember what *primary source* means by understanding each word. Explain that primary means "first" or "most important," and that source means "something that provides information or evidence of something." Provide time for students to write a definition of *primary source* in their **Think Books**. Ask students to share their ideas as you work toward a class definition.

2. After reviewing the class definition of primary source, ask students to think about what a primary source has to do with learning about one's own family or community.

3. Show the class objects that tell something about your life or your family; ideally, you can introduce two or more items that help tell the same story. For example, you might show them a plane ticket, souvenir, and photograph from a vacation you took.

4. It is best if students can physically touch and examine the objects. Pass the objects around the class and allow students to look at them and act as historians. Let them construct a story based on the objects. Do not immediately confirm or contradict their guesses, and give time for students to propose different theories or add more details.

5. Explain that these objects are primary sources because they give information about your life during a certain time period.

Teaching

1. Ask students to read the comic on p. 45 of the Student Book. Then, review the chapter comics on p. 22, p. 26, p. 29, and p. 32. Explain that the piece of pottery that the children found is a primary source. Ask students if they can identify the primary source referenced in the comic on p. 45. The photograph is a primary source and shows three generations together.

2. Allow students to read the text on p. 44 in pairs.

3. After reading and still working with their partners, ask students to list examples of primary sources in their **Think Books**. They should write those specifically mentioned in the Student Book as well as any others they can think of.

4. Have pairs share some of their ideas with the class, correcting misconceptions about primary sources together as needed.

5. Explain that students will find and analyze primary sources in their own family, and they will use the information they gather for their chapter project.

6. Put students in small groups. Complete the activities on the **Group Activity Cards**.

Summarizing and Assessing

Write a list of ten sources on the board. Tell students that they are to identify primary sources. Ask them to give a thumbs-up, thumbs-down, or thumbs-sideways (for "I'm not sure") for each source as you read them aloud. You may give examples such as:

- A newspaper article from 1910 (primary source)
- A class photograph from 2018 (primary source)
- The diary of a 13-year-old boy from 1870 (primary source)
- An encyclopedia entry (not a primary source)
- A letter from a soldier to his mother during World War II in 1943 (primary source)
- A book about Abraham Lincoln written today (not a primary source)

For each source, call on a student to explain why this source is or is not a primary source.

Modifications for Differentiation

Above Challenge students to choose objects from the classroom that might be used to tell a narrative (similar to the exercise in Getting Started). Then, have them present the primary sources to the class and explain why they chose each object. Ask other students to suggest additions to the collection.

Below The distinction between primary and secondary sources may be difficult for some students to grasp. Start by comparing two sources, one primary and one secondary. Emphasize what puts each in its category. Add sources one at a time, explaining each. After compiling a small collection, mix them up and have students sort them again.

ELL Since the origin of *primary* comes from Latin, many different languages will have similar versions or derivations. If possible, find these words in the first languages of your ELL students and use them to make connections to the vocabulary word.

Extending

History Have students read books that focus on primary sources, such as those mentioned in Literacy Links, and present their findings to the class. Encourage them not only to summarize the content but also to think about what this source teaches us about the time period.

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" (for true answers) and "no" (for false answers) when you read the items. More than one answer can be correct. For each incorrect answer, ask a student to explain why it is not correct.

Yes **No**

Is this an example of a primary source?

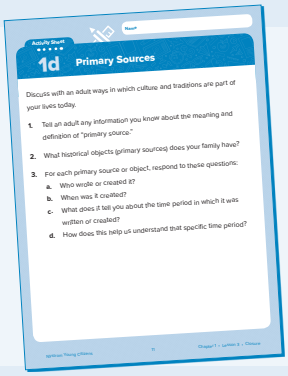
1. A letter from your friend in Canada (yes)
2. A family photo (yes)
3. The Student Book (no)
4. Your grandmother's childhood journal (yes)

Which of the following is true about schools in the 1800s?

1. Students studied reading, writing, and math. (yes)
2. Schools had libraries, gyms, and playgrounds. (no)
3. Students rode school buses to school. (no)
4. Students of many ages learned in the same classroom. (yes)

Which of the following is true about traditions?

1. A tradition can be passed down from one generation to the next. (yes)
2. Traditions are never part of a culture. (no)
3. A picture of a snowstorm is an example of a tradition. (no)
4. Dressing up in costumes is a Halloween tradition. (yes)


Activity Sheet 1d Primary Sources

Discuss with an adult ways in which culture and traditions are part of your lives today.

1. Tell an adult any information you know about the meaning and definition of "primary source."
2. What historical objects (primary sources) does your family have?
3. For each primary source or object, respond to these questions:
   a. Who wrote or created it?
   b. When was it created?
   c. What does it tell you about the time period in which it was written or created?
   d. How does this help us understand that specific time period?

Review at Home

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

Chapter 1
Review

Review Vocabulary

cause
climate
culture
effect
fertile
generation
harvest
immigrant
natural feature
natural resource
opportunity
precipitation
renewable resource
tradition

Materials

- Student Book
- Activity Sheet Chapter 1 Review
- List from Pre-assessment
- Think Book

Objectives

Students will be able to:

- Compare communities from long ago to today.
- Recognize cause and effect for a historical event.
- Explain how natural resources have contributed to the development of their community.
- Analyze primary sources to learn more about a community.

Getting Started

1. Refer to the class list of student questions and ideas from the pre-assessment activity at the beginning of the chapter. The class discussed ways the community may have changed from long ago. Topics discussed may have included:
   a. Natural features
   b. Schools
   c. Shopping areas
   d. Areas used for entertainment
   e. American Indian communities
2. Review what students understood at the beginning of the chapter about ways communities can change and compare those ways with what they understand now.

Teaching

Put students into small groups. Distribute **Activity Sheet Chapter 1 Review** and have students complete all parts. Allow them to use the Student Book and their **Think Books** if needed.

Summarizing and Assessing

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

Modifications for Differentiation

Above Allow students to work independently. When they finish the review activity, challenge them to create a review game with the vocabulary words and definitions.

Below Spread the review activities and the test activities over several days. Focus the review on the expectations listed in students' program plans. Support vocabulary with pictures whenever possible. Use a scribe to help students complete the review and test questions. Allow partners to complete the review questions together. Allow students to complete the test orally.

ELL In addition to the Below modification, include the numbers of the pages in the Student Book with the answers to the review questions. As needed, point out important terms in the questions and have students use those terms as they search for answers. If possible, allow students to act out or draw some answers to the test questions.

Chapter Test

Distribute and administer **Chapter 1 Test** (Teacher's Guide pp. 76–80). Assist students as needed.

Chapter 1 Project
Our Town in the Past

Materials

Every Day
- Project Checklist
- Project Evaluation

Days 1–2
- Project Plan
- artifacts (relevant sources)
- computers

Days 3–4
- coloring utensils
- poster board or poster-sized sheets of butcher paper

Civics

History

Critical Thinking

Speaking & Listening

Objectives

Students will be able to:

- Point out aspects of their community that make it unique.
- Conduct research about their community.
- Explain how their community has changed over time.
- Find and analyze primary sources related to their community's history.
- Make predictions about how the community may change in the future.

Project Description

In this project, students will examine important events in the history of the community and build a presentation around one event. Students can combine text and visuals to present their ideas to the class on a digital platform or poster board and respond to classmates' questions.

Student presentations will include a minimum of two different primary sources (such as photographs, newspaper articles, artifacts, and interviews with older community members) and at least one secondary source (which may be a website).

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. For more on evaluating the chapter projects, see p. xxviii.

Instructions and Suggestions

Prior to the Project

1. Predetermine the events you wish to have students work on and gather information and sources. Then, allow students to choose from among the sources you collected.

2. Consult with the school librarian/media specialist, the town librarian, local museum, tourist bureau, chamber of commerce, or members of the local government in order to gather ideas and sources in advance of this project if possible.

Day 1

1. Present the class with a variety of important events in the community's history. If students have suggestions or specific interests, encourage them to research these. Events you may wish to consider include those connected with:

    a. Technology (the construction of a road, bridge, tunnel, railroad track, etc.; the introduction of electricity, internet, street lights; the opening of a new factory)

    b. Celebrations (centennial/bicentennial, annual events, parades)

    c. People (arrival of different groups, American Indians, the building of a new school)

    d. Climate (natural disasters, the discovery of natural resources)

    e. Government (the passing of a new law, the election of a politician, the construction of new buildings, parks, or monuments)

2. Depending on classroom time and resources, have students work either individually, in pairs, or in small groups. Have students choose one event for their project.

3. Tell students that they must find several things connected to their chosen event:

    a. A minimum of two primary sources. Primary sources might be newspaper articles, photographs, objects, or even interviews with older members of the community. Photographs will likely be the most accessible primary sources; encourage students to find at least one primary source that is not a photograph, if possible.

b. At least one other source that can provide more information about the event but was not created at the time. This might be information from the local government, a historical group, a history book, or reference book.

4. Have students begin researching the event. This can occur in the classroom or school library. (You may wish to revisit the steps involved with gathering informaton from lesson 1, section D.)

Day 2

1. Have students continue their research. As part of their work, have them answer the following two questions in their **Think Books**:

   a. What happened?

   b. Why did this happen?

2. If you have any relevant artifacts or objects, make them available to students.

3. Some students may know an older member of the community who can give an interview about the event. Encourage students to conduct a short interview, if possible.

Day 3

1. Explain to students that they will begin preparations for a presentation. Students can create a poster about their chosen event or put together a digital presentation (which might include a videotaped interview).

2. The final presentation should include what happened in their event and some causes for it, as well as a minimum of two primary sources and one other source.

3. Allow students time to prepare their final presentation.

Day 4

1. Have students (or student pairs) present their information.

2. Encourage additional questions and discussion about the presentations.

Modifications for Differentiation

Above Challenge these students to find additional sources (primary and secondary) for their presentation.

Below Choose a smaller number of items that these students must include in their final project and adapt the final checklist accordingly. Structure students' research by providing them with a planning sheet that specifies exactly what they need to be working on and in what order. Allow them to work with partners or in small groups as necessary. For example, students might simply complete the following form.

> My event is:
>
> I looked at the following source/sources to find my information:
>
> I found out these facts:
>
> Here is a picture that shows more information:
>
> This picture shows:

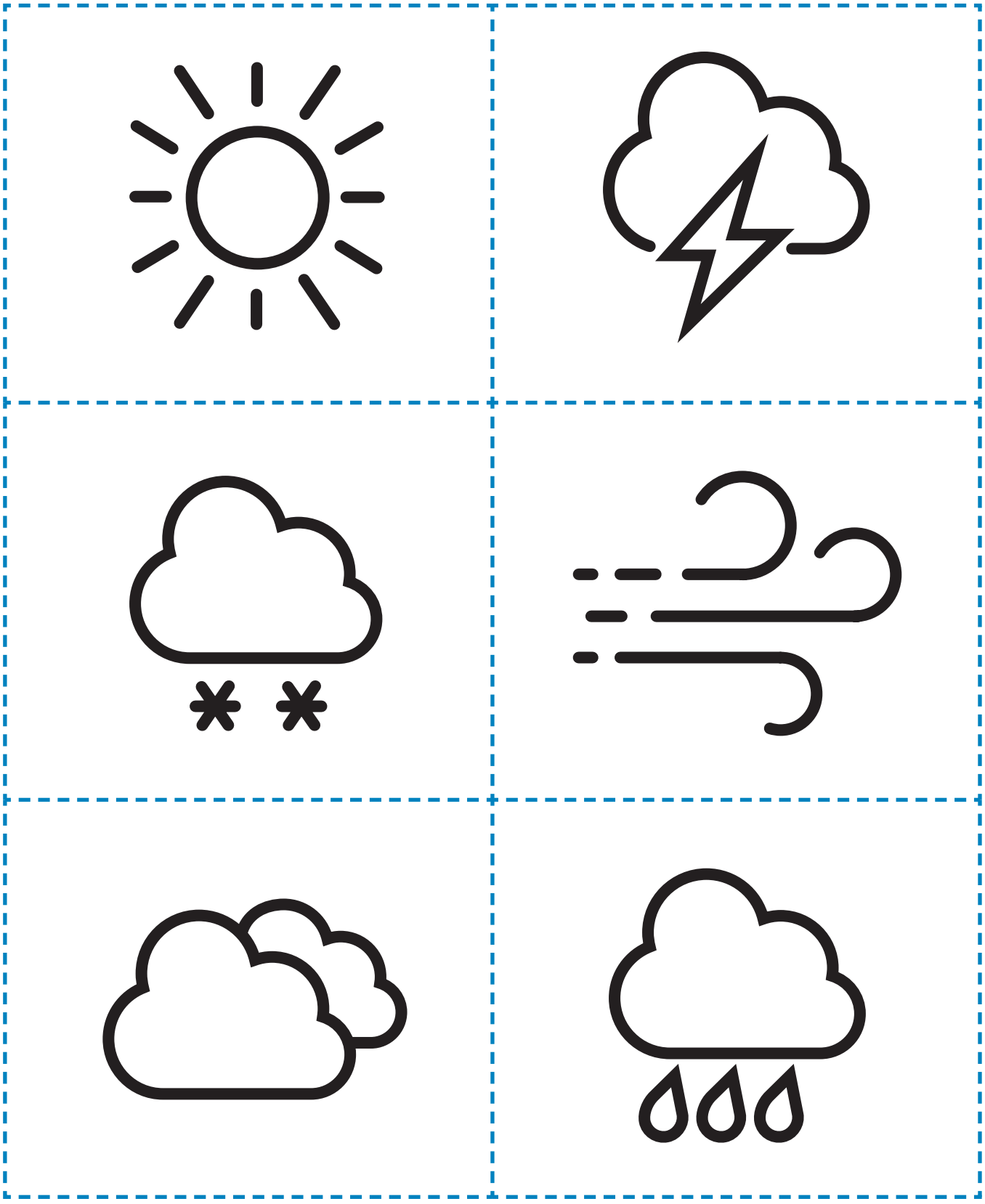
ELL In addition to the Below modification, you may wish to encourage these students to focus on "people" or "celebrations" as their chosen topics. In this way, they can potentially use their own families as resources to show how different groups have come to the area and influenced culture through photos, objects, and interviews.

Rubric

See **Project Evaluation** (Teacher's Guide p. 81).

Teacher Resource 1.1

Weather and Precipitation



Name

Chapter 1 Test

Circle the letter for the correct answers to the questions below. There can be more than one right answer.

1. Which is true about climate?

- **a.** Plants that need a lot of water live in very dry climates.
- **b.** Climate is what the weather is like over a long period of time.
- **c.** Temperature, precipitation, and wind are some of the things that make up climate.

2. Which of the following is a natural resource?

- **a.** Toys
- **b.** Water
- **c.** Land

3. Renewable resources _____

- **a.** are always very expensive to use.
- **b.** can be replaced or are always present.
- **c.** are found only underground.

Name

Chapter 1 Test

4. Which is true about American Indians?

a. Some American Indians traded fur to European traders.

b. American Indians first came to America in the 1800s.

c. Some American Indians lived in houses made from poles and grasses.

5. What did immigrants give to the United States?

a. New kinds of food

b. New traditions and celebrations

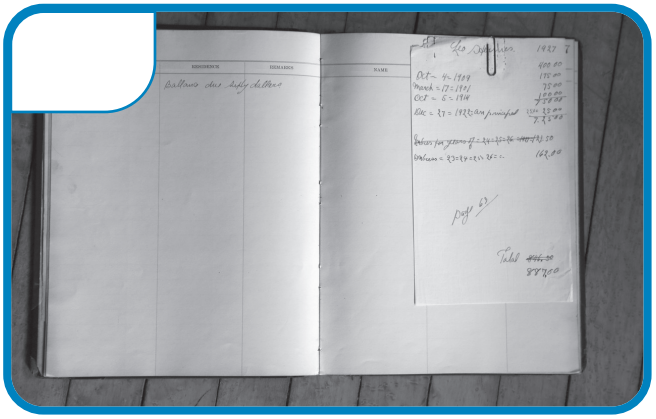
c. Climate

Name

Chapter 1 Test

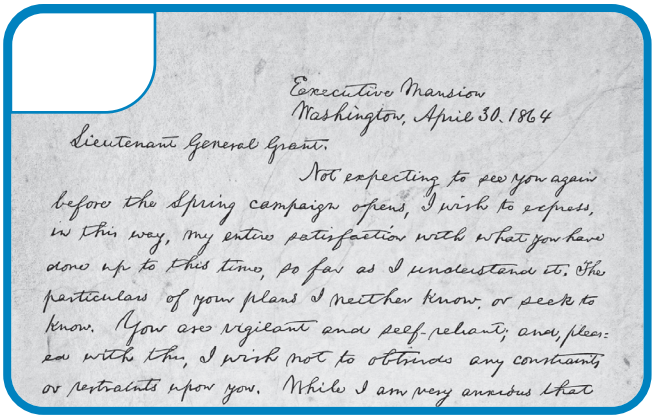
Look at each item below. Write **PS** on the primary sources.

6. A journal



7. A photograph of a schoolhouse in Alaska

8. A letter



Executive Mansion
Washington, April 30, 1864

Lieutenant General Grant.

Not expecting to see you again before the spring campaign opens, I wish to express, in this way, my entire satisfaction with what you have done up to this time, so far as I understand it. The particulars of your plans I neither know, or seek to know. You are vigilant and self-reliant; and, pleased with this, I wish not to obtrude any constraints, or restraints upon you. While I am very anxious that

9. An apple

Name

Chapter 1 Test

Read the passage. Then follow the directions.

Schools in America Long Ago

Long ago, before 1852, children did not have to attend school. Most children did not. All schools at that time charged a fee, so school was a privilege for wealthy families. In 1821, the first public high school opened in Boston, Massachusetts. A public school invites any student to attend without having to pay for it. In 1852, Massachusetts passed a law that said every city and town in the state had to offer a free elementary school. This was the first time a state passed a law making education free. By 1918, each state had a law that said children had to attend public school for a certain number of years.

Name

Chapter 1 Test

Decide if each statement is true or false. Then circle the correct answer.

10. T F Before 1852, most children did not attend school.

11. T F You must pay a fee to attend a public school.

12. T F Massachusetts was the first state to make a law saying all students had to attend school.

13. T F One cause of the law in Massachusetts was that all children in the United States attended school.

14. T F One effect of the law in Massachusetts was that all other states passed laws making education free.

Student Name:

Chapter 1 Project

Our Town in the Past

Project Evaluation			
Topic			
The student chose an event in the town's history.	1	2	3	4
The student wrote what happened and why it happened.	1	2	3	4
The student included at least two primary sources.	1	2	3	4
The student included at least one other source with information about the event.	1	2	3	4
Presentation			
The student's final presentation was neat and easy to read.	1	2	3	4
The student presented the event clearly and explained all sources.	1	2	3	4
The student listened respectfully to other presentations.	1	2	3	4

The highest rating is 4.

CHAPTER 2

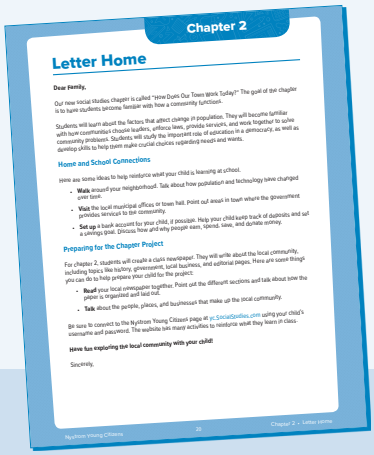
Compelling Question

How Does Our Town Work Today?

In this chapter, students will learn about the different components that keep a town functioning.

Time Frame: 5 Weeks

1. Students will learn how towns change over time due to changes in population and technology.
2. Students will uncover the importance of a town government and its services.
3. They will learn about their school's role in the community.
4. They will develop critical-thinking skills necessary to make reasonable choices.
5. Finally, they will complete the chapter review, project, and assessment.


Chapter 2

Letter Home

Dear Family,

Our new social studies chapter is called "How Does Our Town Work Today?" The goal of the chapter is to have students become familiar with how a community functions.

Students will learn about the factors that affect changes in population. They will become familiar with how governmental officials (leaders, officers) laws, provide services, and work together to solve community problems. Students will study the important role of education in a democracy, as well as develop skills to help them make crucial choices regarding needs and wants.

Home and School Connections

Here are some ideas to help reinforce what your child is learning at school.

- **Walk** around your neighborhood. Talk about how population and technology have changed over time.
- **Visit** the local municipal offices or town hall. Point out areas in town where the government provides services to the community.
- **Set up** a bank account for your child, if possible. Help your child keep track of deposits and set a savings goal. Discuss how and why people earn, spend, save, and donate money.

Preparing for the Chapter Project

For chapter 2, students will create a class newspaper. They will write about the local community, including topics like history, government, local business, and editorial pieces. Here are some things you can do to help prepare your child for the project:

- **Read** your local newspaper together. Point out the different sections and talk about how the paper is organized and laid out.
- **Talk** about the people, places, and businesses that make up the local community.

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

Have fun exploring the local community with your child!

Sincerely,

Nystrom Young Citizens 28 Chapter 2 • Letter Home

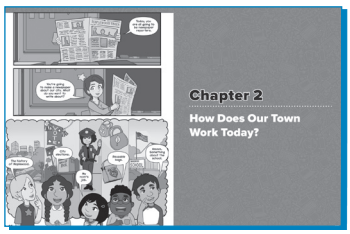
Letter Home

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

Chapter 2
Pre-assessment

1. Hand out **Community Desk Map 4A/B**.
2. Remind students that this is a map of a community called Maplewood.
3. Ask students to study the map (both sides) and note as many things about the community as possible.
4. Ask students to use the map to identify the following:
   a. Some characteristics or features of the community
   b. A few natural resources or natural features that are close to this community
   c. Anything our community has in common with Maplewood (ask students to explain)
   d. Places they would like to visit if they were a tourist in Maplewood

Chapter 2
Introductory Activity



pp. 46–47

Materials

- Student Book
- coloring utensils
- copies of a community newspaper
- white paper

Reading Speaking & Listening

Objectives

Students will be able to:

- Describe activities in the community.
- Create a newspaper name and logo that reflect something about the community.

Getting Started

1. Hold up a local newspaper or display an online version of one. Tell students that a newspaper is an excellent way to find out what is going on in the community. It has news and information about events and other things that are happening here or in the surrounding areas.

2. Place students in pairs or small groups. Hand out newspapers and allow students about five minutes to browse through the newspapers.

3. Tell students that they are going to do a scavenger hunt activity using the newspaper. When they find the item that is requested, they are to raise their hands. Wait until all the groups have located the item, and then ask one group to share a piece of information they discovered in the section. Repeat for each item in the scavenger challenge.

4. Challenge students to find the following items or ones of your choosing:

   a. a community calendar
   b. an ad for used cars
   c. an ad for a local product
   d. an interview with a community leader
   e. an interesting article about the community
   f. an ad or article about health care
   g. movie or theater information

5. Add any other categories you wish, or ask students to challenge one another.

6. Collect the newspapers.

Teaching

1. Read the introductory comic on p. 46 of the Student Book together. Discuss what the Maplewood students will be doing and what ideas they have for their newspaper.

2. Tell students that they will be doing a writing project similar to students at Maplewood Elementary. They will interview members of the community, focus on community issues, and report on what they learn.

3. Have students work independently or with a partner. Hand out blank sheets of paper. Be sure students have crayons and pencils.

4. Explain that because students are going to be publishing a newspaper, they need to think of an appropriate name and logo for it.

    a. Students are to come up with a name for their newspaper and design a logo that reflects the school and/or community.

    b. Remind students that only one design can be selected, so they must submit their best work.

    c. Collect the final copy of each design.

Summarizing and Assessing

Divide the class in half. Distribute half of the final newspaper designs to one group, and half to the other, in such a way that students will not be voting on their own designs. Instruct each group to vote on the two best designs. You may choose to call on a student to lead and tally the voting for each group.

Once each group has submitted their final two designs, hold a vote with the entire class to select the winning design. Keep this design, as it will be used in the culminating chapter project.

Modifications for Differentiation

Above Ask students to make a list of all the articles in the newspaper that deal with community issues.

Below Pair students with a more confident reader.

ELL In addition to the Below modification, students may need more support reading through a newspaper. Explain the different sections of the newspaper, defining words as necessary. Consider modifying the scavenger hunt game by starting with words or items that will be easier to find.

Lesson 1

Changes in Our Town

Online Activities

- Vocabulary Activities

Literacy Links

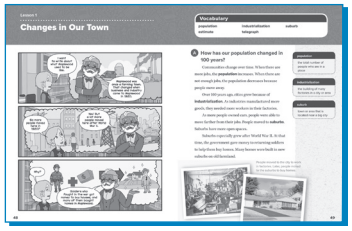
- *The Changing Countryside*, by Jörg Müller
- *The Great Graph Contest*, by Loreen Leedy
- *Samuel Morse and the Telegraph*, by David Seidman, Charles Barnett III, and Keith Williams

Main Goals

- **A** **How has our population changed in 100 years?** Identify factors that affect population.
- **B** **Researching Skills: Using Graphs.** Interpret information on a graph.
- **C** **How has town life changed over time?** Describe how technology, transportation, and communication have changed over time.
- **D** **What hasn't changed?** Identify what has and has not changed in a community.

A How has our population changed in 100 years?

History · Information Processing



pp. 48–49

New Vocabulary

industrialization
population
suburb

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Point out factors that affect population.
- Analyze how events and ideas change communities.

TEACHER'S NOTE

To prepare for the Getting Started activity, do some research before the class starts about the population statistics for your school, town, and state.

Getting Started

1. Write *population* on the board. Underline *popul* in *population*. Ask students to think of another word with the same root (*popular*). Explain that both come from the Latin word *populus*, which means "the people." Discuss how both words are connected to people.

V

2. Ask students to guess the population of the classroom. Call on a student to count everyone in the class and write the number on the board next to the title "Classroom Population."

3. Next, ask students to guess the population of the school. Write the actual population on the board with a new title. Repeat with your town/city and state.

4. Ask students what factors they think affect the population of these areas. Start with the classroom and ask what could make the population increase or decrease. Repeat for your town and state.

5. Explain that they will learn about how and why population changes in today's lesson.

Teaching

1. Distribute **Community Desk Map 4B** and map markers.

2. Point out the color-coded urban, suburban, and rural areas. Explain the differences between each, including where stores, factories, houses, and farms would be located. Have students write **urban**, **suburban**, and **rural** in the corresponding areas of the map.

3. Ask which region probably has the highest population. (urban) Ask students what might happen to the population if a new factory opened in the urban area of the map. (increase) Ask how the suburban and rural areas might also be affected.

4. Ask students to brainstorm ideas of other things that might make the population increase.

5. Have students read the comic on p. 48 of the Student Book.

6. Next, have students read the text on p. 49 of the Student Book in pairs.

7. Draw students' attention to the population graph on p. 50. Call on students to explain what happened to the population and theorize about why those changes might have taken place.

8. In their **Think Books**, have students make an idea web with "Reasons for population increase" in the middle. Have them add extending bubbles based on the class discussion and the reading. Check that there are bubbles for "jobs" and "transportation."

9. Ask students what might happen to the population if a factory or store closed. (decrease) Ask what other factors might cause people to leave an area. (safety, natural disasters, more roads, etc.)

10. Have them make another idea web in their Think Books, this time with "Reasons for population decrease" in the middle. Check students' work.

11. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to raise their hands if the statement is true.

- Populations can change over time. (true)
- Suburbs are close to cities but have more open spaces. (true)
- The population of a place usually goes down when factories open there. (false)
- Suburbs grew after World War II. (true)
- Populations of cities always go up over time. (false)

Modifications for Differentiation

Above Have students investigate the population of your town or city over time. Ask them to come up with some ideas about why the population went up or down over time.

Below Students may need help making the idea webs in their **Think Books**. Use specific sentences of the text (especially from the first paragraph of p. 49) to help them see the connection between jobs and population.

ELL In addition to the Below modification, reinforce the vocabulary words. If possible, add pictures to enhance understanding. Invite students to draw pictures for a word wall, and help them write captions (complete sentences, if possible) for the pictures.

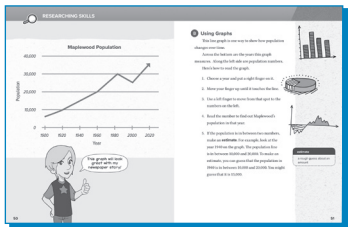
Extending

Math Work with students to create a population graph for your town or state. Guide them to find population statistics, reinforcing the use of reliable sources like that of the U.S. Census Bureau. Create bar graphs, line graphs, or other variations to show how population went up and down over time.

Researching Skills

B Using Graphs

History | Critical Thinking | Information Processing



pp. 50–51

New Vocabulary

estimate

Review Vocabulary

population

Materials

- Student Book
- Activity Sheet 2a
- Images of Different Types of Graphs

Online Activities

- Using Graphs

Objectives

Students will be able to:

- Interpret information on a graph.
- Analyze historical changes using a graph.
- Utilize prior knowledge to make connections about population increase and decrease.

Getting Started

1. Display some examples of graphs (pie chart, bar graph, line graph).
2. Have students try to guess which one is a line graph. Have them support their answer.
3. Explain to students that it can sometimes be difficult to get precise numbers from graphs. Some of the information on the graph is an *estimate*. Explain that an estimate is a rough guess based on available information or previous knowledge.
4. Explain that students are going to use a line graph to find out how the population in Maplewood has changed over time.

Teaching

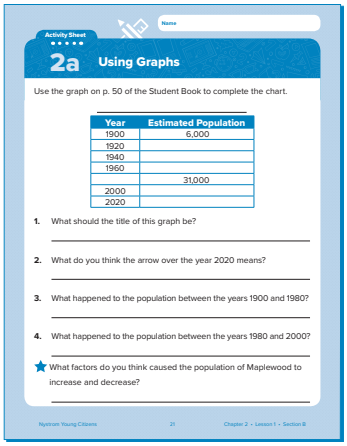
1. Read aloud the first two paragraphs on p. 51 of the Student Book. Point out the line graph and its components on p. 50.
2. Place students into reading pairs.
3. Have students read and take turns working through the instructions on p. 51 of the Student Book.
4. Circulate and quiz student pairs to assess their understanding. Assign students a year and ask them to follow the instructions to get an estimate of the population.

5. As a whole group, practice estimating using the graph. Ask questions such as:

   a. What was the population of Maplewood in 1920? (10,000)

   b. What do you estimate the population of Maplewood to be in 2020? (35,000)

   c. Overall, has the population of Maplewood increased or decreased since 1900? (increased)



Activity Sheet
2a Using Graphs

Name

Use the graph on p. 50 of the Student Book to complete the chart.

Year	Estimated Population
1900	6,000
1920	
1940	
1960	
	31,000
2000	
2020	

1. What should the title of this graph be?

2. What do you think the arrow over the year 2020 means?

3. What happened to the population between the years 1900 and 1980?

4. What happened to the population between the years 1980 and 2000?

★ What factors do you think caused the population of Maplewood to increase and decrease?

Nystrom Young Citizens 21 Chapter 2 • Lesson 1 • Section B

Activity Sheet 2a

Summarizing and Assessing

Have students complete **Activity Sheet 2a** using the line graph on p. 50. Review the answers together.

Modifications for Differentiation

Above Challenge these students with more difficult questions about the graph. For example, ask them to find which twenty-year period had the largest increase, or ask about a year not listed on the graph. Ask students to try to connect the data on the graph to the historical information on p. 49 of the Student Book.

Below Pair students with a more confident reader. Pull a group of students who need additional help and work through the directions in the Student Book and complete the activity sheet as a small group.

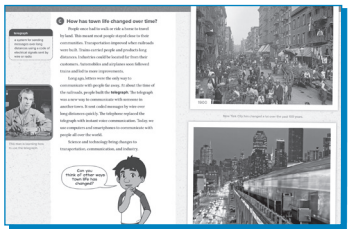
ELL In addition to the Below modification, have students remain seated and play a quick game of "Simon says" in which you give directions for left and right hands. The game will help students review the meanings of *left* and *right*.

Extending

Critical Thinking Challenge students to speculate about some of the reasons why the population of Maplewood might have increased and declined during certain intervals. Have students record their ideas in their **Think Books**. Have students estimate Maplewood's population in 2040 and beyond.

C How has town life changed over time?

Geography | History | Critical Thinking



pp. 52–53

New Vocabulary

telegraph

Materials

- Student Book
- Community Desk Map 4A/B
- "Morse Code Chart," Teacher Resource 2.1
- Think Book
- map markers
- flashlight or musical instrument

Literacy Links

- *Green Dan Says!* by Dan Marsh
- *Hand to Earth: Saving the Environment*, by Teacher Created Materials

Objectives

Students will be able to:

- Describe how communities change over time.
- Recognize changes in communication, transportation, and technology in a town.

Getting Started

1. Ask students how they send messages to someone who is not close by. Discuss how people send messages and pictures with their phones or computers to communicate.
2. Ask how people sent messages before computers and cell phones. Tell students that, almost 200 years ago, the *telegraph* was invented to send messages over an electric wire. Explain that they will learn how to send a type of telegraph message called Morse code today.
3. Display or distribute **Teacher Resource 2.1** (Teacher's Guide p. 136). Use a flashlight (or a musical instrument like a keyboard) to demonstrate a few simple codes for letters and numbers. Call on a student to write the coded letters/numbers on the board as you give the signal. Try short words like *hi* and *go*. Allow students to try as well.
4. Ask students which system, Morse code or text messaging, is a better way to communicate. Ask them to support their answers.
5. Explain that today they will learn about other ways life has changed over time.

Teaching

1. Direct students to the images on p. 53 of the Student Book. Ask students to explain what they show.
2. Have students read the first paragraph on p. 52 of the Student Book independently. Pair some students if necessary for reading support. Ask students to identify elements in the pictures that are mentioned in the text.
3. Have students read the rest of the page.

4. Distribute **Community Desk Map 4A** and map markers. Explain that students will now look for things on the map that show how Maplewood has changed. Instruct students to find the solar panel factory on the map (north of the river) and write an **S** on it (to represent science and technology).

5. Next, tell students they must find some examples of transportation in Maplewood. Ask them to write a **T** on any form of transportation they see. Point out items, such as roads, the train station, gas station, parking garage, and bicycle shop, if they do not find these things independently.

6. Tell students to write a **C** on anything on the map that shows communication. Students should locate and mark the cell phone shop, post office, etc.

7. Return to the section question, "How has town life changed over time?" Talk with students about how Maplewood has changed. Ask them to think about their own community and talk about similarities and differences with Maplewood.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Review some of the ideas from the Student Book. Ask students to work with a partner and write answers to the following in their **Think Books**:

- Name two ways people traveled long ago. (walk, ride a horse)
- Name two ways people travel today. (cars, airplanes)
- Name ways people communicated before computers and smartphones. (letters, telegraph)
- Solar panels use power from the sun to produce _____. (energy)
- Name one way science, transportation, and communication can change a town. (new buildings, businesses, increase the population, etc.)

Modifications for Differentiation

Above Challenge students to create some Morse code messages with which to quiz the rest of the class.

Below Place students in small groups for the desk map activity. Monitor the groups and discuss the uses of different places and buildings on the map. Alternatively, you might circle some parts of the map in advance and ask students to identify those areas as showing communication or transportation.

ELL In addition to the Below modification, write the words **car**, **horse**, **airplane**, **letter**, **telephone**, and **smartphone** on the board and have students match the words with the pictures in their Student Book.

Extending

Geography Have students explore **Community Desk Map 4B**. Start by asking students to find appropriate places to add an airport, highway, and railroad to Maplewood. Have them draw these features on the map using the symbols from the map key. Ask students to compare their drawings and discuss the advantages and disadvantages of each decision. Continue with factories, power plants, etc.

D What hasn't changed?

Geography | Critical Thinking

pp. 54–55

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers
- old photos of your town (optional)

Objectives

Students will be able to:

- Recognize that some things stay the same over time in a community.
- Point out specific aspects of a town that remain the same over time.

Getting Started

1. Have students read the comic on p. 54 of the Student Book.
2. Ask students to identify things mentioned in the cartoon that have not changed in Maplewood. (farms, rivers, mountains, city hall)
3. Remind students that they previously learned how towns change over time. Tell them that not everything changes. If possible, show students an old photo of your town with a landmark (natural or human-made) that still exists today. Point out things in the picture that are the same and those that are different.

Teaching

1. Distribute **Community Desk Map 4A/B** and map markers.
2. Explain to students that although Maplewood has changed over the years, many things have stayed the same. Have students turn the desk map to side 4B and circle the natural features (river, mountains, lake).
3. List the features on the board. Explain that natural features can stay the same over a long period of time. Humans can also change or impact natural features.
4. Have students turn to p. 55 of the Student Book and read the text independently.
5. Tell students that even though buildings change, some services stay the same.
6. On side 4A of the desk map, ask students to circle the things identified in the Student Book that have been part of the community for a long time (roads, town hall, school, police station, fire station, post office). Review as a class.
7. Ask if the same structures in their own town have stayed the same over time. If possible, provide evidence with more old photos showing structures that still exist.
8. Have students read the lesson summary and then clean, collect, and put away materials.

Summarizing and Assessing

Provide students with two sentence starters and have them complete the sentences in their **Think Books**:

- One way that Maplewood has stayed the same over time is _____.
- One way that _____ (your community) has stayed the same over time is _____.

Modifications for Differentiation

Above Ask these students to provide several answers (instead of one) for the Summarizing and Assessing activity. In addition, have them search local government or historical society websites for old pictures of the town. Have them display and explain the images to the rest of the class.

Below Pair students with a more confident reader. Answers to the sentence starters may be recorded as drawings.

ELL Students may need additional vocabulary support. Provide images of city hall, police and fire stations, and post office. Discuss the function of each to ensure comprehension.

Extending

Geography Challenge students to identify things in their community (or in Maplewood) that have both changed and stayed the same. For example, students might point out that a local river has been there for many years, but that humans have built walls to prevent flooding. They might also talk about how the functions of certain buildings and services have changed over time.

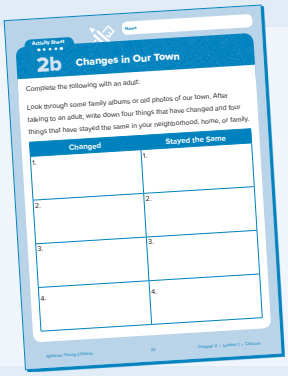
Lesson 1
Closure

Classroom Assessment Activity

Put students in small groups. Give each group two sheets of paper and a marker. Have the groups write "True" on one sheet and "False" on the other. As you read each statement, allow groups to confer briefly before showing the proper sign.

Decide if the following statements are true:

1. Populations decrease when there are not enough jobs. (true)
2. To *estimate* means to give the exact amount. (false)
3. Long ago, the computer was the only way people could communicate. (false)
4. Before there were cars, some people rode horses to travel long distances. (true)
5. A river is an example of a natural resource. (true)
6. Towns and communities always stay the same. (false)


Activity Sheet

2b Changes in Our Town

Complete the following with an adult:

Look through some family albums or old photos of our town. After talking to an adult, write down four things that have changed and four things that have stayed the same in your neighborhood, home, or family.

Changed	Stayed the Same
1.	1.
2.	2.
3.	3.
4.	4.

Review at Home

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

Lesson 2

Town Government

Online Activities

- Vocabulary Activities

Literacy Links

- *Local Government*, by Vincent Alexander
- *The Pepins and Their Problems*, by Polly Horvath
- *Understanding Your Role in Elections*, by Jessica Gunderson

Main Goals

A **How do citizens choose leaders?** Understand the importance of civic participation, e.g., voting.

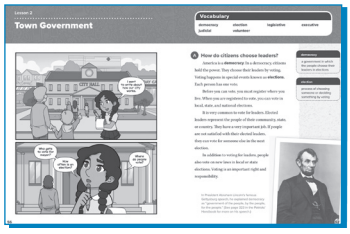
B **What does government do?** Name the three branches of government and understand how local government works to provide services.

C **How do community groups help our town?** Describe civic virtues and how citizens can contribute to the community.

D **Collaborating Skills: Problem Solving.** Employ problem-solving strategies and resolve conflict through compromise.

A How do citizens choose leaders?

Civics | Speaking & Listening



pp. 56–57

New Vocabulary

democracy
election

Materials

- Student Book
- coloring utensils
- slips of paper
- white paper

Online Activities

- How Do Citizens Choose Leaders?

Objectives

Students will be able to:

- Discuss the importance of civic participation, e.g., voting.
- Recognize that government gains its power from people.
- State the purpose of an election.

Getting Started

1. Write both vocabulary words on the board. Remind students that they already participated in one type of election when they chose their favorite name and logo for the newspaper (chapter 2 Introductory Activity). The one with the most votes won. Explain that when people make decisions, it is called *democracy*. Talk about elections that students are familiar with, such as a recent presidential or mayoral election. V

2. Create an experiential exercise in which students will see the benefits of a democratic system and elections. Introduce an idea that you are sure students will disagree with; for example, that students must sit inside quietly during recess, or that they must come to school on Saturdays. Tell them that you have made this decision by yourself.

3. Ask students if they agree with the decision. Ask them to give reasons to support their opinion. Ask them if they think it is fair that they do not have any choice in this decision.

4. Next, tell students that you might reconsider your decision based on the results of a class vote. Explain that in this election, students will get an equal chance to speak their minds.

5. Hold a class vote on this issue and tally the votes on the board.

6. Ask students which is better: for one person to decide for them, or for each person to vote. Explain that *democracy* gives people the power and a voice in decisions that affect them, and that American government is based on this idea.

Teaching

1. Ask students to read the comic on p. 56 of the Student Book. Ask students if they have ever been to city hall or a polling station during an election. Encourage them to describe what they saw and felt.

2. Read the first paragraph on p. 57 together. Review the meanings of *election* and *democracy*.

3. Call on students to read the remaining paragraphs on the page. Pause after each to ensure comprehension.

4. Ask students to read Abraham Lincoln's explanation of democracy on p. 57. Challenge students to explain the meaning of government "of the people, by the people, for the people."

5. Talk to students about the responsibilities of elected leaders. Ask if anyone would like to be a mayor, governor, or president someday. Give each student a piece of paper and ask them to make a campaign poster for themselves. You may wish to show them some examples of campaign posters from past elections as examples.

Summarizing and Assessing

Have students write **T** on one side of a slip of paper and **F** on the other side. Tell students to raise the side with a "T" if they think the statement is true and to raise the side with an "F" if they think the statement is false.

- America is a democracy. (true)
- Citizens vote for a leader in an election. (true)
- Citizens must choose between voting in local, state, or national elections. (false)
- Anyone can vote for the president. (false)
- Citizens sometimes vote on local or state laws. (true)

Modifications for Differentiation

Above Give students a list of local, state, and national politicians. Ask them to research and find the role of each person. Additionally, you can ask them to identify each as either a local, state, or national official.

Below Extend the conversation about democracy by talking about examples of democracy and examples that do not show democracy. If possible, have students vote on issues related to school or the classroom. For example, you might have them vote on whether the class should spend recess in the gym or outdoors.

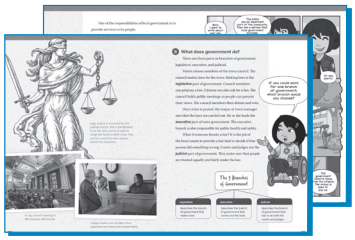
ELL In addition to the Below modification, help students imagine (or remember) what it is like to live in a country that is not a democracy. Read the text to students as necessary.

Extending

Civics Leaders are chosen because they have ideas for change that people like. Challenge students to write about one change they would like to see in the classroom or school. They must have reasons for the change and support their choice. Have them write their ideas in their **Think Books**.

B What does government do?

Careers Civics Geography



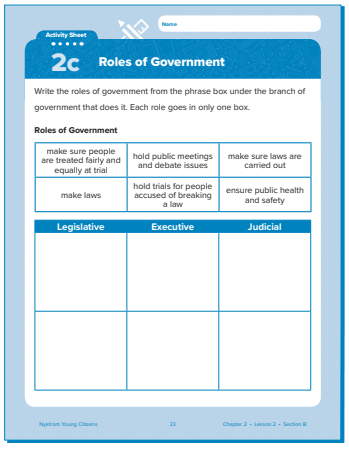
pp. 58–61

New Vocabulary

executive
judicial
legislative

Materials

- Student Book
- Community Desk Map 4A/B
- Activity Sheet 2c
- Think Book
- map markers
- glue



Activity Sheet 2c

Objectives

Students will be able to:

- List the three branches of government.
- Describe how local government works.
- Discuss services provided by local governments.

Getting Started

1. Have students read the comic on p. 61 of the Student Book.
2. Ask students a few questions based on the comic:
   a. What is Leena's mother's job? (police officer)
   b. Who provides community services like the police department? (local government)
   c. Who pays for services like the police department? (government, with taxes from citizens)

Teaching

1. Have students turn to pp. 58–59. Read aloud the first sentence on p. 59 and write the three vocabulary words on the board.
2. Distribute **Activity Sheet 2c** to students and explain that they will complete the activity sheet as they read the section.
3. Direct students to read the second paragraph and complete the "Legislative" column on the activity sheet. When students finish, select a student to share which phrases correspond to the legislative branch. List appropriate answers under "Legislative" on the board. V
4. Repeat for the next two paragraphs.
5. Have students glue the activity sheet in their **Think Books** when they finish it. T
6. Ask students to look at the images on p. 58 and ask them which branch is not represented. (executive)

7. Read Leena's question and ask students to share their responses.

8. Have students read the text on p. 60.

9. Have students get in pairs and distribute **Community Desk Map 4A** and map markers.

10. Challenge one student to find six businesses that are not part of the local government and to draw an **X** over each business. Challenge the other student to find six buildings that are part of the services that the local government provides and to label them with **G**. Have each student review the other's work.

11. Have students clean, collect, and put away materials.

Summarizing and Assessing

Challenge students to suggest some local places that provide government services that are not shown on the Maplewood map. Alternatively, talk about some buildings or businesses in the local community and ask if these are examples of government services.

Modifications for Differentiation

Above Have these students write a proposal for a new law that they might present to the city council. Have them explain the reasons why this proposed law would benefit the town.

Below Focus on the meaning of the vocabulary words by creating a chart of the vocabulary words, along with images and short descriptions. Then, play a game of association by showing them a picture and asking them to identify the correct branch of government. Students can also use these pictures when working on **Activity Sheet 2c**.

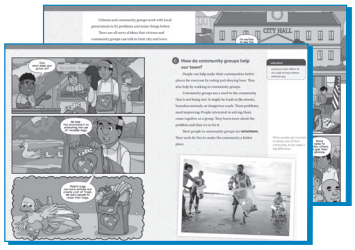
ELL In addition to the Below modification, write the word **rule** on the board and call on a student to state or pantomime a classroom rule. Then write **law** on the board and explain that a law is a rule that people in the community must follow. Encourage students to give an example of a law. (For example, cars and people have to stop when the traffic light is red.) You might also ask students to secretly choose a service and act out something related to that service for the other students to guess.

Extending

Civics Invite the mayor or another town official to visit the classroom. Ask students to write interview questions to ask the official about how the government is run. Or, focus on the school community and invite the principal or vice principal to the class. Focus questions on changes and challenges at the school.

C How do community groups help our town?

Civics | Speaking & Listening



pp. 62–65

New Vocabulary

volunteer

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book
- large sheet of paper

Literacy Links

- *The Red Cross*, by Katie Marsico

Objectives

Students will be able to:

- Recognize how citizens can contribute to the community.
- Describe how citizens work together with government to solve problems.

Getting Started

1. Have students read the comic on p. 62 of the Student Book.
2. Ask students questions about the comic:
   a. What do Roger's father and his group do? (They help the environment by promoting the use of reusable bags.)
   b. Why do they do this? (Plastic bags harm animals and create a lot of trash.)
3. Explain that Roger's dad is part of a community group that is showing good citizenship, doing an important job, and helping the local community by volunteering.
4. Ask students if they know the meaning of *volunteer*. Explain that volunteers do work without getting paid because they want to help others.
5. Ask students to think about problems in their community like the one in the comic. Have them brainstorm and write some ideas in their **Think Books** under the heading "Problems in my community." Explain that today they will learn about ways that people work together and with the government to solve problems in the community.

Teaching

1. Ask students to read the text on p. 63 of the Student Book independently or in pairs.

2. Have students look for the answer to the section question, "How do community groups help our town?" Discuss the answers together. (people come together, form community groups, try to fix problems they see, volunteer)

3. Ask students to tell you some of the things volunteers do in the community. Ask if anyone volunteers or has a family member or acquaintance who volunteers.

4. Have students turn to pp. 64–65 of the Student Book and read the text and comic.

5. Discuss the text and comic. Ask students what is happening in the comic and get them to make connections between citizens, community groups, and government. Stress that these groups can work together to improve the town.

6. Break students into groups and hand out the **Group Activity Cards**.

7. Have students complete the activity. Then bring them together to discuss their answers.

Summarizing and Assessing

Tell students to return to the list they wrote in their **Think Books** in Getting Started. Allow them to add items to the list based on what they have learned.

Discuss with students some problems in the classroom, the school, and local community, and make a list of them on a large sheet of paper. Ask what students can do together to help solve some of the problems listed. Choose one example that is relatively simple to solve, such as a messy classroom. Create a plan with the class and work on solving the problem.

TEACHER'S NOTE

In the next section, students will work on creating plans to solve problems. Keep the paper with the list of problems for them to reference.

Modifications for Differentiation

Above Encourage students to take a leadership role in the planning and organizing of the volunteer plan.

Below Encourage students to try and read p. 63 independently before pairing them with a stronger reader. Or, read the text aloud before asking students to share their answers to the section question. Use discussion to reinforce their understanding.

ELL In addition to the Below modification, provide extra vocabulary support to students. Write **homeless** on the board. Circle the base word (*home*) and ask students what it means. Then point out the suffix *less* and say that it means "without." If time permits, ask students what *fearless* and *helpless* mean.

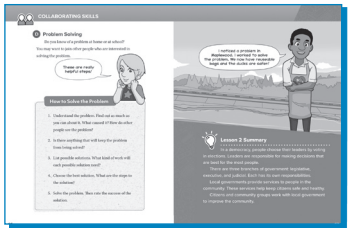
Extending

Civics Research a local, national, or international volunteer or organization that works to make changes happen for the benefit of all. Organize a class trip to the local city hall or municipal building or even attend a public city council meeting.

Collaborating Skills

D Problem Solving

Critical Thinking · Information Processing



pp. 66–67

Materials

- Student Book
- Activity Sheet 2d
- List from lesson 2, section C
- coloring utensils
- lined paper

Online Activities

- Problem Solving

Objectives

Students will be able to:

- Employ problem-solving strategies.
- Analyze the effectiveness of different strategies.

Getting Started

1. Show students the list they generated from the previous section (lesson 2, section C). Ask them if they have any additional ideas for problems that need attention. Add any suggestions to the list.
2. Explain that today they will develop plans to solve problems. Tell students to think about which problem they would like to work on.

Teaching

1. Revisit the comics from p. 62 and p. 65, and discuss the problem and solution of Roger's father's group.

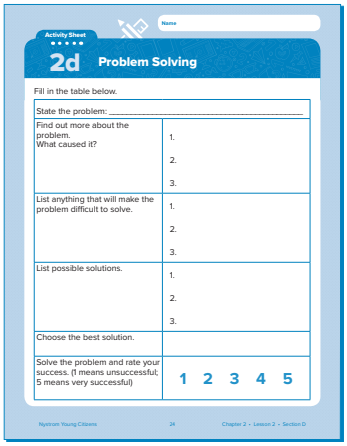
2. Call on a student to read the first paragraph on p. 66 of the Student Book.

3. Tell students that they are going to work through the problem-solving method together. First, decide if you want students to focus on problems within the school or expand the project to the local community. Then, have all students choose a problem from the list the class made.

4. Read aloud the steps listed on p. 66.

5. Distribute **Activity Sheet 2d.** Allow students to join others working on the same problem.

6. Have students work on the activity sheet. Tell them that they will leave the last row blank for now.


Activity Sheet
2d Problem Solving
Name
Fill in the table below.
State the problem: _____
Find out more about the problem. What caused it? 1. 2. 3.
List anything that will make the problem difficult to solve. 1. 2. 3.
List possible solutions. 1. 2. 3.
Choose the best solution.
Solve the problem and rate your success. (1 means unsuccessful; 5 means very successful) 1 2 3 4 5
Nystrom Young Citizens 24 Chapter 2 • Lesson 2 • Section D

Activity Sheet 2d

Summarizing and Assessing

Have students share the ideas they wrote on **Activity Sheet 2d** with the class. Encourage a class discussion and suggestions from students about each problem.

If possible, have students act on their problem-solving plans. Help them complete the activity sheet by rating their success.

Modifications for Differentiation

Above Encourage students to research data connected to their problem. Have them add information or statistics to their activity sheets.

Below Select a classroom issue and work with students as a group through the problem-solving model.

ELL Help students make a connection to mathematics. Write a simple addition or subtraction problem on the board and ask students to solve the problem. Point out that problem-solving is finding an answer. Explain that unlike mathematics, where problems have one answer, problems in a community can have more than one solution.

Extending

Civics Have students choose another problem in the local community. Use the same problem-solving steps from the section to identify and research the problem, create a plan, and solve the problem. Help them with ideas, which might include a food drive for families in need, a fundraiser for the local SPCA, bringing a craft or card they have created to a home for seniors, picking up garbage in the community, etc.

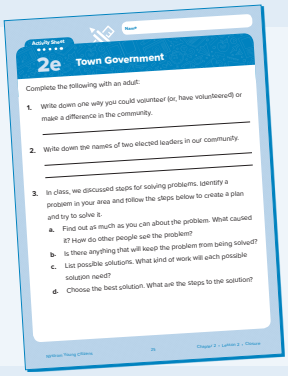
Lesson 2
Closure

Classroom Assessment Activity

Read aloud the lesson summary on p. 67 of the Student Book. Then, 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.

Answer the following questions:

1. What happens in a democracy? (elections, people have power, people make decisions, vote for leaders, vote for laws)
2. What are the three branches of government? (legislative, executive, judicial)
3. What are the roles of the legislative branch of government? (make laws, propose laws, hold public meetings, debate and vote)
4. What are some services that governments provide? (police, fire, post office, school, parks, library)
5. If there is a problem in the community, who can try to help solve it? (government, citizens, volunteers, community groups)


Activity Sheet

Name

2e Town Government

Complete the following with an adult:

1. Write down one way you could volunteer (or, have volunteered) or make a difference in the community.

2. Write down the names of two elected leaders in our community.

3. In class, we discussed steps for solving problems. Identify a problem in your area and follow the steps below to create a plan and try to solve it.
   a. Find out as much as you can about the problem. What caused it? How do other people see the problem?
   b. Is there anything that will keep the problem from being solved?
   c. List possible solutions. What kind of work will each possible solution need?
   d. Choose the best solution. What are the steps to the solution?

Nystrom Young Citizens 25 Chapter 2 • Lesson 2 • Closure

Review at Home

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

Lesson 3
Our Schools

Online Activities

- Vocabulary Activities

Literacy Links

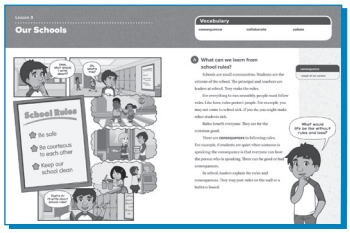
- *Back-to-School Rules*, by Laurie B. Friedman
- *Being a Good Citizen*, by Rachelle Kreisman
- *Stella Writes an Opinion*, by Janiel Wagstaff

Main Goals

- **A** **What can we learn from school rules?** Understand the reason and purpose of laws and rules.
- **B** **Collaborating Skills: Collaborative Discussion.** Link their ideas to the comments of others during a discussion.
- **C** **How do schools help us?** Describe how schools help create good citizens and strengthen democracy.
- **D** **Communicating Skills: Writing an Opinion Piece.** Write an opinion piece by expressing personal viewpoints in writing.

A What can we learn from school rules?

Civics | Critical Thinking



pp. 68–69

New Vocabulary

consequence

Materials

- Student Book
- Activity Sheet 2f
- coloring utensils
- index cards (optional)

Objectives

Students will be able to:

- Discuss the reason and purpose of laws or rules.
- Recognize there are consequences when laws are not followed.

Getting Started

1. Have students silently think about classroom and school rules.
2. Explain that they will play a guessing game based on rules. In the game, one person will pantomime, or silently act out, a scene that shows a classroom or school rule. Stress that the rule can be positive (e.g., be kind) or negative (e.g., do not shout). Model how the game works by acting out one written or unwritten rule, like putting trash in the trash can.
3. Have students take turns acting out different rules. Other students will guess which rule is being shown. Alternatively, you may choose to write classroom and school rules on index cards and pass them out to students, who will then act them out for the class to guess.

Teaching

1. Have students turn to p. 68 of the Student Book and read the comic.

2. Ask students questions about the comic:

   a. What are the rules at Carlos's school? (be safe, be courteous to each other, keep our school clean)

   b. What does Carlos think about when he reads each rule? (Roger keeping his little sister safe, Peyton being courteous, Minar and Leena cleaning)

   c. Are these good rules? Why, or why not?

3. Tell students that some rules are not written down, such as rules about showing kindness, caring, responsibility, and respect. Ask students to think of situations where these rules apply.

4. Ask students to read the first three paragraphs on p. 69. Ask why rules are important. (helps things run smoothly, protect people, for common good) Talk about the meaning of *common good*.

5. Ask students what rules teachers must follow, and what rules parents have to follow.

6. Ask students to continue reading to find out what happens when rules are broken.

7. Ask students whether consequences are good or bad. Have them explain their thinking. Consider using prompts; for example, what are the consequences of the following situations:

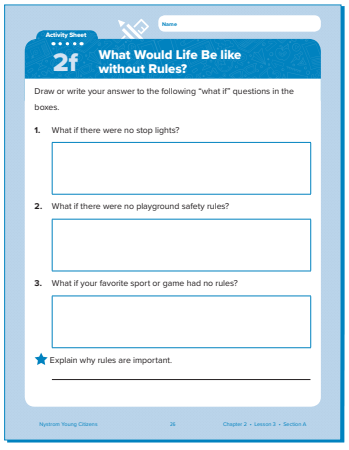
   a. doing your homework

   b. cleaning your room

   c. not cleaning your room

   d. helping a neighbor

8. Have students consider Carlos's question: What would life be like without rules and laws?


Activity Sheet
2f
What Would Life Be like without Rules?
Name
Draw or write your answer to the following "what if" questions in the boxes.
1. What if there were no stop lights?
2. What if there were no playground safety rules?
3. What if your favorite sport or game had no rules?
★ Explain why rules are important.

Activity Sheet 2f

Summarizing and Assessing

Have students complete **Activity Sheet 2f**. Then, have them share their work.

Modifications for Differentiation

Above Ask students to add more "what if" situations for **Activity Sheet 2f**. Have them present their work to the class.

Below Bring students together to discuss **Activity Sheet 2f**. Prompt students by talking about a few potential consequences and allowing them to choose the most appropriate or interesting one.

ELL In addition to the Below modification, review the meaning of rules and the consequences of not following them. Have them discuss some rules they must follow at home and ask them to talk about the consequences.

Extending

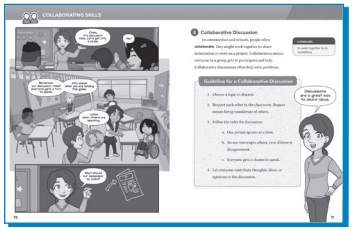
Writing Have students write and illustrate their own "What would life be like without rules" or "What would happen if _____ " story. Students can use one of the ideas from the activity sheet and expand it into a narrative, or they could use one of their own ideas.

Art Have students create a wordless poster illustrating classroom or school rules. Challenge them to come up with symbols or creative ways of showing different rules.

Collaborating Skills

B Collaborative Discussion

Information Processing | Speaking & Listening



pp. 70–71

New Vocabulary

collaborate

Materials

- Student Book
- Activity Globes
- Think Book
- newspaper

Objectives

Students will be able to:

- Follow the rules for discussion.
- Apply the principles of collaborative discussion to social studies topics.

Getting Started

1. Have students read the comic on p. 70 of the Student Book independently.
2. Ask students to explain how students of Maplewood run their collaborative discussion group. (sit in a circle, everyone gets a turn, only speak when holding the globe, listen to others)

3. Ask what topic they will discuss. (the name of their newspaper) Remind students that they have already chosen a name and logo for their own newspaper.

Teaching

1. Read aloud the first paragraph on p. 71 of the Student Book.

2. Have students look at the new vocabulary word and say it aloud. Write the following list of words and phrases on the board: **cooperate**, **together**, **share**, **independent**, **team up**, **work in groups**, and **unite**. Explain that all the words except one are similar to *collaborate*. Have students guess the word that does not belong. (independent) Have students write *collaborate* and its synonyms in their **Think Books**.

3. Call on students to read the rest of the text on p. 71, one step at a time. Pause after each and check that students understand.

4. Tell students that they will practice having a collaborative discussion. Explain that they will use an **Activity Globe** to signify who is allowed to speak. (You may wish to use another object, such as a "talking stick.")

5. Gather students into a circle and have them practice passing the globe and stating their name.

6. Begin a discussion about the chapter project for a class newspaper. Have a sample newspaper available to use as a prompt.

7. Keep the discussion on track by asking leading questions. For example, ask students what they find in this publication, what types of stories or articles should be included in their paper, how the jobs could be assigned, and whether they want to use a traditional format or create their own style.

Summarizing and Assessing

Put students in smaller groups, each with 3–4 students. Give each group an **Activity Globe** (or other "talking stick"). Tell them that they will continue to practice the rules of collaborative discussion. Ask them to discuss what topics from the chapter they would like to include in the newspaper. Remind them of some of the topics they have covered so far: changes in our town, town government, services, community groups, and "what if" stories with consequences. Monitor groups and make sure that the discussion guidelines are being followed.

Modifications for Differentiation

Above Have these students record the ideas discussed in their small-group discussions. After the Summarizing and Assessing activity, ask them to present their notes to the other groups.

Below Recognize that students may be more hesitant to participate in group discussions. Be prepared with prompts so that they can readily be part of the discussion.

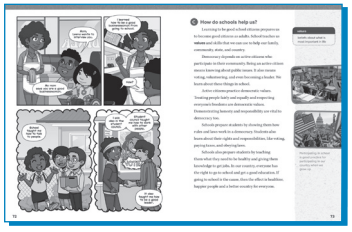
ELL If students hesitate to participate in discussion, ask everyone to write down two or three of their ideas. While students are writing, meet with individual students to help them verbalize their ideas. If necessary, provide some sentence starters to help them organize their thinking. Ask them if they will share their idea with the whole class.

Extending

Careers Prepare a list of jobs associated with journalism and publishing a newspaper. Show the list to students and explain that these jobs will be necessary to complete the classroom newspaper project. Have students choose one job and explain why they would be a good person for that role.

C How do schools help us?

Careers Civics



pp. 72–73

New Vocabulary

values

Review Vocabulary

democracy

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers
- white paper

Objectives

Students will be able to:

- Relate the benefits of education in developing good citizens.
- Discuss the link between being a good school citizen and being a good citizen as an adult.
- Recognize that democracy depends on active citizens who participate in their community.

Getting Started

1. Have students turn to p. 72 of the Student Book and find the comic strip. Call on three students to be actors and assign each a character from the strip: Mrs. Harris, Roger, and Leena. Have students listen to the actors read the comic.
2. Ask students how Mrs. Harris learned to be a good businesswoman. (from going to school)

Online Activities

- How Do Schools Help Us?

3. Ask what Mrs. Harris learned in school that helped her. (how to talk to people, how to work with others, how to be a good leader)

4. Write the section question, "How do schools help us?" on the board in a bubble. Draw boxes extending out from the section question with Mrs. Harris's answers.

Teaching

1. Read aloud the first paragraph of the text on p. 73 of the Student Book. Discuss the meaning of *values*. Give examples to ensure students understand the concept.

2. Divide the class into four groups. Assign each group one paragraph from the remaining text on p. 73. Give each group a piece of white paper.

3. Instruct each group to read the assigned paragraph and write a brief answer to the section question based on the text.

4. When groups finish, post their pieces of paper around the section question on the board. Then call on students to read the Student Book paragraphs aloud. Pause after each paragraph and direct students' attention to the answer the group wrote.

5. Hand out **Community Desk Map 4A** and map markers.

6. Ask each student to select one business or government service on the map and circle it. In their **Think Books**, have them explain how education would help a person be successful in a job at that place.

7. Call on students to show their maps and read what they wrote about how education helps the community in their Think Books. Refer to other places on the map not mentioned by students and discuss how education would help in that business or service.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to suggest additions to the idea web on the board and write them. Then, have students copy the idea web into their **Think Books**.

Modifications for Differentiation

Above Ask students to interview or email adults and ask them how education has helped them as adults, both in the community and at work.

Below Students may need more help with the concept of *values*. Reinforce the idea with images that illustrate different values. Show students an image and encourage them to identify the value being shown.

ELL In addition to the Below modification, ask students to come up with a list of personal and family values. Encourage students to write or express these values verbally.

Extending

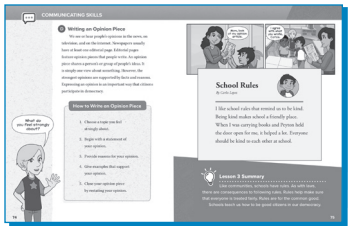
Cultures Have students research the Seven Grandfathers or local American Indian teachings on values. Have students create a poster that demonstrates one or more of these values.

Communicating Skills

D Writing an Opinion Piece

Critical Thinking

Writing



pp. 74–75

Materials

- Student Book
- Activity Sheet 2g
- Think Book
- newspaper
- white paper

Objectives

Students will be able to:

- Express an opinion and support it with reasons and examples.
- Write a structured opinion piece.

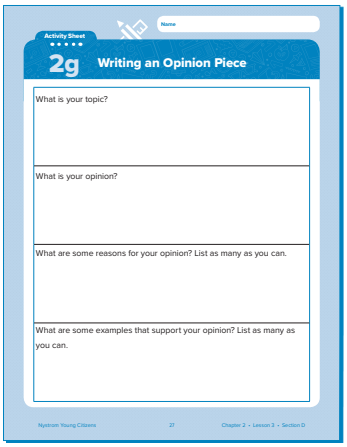
Getting Started

1. Play an opinion game with students. Write **Agree** on a piece of paper and post it on one side of the room. Write **Disagree** on another piece of paper and post it on the opposite side of the room.
2. Write an opinion on the board, such as “Summer is the best time of year.” Choose an opinion that you think will divide the class evenly, if possible.
3. Tell students that this is your opinion, and that everyone has their own opinion. Tell them to move to the side of the room (agree or disagree) that fits their opinion best.
4. Call on students one at a time and from both sides to give reasons and examples to support their opinions. Allow students to change sides if they change their opinions.

5. Emphasize that there is no right or wrong answer, but that students should back up their opinions with reasons and examples.

Teaching

1. Read the text on p. 74 of the Student Book to students.
2. Show students a copy of the editorial page of a newspaper (print or online). Explain that the class newspaper that they will make for the chapter project will also have an editorial page.
3. Generate a list of topics for students to choose from and practice opinion writing. Start by writing a few opinions on the board but encourage students to contribute their own ideas. Focus on a few ideas connected to the school or local community, such as "Our town is the best place to live!"
4. Pass out **Activity Sheet 2g**.
5. Using the activity sheet as a framework, model how students will develop their opinion piece. For example:


Name

Activity Sheet

2g Writing an Opinion Piece

What is your topic?

What is your opinion?

What are some reasons for your opinion? List as many as you can.

What are some examples that support your opinion? List as many as you can.

Nystrom Young Citizens 27 Chapter 2 • Lesson 3 • Section D

Activity Sheet 2g

What is your topic? *Volunteering in the community.*
What is your opinion? *I think more people should volunteer in the community.*
What are some reasons for your opinion? *It would help many people, it would make the community a better place to live, you would meet more of your neighbors, etc.*
What are some examples to support your opinion? *My sister volunteers, and she says it is a great experience; volunteers cleaned up the local playground, and now it is much nicer, etc.*

6. Once the framework is complete, model how to put all the ideas into a written form. Have students look at Carlos's opinion piece on p. 75 for additional support. Explain to students that opinion pieces can be written as letters or as narratives.
7. Have students work individually or in pairs to choose a topic for an opinion piece that they will write.
8. Instruct students to follow the steps on the activity sheet to create a framework for their topic.

Summarizing and Assessing

Have students transform their framework on **Activity Sheet 2g** into an opinion piece following the guidelines in the Student Book. Have them write it in their **Think Books**. Students may need additional support with restating their opinion at the end of the piece. Have students share their pieces with a small group or the entire class. Provide constructive feedback on the activity sheet and opinion piece.

Modifications for Differentiation

Above Challenge students to add more reasons and examples to their activity sheets. Consider teaching them to add a concession, or one sentence that acknowledges an opposing opinion.

Below Have students work in a small group with you to build their framework. It may be useful to dictate a sentence or two to show students how to transform their work on the activity sheet into an opinion piece.

ELL In addition to the Below modification, provide students with one or more topics they might have an opinion on, such as longer school days or more choices for lunch. Have the group choose a topic and then use a T-chart to list reasons for and against the topic. For example, longer school days mean less time for family or for activities, but they are good for families who have long working hours and students who need more help with their schoolwork. Longer school days cost more because the adults need to be paid for their time, but longer school days might save families money because they don't need to pay for after-school activities.

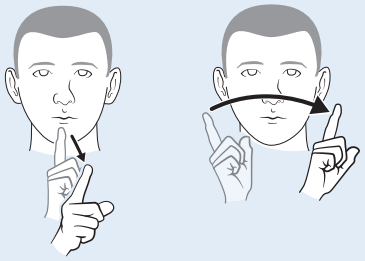
Extending

Media Video-record students reading their opinion pieces. Edit the material into a compilation of opinions. Alternatively, students might pose an opinion to friends and family and video-record their responses and reasons.

Lesson 3
Closure

Classroom Assessment Activity

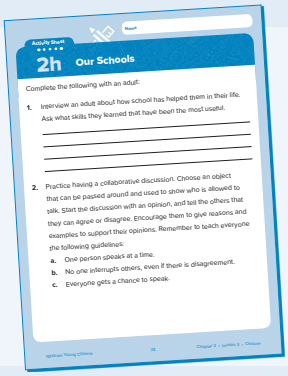
Have students read the lesson summary on p. 75. For each of the following statements, have students use American Sign Language to answer true or false. Ask them to correct the false statements to make them true. Discuss and review items that need reinforcement.



True False

Are the following statements true or false?

1. Schools and communities have rules that must be followed. (true)
2. Rules help keep people safe. (true)
3. You get paid if you are a volunteer. (false, volunteers do not get paid)
4. Collaboration means working by yourself. (false, collaboration means working with others)
5. Being honest and responsible are good democratic values. (true)
6. Students can help make changes in the community. (true)


Activity Sheet
2h Our Schools
Name
Complete the following with an adult:
1. Interview an adult about how school has helped them in their life. Ask what skills they learned that have been the most useful.
2. Practice having a collaborative discussion. Choose an object that can be passed around and used to show who is allowed to talk. Start the discussion with an opinion, and tell the others that they can agree or disagree. Encourage them to give reasons and examples to support their opinions. Remember to teach everyone the following guidelines:
a. One person speaks at a time.
b. No one interrupts others, even if there is disagreement.
c. Everyone gets a chance to speak.

Review at Home

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

Lesson 4

Meeting Our Needs and Wants

Online Activities

- Vocabulary Activities

Literacy Links

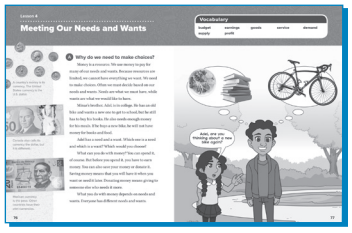
- *Billy Sure Kid Entrepreneur*, by Luke Sharpe
- *Kids' Money Book*, by Jamie Kyle McGillian
- *Real Kids, Real Stories, Real Character*, by Garth Sundem

Main Goals

- **A** **Why do we need to make choices?** Describe why people make choices and recognize the role that money plays.
- **B** **Researching Skills: Making a Budget.** Understand how people manage their money by creating a budget.
- **C** **How do businesses provide goods and services?** Understand the terms natural, human, and capital resources and how they produce goods and services.
- **D** **How does a business work?** Recognize how a simple business operates.

A Why do we need to make choices?

Economics · Critical Thinking



pp. 76–77

Materials

- Student Book
- "Money," Teacher Resource 2.2
- Think Book
- bag or pail
- boxes (four)
- coloring utensils
- scissors
- slips of paper (three for each student)

Objectives

Students will be able to:

- Describe why people make choices.
- Recognize that each choice involves giving up something.
- Discuss currencies and different ways to use money.

Getting Started

1. Play a "grocery shopping" game with students.
2. Hand out three slips of paper to each student. Have students write down three things that they get from the grocery store, one on each slip of paper. Collect all the slips in a bag or pail.
3. Randomly choose ten slips of paper from the bag or pail. Make a "shopping list" on the board and write all ten items. If items repeat, choose another slip of paper.
4. Explain that for the purposes of the game, each item will cost $1. Write the price next to each item.

5. Ask the class to imagine that they are going shopping, but they only have $5.

6. Lead a discussion about which items they should buy. Ask students to classify the items on the list as needs or wants (or both). Ask students if it is more important to buy things they need or want.

7. Try to come to a consensus about how to spend the $5. Explain that today's lesson is about making choices and thinking about what to do with money.

Teaching

1. Have students read the first paragraph on p. 76 independently.

2. Review the difference between needs and wants. Ask students to give some examples of each.

3. Call on a student to read the second and third paragraphs about Minar's brother, Adel.

4. Ask students if they would advise Adel to buy a new bike or books and food. Have them give reasons to back up their advice.

5. Have students read the rest of the text on the page.

6. Put students in groups of three and distribute one copy of **Teacher Resource 2.2** (Teacher's Guide p. 137) to each group. Have the groups cut out the eight cards.

7. Place four boxes around the room. The boxes should be labeled **Earn Money**, **Spend Money**, **Save Money**, and **Donate Money**.

8. Have groups place the cards in the proper box. Tell them that they should put two cards in each box.

9. After all groups have finished, review by pulling a few cards from each box and reading them aloud. Ask if students agree that the cards are in the correct places.

Summarizing and Assessing

In their **Think Books**, have students describe themselves earning, spending, saving, and donating money. Students can complete this assignment by writing or drawing pictures.

Modifications for Differentiation

Above Have students write a letter to Adel, giving him their advice about how to spend his money. Make sure that they give reasons for their choices.

Below Present images of needs and wants and have students sort the images into two categories. As images are sorted, talk about why students are sorting the images into each category to build understanding and oral vocabulary about the content.

ELL Reinforce vocabulary from the lesson. Write **money** on the board, and below it, list actions related to money: **earn**, **spend**, **save**, and **donate**. Point to earn and explain that most people earn money by doing jobs. Explain that your job is teaching and that is how you earn money. Point to the other three words and explain that these are ways to use money. Call on a student to explain (or pantomime) what people do when they spend money. Then explain that people save money to use later. Explain that donate means "to give."

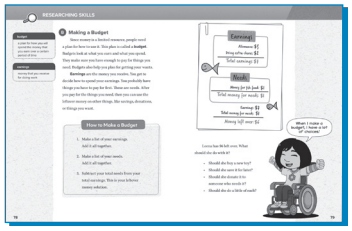
Extending

Economics Have students make a grocery list of at least ten items. Instruct them to research the prices of the items and find out the sum. Set a budget that is significantly less than the total cost of all ten items. Then, have them rank the items from best value to worst value. Make sure they consider price, whether the item is a need or want, and the budget. Have students explain their rankings.

Researching Skills

B Making a Budget

Economics | Information Processing



pp. 78–79

New Vocabulary

budget
earnings

Materials

- Student Book
- Think Book

Online Activities

- Making a Budget

Objectives

Students will be able to:

- Describe how people manage their money.
- Create a budget.

Getting Started

1. Present students with a problem and ask for their help in solving it.
2. Tell them that a boy named Evan wants a new toy. The toy costs $20.
3. Explain that Evan gets an allowance of $5 per week.
4. Ask students how Evan can get enough money to buy the toy. Write some of the students' ideas on the board, including saving money and doing extra chores to earn money.
5. Explain that there is a way to keep track of money, and it is called a budget. Tell students that a budget can help you get the things you need and want with your money. Explain that today they will learn how to make a budget.

Teaching

1. Place students in pairs and have them read the text on p. 78 of the Student Book.
2. After students have finished reading, review the vocabulary words *budget* and *earnings*. Call on students to define and explain these terms.
3. Lead a brief discussion with students about why it is important that earnings are higher than expenses, or spending.
4. Have students return to the Student Book and the budget diagram on p. 79.

5. Discuss the details of Leena's budget. Explain that she gets money, or earnings, from an allowance and doing extra chores. Tell them that Leena is responsible for buying fish food for her fish. Explain that this is a need. Discuss with students what would happen if Leena did not buy fish food and spent money on other things instead.

6. Explain that, after Leena spends money on the things she needs, she still has some money left over. Ask students how much money Leena has left over. ($6) Remind students that there are different ways to use your money, like purchasing things you want, saving, and donating.

Summarizing and Assessing

In their **Think Books**, have students write what they think Leena should do with the leftover money. Tell them that they can divide it up in any way between personal wants, savings, and donations. Instruct them to write reasons for their choices. Students can share their answers with a partner or with the entire class.

Modifications for Differentiation

Above Have students make their own personal budget based on the diagram in the Student Book. For an additional challenge, have them set up a running weekly or monthly budget and update it accordingly.

Below Consider using play money to better illustrate the Getting Started activity. Show students an item from class and put a price tag on it. Give a student play-money allowance (less than the cost of the item). Provide opportunities to earn extra "money" by doing simple chores around the classroom. Use this to reinforce the concept of *earnings*.

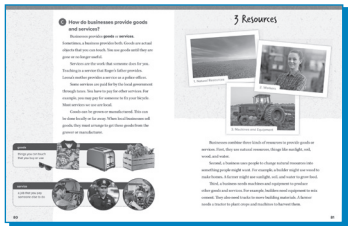
ELL In addition to the Below modification, use a simpler budget with just one example of earnings. Use play money as you work through the budget on p. 79 of the Student Book. Allow students to use drawings to show what Leena should do with her money.

Extending

Math Create sample budgets for the class to work on and practice simple mathematics. Add more items to the "Earnings" and "Needs" sections to practice adding multiple numbers. Use higher numbers to practice more complicated addition and subtraction.

C How do businesses provide goods and services?

Economics | Critical Thinking



pp. 80–81

New Vocabulary

goods
service

Materials

- Student Book
- Community Desk Map 4A/B
- Activity Sheet 2i
- Images of Goods and Services
- map markers

Objectives

Students will be able to:

- Differentiate between goods and services.
- Recognize that goods and services come from many different sources, people, and places.
- Discuss tools and equipment needed to produce things.

Getting Started

1. Write *goods* and *services* on the board. Ask students to help define these words. V
2. Show students images of different goods and services. For each, have students identify it as a good or a service.
3. Brainstorm a list of goods and services in local community. Write students' answers on the board under the respective vocabulary word.
4. Choose one of the goods from the discussion, either from the images or the list on the board. Ask students where they think these goods came from.
5. Explain that today's lesson will talk about goods and services, who makes them, and where they come from.

Teaching

1. Have students turn to p. 80 of the Student Book and read the paragraphs individually.
2. Check students' understanding with some questions. For each answer, ask students to point to where they found the answer in the text.
   a. How does the government pay for services? (taxes)
   b. Are goods grown or manufactured? (both)
   c. Are goods made locally or far away? (both)
3. Hand out **Community Desk Map 4A** and map markers.

4. Instruct students to do the following:

    a. Have students write an **S** on three places that provide or sell services.

    b. Have students write a **G** on three businesses that sell goods. Ask if they think these businesses get their goods locally or from outside the community. Discuss their answers.

5. Have students turn to p. 81 of the Student Book and read individually.

6. Explain that they read about three kinds of resources: natural (anything grown or found in nature), human (people), and capital (equipment, tools, etc.).

7. Tell students they will practice identifying different kinds of resources. Instruct them to find the bakery on **Community Desk Map 4A** and circle it.

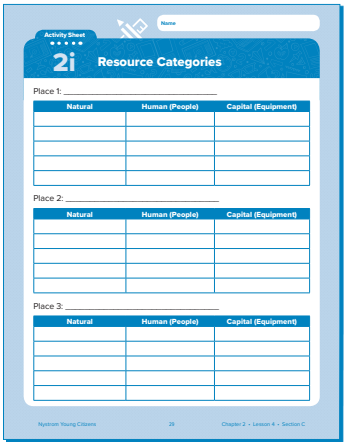
8. Explain that a bakery uses natural, human, and capital resources to run the business. Have them try to identify the kinds of resources:

    a. Natural (water, flour, sugar, etc.)

    b. Human (baker)

    c. Capital (oven, kitchen tools, etc.)

9. Write students' answers on the board under the headings "Natural Resources," "Human Resources," and "Capital Resources."


Activity Sheet
2i
Resource Categories
Name
Place 1: _____
Natural | Human (People) | Capital (Equipment)
Place 2: _____
Natural | Human (People) | Capital (Equipment)
Place 3: _____
Natural | Human (People) | Capital (Equipment)

Activity Sheet 2i

Summarizing and Assessing

Arrange students in groups of 3–4. Distribute **Activity Sheet 2i** to each group. Assign a recorder in each group. Explain that they must choose three locations for this activity; the locations can be a place in Maplewood or in your local community. Groups must write the name of each location and fill in as many details as they can about natural, human, and capital resources (as they did in Teaching, step 9).

After groups have completed the activity sheet, call on students to read some answers. Have students add any missing resources to their activity sheets. Have them clean, collect, and put away materials.

Modifications for Differentiation

Above Ask these students to add more locations and details about resources to **Activity Sheet 2i**. These students can also be the designated recorders for their groups.

Below Students can do the reading in pairs instead of individually. Simplify the instructions so that students only have to find one example of a business that has goods, and one that provides a service. For the activity sheet, work with a small group of students. Provide a location and guide them through the different kinds of resources.

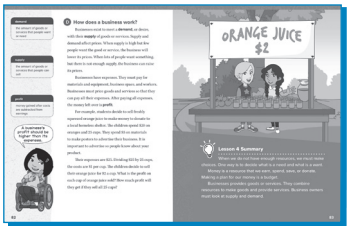
ELL In addition to the Below modification, provide images and have students do an image sort to help them understand natural, human, and capital resources.

Extending

Economics Go on a field trip to a local business (or invite a business owner to class). Talk about how the business gets its goods, what the different job titles are in the business, and what kind of equipment it uses. If possible, ask for a demonstration of the equipment.

D How does a business work?

Economics | Information Processing | Reading



pp. 82–83

New Vocabulary

demand
profit
supply

Review Vocabulary

goods
service

Objectives

Students will be able to:

- Explain the dynamics of supply and demand.
- Recognize how a simple business operates.
- Discuss some of the costs involved in running a business.

Getting Started

1. Refer students back to the introductory comic on p. 46.
2. Tell students that the friends have two options when it comes to publishing their newspaper. They can print it on paper or they can publish it on their school website.

Materials

- Student Book
- Leveled Student Readers
- Think Book
- calculators

3. Tell students to imagine that the friends decided to publish the newspaper on the school website. Discuss with students why the friends might decide to publish their newspaper on the school website instead of on paper. Steer the discussion toward the multiple costs that would be involved with printing the newspaper on paper (e.g., the cost of paper, printing equipment, distribution services).

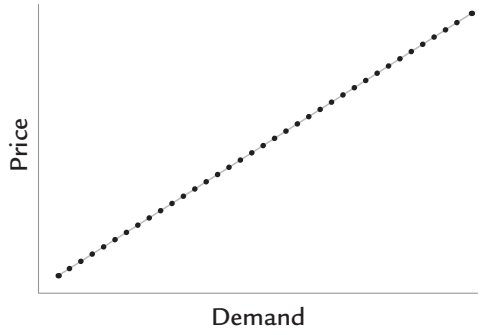
4. Ask students if they would make the same choice as the friends. Have them explain their reasons.

5. Explain to students that businesses have to constantly consider the costs of actions in order to run smoothly.

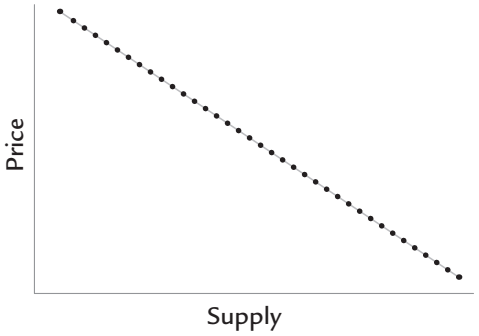
Teaching

1. Have students to turn to p. 82 of the Student Book and read the first paragraph.

2. Explain the relationships between supply, demand, and price with some simple graphs. Explain that if demand is high, the price is high; if demand is low, the price is low. Make a graph on the board like the one below, and have students copy it in their **Think Books**.



3. Explain that if supply is high, the price is low; if supply is low, the price is high. Draw a graph on the board like the one below to show the relationship between supply and price. Have students copy it in their Think Books.



4. Have students read the rest of the text on the page.

5. Explain that students will now read more about how a business makes a budget. Distribute the **Leveled Student Readers** and have students complete the tasks.

Summarizing and Assessing

Return to the example presented in Student Book about children selling orange juice. Use the example to help them determine profit. Ask students questions, which may require the use of a calculator, to check comprehension:

- How much money would the children make (earnings) if they sell 25 cups at $2 each? ($50)
- What were their costs? ($25)
- What is their profit (earnings minus costs)? ($25)

Talk about how changes in supply and demand might affect the price of each cup of orange juice.

Modifications for Differentiation

Above If these students grasp the economics of supply and demand quickly, have them help other students. They might create a short skit in which one is a seller and the others are buyers.

Below Illustrate the concepts of supply and demand with a scenario. Tell students that you want to sell drinks outdoors at a local park. In summer, you will sell hot drinks like cocoa, tea, and coffee. In winter, you will sell cold drinks like milkshakes and smoothies. Ask students if you have a good plan and to explain their answer.

ELL Use role playing to help explain the example in Summarizing and Assessing. Assign students roles as sellers and buyers and use props such as play-money.

Extending

Economics Create a business scenario to be used as a fundraiser. Have students decide to whom they should donate the profits. Include a goal and a budget plan. Discuss business expenses, advertising, and other details from the **Leveled Student Readers**.

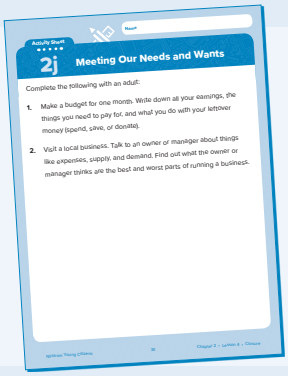
Lesson 4
Closure

Classroom Assessment Activity

Read the lesson summary aloud to the class. Then, put students in small groups. Give each group two sheets of paper and a marker. Have the groups write "True" on one sheet and "False" on the other. As you read each statement, allow groups to confer briefly before showing the proper sign.

Are the following statements true or false?

1. Businesses can provide services or goods. (true)
2. Businesses always make a profit. (false)
3. A money plan is called a budgie. (false, budget)
4. When making a budget, you should pay for things you need before you buy things you want. (true)
5. If the demand for a product is high, the price will be high. (true)
6. If the supply for a product is high, the price will be high. (false)


Activity Sheet
2j
Meeting Our Needs and Wants
Complete the following with an adult:
1. Make a budget for one month. Write down all your earnings, the things you need to pay for, and what you do with your leftover money (spend, save, or donate).
2. Visit a local business. Talk to an owner or manager about things like expenses, supply, and demand. Find out what the owner or manager thinks are the best and worst parts of running a business.

Review at Home

Ask students to complete **Activity Sheet 2j** at home.

Chapter 2
Review

Review Vocabulary

budget
collaborate
consequence
demand
democracy
earnings
election
estimate
executive
goods
industrialization
judicial
legislative
population
profit
service
suburb
supply
telegraph
values
volunteer

Materials

- Student Book
- Community Desk Map 4A/B
- Activity Sheet Chapter 2 Review
- "Vocabulary Review," Teacher Resource 2.3
- calculators

Objectives

Students will be able to:

- Recognize how communities change over time.
- List the three branches of government.
- Read and analyze a line graph.
- Create a simple budget.

Getting Started

Hand out **Community Desk Map 4A/B** to students. Have students point to the City Hall. Review what they learned about the local government. Ask students to locate the school. Review how schools help students. Ask students to locate some businesses in the community. Review how businesses operate within the community.

Teaching

1. Hand out one vocabulary word slip from **Teacher Resource 2.3** (Teacher's Guide pp. 138–140) to each student. Each student will hold up their word and either define the word, substitute a synonym for the word, or use the word in a sentence.
2. Have students work through **Activity Sheet Chapter 2 Review**.

Summarizing and Assessing

Go over the activity sheet with the class. Direct students to the original pages in the Student Book for support.

Modifications for Differentiation

Above Have students work in a group to create a story about your town using the vocabulary words. Use the vocabulary cards or write the vocabulary words on slips of paper and put them in a bag. Students can draw slips from the bag until all the slips are taken. Students may need time to think about how to structure their story before they present it.

Below Spread the review activities and the test activities over several days.

ELL Support vocabulary with pictures whenever possible. Use a scribe to help students complete the review and test questions. Allow partners to complete the review questions together. Allow students to complete the test orally.

Chapter Test

Distribute and administer **Chapter 2 Test** (Teacher's Guide pp. 141–145). Assist students as needed.

Chapter 2 Project
Local Newspaper

Materials

Every Day
- Student Book
- Project Checklist
- Project Evaluation

Day 1
- Winning logo and newspaper name from Introductory activity
- newspaper
- resources for researching
- white paper

Days 2–3
- binding materials
- coloring utensils
- computers, tablets (optional)
- resources for researching
- white paper

Civics

Economics

History

Writing

Objectives

Students will be able to:

- Create articles on the history of the community and how it has changed.
- Identify community leaders and outline the services they provide in the community.
- Point out how school and community volunteers serve their community and show democratic values.
- Recognize how businesses or entrepreneurs in the community show positive and productive behavior in supporting the community.

Project Description

This project is a celebration as well as a culminating activity. The project as described below is for a newspaper format. This format can be modified to fit a blog style, a pamphlet, or a PowerPoint, depending on comfort with and access to technology. Students will be divided into groups. Each group will focus on a single topic. Possible topics include, but are not limited to:

- a history of our community and the changes that have occurred
- the identity and importance of the community leaders
- the services available in the community
- recognition of volunteers and community groups
- recognition of businesses and entrepreneurs who take an active part in the community

The final product may be completed in hard copy, but an electronic version is a suggested possibility.

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. For more on evaluating the chapter projects, see p. xxviii.

Instructions and Suggestions

Prior to the Project

Gather information, images, a list of useful websites (if computer research is an option), and other sources connected to the main topics to have available for students. If resources or time is limited, this project can be easily modified to be a school newspaper instead of a community paper.

Day 1

1. Tell students they are going to begin working on their newspaper articles today.
2. Hold up the chosen logo and newspaper name (from the Introductory activity at the beginning of the chapter).
3. Read and present an article from a local newspaper to give students a model to follow.
4. Explain that the completed newspaper will have articles about the history, government, volunteers, services, and businesses of their own community,
5. Write these topics on the board. Add specific ideas under each topic:

History	Government	Volunteers	Services	Businesses
Changes that have occurred in the community and why, including population changes	Identify the role and importance of community leaders	Recognition of volunteers and community groups	Services available in the community, including parks and nature preserves	Recognition of businesses and entrepreneurs who take an active part in the community

6. Ask students to help brainstorm specific articles that could be written about these areas. For example, one article could be written about a specific volunteer within the community. Another article could be written about a person who started a business in the community. An article might discuss population changes in the community and show statistics with a line graph.

7. Assign students to a topic (or allow them to choose on their own). Ideally there will be multiple students to cover each topic. Have students work in small groups.

   a. Each group will produce at least one article for the newspaper; encourage them to do more than one if they wish. Students must research, write, edit, and make a final copy of the article. The article must have a title. There should be at least one visual for each article, whether a photograph, chart, illustration, or something else.

   b. Students in the group are expected to help one another with suggestions, research, and review of articles. You may choose to assign roles, such as writer, image researcher, editor, layout designer, etc. Alternatively, students can work on these roles collaboratively.

   c. Explain that each article can be up to three paragraphs in length.

8. Each group next decides on the subject of their (first) article and begins research, as time allows.

9. Have each group write their topic on a sheet of paper, along with their names and ideas for articles.

10. Collect each group's paper and keep it until the next day.

Day 2

1. Redistribute each group's idea paper.

2. Have teams meet and work on their specific assignments.

3. Support students as needed. Provide resources for groups to use.

4. Groups who finish early can be invited to contribute additional features to the newspaper including:

    a. Opinion pieces about changes that need to be addressed in the community;

    b. Calendar of events within the community; and

    c. Original artwork including drawings and photographs that celebrate the community.

Day 3

1. Have each group write (or type) its final copy on a piece of paper, with all students adding their names to the byline.

2. When all groups have finished, have a group discussion about the layout of the paper. Work together to make a completed version of the newspaper.

3. Post the newspaper in the classroom, in the main offices of the school, or on the school's website.

Modifications for Differentiation

Above Challenge these students to add more paragraphs to the article. Additionally, these students might compose editorial pieces related to their topics.

Below Assist these students in their article choice and draft. Scribing may be required.

ELL Modify the amount of reading and writing to allow more time for thinking and verbal responses. Encourage students to add a cultural component and viewpoint to the publication.

Rubric

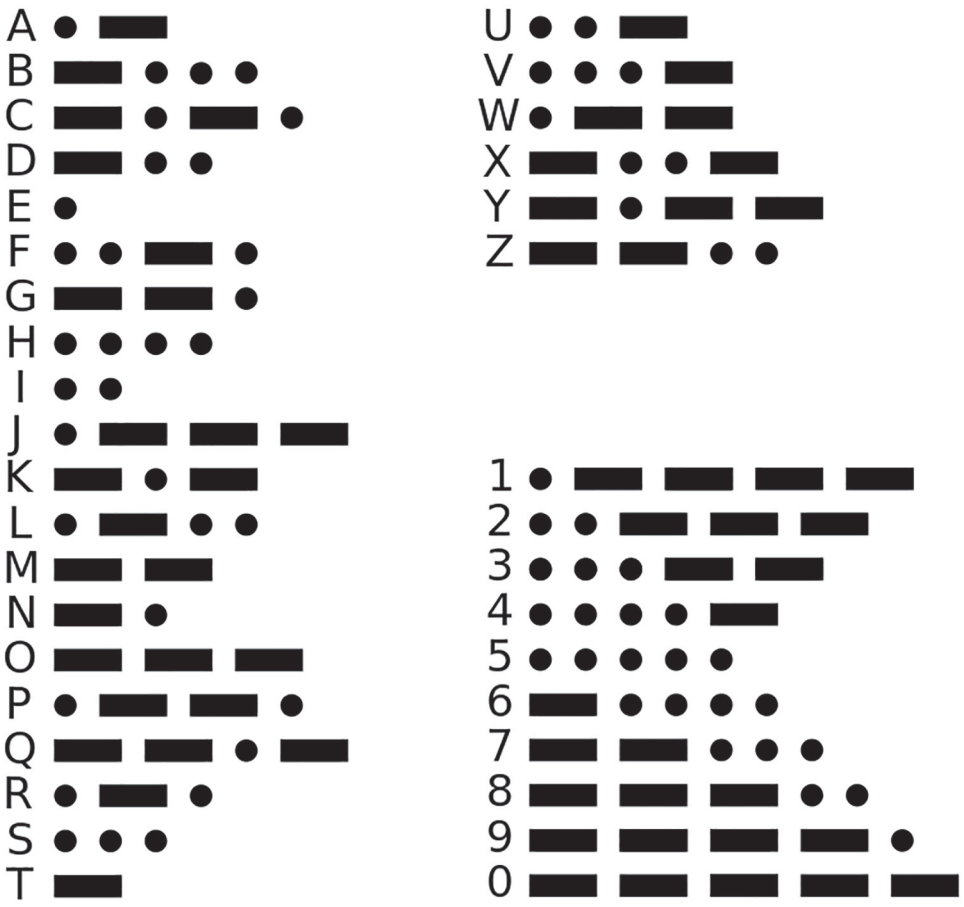
See **Project Evaluation** (Teacher's Guide p. 146).

Teacher Resource 2.1

Morse Code Chart

International Morse Code

1. The length of a dot is one unit.
2. A dash is three units.
3. The space between parts of the same letter is one unit.
4. The space between letters is three units.
5. The space between words is seven units.



Teacher Resource 2.2

Money

Work in a bakery	Put your money in a piggy bank
Give money to a homeless shelter	Go to the movies
Open a savings account at the bank	Buy a new soccer ball
Get allowance for doing house chores	Give money to an animal shelter

Vocabulary Review

Copy and cut out word slips. Make sure that there are enough for each student to have one word.

budget	demand
collaborate	democracy
consequence	

Vocabulary Review

earnings	goods
election	industrialization
estimate	judicial
executive	legislative

Vocabulary Review

population	supply
profit	telegraph
service	values
suburb	volunteer

Name

Chapter 2 Test

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

1. T F Populations decrease when there are not enough jobs.

2. T F Water is an example of a natural resource.

3. T F The branch of government that is responsible for health and safety is the executive branch.

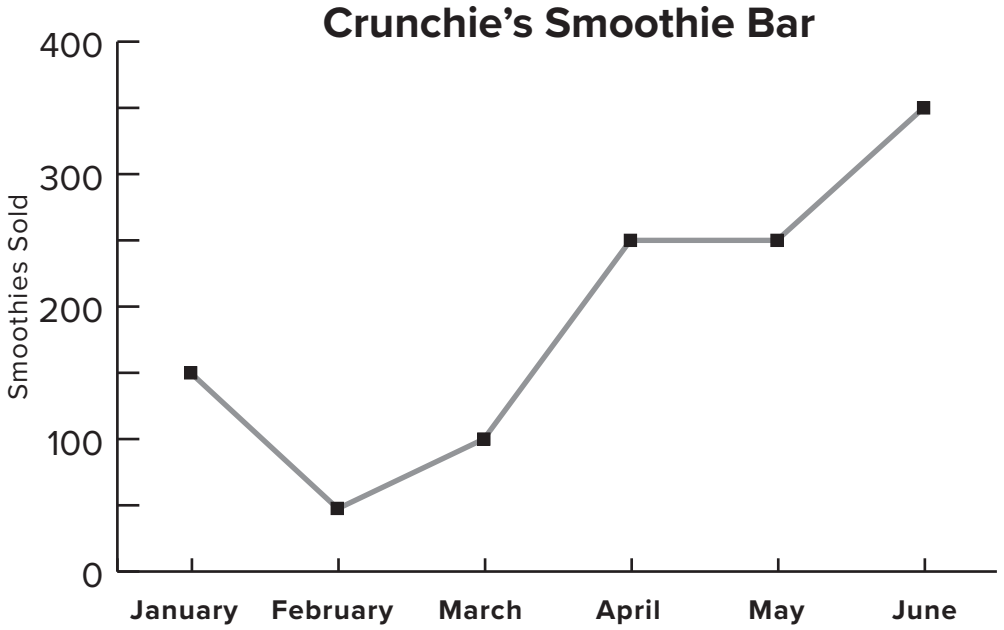
4. T F To improve the community, the government must work by itself and citizens should do nothing.

5. T F Schools and communities have rules that must be followed.

6. T F You should buy things you want before things you need.

Name

Chapter 2 Test



Use the graph to answer the questions.

7. Which month had the highest cookie sales? _____

8. Which month had the lowest cookie sales? _____

9. How many more smoothies were sold in June than in April? _____

10. Have sales for the business increased or decreased between January and June? _____

11. According to the graph, how many smoothies has the business sold? _____

Name

Chapter 2 Test

Answer each clue by using the vocabulary in the word bank.

democracy	population	collaborate
telegraph	supply	budget

Which word means . . .

Clue	Word
the number of people or citizens in a city or town	**12.**
a way people communicated before the telephone was invented	**13.**
a government system that gives power to the people	**14.**

Name

Chapter 2 Test

Read the story and answer the questions.

Sahar works part-time in a restaurant. This week she earned $100.

Sahar takes the bus to work. She must pay $5 a week to get to work.

Sahar borrowed $45 from her mom last week and must pay her back. She also needs to buy some school supplies. They will cost her $40.

Earnings	=

Transportation:	
Pay back mother:	+
School supplies:	+
Costs	=

Earnings:	
Costs:	−
Leftover money	=

Name

Chapter 2 Test

1. How much did Sahar earn altogether?

_____

2. How much money does Sahar need to pay for transportation, to pay her mother back, and to buy school supplies?

_____

3. How much money does Sahar have left after she pays for everything she needs?

_____

4. Sahar wants to donate $5 to an organization that helps protect the environment. Does she have enough money to do that?

_____

Student Name:

Chapter 2 Project
Local Newspaper

	Project Evaluation
Group Work	
The student worked collaboratively in the group to publish an article about their topic.	1 2 3 4
The student listened respectfully to the ideas of others in the group.	1 2 3 4
The student contributed ideas and work to produce the final copy of the article.	1 2 3 4
The student was involved in the final layout of the newspaper.	1 2 3 4
Newspaper Article	
The final copy of the article is neat and related to the chosen topic.	1 2 3 4
The article includes a title or headline.	1 2 3 4
The article has a byline with all students' names on it.	1 2 3 4
The article includes a visual.	1 2 3 4

The highest rating is 4.

CHAPTER 3

Compelling Question

How Did Our State Develop?

In this chapter, students will learn about the factors that contributed to our state's progress and development.

Time Frame: 5 Weeks

1. Students will learn more about the natural and physical features of their state.
2. Students will uncover how American Indians lived in their state before Europeans arrived, why early settlers came to the area, and how the arrival of settlers affected the environment.
3. They will look at the different aspects that influence their state's economy.
4. They will learn about the responsibilities of the state government.
5. Students will complete the chapter review, project, and assessment.

Chapter 3

Letter Home

Dear Family,

Our new social studies chapter is called "How Did Our State Develop?" The goal of the chapter is to have students become familiar with how our state came to be.

Students will learn about the factors that affect settlement of a community. They will become familiar with the land and climate and why people choose to live in one area instead of another. They will examine the history of our state and who lives here today. Students will understand how the state's economy is tied in with the global economy. Finally, they will look at how the state government functions.

Home and School Connections

Here are some ideas to help reinforce what your child is learning at school.

- **Take** a family field trip to another community. If you live in a small town, spend a day in the city. If you live in a big city, take a train ride to the suburbs or a drive to the country. While you're exploring, take have pointing out things that make this community different from your own.
- **Take** your child along when you run errands. Each time you pay for something, ask your child if it is a good (a thing that is sold, such as food, clothes, or gas) or a service (work that helps others, such as dry cleaning or car repair).
- **Discuss** the state government. Share articles and pictures of the state capital, the governor, legislature, and the state supreme court with your child.

Preparing for the Chapter Project

The final project will be to create a symbol that shows something special about the state. It will highlight the factors that make it a great place to live. Here are some things you can do to help prepare your child for the project:

- **Examine** some state symbols, like the flag, motto, seal, etc. Talk about how symbols can use simple images or words to express complex ideas.
- **Talk** about the geography, history, economy, and government of our state.
- **Watch** the local news or read a local newspaper. Point out things that are happening around the state.

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

Enjoy exploring our state with your child!

Sincerely,

Nystrom Young Citizens 36 Chapter 3 • Letter Home

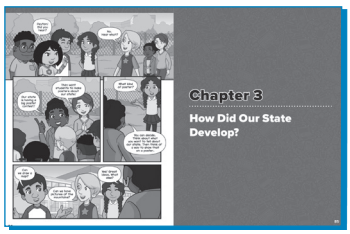
Letter Home

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

Chapter 3
Pre-assessment

1. Distribute **Community Desk Map 4A** to students.
2. Remind students that this is a map of Maplewood.
3. Ask students to study the map and note as many things about the community as possible.
4. Ask students to use the map to do the following actions:
   a. Identify what some characteristics and features of the community are.
   b. Name a few natural resources that are close to this community.
   c. Talk about the places they would like to visit if they were a visitor to Maplewood.
   d. Determine whether your community has anything in common with Maplewood and explain their answers. Talk about natural and human-made features.
   e. Discuss what places people like to visit in your community, area, and state.

Chapter 3
Introductory Activity



pp. 84–85

Materials

- Student Book
- advertisement or promotion for event
- coloring utensils
- white paper

Critical Thinking

Writing

Objectives

Students will be able to:

- Recognize what makes an event or place unique.
- Examine how promoters make information interesting and clear.
- Communicate important information in a clear and interesting manner.

Getting Started

1. Tell students to open to the comic on p. 84 of the Student Book.
2. Have students read the comic and ask them to explain what is happening. (The friends' state is having a poster contest.)
3. Ask why the state might have a poster contest.
4. Talk about the advantages and disadvantages of different forms of promotions, such as posters, online advertisements, and commercials.

Teaching

1. Display a promotional poster, something online promoting a movie or concert, or a poster of an event that is occurring in the community or at the school.
2. Tell students to study the poster carefully.
3. Ask them to tell you what information the poster includes. Prompt if necessary with *who*, *what*, *when*, *where*, *how*, and *why* questions.
4. List answers on the board.

5. Explain that most posters or advertisements promoting an event contain location, time, cost, and other information. Point to the answers as you make the connections for students.

6. Explain that these kinds of posters or advertisements are used to draw people's attention to the event or place and make them want to see it. Ask students how the poster draws people's attention.

7. Suggest some local events that might use promotional posters, such as county fairs or sporting events. Write a few on the board and ask students to suggest other events that they might choose to promote.

8. Arrange students in pairs and give each pair a sheet of white paper.

9. Ask students to create a promotional poster for one of the events listed on the board. Remind them of what kind of information they should include on the poster. Stress that, at least for this example, they can make up information like dates, times, and addresses. Tell them to try to catch people's attention with the design.

Summarizing and Assessing

Have student pairs present their promotional posters. Have them explain why they chose to include certain information, as well as how their poster will catch people's attention. Collect and display the posters.

Modifications for Differentiation

Above Challenge students to find examples of promotional materials (including websites, brochures, and more) for their community and state.

Below Choose an event from the list on the board and list multiple reasons why people would attend or visit. Allow students to choose from this list as they complete their posters. List words that they may want to use on their poster.

ELL In addition to the Below modification, write the words **location** and **cost** and the abbreviations **a.m.** and **p.m.** on the board and review their meanings with students. Ask questions related to these terms and encourage students to answer in complete sentences. For example, you might ask, "Why should your poster include the location?"

Lesson 1

Geography of Our State

Online Activities

- Vocabulary Activities

Literacy Links

- *If the World Were a Village*, by David J. Smith
- *Maps*, by Aleksandra and Daniel Mizielinski
- *National Geographic Kids Everything Volcanoes and Earthquakes*, by Kathy Furgang

Main Goals

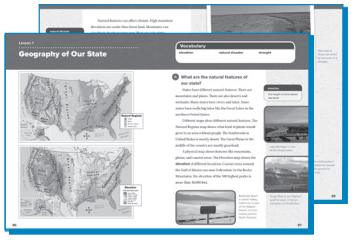
A **What are the natural features of our state?** Recognize, name, and describe various landforms.

B **Why do people live where they do in the state?** Identify and compare human (population) characteristics of various regions and places, such as population and settlement.

C **Researching Skills: Reading a Population Map.** Draw conclusions and make generalizations from maps.

A What are the natural features of our state?

Geography · Information Processing



pp. 86–89

New Vocabulary

drought
elevation
natural disaster

Review Vocabulary

climate

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Images of Natural Features
- State Outline Map
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Recognize landforms such as deserts, mountains, coasts, oceans, lakes, wetlands, and plains.
- Differentiate between different types of maps, such as physical and political.

Getting Started

1. Project or post pictures of natural features on the board, one at a time. Show well-known features such as mountains, lakes, rivers, wetlands, and deserts.
2. For each natural feature, have students write the name of the feature in their **Think Books**.
3. After you have shown all the natural features, show the images once again and review the names together. Write the names of each landform and body of water on the board so that students will see the correct spelling.
4. Ask students which of the natural features are in their state, and where they are located.

Teaching

1. Distribute the **U.S. Desk Map**. Ask students to find some natural features on the map. Challenge students to find features such as the Mississippi River, Gulf of Mexico, and Great Salt Lake.

    a. Ask students if there are landforms that are *not* shown on the map (such as the Rockies).

    b. Talk about why the map does not show landforms. (It is a political map focusing mostly on borders and cities.)

2. Have students turn to p. 87 of the Student Book. Have students read the text independently.

3. Ask students to explain the difference between an elevation map and a physical map. (A physical map shows features like mountains and lakes, while an elevation map shows the elevation.)

4. Have students study the physical map on p. 86 and find different landforms discussed in the Getting Started activity.

5. Hand out the **Raised Relief Map** to small groups.

6. Talk with students about what kind of map this is and what it shows. (elevation, natural features, borders) Explain that this is a special kind of map that shows elevation through physical shape.

7. Ask groups to locate and point to mountains, plains, lowlands, and coastal regions on the relief map.

8. Ask groups to point to a lake, an ocean, and a river.

9. Have groups locate their home state and identify its natural features. Use the Raised Relief Map, U.S. Desk Map, and other available maps.

10. Have students read the rest of the text on p. 88. Talk about how climate and natural disasters affect your state.

Summarizing and Assessing

Distribute your State Outline Map to students. Have students make a map key and create symbols for different natural features found in the state. Have them label many rivers, lakes, and elevation statistics if possible. Use different maps as references.

If possible, project a state map onto the board. As a review, invite students to the board to add natural features (or symbols) to the map.

Modifications for Differentiation

Above Have students make their own regional physical map in addition to the state map. Ask them to identify important landforms and climate patterns in neighboring states.

Below Modify the Getting Started activity so that it is a matching activity. Write the names of the features on the board and show the images one at a time. Ask students to match the image to the name, crossing off the names as you go.

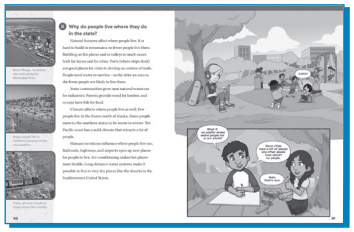
ELL Enhance the reading in the Student Book with additional images, especially for things like natural disasters and geographical regions. Recognize that ELL students may not be very familiar with American regions such as the Great Plains or Rocky Mountains.

Extending

History Have students research some natural disasters in the history of their state. Ask them to present their findings to the class and supplement the information with images whenever possible.

B Why do people live where they do in the state?

Geography | Critical Thinking



pp. 90–91

Review Vocabulary

climate
natural resource

Materials

- Student Book
- Raised Relief Map
- Think Book
- coloring utensils
- glue
- large sheets of paper
- white paper

Objectives

Students will be able to:

- Describe why people choose to live in certain areas and not others.
- Analyze the impact of natural and human-made features on human settlement.

Getting Started

1. Distribute the **Raised Relief Map** to small groups.
2. Have students find the map key. Call on a student to tell what red dots represent. (cities)
3. Review with students what a city, or urban area, is.

4. Have groups point to the Rocky and Appalachian Mountains. Ask them to try and find cities located high in the mountains. Talk about the fact that while there are a few cities close to the mountains (such as Denver, Salt Lake City, and Albuquerque), there are rarely big cities in the mountains. Ask students why they think that is.

5. Explain that today they will find out more about where people live and why.

Teaching

1. Using the **Raised Relief Map**, have groups find the following features:

    a. one city next to a river;

    b. one city next to a lake; and

    c. one city next to an ocean.

2. Call on students to tell what cities they found for each category.

3. Challenge groups to find a city on the map that is *not* next to, or very close to, a water feature. Students may identify the cities of Tucson (AZ) and San Antonio (TX). Explain that even those cities are next to rivers, but that the river is too small to put on the map. Ask why cities are almost always near water. (drinking water, fishing, trade, transportation, irrigation)

4. Arrange students into four groups.

5. Write the titles “Natural Features,” “Natural Resources,” “Climate,” and “Inventions” on large sheets of paper. Distribute one topic to each group.

6. Tell students that they will be working with their group to find out what influences where people live.

7. Instruct each group to read the text on p. 90 of the Student Book. Explain that they will find one paragraph that tells more information about how their topic has influenced where humans settle.

8. Have each group write on the paper how their topic influences where people choose to live. Encourage them to add some ideas and examples of their own.

9. Circulate and help students with vocabulary.

10. Have each group choose a spokesperson to share what the group wrote with the rest of the class.

Summarizing and Assessing

Give each student a piece of white paper. Instruct them to write the section title, "Why do people live where they do in the state?" at the top of the page. Next, have them draw one vertical line and one horizontal line, dividing the page into four equally sized boxes. In the four boxes, have them write **Physical Features**, **Natural Resources**, **Climate**, and **Inventions**. In each box, tell them to draw an example that they learned about during the lesson. For example, they might draw a tree in the "Natural Resources" box as a factor that influences where people live. Allow them to refer to the Student Book and check their work. Call on a few students to present their drawings to the class.

Have students glue their pages into their **Think Books**.

Modifications for Differentiation

Above Challenge these students to speculate on other possible reasons for population density or scarcity of a region. Also, tell them to apply the four topics from the Teaching activity to their own state and identify natural features, natural resources, climate factors, and human inventions that have affected where people live throughout the state.

Below Support learning with visuals of natural features, natural resources, climate, and inventions. Reinforce the lesson's ideas by presenting students with simple questions like, "Would you rather live in a place that has a mild climate or a severe climate? Why?"

ELL In addition to the Below modification, check that students understand the language used in the section. Specific words to focus on include *affect*, *influence, climate*, and *invention*.

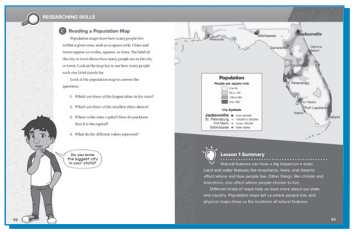
Extending

Science Have students take a closer look at how their community gets its fresh water. Have them find out about different ways that cities, states, and regions supply their residents with water. Discuss how human inventions like dams and reservoirs have changed where people can live.

Researching Skills

C Reading a Population Map

Geography | Information Processing



pp. 92–93

Materials

- Student Book
- U.S./World Desk Map
- State Outline Map
- Think Book
- coloring utensils (optional)

Online Activities

- Reading a Population Map

Objectives

Students will be able to:

- Develop map-reading skills.
- Use a population map to understand the distribution of people in an area.

Getting Started

1. Distribute the **U.S. Desk Map** to students.
2. Explain that today they will learn about how maps can show different population statistics. Have them point to the map key. Ask how the key tells us the sizes of different cities. (the size of the font: the larger the font, the larger the city)
3. Make a chart on the board titled "Population" with three columns. Label the columns **Over 500,000 People**; **100,000 to 500,000 People**; and **Under 100,000 People**.
4. Direct students to find your state on the desk map. Call on a student to say the name of one city in your state that is on the map. Ask students what the population of the city is. Ask them how they know. Write the name of the city in the proper column.
5. Repeat with other cities in your state or wider region.

Teaching

1. Place students in pairs. Have students read the text on p. 92 of the Student Book with their partners.
2. Tell students to look at the map on p. 93. Ask what information this map shows. Compare it to other kinds of maps students have learned about, such as physical, elevation, and political maps.
3. Have them read the questions on p. 92 and write their answers in their **Think Books**. Review their answers as a class.
4. Ask students to speculate about why the population is so dense in one area and more spread out in another.

5. Compare what students can learn about Florida from the map on p. 93 to what they can learn about the state from the **U.S. Desk Map**. Ask what is the same and different. (same = city sizes, state capital; different = population density, bordering states)

Summarizing and Assessing

Distribute your State Outline Map to students. Supply them with population statistics for the five largest cities in the state (and the state capital, if it is not one of the largest cities). Have students create a map key showing city populations, similar to the one on the **U.S. Desk Map**. Discuss with students if they should use the same numbers or change their map key to fit the state better. When students have agreed on numbers and symbols, have them locate and label the cities in the appropriate-size font on the state map. Provide a political state map so that students can find the approximate location of each city. Check students' work.

Modifications for Differentiation

Above Ask students to make charts similar to the one in Getting Started for other states. Allow students to choose which states they would like to focus on.

Below Modify the Getting Started activity by giving students the names of three cities, one from each population category. Consider writing the headings on the chart in different font sizes as well to allow students to make connections more easily.

ELL In addition to the Below modification, support pronunciation of names and places.

Extending

Geography Have students play a game of "Twenty Questions." The goal of the game is to try and guess what city someone is thinking of. Start by modeling the game with students. Randomly choose a city on the **U.S. Desk Map**. Then, have students ask "yes" or "no" questions to try and guess the city. There should be no open-ended questions. Students get twenty questions collectively to discover the city. For example, if you choose Fargo (ND), the first question might be "Is the population of this city over 500,000?" Students can also incorporate other prior knowledge into their questions, such as "Is this city located in the Great Plains?" After you have modeled how the game works, select a student to choose the next city.

Lesson 1
Closure

Classroom Assessment Activity

Have students place their hands on their heads if the answers are correct. More than one answer can be correct.

Which of the following are examples of natural features?

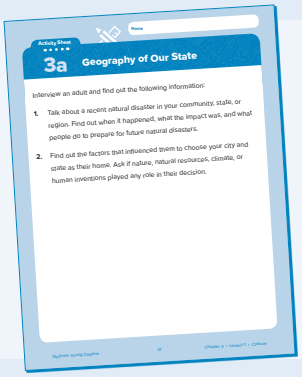
1. Mountains (correct)
2. Libraries (not correct)
3. Wetlands (correct)
4. Lakes (correct)

Which of the following maps were discussed in this lesson?

1. Population maps (correct)
2. Physical maps (correct)
3. Elevation/raised relief maps (correct)
4. Treasure-hunt maps (not correct)

Which of the following can impact where people choose to live?

1. Natural resources (correct)
2. Human inventions like roads and air-conditioning (correct)
3. Climate (correct)
4. Natural features (correct)



Review at Home

Ask students to complete **Activity Sheet 3a** with their families at home.

Lesson 2

History of Our State

Online Activities

- Vocabulary Activities

Literacy Links

- *The Best Story*, by Eileen Spinelli
- *Native American Leaders from Then until Today*, by Baby Professor
- *You Wouldn't Want to Be an American Pioneer!* by Jacqueline Morley

Main Goals

A **How did American Indians live in our area?** Understand how physical geography affected American Indians' choices concerning village location, food, clothing, and shelter.

B **Why did Europeans explore and settle our area?** Understand reasons for European exploration of North America.

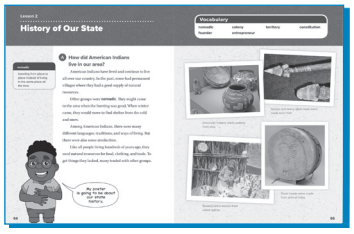
C **Communicating Skills: Writing a Narrative.** Create a narrative by establishing a situation, introducing a narrator and characters, sequentially organizing events, and providing the story with a sense of closure.

D **How did we become a state?** Understand how statehood occurs and how different people groups have added to the culture of the state.

E **Who are some of the important people in our state?** Name some of the social, political, cultural, and economic contributions of individuals in regional history.

A How did American Indians live in our area?

Cultures Geography History



pp. 94–95

New Vocabulary

nomadic

Review Vocabulary

natural resource

Objectives

Students will be able to:

- Analyze how physical geography affected American Indians' choices concerning village location, food, clothing, and shelter.
- Discuss American Indian cultural groups through religious beliefs, customs, and folklore.

Getting Started

1. Arrange students in a circle.
2. Read to students an American Indian folktale, such as "Why Rabbit Has a Short Tail" (Cherokee) or "The Coyote and the Bear" (Pueblo).

Materials

- Student Book
- Activity Sheet 3b
- traditional American Indian folktale

3. After reading the tale, discuss the characters, symbols, and meaning of the story. Lead students to make connections between the story and available natural resources, climate, and animal and plant life.

4. Explain that the nature, climate, and natural resources of the area affected American Indians' ways of life.

Teaching

1. Have students look at the images on p. 95 of the Student Book. Discuss what natural resources were used to make each item. Explain that just like everyone else at the time, American Indians relied on natural resources to survive.

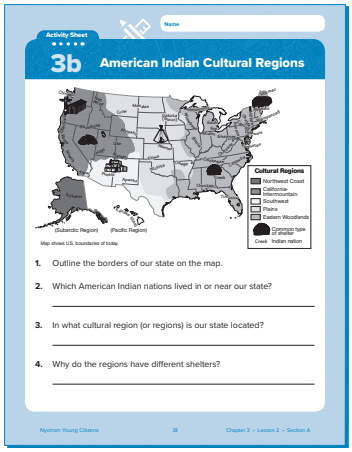
2. Ask students to read the text on p. 94.

3. Ask why some tribes would be nomadic and some would not. Ask them to justify their answers using the Student Book. (Some were nomadic because they followed herds of animals or they wanted to avoid bad weather. Some were not nomadic because they had a lot of natural resources.)

4. Distribute **Activity Sheet 3b**. Have students complete the activity sheet with a partner.

5. Go over the activity sheet together. Discuss local natural resources and how American Indians might have used them for food, clothing, tools, and housing.

6. If possible, have students locate the American Indian nation from the Getting Started activity on the activity sheet.



Activity Sheet 3b

Summarizing and Assessing

Play a true/false game with students. Have students stand if the statement is true.

- American Indians live throughout the country today. (true)
- Some American Indian groups were nomadic. (true)
- The word nomadic means settled. (false)
- American Indians used natural resources for food, clothing, and tools. (true)
- All American Indian groups had the same language, culture, and traditions. (false)
- Our state is located in the _____ cultural region. (true/false)

Modifications for Differentiation

Above Have students research facts about local American Indian tribes. Depending on the availability of information, students can report on different aspects of tribal life, such as food, clothing, customs, homes, and trade.

Below Provide direct support with vocabulary and recognition of names and places on the map. Provide the Summarizing and Assessing questions in a written format so that students can both see and hear the questions.

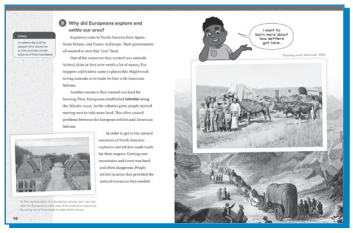
ELL In addition to the Below modification, address a common misconception that all American Indians lived in the same way (generally like the Plains Indians) and that all American Indians lived in the past. Spend more time on the vocabulary word *nomadic* and have students use role-play to show that they understand its meaning.

Extending

Art Have students create illustrations or comic strips for the folktale from the Getting Started activity. Make sure they include any references to climate, natural resources, and plant and animal life.

B Why did Europeans explore and settle our area?

Geography History



pp. 96–97

New Vocabulary

colony

Review Vocabulary

estimate
natural resource

Objectives

Students will be able to:

- Discuss the role natural resources played in European exploration of North America.
- Recognize that different European countries colonized different areas of North America.

Getting Started

1. Have students work with a partner. Give each pair a clipboard and a lined piece of paper.

Materials

- Student Book
- Think Book
- clipboards, or other portable writing surface
- lined paper

Online Activities

- Why Did Europeans Explore and Settle Our Area?

Literacy Links

- *The Colonization of Texas*, by Teacher Created Materials
- *If You Were a Kid on the Oregon Trail*, by Josh Gregory
- *New Mexico*, by M. J. York

2. Tell the class that they will now act as explorers discovering the local area. Tell them that their job is to take notes on all the natural resources that they see. Remind them of the difference between natural resources and human-made features.

3. Lead students outside on a quick walking tour of the area around the school. Have them make a list of any natural resources they see, such as trees, land or soil, animals, and rivers. Also instruct them to write down an estimate of how many people they see.

4. After the walk, make a list of the area's natural resources on the board from students' observations.

5. For each natural resource listed, talk about what it might be used for. For example, land or soil could be used for farming.

6. Talk about how many people they saw. Ask how they think the people would feel if students started taking or claiming some of the natural resources they saw.

TEACHER'S NOTE

If it is not possible to lead students outside, show them some pictures of the local area and have them complete the same tasks.

Teaching

1. Instruct students to write the section question, "Why did Europeans explore and settle our area?" in their **Think Books**.

2. Have students turn to p. 96 of the Student Book. Tell them that, as they read the text, they should find two answers to the section question.

3. Have students read the text and write two answers in their Think Books.

4. Call on students to identify the two natural resources that drew Europeans to North America. (animals and land) Ask why Europeans wanted animals (for their hides/fur) and land. (for farming)

5. Pause to focus on the vocabulary word (*colony*) and discuss its meaning with students.

6. Point to the section in the third paragraph that talks about problems between Europeans and American Indians. Ask why they might have had problems. Remind them of the Getting Started activity and the problem of taking natural resources when other people already live in the area.

Summarizing and Assessing

Ask students to use the Student Book to complete the following statements:

- Explorers came to North America from _____. (Europe)
- European colonies, or settlements, started along the _____. (Atlantic coast)
- The Europeans traded for animal skins with the _____. (American Indians)
- As people wanted more land for farming, they started to move _____. (west)
- Explorers and new settlers made trails for the _____. (wagons)
- People settled in areas that provided useful _____. (natural resources)

Modifications for Differentiation

Above Ask students to use a historical map to find out which European country originally claimed or colonized your state. Have them find out where the earliest settlements in the state were located.

Below Read the passage with students to ensure understanding. For the Summarizing and Assessing activity, prompt students by giving them the first letters of the answers. In addition, assist students in finding the answers in the text.

ELL Write the answers to the Summarizing and Assessing section on the board in random order so students can refer to the names. If possible, find out if students' countries of origin were colonized (or colonizers). Use this information to help them grasp the concept of colonization.

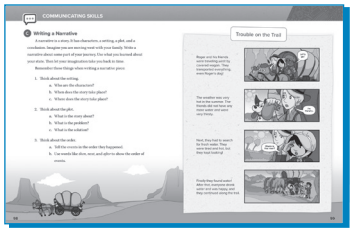
Extending

History Have students investigate and write a short report on the Oregon Trail. Have them find out about the people and places involved. You may want to assign a poster contest to show covered wagons on the trail.

C Writing a Narrative

Information Processing

Writing



pp. 98–99

Materials

- Student Book
- Activity Sheet 3c
- "Narrative Writing Rubric," Teacher Resource 3.1
- lined paper
- projector

Objectives

Students will be able to:

- Follow steps to write a simple narrative.
- Sequentially organize events and use temporal words.
- Incorporate a problem and solution into a narrative story.

Getting Started

1. Project the comic on p. 99 of the Student Book onto the board, covering the accompanying narrative so students can only see the comic panels.
2. Call on students to narrate the story based on what they see, one panel at a time.
3. Explain that the story has a beginning, middle, and end. Have students identify these three parts of the story.
4. Explain that the story also has a problem and a solution. Have students identify these parts.

Teaching

1. Have students turn to p. 98 of the Student Book. Read to them the instructions about writing a narrative.
2. Next, review the narrative for the comic on p. 99. Talk about how the narrative followed the instructions on the previous page.
3. Break down the parts of a narrative on the board, one step at a time. Make up your own story line to model the steps, and keep students' attention focused on the plan.
   a. Write the word **Title**. Explain to students that the story will need a title.
   b. Write **Characters**. Tell them they will need to decide on some names for the people in their story.
   c. Write **Setting**. Explain to students that they need to add a description of where the characters are in the story. Tell students they also need a timeframe. For example, the story could take place one afternoon, one morning, one whole day, or in only one hour.

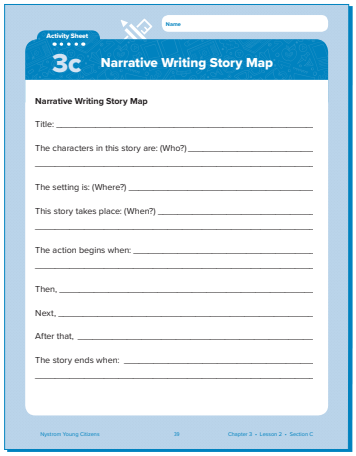
d. Write **Plot** and, in brackets, **Action**. Tell students that they are just like a movie director. Explain this is where they tell the reader what's happening. Tell them this is where the adventure begins.

e. Write the words **then**, **next**, and **after**. Tell students it is important to keep the events in order so that a reader can follow the story.

f. Write **Conclusion**. Tell students that all stories need some ending, whether it is happy or sad.

4. Explain to students that they will write their own narratives.

5. Before students begin their story plan and rough copy, generate some story line ideas, e.g., traveling through the prairie, stuck wagon train, bear attack, tornado approaching.


Activity Sheet
3c
Narrative Writing Story Map
Name
Narrative Writing Story Map
Title: _____
The characters in this story are: (Who?) _____
_____
The setting is: (Where?) _____
This story takes place: (When?) _____
_____
The action begins when: _____
_____
Then, _____
Next, _____
After that, _____
The story ends when: _____
_____
Nystrom Young Citizens 39 Chapter 3 • Lesson 2 • Section C

Activity Sheet 3c

6. Hand out **Activity Sheet 3c**.

7. Have students fill in the story map on the activity sheet.

8. Check the completed story maps before students begin writing their rough copies.

Summarizing and Assessing

Give each student a piece of lined paper. Help students write, revise, and edit their rough drafts before they begin the final drafts of their narratives. Use **Teacher Resource 3.1** (Teacher's Guide p. 200) to assess the final drafts.

Modifications for Differentiation

Above Encourage these students to make longer and more detailed narratives. Introduce them to more sequential words, like *first*, *later*, *suddenly*, and *finally*. Help students divide their narratives into multiple paragraphs.

Below Students may require assistance with topic choice, ideas, spelling, and sentence writing. Students may need a scribe to complete the story map and rough copy. Use of technology is suggested if available.

ELL In addition to the Below modification, have students create a group narrative. Write the prompts **who**, **what**, **where**, **when**, and **how** on the board. Have the group choose which prompt they want to be the most important idea in their narrative. Remind students that a narrative has a beginning, a middle, and an end.

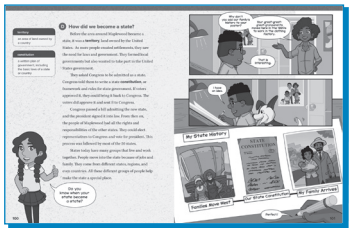
Extending

Art Allow students to make comic panels to accompany their narratives, similar to those shown on p. 99 of the Student Book.

Writing Have students write more narratives about a variety of topics. Encourage students to incorporate information from the Student Book, including details about American Indian cultural groups.

D How did we become a state?

Cultures | History | Information Processing



pp. 100–101

New Vocabulary

constitution
territory

Materials

- Student Book
- "Steps to Becoming a State," Teacher Resource 3.2
- Think Book
- images of your state constitution, state flag, and cultural celebrations in your state

Literacy Links

- *Ruby's Chinese New Year*, by Vickie Lee
- *Under the Ramadan Moon*, by Sylvia Whitman

Objectives

Students will be able to:

- Describe how statehood happens.
- Analyze the political and social components that make up a state.

Getting Started

1. Start by explaining that states are made up of many different people; some were born in the state and some moved into the state. Give examples of friends or family who were born in the state, as well as those who were born elsewhere.
2. Take a survey of the class. Ask those who were born in the state to raise their hands. Stress that it is all right if students are not sure where they were born. For those not born in the state, allow them to tell where they were born (if they are comfortable doing so).
3. Ask students to raise their hands if their parents were born in the state, then grandparents. Explain that everyone's family moved into the state at some point, either recently or many years ago.
4. Explain that people bring traditions, food, music, and other cultural features with them, and that this makes the state great. If possible, show images of different cultural celebrations in the state.
5. Tell students that a state needs people, but that it also has to follow certain steps to become an official state.

Teaching

1. Divide the class into small groups of 3–4 students.
2. Read the first paragraph of p. 100 of the Student Book to students.
3. Explain that your state was once a territory (or perhaps a colony) before it became a state. Give more information about when people started moving into the area that is now the state, as well as what groups moved there.
4. Give each small group the four cards from **Teacher Resource 3.2** (Teacher's Guide p. 201). (Cut out and shuffle the cards for each group before the class begins.)
5. Explain the meaning of *constitution*.
6. Ask the groups to try and place the four cards in the correct order.
7. Next, have them read the second and third paragraphs on p. 100. As they read, instruct them to reorganize the order of the cards if necessary.
8. When they are sure of the order, they should write the section question ("How did we become a state?") and the four steps in order in their **Think Books**.
9. Have students read the final paragraph on the page.

Summarizing and Assessing

Have students read the comic on p. 101 of the Student Book. Show students a picture of your state constitution and state flag. Review the steps that territories have to take to become states, and write the year that your state became an official state on the board. Have students write _____ **(your state) became a state in** _____ **(year)** in their **Thinks Books**.

Modifications for Differentiation

Above Have students make a time line of the steps to becoming a state. If possible, have them research the actual dates that your state went through each step and add the dates to the time line.

Below Group students with those who are more advanced and allow students to help each other with sequencing the steps and checking the work in the text. Provide additional vocabulary support.

ELL In addition to the Below modification, this is an opportunity for students to share a little about themselves (e.g., culture, place of origin, language, and food) during the Getting Started activity. Encourage students' participation, and celebrate their cultural additions to the state.

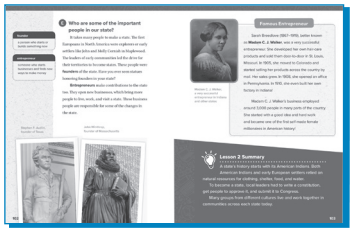
Extending

History Ask students to further investigate how your area became a state. Have students research the early leaders for statehood and those who helped write the state constitution.

Cultures Have students research cultural celebrations and holidays of people in the state. Encourage students to explore different religious and cultural traditions, such as music, food, and parades. Challenge them to find places in the state (like streets or cities) named after people or places from other states, countries, or regions.

E Who are some of the important people in our state?

Economics Geography History



pp. 102–103

New Vocabulary

entrepreneur
founder

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- coloring utensils
- information about state founders and entrepreneurs

Objectives

Students will be able to:

- Point out some of the political and economic contributions of individuals in state history.
- Discuss how individuals, events, and ideas have changed the state in the past and present.

TEACHER'S NOTE

Gather information and resources on state founders and entrepreneurs. Edit and condense the material into brief overviews that can be printed and distributed to students. Make sure the information includes the names of cities in your state where the founder/entrepreneur lived, worked, etc. If possible, add images of each person. You may choose to focus on one person or multiple people, but ideally you would have information about at least one founder and one entrepreneur.

Getting Started

1. Ask students to name some local businesses. Make a list on the board.

2. Write the vocabulary word *entrepreneur* on the board. Explain that an entrepreneur is someone who starts a business and finds ways to make money. Talk about how the businesses in the community and state were started by entrepreneurs.

3. Ask students why entrepreneurs are important to the state. (They create jobs.) Introduce the names of some local and state entrepreneurs. Tell students what businesses are the biggest employers in the state.

Teaching

1. Distribute the **U.S. Desk Map** and map markers to partners.

2. Read the photo caption and biography on p. 103 of the Student Book to students.

3. Ask students to locate and circle the four states mentioned in the biography (Missouri, Colorado, Pennsylvania, Indiana). Explain that successful businesses can create jobs in many places.

4. Have partners read the text on p. 102 together.

5. Write the vocabulary word *founder* on the board, and explain that it refers to someone who helped build or establish something.

6. Have students look at the images on the page. Ask if they know who the founders of their state were.

7. Distribute information about one or more founders of the state to students. Ask students to read the handout to find out more about the state's founder(s).

8. On the U.S. Desk Map, have students outline the borders of your state.

9. Have them circle the city or cities mentioned in the handout about the founders. If places mentioned are not shown on the desk map, have students add them in the approximate locations.

10. Circulate and assist students. If time permits, repeat with the entrepreneur biographies. Or, give some students founder biographies and others the entrepreneur biographies.

11. Have students clean, collect, and put away materials.

Summarizing and Assessing

In their **Think Books**, have students write a short summary of a founder or entrepreneur in the state that they learned about. Alternatively, and if images are available, they might draw pictures of the person. Have students present their written summaries or drawings to a partner.

Modifications for Differentiation

Above Have students write more detailed summaries of the person or people they read about. Consider providing alternative versions of the handouts that are more challenging and give them to Above students.

Below Read to students if necessary. Support the writing portion of the activity through scribing or with technology, if available.

ELL Read to students if necessary. Assist with the written portion. Practice the vocabulary with students so that they are confident when presenting the material. If possible, learn the names of founders and famous entrepreneurs from students' countries of origin to help them relate to the text.

Extending

Economics Ask students what business they would start up based on the needs of their community. Tell them to think about the merchandise they would make and sell or of the service they would provide. Have students design a business card for their new business. Remind students to give their business a catchy name and to design a logo. Under the business card, have students write a few sentences describing their business. Have them record all their thoughts and designs in their **Think Books**.

Lesson 2
Closure

Classroom Assessment Activity

Have students stand if the answer they hear is correct. More than one answer may be correct.

A state's history starts with its

1. American Indians (correct)
2. European settlers (not correct)
3. founders (not correct)

Long ago, both American Indians and early European settlers relied on _____ for clothing, shelter, food, and water.

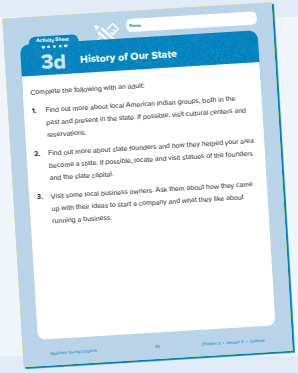
1. natural resources (correct)
2. money (not correct)
3. government resources (not correct)

To become a state, local leaders had to write a _____, get people to approve it, and submit it to Congress.

1. conscription (not correct)
2. constitution (correct)
3. concession (not correct)

People from different _____ live and work together in communities across each state today.

1. cultures (correct)
2. costumes (not correct)
3. calendars (not correct)


Activity Sheet 3d
History of Our State
Complete the following with an adult:
1. Find out more about local American Indian groups, both in the past and present in the state. If possible, visit cultural centers and reservations.
2. Find out more about state founders and how they helped your area become a state. If possible, locate and visit statues of the founders and the state capital.
3. Visit some local business owners. Ask them about how they came up with their ideas to start a company and what they like about running a business.

Review at Home

Ask students to complete **Activity Sheet 3d** with their families at home.

Lesson 3

Economy of Our State

Online Activities

- Vocabulary Activities

Literacy Links

- *Operation Redwood*, by S. Terrell French
- *Striker Jones: Elementary Economics for Elementary Detectives*, by Maggie M. Larche
- *Voices of the Dust Bowl*, by Sherry Garland

Main Goals

A **How did people make a living in the state in the past?** Recognize how daily life was influenced by agriculture, industry, and natural resources.

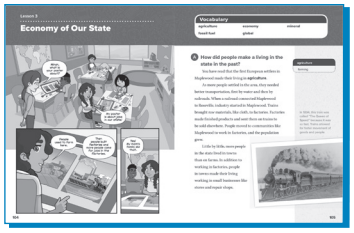
B **What natural resources are important to the state's economy?** Name natural resources and understand how location and natural resources influence the economy.

C **What are the important economic activities in the state today?** Recognize and describe natural and human features of a place or region and their impact on the economy.

D **How is our state connected economically to the world?** Recognize that a local community is connected to the world through goods.

A How did people make a living in the state in the past?

Economics History



pp. 104–105

New Vocabulary

agriculture

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers
- coloring utensils
- images of workers in the state from the nineteenth century (optional)

Objectives

Students will be able to:

- Recognize how daily life was influenced by agriculture, industry, and natural resources.
- Describe how developments in transportation and industry changed communities.

Getting Started

1. Distribute **Community Desk Map 4A/B** and map markers to students.
2. Have students look at side 4A of the desk map. Tell them that this map shows present-day Maplewood.
3. Ask students if they think Maplewood always looked the same. (no) Ask what they think it would have looked like 200 years ago. If students do not guess that it was mostly farmland, inform them of this fact.

4. Have students turn the maps over to side 4B. Explain that 200 years ago the map would be almost entirely green (showing a rural area). Ask them where they think people would have established farms in Maplewood. Tell them to write an **F** in the best place for a farm. Have students show their maps. Discuss how farms were usually close to the river or another water feature.

5. Instruct students to turn the maps over once again to side 4A. Tell them to circle any farms they see on side 4A. (There are no farms on side 4A.) Ask students why they think there are not any farms in modern-day Maplewood.

6. Explain that today only about 2 percent of Americans work in agriculture, or farming. Tell them that 200 years ago, about 80 percent of people were farmers. Explain that they will learn more about what people did for a living in the past in today's lesson.

Teaching

1. Have students read the comic on p. 104 of the Student Book.

2. Tell students that the comic gives clues about how most people in the past made a living. Ask them to identify the two jobs mentioned in the comic. (farming and factories)

3. Read the first paragraph on p. 105 to students. Have them repeat the word *agriculture* aloud and reinforce its meaning.

4. Have students read the rest of the text on the page individually.

5. Ask students to answer the section question, "How did people make a living in the state in the past?" (agriculture, factories, and small businesses) If possible, show students photographs of workers in the state from the nineteenth century.

6. Have students clean, collect, and put away materials.

Summarizing and Assessing

Tell students to imagine being alive 200 years ago. Review what jobs most people did at that time. Ask them to choose what job they would prefer to do. Ask them to draw a picture of themselves doing that job in their **Think Books**. Have them label their drawings and title them "Working 200 Years Ago."

Modifications for Differentiation

Above Have students write a fictional diary entry as a child working on a farm or in a factory 200 years ago. Ask them to include accurate historical information as much as possible.

Below Support the vocabulary with images of farms, farm equipment, and factories. Instead of having students read the text individually, have them work in pairs.

ELL Students might need more support with terms like *raw materials* and *finished products*. Explain these terms using simple examples, like trees being turned into tables.

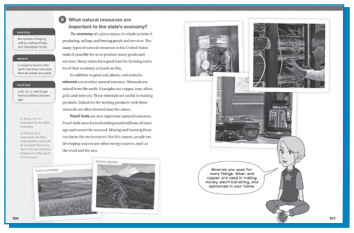
Extending

Art Have students make a collage of images from long ago that show something about the state's economy. Instruct them to find images of farms, factories, and small businesses.

Math Have students create a graph that shows the declining number of people employed primarily in agriculture over the past 200 years. Help them research statistics from reliable sources and plot the numbers on different kinds of graphs, such as line and bar graphs.

B What natural resources are important to the state's economy?

Economics Geography



pp. 106–107

New Vocabulary

economy
fossil fuel
mineral

Materials

- Student Book
- Activity Sheet 3e
- Image of Bicycle
- Think Book

Objectives

Students will be able to:

- List examples of natural resources.
- Point out how location and natural resources influence the economy.
- Differentiate between renewable and nonrenewable energy sources.

Getting Started

1. Show students a picture of a bicycle.
2. Ask them to identify what the different parts of the bicycle are made from. Students should identify metal (frame and wheels), rubber (tires), and plastic (different parts). Write a list on the board.

Online Activities

- What Natural Resources Are Important to the State's Economy?

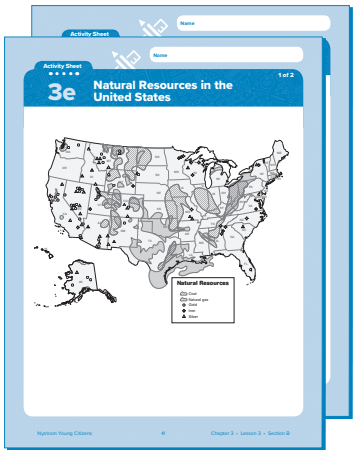
Literacy Links

- *America at Work: Mining*, by Ann Love and Jane Drake

3. For each part, ask students to try to guess what natural resource was used. Provide help if they need it.
   a. Metal—minerals
   b. Rubber—trees
   c. Plastic—oil
4. Explain that today they will talk about how natural resources affect the state's economy.

Teaching

1. Write *economy* on the board along with its definition (a system of producing, selling, and buying goods and services). Have students copy the word and its definition in their **Think Books**.
2. Have students turn to p. 106 of the Student Book. Call on a student to read the first paragraph aloud.
3. Call on a student to read the second paragraph aloud. Pause to ensure that students understand the meaning of *mineral*. If applicable, tell students of some minerals that can be found locally and in the state. Some common minerals in the United States are copper, nickel, lead, iron, and aluminum (metals); silver and gold (precious metals); coal, uranium, zinc, mercury, and salt.
4. Call on a student to read the third paragraph aloud. Discuss fossil fuels with students and talk about the differences between renewable and nonrenewable energy sources. If applicable, tell students of some fossil fuels and alternative energy sources found in your state.
5. Have students look at the images on p. 107. Ask what other objects students use daily, and talk about what natural resources go into making these things.
6. Hand out **Activity Sheet 3e** and have students complete it in pairs.



Activity Sheet 3e

Summarizing and Assessing

Review **Activity Sheet 3e** together. Return to the section question and ask students for some answers.

Modifications for Differentiation

Above Challenge these students by showing them pictures of common items like televisions or cars. Ask them to try and come up with a list of what natural resources went into the making of the items.

Below Assist with vocabulary as necessary. Explain that fossil fuels and minerals come from the ground, but they are different. Fossil fuels are burned to release energy for cars and factories. Minerals are used in making products.

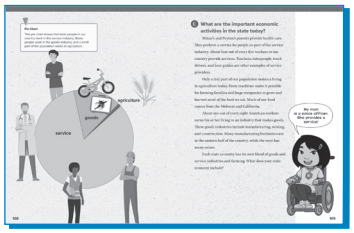
ELL Many languages have words related to the vocabulary word *economy*. If possible, find what these words are in students' native languages. In addition, provide visuals to assist with comprehension for vocabulary words like *mineral* and *fossil fuel*.

Extending

Science Allow students time to research the types of energy used in the state. Assist students in researching this topic. Help students create a bar graph that shows the amount of energy usage (or output), from different sources, in the state.

C What are the important economic activities in the state today?

Economics · Information Processing



pp. 108–109

Review Vocabulary

agriculture
goods
service

Materials

- Student Book
- Community Desk Map 4A/B
- Images of Goods and Services
- Think Book
- map markers
- coloring utensils

Objectives

Students will be able to:

- Differentiate between goods industries, service industries, and agriculture.
- Recognize economic activity in the state, such as agriculture, manufacturing, service and tourism, and research and development.

TEACHER'S NOTE

Gather information about state industries before class begins. Find out the distribution of workers between service industries, goods industries, and agriculture. Additionally, research to find out what kinds of manufacturing and mining industries are important to your state. If it is not possible to access this information, you can use the national statistics from the Student Book.

Getting Started

1. Review the meanings of *goods* and *services* with students. Display some images of goods and services and have them categorize the images.

2. Distribute **Community Desk Map 4A** and map markers to student pairs.

3. Instruct pairs to find the two factories on the map and write a **G** on each. Remind them that factories make goods.

4. Next, ask pairs to find places that provide services (there are many to choose from). Have them write an **S** on as many as they can find.

5. Ask students to share which places they found that provide services.

6. Ask if there are more places that make goods (like factories) or more places that provide services. (more places provide services) Explain that in most places in the United States, the service industry is much larger than the goods industry.

7. Have students clean, collect, and put away materials.

Teaching

1. Create a T-chart on the board. Write **Service Industry** on one side and **Goods Industry** on the other. Have students copy the chart in their **Think Books**.

2. Ask students to turn to p. 109 of the Student Book and read the first paragraph with their partners. As they read, they should look for examples of service industry jobs.

3. Ask students to list the service industry jobs they read about. (health care, teachers, salespeople, truck drivers, tour guides) Add the jobs in the proper column of the T-chart on the board, and have students write them in their Think Books.

4. Read the second paragraph to students. Talk about why fewer people work in agriculture today. For example, you could discuss with students how farm machines allow farms to require fewer workers.

5. Have student pairs read the third paragraph and look for examples of goods industries.

6. Ask them to list goods industries. (manufacturing, mining, construction) Add these to the chart and have students copy it on their own charts.

7. Direct students' attention to the pie graph on p. 108. Explain that this shows the distribution of workers in each industry in the United States: service, goods, and agriculture.

8. Provide statistics for your own state. Talk about what kinds of manufacturing and mining industries exist in your state, as well as what kinds of agriculture are practiced.

9. Draw a pie chart on the board (or prepare one digitally ahead of time) to represent the percentages of workers in each industry in your state. Color-code and label the chart. Have students copy the pie chart in their **Think Books** under the title "Jobs in Our State."

Summarizing and Assessing

Read the following list of jobs. Ask students to raise their hands when you mention a job in the service industry.

- teacher (correct)
- factory worker (not correct)
- nurse (correct)
- construction worker (not correct)
- police officer (correct)
- miner (not correct)
- tour guide (correct)
- farmer (not correct)
- mail carrier (correct)
- truck driver (correct)

Modifications for Differentiation

Above Have students use **Community Desk Map 4A** to add more service industry jobs to the T-chart from the Teaching section.

Below Reinforce the vocabulary and job names to help students. Provide examples and images of different kinds of jobs. Students might need help with the term *manufacturing*; explain that it means producing or making something on a large scale and that it includes factories.

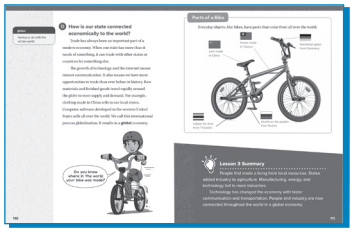
ELL In addition to the Below modification, write the jobs from the Summarizing and Assessing activity on the board. Ask students to circle the *-er* in each job. Remind students that sometimes the *-er* ending means "a person who;" for example, a teacher is a person who teaches.

Extending

Art Have students create a collage of images of different workers in the state. Have them represent service industries, goods industries, and agriculture proportionally.

D How is our state connected economically to the world?

Economics Geography



pp. 110–111

New Vocabulary

global

Review Vocabulary

economy

Materials

- Student Book
- Activity Globes
- Leveled Student Readers
- map markers
- items with labels

Literacy Links

- *Economics for Kids*, by Baby Professor

Objectives

Students will be able to:

- Relate how the local community connects to the world.
- Categorize goods made locally, nationally, and internationally.
- Recognize that goods are imported and exported.

Getting Started

1. Display an array of items with labels (fruit, clothes, etc.) and list the items on the board. (Make sure the number of items matches your number of students.) Ask students if they know where the items came from. They may answer that an item came from the store, in which case ask where the store gets the item. Steer answers toward countries.
2. List correct responses next to items. (It is okay for items to be from the same country.) Select students to view the labels of remaining items and list the countries they came from on the board.
3. Explain that many of the things we use every day were made in other countries, and that this is part of the global economy. Ask students if they can guess the meaning of *global*. Tell them that they will learn the definition in today's lesson.

Teaching

1. Ask students to read the text on p. 110 of the Student Book.
2. Discuss with students how global trade works to meet people's, states', and countries' demands. Use simple examples, like how Saudi Arabia has a lot of oil and other places need and want it.
3. Discuss the role of technology in the global economy and how faster communication makes trade easier.
4. Show students an **Activity Globe**. Explain that they will all draw lines to show how trade connects the world. Start by telling the class where one item of your clothing was produced. Using a map marker, draw a line from that country to the United States.
5. Tell students that they will do the same with one of the countries listed during the Getting Started activity, one at a time. Pass the Activity Globe and map marker to one student and have them say aloud an item and the country it came from, as they draw an arrow. Cross the item off the board and tell the student to pass the globe to the next student until all students have had a chance to draw an arrow. Students may need assistance finding the country on the Activity Globe, and some countries may not be labeled on the globe. Assist as needed.
6. Once the globe has started being passed around, hand out the **Leveled Student Readers**.
7. Have students read the text and complete the activity.

Summarizing and Assessing

Once every student has had a chance to mark the globe, show it to the whole class. They will see many lines connecting countries all over the world. Explain that this is a good visual example of global connections. To reinforce the concepts of the lesson, go over the image on p. 111 with students.

Modifications for Differentiation

Above Have students categorize information from the Getting Started activity, listing the countries by continent. Have them come to some conclusions based on the data about where most of the items were produced.

Below Group students with a stronger reader to read the text from the Student Book. Review the concept of supply and demand and how it would apply to global trade.

ELL Use students' countries of origins to give examples of things that other countries produce and are traded internationally.

Extending

Geography Have students create a "trade map" of their personal belongings. Have them list all the places where their clothes, toys, etc. were produced. Transcribe that information onto a blank world map, making symbols and a map key to show where different items were produced.

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. 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. How did people make a living in the state in the past? (agriculture, factories, small businesses)
2. What are some examples of minerals? Add minerals that are found in our state. (copper, iron, silver, gold, mercury, etc.)
3. What are some examples of energy sources, both renewable and nonrenewable? (oil, coal, natural gas, wind power, solar power, etc.)
4. What are some examples of service industry jobs? Add jobs that are found in our state. (teachers, nurses, salespeople, truck drivers, tour guides, etc.)
5. What are some examples of goods industry jobs? (manufacturing, mining, construction)

Activity Sheet

3f Household Items

Name

Complete the following with an adult:

1. Make a list of where items in your house have been manufactured.

Household Item	Manufacturing Country
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Talk about the positive and negative things about living in an age of global trade.

Review at Home

Ask students to complete **Activity Sheet 3f** with their families at home.

Lesson 4

State Government

Online Activities

- Vocabulary Activities

Literacy Links

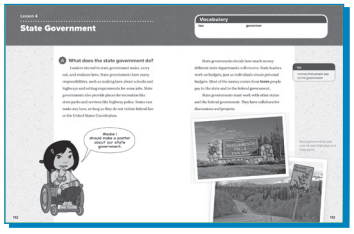
- *State Government*, by Ernestine Giesecke
- *What Are Rights and Responsibilities?* by Leslie Harper

Main Goals

- **A** **What does the state government do?** Understand the function of state governments and the services they provide.
- **B** **How is the state government organized?** Name the three branches of government and describe the roles of each.
- **C** **How are citizens involved in state government?** Recognize and describe how the government gains its power from the people.
- **D** **What are the symbols of our state?** Recognize and name state symbols.

A What does the state government do?

Civics | Critical Thinking



pp. 112–113

New Vocabulary

tax

Review Vocabulary

budget

Materials

- Student Book
- Images of an Amusement Park and a Railway
- coloring utensils
- white paper

Objectives

Students will be able to:

- Recognize the roles and responsibilities of state government.
- Describe how states get and distribute money from their citizens.
- List some services that state governments provide.

Getting Started

1. Tell students that they will vote on an idea for their state.
2. First, show them an image of an amusement park. Explain that the state is thinking about building a new amusement park near the state capital.
3. Next, show them an image of a modern railway. Explain that the other option is to build a high-speed train that will connect the biggest cities of the state.

4. Explain that each project would cost roughly the same to build. Have them suggest some advantages and disadvantages of building each project.

5. Ask them to vote by a show of hands for which project they prefer. Tally the numbers and record them on the board.

6. Explain that the example is not very realistic because state governments do not typically build amusement parks. Explain, however, that states do have to make important decisions about how to spend money and improve the state for people.

Teaching

1. Ask students if they know of any things that the state government pays for. List appropriate responses. If they do not mention education, highways, and state parks, add these to the list.

2. Next, ask students if they know how states get money to pay for such projects. (taxes) Explain that taxes provide money for things the state wants to do. Tell them that states get taxes from citizens and businesses.

3. Ask students to read the text on pp. 112–113 of the Student Book.

4. Direct students' attention to the first paragraph of the text. Discuss how laws can be different in every state. Tell students about the example of the minimum age to get a learner's permit for driving to illustrate the point; in some states, like New York, you must be sixteen years old to get a learner's permit. In other states, like Arkansas, the age is fourteen years old.

5. Talk about how state governments decide how high or low taxes are and what to do with the money from taxes. Remind students of the Getting Started activity and talk about how states must determine which projects to pay for. Explain that these decisions get made at the state capitol building. Ask students what their state capital is.

Summarizing and Assessing

Have students make a flag that shows what the state does: Project an image of your state flag, and have students recreate it on a piece of paper. Instruct them to write at least five things that the state government does on their drawings. When students have finished, post the flags around the room.

Modifications for Differentiation

Above Introduce students to a recent proposal for a state project. Ask them to think about whether the state should fund this project. Help students create a list of pros and cons regarding the project. If the project is still being debated, they can draft a letter to their state representative giving their perspectives.

Below Talk to students about how there are three levels of government: local, state, and national. Give an example of a law or responsibility for each level. In this context, have students review the Student Book to add additional laws or responsibilities of state governments.

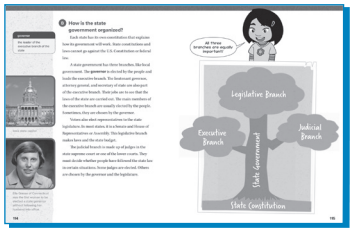
ELL In addition to the Below modification, focus on difficult vocabulary from the Student Book like *requirements* and *violate*. Explain that a *requirement* is something that you have to do, similar to a responsibility. Tell students that *violate* means to disobey, or not follow, a law. Give simple examples to help students make connections.

Extending

Civics and Writing Every state has some unusual laws. Challenge students to discover one strange state law and the reason behind it. Have them write a short report and present it to the class.

B How is the state government organized?

Civics | Geography | Information Processing



pp. 114–115

New Vocabulary

governor

Review Vocabulary

executive
judicial
legislative

Objectives

Students will be able to:

- Name the three branches of government.
- Recognize the roles and responsibilities of different branches.
- Relate how state government officials are chosen.

Getting Started

1. Divide the class into three groups.
2. Choose three simple classroom chores that students are already familiar with (e.g., watering classroom plants, sharpening pencils, organizing books, etc.). Assign each of the groups one specific chore.
3. Give the groups a few minutes to complete the task.

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 3g
- map markers
- photos of the state capitol and governor (optional)

Online Activities

- How Is the State Government Organized?

Literacy Links

- *Our Government: The Three Branches*, by Teacher Created Materials

4. Explain that each group had a special job, and the goal is to make the classroom a better place. Tell students that the state government is set up in a similar way; it has three branches and each branch has specific tasks.

5. Ask students if they remember the names of the three branches. Write the name of your state on the board, and draw three "branches" underneath labeled **legislative**, **executive**, and **judicial**.

Teaching

1. Call on students to read aloud each paragraph on p. 114 of the Student Book.

2. Review the jobs of the three branches of government with students. Refer to the drawing on the board, and for each branch ask the following questions:

   a. Who is part of it?

   b. What do they do?

   c. How are they chosen?

3. Have students look at the comic and diagram on p. 115.

4. Explain that most members of the three branches work in the state capital.

5. If possible, show pictures of the state governor, the state capitol building, and other members of the three branches.

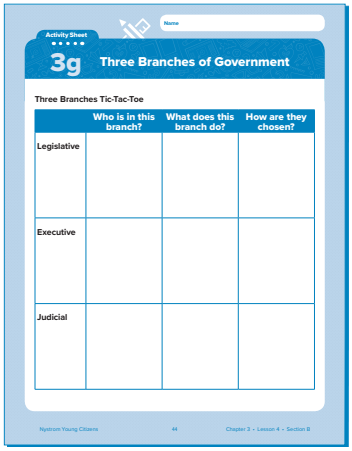
6. Distribute the **U.S. Desk Map** and map markers to students.

7. Tell students that each of the fifty states has its own state government and that the main state government offices are in the state capital. Ask students if they know which city is the capital of your state.

8. Have students outline their state on the map and circle the state capital.

9. Have students circle the capital cities in all bordering or nearby states. Review together.

10. Have students clean, collect, and put away materials.


Activity Sheet 3g

Name

Activity Sheet

3g Three Branches of Government

Three Branches Tic-Tac-Toe

	Who is in this branch?	What does this branch do?	How are they chosen?
Legislative			
Executive			
Judicial			

Nystrom Young Citizens 44 Chapter 3 • Lesson 4 • Section B

Summarizing and Assessing

Hand out **Activity Sheet 3g** and have students work in small groups of 3–4. Explain that they are going to work together to play a game of "three branches tic-tac-toe." As you write each sentence on the board, ask students to copy the sentence in the correct box. When three boxes are connected horizontally, vertically, or diagonally, they must raise their hands.

Write the following sentences on the board in order, one at a time. After each, have students copy the sentence in the correct location. You may choose to show students where the first sentence goes to help them get started.

- This branch has representatives who work in the state legislature. (who, legislative)
- The governor leads this branch. (who, executive)
- This branch decides if people have followed state laws. (what, judicial)
- This branch makes laws and the state budget. (what, legislative)
- Some judges are elected. Others are chosen by the governor and the legislature. (how, judicial)
- The governor is elected by the people. (how, executive)
- This branch makes sure the laws are carried out in the state. (what, executive)

At this point in the game (and not before), students should get a horizontal and diagonal tic-tac-toe and raise their hands. Check their work. Have students suggest sentences to complete the remaining two boxes.

Modifications for Differentiation

Above These students can be helpers during the Summarizing and Assessing activity. They can check each group's work after each sentence and make sure they have the sentence in the correct box.

Below During the Summarizing and Assessing activity, ask students to find the same (or similar) sentence in the Student Book. Once they have located the sentence, have them match it to the correct branch of government. Finally, help them differentiate between the who, what, and how categories.

ELL Use a mnemonic device to help students remember the differences between the three branches:

- **L** = **L**egislative, makes **L**aws
- **E** = **E**xecutive, **E**nforces laws
- **J** = **J**udicial**, J**udges decide if people broke the law

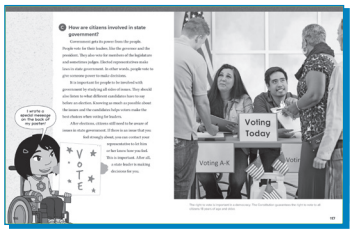
Supplement with images showing people in the different roles.

Extending

Art Have students create their own posters similar to the diagram shown on p. 115. In addition to information about the roles of the three branches, students can add photos or drawings of people and buildings in their state that represent each branch.

C How are citizens involved in state government?

Civics | Critical Thinking



pp. 116–117

Materials

- Student Book
- "Getting Involved in State Government," Teacher Resource 3.3
- Think Book
- newspaper
- props (optional)

Objectives

Students will be able to:

- Recognize that people hold the ultimate power in a democracy by voting.
- Analyze how people can be involved in the political process.

Getting Started

1. Cut out the three cards from **Teacher Resource 3.3** (Teacher's Guide p. 202) and give them to three students (one each). Instruct them not to read the heading of the card out loud. Tell them that they will pantomime the action written on their cards.
2. Have the students silently act out what is written and shown on the cards in front of the class. Allow them to use props if they wish. During each performance, allow other students to guess what is being shown until someone guesses the correct answer. If necessary, help with hints.
3. When the game is finished, ask students what the three actions have in common. Students should suggest that they are ways of communicating.

4. Write the section question on the board: “How are citizens involved in state government?” Discuss with students how the actions from the game can be connected to the section question. Steer discussion toward the ideas that people can contact their representatives, complain about a law, etc.

5. Ask students what else people might do to get involved in state government. Accept all answers, and explain that they will learn more in today’s lesson.

Teaching

1. Have students read the text on p. 116 of the Student Book.

2. Talk about three ways that people can be involved in state government according to the text. Ask students to look for one theme in each paragraph. (Paragraph 1 = Voting; Paragraph 2 = knowing about issues and candidates; Paragraph 3 = contacting representatives)

3. Ask students which paragraph is connected to the Getting Started activity. (paragraph 3)

4. Show students an op-ed from a newspaper about a state law or something connected to state government. Ask which paragraph is connected to this newspaper. (paragraph 2)

5. Have them look at the image on p. 117. Ask which paragraph this refers to. (paragraph 1)

6. Ask students to write the section question in their **Think Books**.

7. Have them write three sentences to answer the section question based on what they learned in class.

Summarizing and Assessing

Using a three-count (clap-clap-answer) system, have students respond to each statement in the following manner: in cadence, clap twice then put hands on heads if the statement is true and put hands on shoulders if the statement is false.

- Government gets its power from the people. (true)
- The governor is chosen by the president. (false)
- People should learn as much as possible about issues and candidates before voting. (true)

- After an election is over, you do not need to pay attention to state government any more. (false)
- You have the right to contact your state representatives and let them know how you feel. (true)

Modifications for Differentiation

Above In addition to the actions suggested in Getting Started, you can ask these students to pantomime other actions connected to the lesson, like researching issues before an election and voting in an election.

Below Allow students to read with a partner instead of individually. Help students find the answers from the three paragraphs by creating sentence frames for them to complete from each paragraph.

ELL In addition to the Below modification, give students vocabulary support for words like *issues* and *candidates*. To help explain what a representative is, you can perform a simple activity in which a group of students chooses (or votes) for one representative to speak for them in front of the class.

Extending

Civics Help students get involved! Introduce them to a state issue, law, or election. Help them find background information using different forms of media. Show students how to find out who their state representative is. Have them draft a letter or email to the representative giving their opinions.

D What are the symbols of our state?

Civics | Information Processing

pp. 118–119

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Image of State Flag
- coloring utensils
- images of state seal, bird, plant, animal, and other symbols (optional)
- white paper (two for each student)

Objectives

Students will be able to:

- Point out state symbols.
- Discuss the symbolism behind things like the state flag and motto.

TEACHER'S NOTE

There are many books available that give information about different states and their symbols, like *Texas Facts and Symbols*, by Emily McAuliffe. Find a grade-appropriate book about your state and make it available to your students.

Research some state symbols, including the motto and seal, before class begins. If possible, collect images that can be projected in class.

Getting Started

1. Project or display an image of the state flag. Ask students if they know what this image shows. Explain that a state flag is a symbol and represents the whole state.
2. Tell students that they are going to design a school flag. Emphasize that they should make a flag that represents the entire school.
3. Elicit suggestions about what colors the flag should be. Final decisions may be made via voting.
4. Ask students to suggest ideas for symbols that represent the school. List their suggestions on the board and talk about what symbols are most appropriate and meaningful.
5. Distribute sheets of paper to students and have them create their own pictures of a school flag individually or with a partner.

Teaching

1. Have students work with a partner and read the text on p. 119 of the Student Book together.

2. Ask students if they can name any symbols of your home state.

3. If possible, show students the state seal, bird, plant, animal, and other symbols. Tell students the state motto and discuss the meaning of the motto.

4. Distribute the **Group Activity Cards** to small groups. Ask students to complete the activity.

Summarizing and Assessing

Still working in their small groups, give each student a piece of white paper. Tell them to divide the paper into four equal parts with one horizontal and one vertical line. In one box, have them draw the state flag. In another box, have them write the state motto. In the remaining two boxes, allow them to choose any two different state symbols and add them to the paper. Post the papers in the room under the heading "Our State."

Modifications for Differentiation

Above Have students find similarities between the symbols of your state and those of other states. Challenge them to find one other state that has a similar flag, motto, bird, etc.

Below Use examples of simple emojis to demonstrate how images can represent ideas. Break down individual elements of the state flag and seal to show how each part shows something different about the state and its history.

ELL Use flags from students' countries of origin and compare them with the state and national flags. Ask them what plant, animal, and motto would be the best symbols for their countries of origin.

Extending

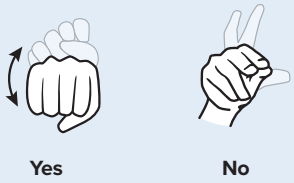
Critical Thinking Extend the Getting Started activity by having students decide on a plant, animal, and motto to represent the school. Have them create a drawing similar to the one for their state (Summarizing and Assessing activity) that shows the symbols they chose for the school.

Lesson 4
Closure

Classroom Assessment Activity

Read the lesson summary on p. 119.

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



Yes No

The job of the legislative branch of the government is to _____.

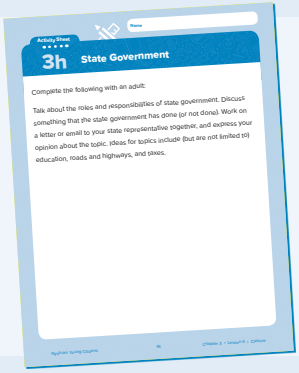
1. make laws. (yes)
2. carry out laws. (no)
3. decide if a law has been broken. (no)
4. make the state budget. (yes)

States get money for services from _____.

1. selling cars. (no)
2. Canada. (no)
3. taxes. (yes)

Citizens can be involved in state government by _____.

1. voting. (yes)
2. finding out about issues and candidates before elections. (yes)
3. contacting their state representatives and giving their opinions. (yes)



Review at Home

Ask students to complete **Activity Sheet 3h** with their families at home.

Chapter 3
Review

Review Vocabulary

agriculture
colony
constitution
drought
economy
elevation
entrepreneur
fossil fuel
founder
global
governor
mineral
natural disaster
nomadic
tax
territory

Materials

- Student Book
- Community Desk Map 4A/B
- U.S./World Desk Map
- Activity Sheet Chapter 3 Review
- Think Book
- map markers

Objectives

Students will be able to:

- Demonstrate an understanding of the geography, history, and economy of the state.
- Explain the functions and responsibilities of state government.

Getting Started

1. Hand out **Community Desk Map 4A/B** and map markers to students and have them work with a partner.

2. Have students turn to side 4B.
   a. Tell students to locate and circle any natural features on the map. (river, lake, mountains)
   b. Ask students to write the letter **A** on an area that would be suitable for agriculture. (the green, or rural, area)
   c. Have students trace around the area where the most people live. (the red, or urban, area) Discuss why people would decide to settle there (close to water, transportation, etc).
3. Have students turn the maps to side 4A.
   a. Remind students that they discussed the history of their state. Ask students to find and draw a square around a place on the map where they might learn more about state history. (Museum, City Hall, Library, School)
   b. Remind students that they discussed the economy of the state. Ask students to find and circle three businesses on the map. Talk about what goods or services those businesses provide.
   c. Remind students that they discussed the government of the state. Ask students to find and draw a triangle on at least three places that provide government services.
4. Have students clean, collect, and put away materials.

Teaching

1. Have students work through **Activity Sheet Chapter 3 Review**.

2. Allow students to use the Student Book and their **Think Books** to help them complete the review activity sheet.

Summarizing and Assessing

Go over **Activity Sheet Chapter 3 Review** with the class. Direct students to the original pages in the Student Book for support.

Modifications for Differentiation

Above Allow students to work independently. When they finish the review activity, challenge them to create a review game with the vocabulary words and definitions.

Below Spread the review activities and the test activities over several days. Focus the review on only the expectations listed in students' program plans. Support vocabulary with pictures whenever possible. Use a scribe to help the student complete the review and test questions. Allow partners to complete the review questions together. Allow students to complete the test orally.

ELL In addition to the Below modification, include the numbers of the pages in the Student Book with the answers to the review questions. As needed, point out important terms in the questions and have students use those terms as they search for the answers. If possible, allow students to act out or draw some answers to the test questions.

Chapter Test

Distribute and administer **Chapter 3 Test** (Teacher's Guide pp. 203–206). Assist students as needed.

Chapter 3 Project
State Symbols Show

Materials

Every Day
- Student Book
- Project Checklist
- Project Evaluation
- coloring utensils

Day 1
- State Outline Map
- resources and research about different aspects of the state
- white paper (at least two sheets per student)

Day 2
- lined paper
- resources and research about different aspects of the state

Day 3
- glue or tape
- large sheet of paper or poster board
- lined paper

Day 4
- video recording equipment (optional)

Objectives

Students will be able to:

- Recognize important geographical, historical, economic, and political features about the state.
- Present important facts and information about the state.
- Create and use symbols that represent a deeper understanding of the state.

Project Description

Students will create and produce a "show" that highlights information about their state.

The project will be highly visual, with a short narrative or written component. Students will create posters displaying symbols that represent different geographical, historical, economic, and political features of the state.

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. For more on evaluating the chapter projects, see p. xxviii.

The project is designed in a way that it can be done without advanced classroom technology. At the same time, if you have access to video-recording equipment and video-editing or slide-presentation software, they can be used to enhance the final presentations.

Instructions and Suggestions

Prior to the Project

Gather information that will be useful for each of the topics listed in the instructions for Day 1 of the project. This research might include maps, photos, information about people, places, and events.

Day 1

1. Divide the class into four groups. You may decide to randomly assign students to a group or allow them to choose their topic group by preferred topic. The four groups are Geography, History, Economy, and Government.

2. For each topic, students must create one poster with a title and images. The images can be photographs or drawings of actual things or symbols that represent an important aspect of the state. Provide the following ideas for groups:

    a. **Geography**: political, physical, elevation, and population maps; physical features in the state.

    b. **History**: American Indian groups in the state, early settlers, when and how it became a state, who helped found the state, important events or accomplishments of people, cultural components and celebrations.

    c. **Economy**: state economy in the past, economic uses of natural resources like minerals, major and minor industries in the present, and global connections.

    d. **Government**: roles and responsibilities of state government, the three branches of state government, services provided, the role citizens play, and some interesting laws.

3. Have each student pick one focus idea for their topic. Check that their choices are appropriate and feasible.

4. Next, they must choose one image that will go on the poster. Remind students that this image can be something real (like a photograph) or symbolic (like a drawing). Have them think about different state symbols from the chapter for inspiration. There should be as many images on the poster as there are students in the group.

a. The **Geography** group will likely produce some maps. Provide your State Outline Map to students if applicable, as well as relevant information to help them fill in their maps.

5. Hand out paper for students to make sketches and rough drafts of their images. If students want to use actual photographs, check to see if it will be possible to get a printout of the photograph.

Day 2

1. Put students back in their groups from Day 1.
2. Distribute any resources, research, or supplies that they will need.
3. Instruct students that today they will focus on creating a final image for the poster and begin work on a short narrative or written explanation of their image.
4. Give each student a piece of lined paper. Ask them to work on a rough draft of their written work. The writing should explain what the image shows and why it is important to the state. Remind students of the steps for writing a narrative, pp. 98–99 of the Student Book.
5. Allow students time to work on their writing and final images.

Day 3

1. Distribute a large sheet of paper or poster board to each group.
2. Have them create a title for the poster that tells the name of the state and their group's topic. Have students write the title neatly on the poster.
3. Have students glue or tape their images to the poster.
4. Next, students need to write the final drafts of their explanations or narratives. When done, have them practice reading their texts aloud for the presentation.
5. If you have access to slide-presentation software, you may wish to create a slide-show for the presentation with images from each student.

Day 4

1. The class will produce a "show" about the state in which you will act as the host.
2. Create a simple set in front of the class with the four posters displayed. Begin the presentation by introducing one group and calling on students to explain the images they chose.
3. Rehearse the presentation.
4. Perform the final version of the show. If you have access to recording equipment, record the presentation. If possible, edit and enhance the video. Screen it for students and other guests to the classroom.

Modifications for Differentiation

Above Choose a student from each of the four topics to be co-hosts of the final show. They can give an overview of their topic and a brief preview of the poster.

Below Assist these students with their choices, image selection, and writing. You may choose to have students work in pairs instead of individually.

ELL Modify the amount of reading and writing for these students. Encourage students to work with things that they are already familiar with, like a cultural celebration.

Rubric

See **Project Evaluation** (Teacher's Guide p. 207).

Teacher Resource 3.1

Narrative Writing Rubric

Skills	Level 1	Level 2	Level 3	Level 4
Knowledge: Narrative format	• Demonstrates limited understanding of the narrative format	• Demonstrates some understanding of the narrative format	• Demonstrates considerable understanding of the narrative format	• Demonstrates a thorough understanding of the narrative format
Thinking: Complexity of ideas and connection to topic	• Very few simple ideas • Ideas follow a logical story line	• Some simple ideas • A few ideas follow a logical story line	• Ideas are somewhat developed • Ideas follow a logical story line	• Well-developed ideas • Ideas connect to a logical story line
Communication: Sentence structure, spelling, and punctuation	• Simple sentences; inconsistent use of punctuation; frequent spelling errors	• Some complex sentences; some consistency in the use of punctuation; some spelling errors	• Variety of sentence types; only a few errors in spelling/ punctuation	• Varied sentence structure; used linking words; few to no errors in spelling and punctuation
Organization: Sequencing of events	• Events follow no pattern or sequence • No defined middle or end section	• Some difficulty with sequencing events • Beginning, middle, and end evident	• Clear sequence of events • Clear beginning, middle, and end	• Thoughts well organized and easy to follow • Clear beginning, middle, and outstanding ending to the narrative

Teacher Resource 3.2

Steps to Becoming a State

- A state constitution is written.

- Voters approve the state constitution.

- Congress passes a bill admitting the new state.

- The president signs the bill into law. A new state is created.

Teacher Resource 3.3

Getting Involved in State Government

Writing a letter

Making a phone call

Sending an email

Name

Chapter 3 Test

Complete each sentence by using a word from the word bank.

agriculture	judicial	natural disasters
American Indians	constitution	

Which word means . . .

1. Before a territory becomes a state, it must write a _____ and present it to Congress.

2. Hurricanes and tornadoes are called _____.

3. In the past, most people made a living working in _____.

4. European explorers traded with _____ for animal skins.

5. The three branches of government are legislative, executive, and _____.

Name

Chapter 3 Test

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

6. T F Many cities are built near bodies of water.

7. T F The governor heads the judicial branch of government.

8. T F The global economy only affects your local community.

9. T F Some American Indian groups were nomadic.

10. T F Every state has symbols such as a state flag, seal, and motto.

Name

Chapter 3 Test

Underline the correct answer to complete the sentence.

11. A political map shows bodies of water, borders, and _____.

a. elevation

b. capital cities

c. mountains

12. Both American Indians and early European settlers relied on _____ for clothing, shelter, food, and water.

a. natural resources

b. imported goods

c. government resources

13. Which of the following is **not** a natural resource?

a. good soil

b. minerals

c. trains

14. Where does the state government get the money it needs to provide services?

a. It does not need money.

b. It gets money from taxes.

c. It steals money.

Name

Chapter 3 Test

15. How can citizens get involved in state government?

a. voting

b. going for a run

c. shopping

Use the **U.S. Desk Map** to answer the questions.

16. Name three cities with a population over 500,000 people.

_____

_____

_____

17. List two things that affect where people choose to live.

_____

_____

Student Name:

Chapter 3 Project

State Symbols Show

Project Evaluation

Topic				
The student chose one idea within the context of the group's topic.	1	2	3	4
The student made a symbol for the group's poster.	1	2	3	4
The student wrote an explanation or narrative about their image.	1	2	3	4
Poster				
The poster has a title and is neatly assembled.	1	2	3	4
The student attached their image to the poster.	1	2	3	4
Presentation				
The student presented their symbol and explained what it is and why it is important to the state.	1	2	3	4
The student spoke clearly and loudly enough.	1	2	3	4
The student listened respectfully to the presentations of other students.	1	2	3	4

The highest rating is 4.

CHAPTER 4

Compelling Question

What Was Our Country like 500 Years Ago?

In this chapter, students will learn about what the land that became the United States was like before Europeans arrived.

Time Frame: 7 Weeks

1. They will learn about the physical regions and features of the United States.
2. They will learn about how people lived in the Northeast Woodlands.
3. They will learn about how people lived in the Southeast Woodlands.
4. They will learn about how people lived in the Great Plains.
5. They will learn about how people lived in the Southwest.
6. They will learn about how people lived in the Northwest and in the Arctic/Subarctic.
7. Students will complete the chapter review, project, and assessment.

Chapter 4

Letter Home

Dear Family,

Our new social studies chapter is called "What Was Our Country like 500 Years Ago?"

The goal of the chapter is to have students understand how American Indians adapted to the environmental regions of our country.

Students will learn about the physical features and cultural resources of the regions. They will learn how the American Indians used their environment to meet their needs and wants.

The final project will be to create a wall map illustrating American Indian life in the regions.

Home and School Connections

Here are some ideas to help reinforce what your child is learning in school.

- **Take** a family field trip to a local American Indian cultural center. Explore the art and culture at the center. Talk to the representatives about the beliefs and connections to nature held by the people.
- **Attend** a powwow or a cultural celebration in your area. Discover the customs, regalia, art, and music of the American Indians in your region.
- **Read** American Indian legends together to learn how the tribes perceived nature and how life came to be. Discuss the animals, characters, topics, main ideas, and details presented in the story.

Preparing for the Chapter Project

Students will create a wall map illustrating American Indian lifestyles for this chapter's project. The following activities will help your child prepare for the project.

- **Create** with them models of different American Indian homes, such as wigwams and igloos.
- **Visit** a local museum of natural history or a museum that features an American Indian exhibit.

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

Have fun exploring our country 500 years ago!

Sincerely,

Nystrom Young Citizens 10 Chapter 4 • Letter Home

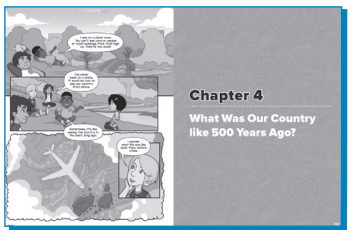
Letter Home

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

Chapter 4
Pre-assessment

1. Draw a large compass rose on the board, labeling the cardinal directions.
2. Call on students to come to the board and add intermediate directions to the compass rose.
3. Distribute the **U.S. Desk Map** and map markers.
4. Have students locate the northeastern part of the United States. Have them write **NE** somewhere in that section of the map.
5. Repeat for **SE**, **SW**, and **NW**.
6. Write **Northeast**, **Southeast**, **Southwest**, and **Northwest** on the board. Starting with one region, ask students to name the states on their desk maps that their markings touch. List all states mentioned under the name of the region on the board. Ask students if there are other states not listed that belong in that region. Allow students to debate whether states belong and explain that regions can be subjective.
7. Repeat until all four regions are completed.
8. Explain that they will learn different ways of organizing the United States into regions during chapter 4.
9. Have students clean, collect, and put away materials.

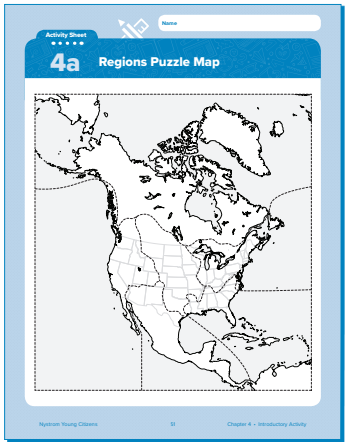
Chapter 4
Introductory Activity



pp. 120–121

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 4a
- coloring utensils
- glue
- plastic bags or envelopes
- poster paper



Activity Sheet 4a

Geography | Critical Thinking

Objectives

Students will be able to:

- Put together a map of the regions of North America.

TEACHER'S NOTE

Prior to class, cut out the regions from **Activity Sheet 4a** and place the regions in plastic bags or envelopes. Each student will need a bag with a full set of regions to piece together as North America.

Getting Started

1. Ask students to turn to p. 120 of the Student Book and read the introductory comic.
2. Discuss with students what the United States would look like without cities.

Teaching

1. Distribute a bag of puzzle pieces (cutouts from **Activity Sheet 4a**) and a **U.S. Desk Map** to each student.
2. Explain to students that they are to create a map of North America. Have them refer to the **U.S. Desk Map** for assistance.
3. Once assembled correctly on a desk, have students glue pieces onto poster paper.
4. Have students color the regions different colors.
5. Write the names of the regions on the board. Call out the regions and have students point to them on their displays. Then, have students label each region.
6. Ask students to name the region in which your state is found and place a star in the region.

Summarizing and Assessing

Have students name one state in each region. Allow them to use the **U.S. Desk Map** as a reference. Save these constructed maps as they will be referenced later in the chapter. Have students collect and put away materials.

Modifications for Differentiation

Above Cut apart a large political map of the United States into regions, and then cut each region into smaller pieces along state borders. Include two or three smaller states on one piece as needed. Put the pieces for each region into a separate envelope or bag and have students reassemble the map one region at a time. Students may need a political map as a reference.

Below Allow students to work in small groups to finish the puzzle.

ELL In addition to the Below modification, provide students with a compass rose and label each region with intermediate directions.

Extending

Geography Divide the class into six groups and assign a region to each group. Have groups pick a state from their region, research the natural features, and present their findings.

Lesson 1

North America of the Past

Online Activities

- Vocabulary Activities

Literacy Links

- *The Ghost of the Grand Canyon*, by Carole Marsh (and similar titles by the author)
- *How to Make a Cherry Pie and See the U.S.A.*, by Marjorie Priceman
- *The Transcontinental Railroad*, by Gillian Houghton

Main Goals

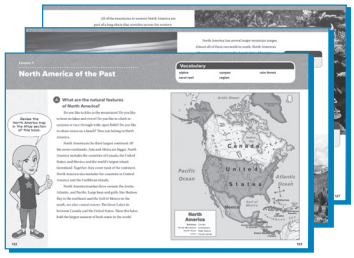
A **What are the natural features of North America?** Label a map of North America with natural features, natural landmarks, and vegetation.

B **What are the regions?** Describe broad cultural regions of American Indian groups.

C **Researching Skills: Comparing Primary and Secondary Sources.** Differentiate between primary and secondary sources.

A What are the natural features of North America?

Geography · Information Processing



pp. 122–127

New Vocabulary

alpine
canyon
coral reef
rain forest

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 4b
- Images of Natural Features
- map markers
- coloring utensils
- white paper

Objectives

Students will be able to:

- Create and use elements of different maps.
- Label a map of North America with natural features, natural landmarks, and vegetation.

Getting Started

1. Divide the class into four groups. Assign each group one of the new vocabulary words from this section.
2. Choose one student to be each group's representative. Give the representatives a sheet of paper. Ask the groups to find the definition for their word in the glossary, and tell the representatives to write the definition on their sheets of paper.
3. Show or project images of each vocabulary word. As you show each image, ask the groups to decide if the image matches their definitions. If a group believes that the image shows its definition, have the representative come to the front of the class.
4. Repeat until all images are correctly identified.

Online Activities

- What Are the Natural Features of North America?

Teaching

1. Distribute the **U.S./World Desk Map** and map markers to pairs.

2. Have students turn to p. 122 of the Student Book. Read the first two paragraphs with students. As you read the second paragraph, point to the locations of the continents, countries, and areas discussed on your world desk map. Ask students to locate all the areas on their desk maps. Have them place a small check mark on the map when they have found the site. Monitor their progress.

3. As you read the third paragraph, point to the bodies of water indicated in the passage. Have students find the bodies of water on their desk maps and place a small check mark on each.

4. Have students turn their desk maps over to view the political map of the United States.

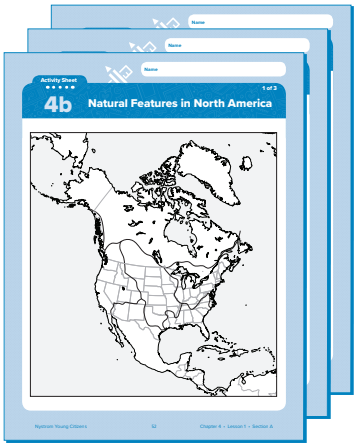
5. Read p. 124. Pause after each sentence to locate the rivers mentioned. Have students trace each river with their markers on their desk maps. Read the speech bubble at the bottom of the page.

6. Read the first two sentences on p. 125. Have students move their fingers from north to south on their desk maps.

7. Read pp. 125–126 to students. Pause after each mountain range mentioned so that students can locate it on their desk maps. Have students refer to the map on p. 123 to see the locations of the mountain ranges, if necessary. Have them mark the mountain ranges with a mountain symbol ^. Challenge students to mark the Great Plains with three vertical lines.

8. Read the final paragraph on p. 127. Have students circle the small islands south of Florida on their desk maps. Then turn the maps over to the world map and circle the islands in the Caribbean Sea.

9. Distribute **Activity Sheet 4b** and have students label and color the natural features.



Activity Sheet 4b

Summarizing and Assessing

Have students indicate the following on the **World Desk Map**.

- North America
- The Atlantic Ocean
- The Pacific Ocean
- The Arctic Ocean

Have students point to the following on **Activity Sheet 4b**.

- Rio Grande
- two mountain ranges
- The United States

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Students are to work through **Activity Sheet 4b** independently. Have students decide which region from the Introductory Activity each major landmark is in.

Below Students may work with a partner to label and mark the **U.S. Desk Map**.

ELL Students may work as a group and divide the Summarizing and Assessing task into sections for each student or pair of students to work on. If applicable, have students locate their families' countries of origin in relation to North America and the United States on the **U.S./World Desk Map**.

Extending

Geography Have students plot a route through the United States that would take them across or along five natural features. Have them trace their routes on the **U.S. Desk Map** and label each feature they cross.

B What are the regions?

Cultures Geography Reading

pp. 128–129

New Vocabulary

region

Review Vocabulary

alpine
canyon
coral reef
rain forest

Materials

- Student Book
- U.S./World Desk Map
- Leveled Student Readers
- Constructed map from Introductory Activity
- map markers

Objectives

Students will be able to:

- Use relative location in describing a region.
- Label a map with regions, natural landmarks, and human-made landmarks.
- Recognize broad cultural regions of American Indian groups.

Getting Started

1. Have students turn to p. 128 of the Student Book and read the speech bubble. V
2. Write the vocabulary word and its definition on the board. Show students the constructed map from the Introductory Activity. Explain that the maps they created show the United States divided into regions.
3. Challenge students to find your state on the map on p. 129 and to name the region it belongs to.

Teaching

1. Have students read the first paragraph on p. 128, and then distribute the **World Desk Map** and map markers.
2. Ask students to circle North America on the **World Desk Map**.
3. Ask students to point to the north and slowly pull their fingers to the south. Ask them about the climate of the north compared with the climate of the south. (extremely cold weather in the north to mild, warm weather in the south)
4. Select a student to read the next two paragraphs.
5. Refer students to the constructed maps from the Introductory Activity.
6. Tell students that these regions are used to study American Indian cultures in the United States.
7. Distribute the **Leveled Student Readers**. Have students complete the activities.

Summarizing and Assessing

Using the **U.S. Desk Map**, have students mark a cold region with dots, a region with mountains with (^), a warm region with a drawing of the sun, a flat region with a horizontal line, and your state's region with a star. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students choose a region and learn more about the features of that region (e.g., landforms, climate, and common natural disasters).

Below To help students understand different regions, collect multiple maps that show different ways the United States can be divided into regions (e.g., American Indian groups, language groups, temperature zones, geographical regions, etc.). Help them articulate what a region is and how the regions are different on each map.

ELL In addition to the Below modification, review the meaning of climate to help students identify cold and warm regions.

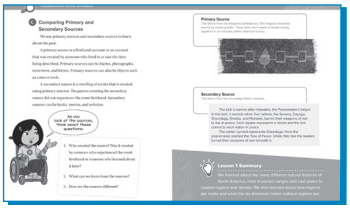
Extending

Geography In their **Think Books**, have students record different ways regions can be defined. If possible, supply students with different regional maps to supplement their writing.

Researching Skills

C Comparing Primary and Secondary Sources

History Critical Thinking



pp. 130–131

Objectives

Students will be able to:

- Differentiate between a primary and secondary source of information.
- Use a primary source to investigate and draw conclusions about its history.
- Demonstrate an understanding of when to use a secondary source for information.

Materials

- Student Book
- Think Book
- coloring utensils
- lined paper
- primary sources (childhood photograph, diary, etc.)
- white paper

Online Activities

- Comparing Primary and Secondary Sources

Getting Started

1. Review with students the definition of *primary source*.
2. Provide examples, such as a photo from your childhood, a newspaper from long ago, a diary entry, etc.
3. In their **Think Books**, have students write something they learned about the past from each source you show them.
4. Discuss with students how they can tell each source is a primary source. Is there a date? Was the source created during the time period it represents?
5. Explain to students that primary sources are useful, but they do not always show the whole picture. Tell students that today they will learn about another source that helps students learn about the past.

Teaching

1. Ask students to make a T-chart in their **Think Books**. One side should be labeled **Primary Source** and the other side should be labeled **Secondary Source**.
2. Have students work in pairs and read the three paragraphs on p. 130 of the Student Book. As they read, ask students to record examples of each kind of source on their T-charts.
3. When students finish, ask them to look at the numbered list on the bottom of the page. Tell students to consider these points about using sources as they go over the information on p. 131.
4. Read p. 131 and answer the questions on the bottom of p. 130 for each source with students.

Summarizing and Assessing

Have students draw a picture about something they did today (woke up, ate breakfast, etc.) on a blank sheet of paper. Tell students that they have created a primary source. Have students hand over their drawings to a partner, without explaining it, and have the partners write a paragraph on a lined sheet of paper describing the drawing and guessing its meaning. When students finish, explain that they created a secondary source. Have students read the secondary sources about their drawings. Then, have partners discuss whether the secondary sources described the primary sources correctly.

Have student pairs present their primary and secondary sources to another pair. The other pair will try to answer the numbered questions on p. 130 regarding each source.

Modifications for Differentiation

Above Have students work individually or in pairs to find primary and secondary sources online, using a child-friendly search engine, or in the library. Students can then present their sources to the class so they can be identified as primary or secondary.

Below Assist students by scribing their paragraphs as they describe a primary source during the Summarizing and Assessing activity.

ELL In addition to the Below modification, spend extra time reviewing the definitions of *primary source* and *secondary source*. Explain to students that *primary* is like the word "first." Some students' native languages may contain words that are connected linguistically to *primary* (e.g., *primero* means "first" in Spanish); if appropriate, introduce these words to help students see connections to the vocabulary. Explain that we use these terms because the sources came from firsthand accounts.

Extending

Critical Thinking Have student pairs create Venn diagrams in their **Think Books** that compare the information received from the primary source to the information received from the secondary source created during the Summarizing and Assessing activity.

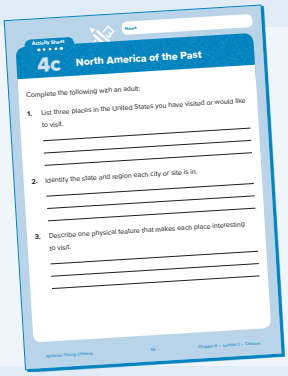
Lesson 1
Closure

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 2–3 minutes in their **Think Books**. Table groups can work together on their lists. 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.

Answer the following questions:

1. What oceans touch North America? (Pacific, Atlantic, Arctic)
2. What countries are located in North America? (Canada, the United States, Mexico, Central American and Caribbean countries)
3. What natural features can be found in North America? (rivers, mountains, lakes, canyons, rain forests, plains, etc.)
4. What regions exist in North America? (Northeast Woodlands, Southeast Woodlands, Great Plains, Southwest Desert, Northwest, Arctic/Subarctic)
5. What are some rivers in North America? (St. Lawrence, Mississippi, Missouri, Yukon, etc.)


Activity Sheet
4c North America of the Past
Name
Complete the following with an adult:
1. List three places in the United States you have visited or would like to visit.
2. Identify the state and region each city or site is in.
3. Describe one physical feature that makes each place interesting to visit.

Review at Home

Ask students to complete **Activity Sheet 4c** with their families at home.

Lesson 2

The Northeast Woodlands

Online Activities

- Vocabulary Activities

Literacy Links

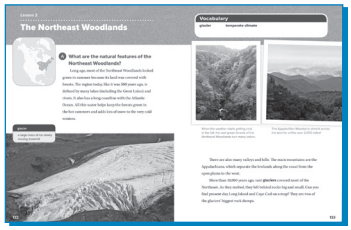
- *Amazing Pictures and Facts about Maine*, by Mina Kelly (and similar titles)
- *Finding the Main Idea and Supporting Details*, by Helen Brown
- *Indians of the Northeast Woodlands*, by Beatrice Siegal

Main Goals

- **A** **What are the natural features of the Northeast Woodlands?** Describe natural features and landforms of the Northeast Woodlands.
- **B** **What were the natural resources of the Northeast Woodlands?** Name natural resources of the Northeast Woodlands.
- **C** **How did the people of the Northeast Woodlands use their environment?** Describe the lives of American Indians in the Northeast Woodlands.
- **D** **Reading Skills: Identifying the Main Idea.** Point out the main idea in texts, photo, and other sources.

A What are the natural features of the Northeast Woodlands?

Geography · Information Processing



pp. 132–133

New Vocabulary

glacier

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Map of Long Island and Cape Cod
- Think Book
- map markers

Objectives

Students will be able to:

- List natural features and landforms of the Northeast Woodlands.
- Describe the effects of natural environmental processes.
- Use elements of different maps.

Getting Started

1. Using the **U.S. Desk Map**, outline the Northeast Woodlands region, and then ask students which region it is. Assist students by drawing a compass rose and reviewing directions.
2. Explain to students that though this region is called the Northeast Woodlands, it was covered in ice 10,000 years ago. Have students look at the picture of a glacier on p. 132 of the Student Book. Tell students that such sheets of ice are called *glaciers*.

3. Distribute the **U.S. Desk Map** and map markers. Instruct students to look at the regional map on p. 129 and locate the Northeast Woodlands region. Have students use this map to trace an outline on their desk maps. Assist as needed by listing the states in the region or by displaying your own desk map. Monitor students' progress.

Teaching

1. Have students keep their desk maps and map markers as you distribute the **Raised Relief Map** to small groups of students.

2. Have students read the first two paragraphs of the section (pp. 132–133). Ask students what some of the natural features of the Northeast Woodlands are. (lakes, rivers, coastline, valley, hills, mountains)

3. Have students point to applicable natural features on the Raised Relief Map.

4. Ask students to create symbols for these features and to draw the symbols in the appropriate locations on the **U.S. Desk Map**. Have them use the Raised Relief Map as a reference for the features.

5. Have students read the last paragraph. Show students a map that clearly shows Long Island and Cape Cod. Explain that a glacier created these landforms.

6. Ask students to look at the photographs in the Student Book and read the captions.

Summarizing and Assessing

Ask students to write the title "Northeast Woodlands" at the top of a blank page in their **Think Books**. Instruct students to divide the page into three columns. Have students label the first column **Natural Features**. Using only the **Raised Relief Map** to help them, have students record as many natural features as they can. As students are working in their Think Books, circulate and offer support when needed. Explain to students that they will fill in the other columns of their "Northeast Woodlands" chart in future lessons. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask these students to speculate in their **Think Books** about the food the American Indians were able to get from the rivers, lakes, and ocean of the Northeast Woodlands.

Below Provide students with a partially completed list of natural features that they can tape in their Think Books.

ELL Review *glacier* with students to ensure understanding. Pictures can be used in place of words for the Think Book summary.

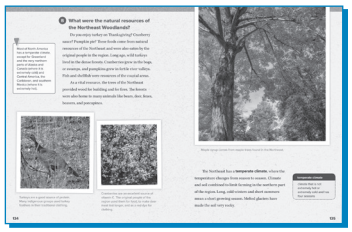
Extending

Geography Have students investigate and list other glacial areas found in the United States.

Art Have students experiment with different media to create an autumn scene: a picture of leaves changing color in the Northeast Woodlands region.

B What were the natural resources of the Northeast Woodlands?

Geography History



pp. 134–135

New Vocabulary

temperate climate

Review Vocabulary

climate

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- coloring utensils
- large sticky notes

Objectives

Students will be able to:

- Name natural resources of the Northeast Woodlands region.
- Analyze the impact of the natural environment on the region.

Getting Started

1. Have students define *climate*. Read the following sentences, and have students say *temperate climate* after each one: V
   a. If you live where leaves change color in the fall, you probably live in a _____.
   b. If you notice spring, summer, winter, and fall, you live in a _____.
   c. If you have clothes for warm and cold weather you may live in a _____.
   d. Almost all of the United States is within the climate zone called _____.
2. Review the region's location on the **U.S. Desk Map** and the natural features listed in students' **Think Books**. T
3. Explain to students that the natural features of the region made farming more difficult. Ask students how people of this region survived if they were not able to farm. Allow students to respond verbally; list their responses on the board.

Teaching

1. Place students in pairs and ask them to read the two paragraphs on p. 134 of the Student Book.
2. Create a T-chart on the board. Label one side **Natural Features** and the other **Natural Resources**.
3. Select a student to name a natural feature mentioned in the passage (e.g., valleys, forest, coastal area).
4. Hand the student a large sticky note, ask her or him to write or draw the natural feature, and then post it on the board in the first column.
5. Repeat until all the natural features are posted.
6. Select a student to name a natural resource mentioned in the text. Ask him or her to write or draw the resource on a large sticky note and post it in the second column beside the natural feature that provided it (e.g., forest/turkeys, swamps/cranberries, coastal areas/fish).
7. Repeat until each natural resource is in the column across from its provider.
8. Have students read the paragraph on p. 135.
9. Pick a student to find the southernmost point of the region on the **U.S. Desk Map**. Ask the student which state probably had the longest growing season of the Northeast Woodlands region. (North Carolina) Explain the connection between warmer weather and a longer growing season.
10. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students take out their **Think Books** and label the second column **Natural Resources** for their "Northeast Woodlands" chart. Have them add natural resources that they learned about in the second column of the chart.

As students are working in their Think Books, circulate and offer support when needed. Prompt or ask students to explain their reasoning.

Modifications for Differentiation

Above Ask students to find out what other natural resources are part of the Northeast Woodlands by referring to natural resource maps and/or using print and online sources.

Below Pair students with a more confident reader for the Summarizing and Assessing activity. Pictures may be substituted for words in their **Think Books**.

ELL Encourage students to use pictures and words. Review vocabulary such as *natural features* and *natural resources* when necessary.

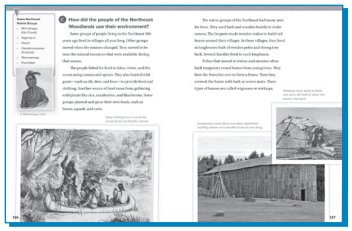
Extending

Geography Have students choose one state in the Northeast Woodlands region and investigate the climate of the state.

History Have students research how maple syrup was collected and processed long ago and how it is done today. Include a list of maple syrup products.

C How did the people of the Northeast Woodlands use their environment?

Cultures Geography History



pp. 136–137

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Think Book
- map markers
- coloring utensils

Objectives

Students will be able to:

- Describe the lifestyles of the American Indians of the Northeast Woodlands.
- Analyze how geography and natural resources influenced American Indian groups in the Northeast Woodlands.

Getting Started

1. Ask students where they get their food from.
2. Have them imagine a situation in which all the local grocery stores closed, and the weather was too cold to grow their own food. Ask students what they would do to get food. Discuss students' answers.
3. Explain that long ago, people sometimes had to move to get food as the seasons changed and food became more difficult to find or grow.
4. Ask if students would like this kind of lifestyle, and have them explain their answers.

Teaching

1. Place students in small groups. Distribute the **U.S. Desk Map**, **Raised Relief Map**, and map markers to groups and ask students to turn to p. 136 of the Student Book.

2. Read the first paragraph to students and ask students why some tribes moved around. Remind them that much of the land is not suitable for farming and that weather changes dramatically with the seasons in the Northeast Woodlands, which causes the available resources to change. Review the natural resources of the region with students.

3. Call on a student to read the next paragraph.

4. Ask students to identify the four ways that the American Indians of the region got food. (fishing, hunting, gathering, and farming)

5. Explain that only some groups could farm. Ask students to point to places on the maps that were probably better for farming in the Northeast Woodlands. Have them write **FARM** on area those areas on the U.S. Desk Map. Check that students are indicating the southern parts of the region.

6. Ask students where people fished. (along the coast, in rivers) Have them write **FISH** along the coast and next to one river in the region.

7. Read aloud the two paragraphs on p. 137.

8. Ask them why trees were important to people of the region. (Trees provided wood to make canoes, fences, and houses.)

9. Have students draw a tree on the region to show how important trees and forests were to the people of the Northeast Woodlands.

Summarizing and Assessing

Have students turn to their "Northeast Woodlands" charts in their **Think Books** and label the third column **Living in the Northeast**. Direct students to complete this column of the chart using the information from the lesson as a guide. Ask students to think about the kinds of houses they lived in and what the American Indians in this region did to survive. Encourage them to use pictures as well as words.

Circulate and help students who are having difficulty. Question or prompt students to help them with recall. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students investigate and locate the tribes mentioned in the Student Book on a map. Have them identify whether they were nomadic or lived in permanent villages.

Below Work with these students as a group to help with recall and difficult words.

ELL In addition to the Below modification, write the words **fish**, **hunt**, and **farm** on the board and tell students that these three words from the Student Book can be used as nouns (naming words) and verbs (action words). Have students read the second paragraph on p. 136; help them find clues to the meanings of these words when they are used as verbs.

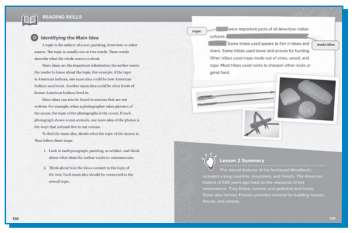
Extending

Cultures Have students investigate the construction of a canoe, wigwam, or longhouse. Encourage students to create a 3-D project that includes a short description or report.

Reading Skills

D Identifying the Main Idea

Information Processing | Reading



pp. 138–139

Materials

- Student Book
- Image of Pollution
- Think Book

Online Activities

- Identifying the Main Idea

Objectives

Students will be able to:

- Isolate the main idea in texts, photos, and other sources.

Getting Started

1. Show students an image with a clear main idea such as the effects of pollution on animals. Ask students to list what is in this picture in their **Think Books**.

2. Next, ask students what message the photographer or artist is trying to communicate. Have them write their responses in their Think Books. Instead of confirming their answers, revisit students' answers after they have read the Student Book.

Teaching

1. Have students turn to p. 138 of the Student Book and read the text. Allow students to add to or change their responses to the Getting Started activity.

2. Discuss student responses.

3. Read the passage on p. 139 to students, pausing to reinforce the concepts of *topic* and *main idea*.

Summarizing and Assessing

Have students choose a paragraph from lessons 1 or 2 in this chapter and identify the main idea. Then, help them write the main idea in their **Think Books**.

Modifications for Differentiation

Above Have students conduct brief research on a topic of their choice and write a paragraph about their findings. Students can exchange paragraphs with each other and identify the main ideas.

Below Encourage group participation. Ask students for their ideas individually to ensure understanding.

ELL Write the sentences from the passage on p. 139 of the Student Book on index cards, one sentence per card. Write the topic and main idea in different colors from the rest of the sentences. Scramble the cards and work with students to identify the topic and main idea. Have students rearrange the cards so that they appear in the proper order.

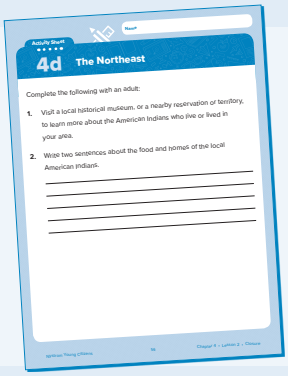
Lesson 2
Closure

Classroom Assessment Activity

Have students stand up if the statement is true. Select a student to correct the statement if it is false.

Decide if the following statments are true:

1. The Atlantic Ocean is a natural feature of the Northeast Woodlands region. (true)
2. The tribes from the Northeast Woodlands hunted deer, whales, and seals. (false, they hunted deer, elk, bears, and turkeys)
3. Trees were an important resource to the Northeast Woodlands tribes. (true)
4. All Northeast Woodland tribes moved when the seasons changed. (false, some had permanent villages)
5. The Northeast Woodland tribes were farmers and hunters. (true)
6. Several families lived in the longhouses built in villages. (true)
7. A temperate climate means the weather is warm year-round. (false, the weather changes from season to season)


Activity Sheet
4d The Northeast
Name
Complete the following with an adult:
1. Visit a local historical museum, or a nearby reservation or territory, to learn more about the American Indians who live or lived in your area.
2. Write two sentences about the food and homes of the local American Indians.

Review at Home

Ask students to complete **Activity Sheet 4d** with their families at home.

Lesson 3

The Southeast Woodlands

Online Activities

- Vocabulary Activities

Literacy Links

- *Amazing Pictures and Facts about Alabama*, by Mina Kelly (and similar titles)
- *The Trail of Tears*, by Joseph Bruchac

Main Goals

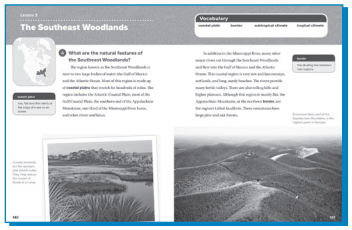
A **What are the natural features of the Southeast Woodlands?** Describe natural features and landforms of the Southeast Woodlands.

B **What were the natural resources of the Southeast Woodlands?** Name natural resources of the Southeast Woodlands.

C **How did the people of the Southeast Woodlands use their environment?** Describe the lives of American Indians in the Southeast Woodlands.

A What are the natural features of the Southeast Woodlands?

Geography · Information Processing



pp. 140–141

New Vocabulary

border
coastal plain

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Think Book
- map markers

Online Activities

- What Are the Natural Features of the Southeast Woodlands?

Objectives

Students will be able to:

- List some natural features and landforms of the Southeast Woodlands.
- Describe the effects of natural environmental processes in the region.
- Use elements of different maps.

Getting Started

1. On a **U.S. Desk Map**, identify the Southeast Woodlands region by drawing an outline around the area/states for students to use as a reference. Ask students what the outline represents. (a regional border) Explain to students the definition of a *border*: the dividing line between two areas. V

2. Explain to students that one of the defining natural features of the Southeast that helps set the border between it and the Northeast is the coastal plain. Write *coastal plain* on the board, and do the following to help comprehension: V

a. Ask students to turn to p. 24 of the Student Book and look at the caption that defines *plains*.

b. Say aloud the vocabulary word for this section—*coastal plain*—and ask students to think about what a plain is and decide what coastal plains are.

c. Turn to p. 140 and read the definition of *coastal plain* together.

d. Explain that coastal plains cover some or all of every state that touches the Gulf of Mexico and stretches up to Virginia along the Atlantic coast.

Teaching

1. Place students into small groups. Distribute the **Raised Relief Map**, **U.S. Desk Map**, and map markers.

2. Have students look at the regional map on p. 129 of the Student Book and locate the Southeast Woodlands region. Using the map, have students draw around the Southeast Woodlands region's border on their desk maps. Guide students by listing the states or displaying your own desk map.

3. Have students create a chart in their **Think Books**, like the one used in lesson 2, with the title "Southeast Woodlands." Have them label the columns: **Natural Features**, **Natural Resources**, **Living in the Southeast**.

4. Ask students to identify some of the natural features of the Southeast Woodlands region using the Raised Relief Map. (Gulf of Mexico, Atlantic Ocean, Appalachian Mountains, rivers, coastal plains, lakes)

5. Using the Raised Relief Map as a reference, have students label **Gulf Coastal Plain, Atlantic Coastal Plain,** and the **Appalachian Mountains** in their approximate locations on the U.S. Desk Map.

6. Have students turn to p. 140 of the Student Book and read the paragraph.

7. Ask students to identify any missed features mentioned in the text. Direct students to add these to their Think Books.

8. Direct students to read p. 141 independently or in pairs. Have them look at the photos and their captions on pp. 140–141. Have them add any additional natural features to their Think Books.

Summarizing and Assessing

Ask students the following questions:

- What two bodies of water border the Southeast Woodlands region? (Atlantic Ocean and Gulf of Mexico)
- What mountain range is in the region? (Appalachian Mountains)
- What flat lands stretch from the coast inland for hundreds of miles? (coastal plains)
- The mouth of the Mississippi empties into which body of water? (Gulf of Mexico)

Review with students the natural features listed in their **Think Books**, and then have them clean, collect, and put away materials.

Modifications for Differentiation

Above Have students research coastal plains. Ask them to write a paragraph in their **Think Books** about the importance of coastal plains.

Below Students may work in pairs as needed to complete the reading.

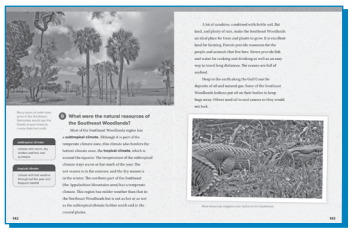
ELL Use images of natural features to help students. Play a quiz game by showing a natural feature and telling students to identify it.

Extending

Geography Have students list all the states that the Mississippi River borders or passes through, from its source to its mouth.

B What were the natural resources of the Southeast Woodlands?

Geography | Information Processing



pp. 142–143

New Vocabulary

subtropical climate
tropical climate

Review Vocabulary

temperate climate

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- Raised Relief Map
- Think Book
- map markers

Objectives

Students will be able to:

- Name natural resources of the Southeast Woodlands region.
- Analyze the impact of the natural environment on the region.

Getting Started

1. Distribute the **Activity Globes** to small groups. Ask students to find the latitude lines that are labeled "Tropic of Cancer" and "Tropic of Capricorn." Ask students to name the parts of North America that are between these two lines. (parts of Mexico, Central America, Caribbean) Tell students that when we say a place is in the tropics or a place has a tropical climate, we mean it is between these two latitude lines. Next, ask students if the climate in these locations is hot or cold. (hot)
2. Using an Activity Globe or a **World Desk Map**, explain that *subtropical* means "near the tropics." Ask students to think about what kind of climate will be in subtropical zones: hot, warm, or cold. Instead of answering this question, ask students to verify as they read the text.
3. Collect the Activity Globes and distribute the **Raised Relief Map** and map markers to small groups.
4. Ask students to speculate on the climate of the Southeast Woodlands based on their knowledge from previous lessons.

Teaching

1. Have students turn to p. 142 of the Student Book and read the paragraph with a partner.
2. Ask students to verify what kind of climate exists in the subtropics by using evidence from the text. (stays warm or hot much of the year, wet season in the summer, dry season in the winter)

3. Ask students to point to the coastal areas bordering the Gulf of Mexico on the **Raised Relief Map** and print **ST** on it for subtropical. Check students' work.

4. Have students point to the Appalachian part of the region and print **T** on it for temperate.

5. Have students read the rest of the section to discover what natural resources were found in the Southeast Woodlands. Have students share their findings and list them on the board. (fertile soil, fish, water, oil, natural gas)

6. Have students copy this list in their **Think Books** under the "Natural Resources" column for their "Southeast Woodlands" charts.

7. Ask students what natural resources were found in the Southeast Woodlands but not in the Northeast region. (oil and natural gas)

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to clap if the statement is true and correct the statement if it is false.

- Coastal regions boarding the Gulf of Mexico have a subtropical climate. (true)
- The subtropical climate of the region has hot, wet summers. (true)
- Forests are a natural resource common to both the Northeast and Southeast regions. (true)
- Oil and natural gas are natural resources found in the Southeast and Northeast regions. (false, oil and natural gas are natural resources found in the Southeast Woodlands)
- Some of the American Indians from the Southeast put oil on their skin to protect it from the sun. (false, American Indians from the Southeast put oil on their skin to keep bugs away)

Modifications for Differentiation

Above Have students create a Venn diagram on a blank page in their **Think Books** comparing the natural resources of the Southeast and Northeast regions.

Below Have students partner with an independent-level reader. Review climate and resource vocabulary.

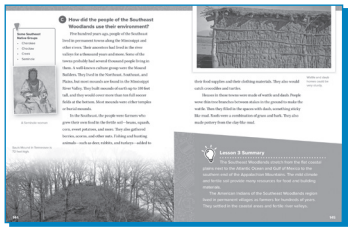
ELL In addition to the Below modification, write the word *subtropical* on the board. Underline tropical and explain that this is the main part of the word. Ask students to describe what the climate or weather is like in tropical areas. Then explain that *sub-* is a word part that means "below" or "less than." Explain that *subtropical* means "less than tropical."

Extending

Geography Using a blank map of the United States, have students outline both the Southeast and Northeast regions. Have students add pictures or symbols of natural resources to highlight the similarities and differences between the two regions.

C How did the people of the Southeast Woodlands use their environment?

Cultures Geography History



pp. 144–145

Review Vocabulary

subtropical climate

Materials

- Student Book
- U.S./World Desk Map
- Images of American Indian Homes
- Think Book
- map markers
- slips of paper

Literacy Links

- *The Creek and the Cherokee*, by Teacher Created Materials
- *If You Live with the Cherokees*, by Peter and Connie Roop
- *Three Sisters Garden*, by Sandy Baker

Objectives

Students will be able to:

- Describe the lifestyles of the American Indians of the Southeast Woodlands.
- Analyze how geography and natural resources influenced American Indian groups in the Southeast Woodlands.

Getting Started

1. Show students images of an igloo and a wattle and daub house.
2. Ask students what natural resources were possibly used for each type of housing. List appropriate responses on the board.
3. Review the natural features and climate of the Southeast, and then ask students which home was built in the Southeast Woodlands. (wattle and daub)

Teaching

1. Distribute the **U.S. Desk Map** and map markers to partners.
2. Have students trace around the borders of the Southeast region on the U.S. Desk Map. Refer to p. 129 of the Student Book to see the region.

3. Instruct students to read the first paragraph on p. 144 of the Student Book with their partners.

4. When students have finished reading, ask them to name, locate, and trace the river that was important to the tribes who lived in the region. (Mississippi River)

5. Ask students what was built along the Mississippi River Valley. (mounds of earth up to 100 feet tall)

6. Have students explain who built the structures and why they were built. (Mound Builders built these structures as temples or burial mounds.)

7. Ask students to read the next paragraph.

8. Tell students that the Southeast tribes were farmers, fishers, hunters, and gatherers, just like the tribes in the Northeast. Clarify that the tribes in the Southeast Woodlands were able to rely more heavily on farming, and most tribes did not have to move from place to place.

9. In their **Think Books**, have students fill in information for the third column on the "Southeast Woodlands" chart.

10. Direct students to read the last paragraph before the lesson summary on p. 145 of the Student Book. Then, ask students to compare the houses of the Northeast and Southeast Woodlands. Discuss similarities and differences as a class. Have them refer to the "Northeast Woodlands" chart in their Think Books as necessary.

11. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have each student write **T** on one side of a slip of paper and **F** on the other. Then read each sentence. At your signal, have students hold up the side they think is correct. If the statement is false, have students correct it.

- People in the Southeast region only survived by fishing and hunting. (false, they were farmers)
- Some temples built by the Mound Builders were up to 100 feet tall. (true)
- Many permanent settlements in the Southeast were built in the Mississippi River Valley. (true)

- Wattle and daub was a famous celebration for the American Indians of the Southeast. (false, it was a type of home)
- The farmland of the Southeast was like a desert. (false, the land was fertile)

Read the lesson 3 summary on p. 145 of the Student Book together.

Modifications for Differentiation

Above Have students investigate the tribes mentioned in the Student Book. Have students label the approximate location of the tribes on the **U.S. Desk Map**.

Below Students may work with a partner during the Summarizing and Assessing activity.

ELL In addition to the Below modification, provide students with a written list of the statements for the Summarizing and Assessing activity and assign each student one of the statements. Help students decide if their statement is true or false, and then have students read their statements to the group and share their answers.

Extending

Cultures Have students investigate the planting of the "three sisters," and write a short explanation about why the American Indians used this method for farming. Students can also research mound sites in the Southeast, Northeast, and Great Plains. Have students map the sites and see if they have anything in common.

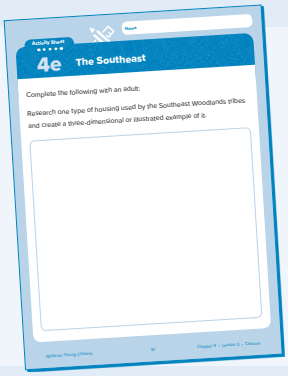
Lesson 3
Closure

Classroom Assessment Activity

Place students into small groups. Choose a question from the list (or one of your own invention) and pose it to one group. If the students cannot answer the question, pose it to another group. Tell the first group that you will return with another question. Continue until all groups have had a chance to answer a question. The more dramatic you are, the more fun students will have. Some questions have multiple answers and can be asked repeatedly (e.g., question 6). Students may use the desk maps, **Think Books**, or Student Book to answer the question.

Southeast Woodlands Region

1. What ocean borders the region? (Atlantic Ocean)
2. What body of water borders the region on the southern edge? (Gulf of Mexico)
3. What mountain range is located in the northern part of the region? (Appalachian Mountains)
4. What flat lands stretch from the coast inland for hundreds of miles? (coastal plains)
5. The mouth of the Mississippi empties into which body of water? (Gulf of Mexico)
6. What are the definitions of *tropical climate*, *subtropical climate*, and *temperate climate*? (Tropical areas are between the Tropic of Cancer and the Tropic of Capricorn; they have hot weather throughout the year. Subtropical means near the tropics; subtropical areas have hot, wet summers and mild, dry winters. A temperate climate has four distinct seasons, but is not extremely hot or cold.)
7. What is a natural resource that can be found in the Southeast region? (forests, wildlife, fertile soil, rivers, seafood, oil, natural gas, etc.)
8. How did American Indians in the Southeast Woodlands use oil in their daily lives? (to keep bugs away, to seal canoes)
9. Name an animal that was hunted in the Southeast Region. (alligators, turtles, rabbits, deer, turkeys)
10. What crops did the tribes of the Southeast grow? (beans, squash, corn, sweet potatoes)



Review at Home

Ask students to complete **Activity Sheet 4e** with their families at home.

Lesson 4

The Great Plains

Online Activities

- Vocabulary Activities

Literacy Links

- *Coyote, Buffalo, and the Rock*, by Gini Graham Scott
- *A Little Prairie House*, by Laura Ingalls Wilder
- *The Return of the Buffaloes*, by Paul Goble

Main Goals

A **What are the natural features of the Great Plains?** Describe natural features and landforms of the Great Plains.

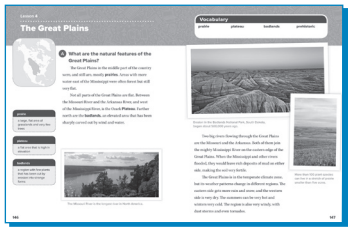
B **What were the natural resources of the Great Plains?** Name natural resources of the Great Plains.

C **How did the people of the Great Plains use their environment?** Describe the lives of American Indians in the Great Plains.

D **Reading Skills: Identifying Supporting Details.** Recount key details and explain how they support the main idea.

A What are the natural features of the Great Plains?

Geography · Information Processing



pp. 146–147

New Vocabulary

badlands
plateau
prairie

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Images of Prairies, Plateaus, and Badlands
- Think Book
- map markers

Objectives

Students will be able to:

- List some natural features and landforms of the Great Plains.
- Describe the effects of natural environmental processes in the region.
- Use elements of different maps.

Getting Started

1. Write the six general regions of North America long ago on the board: **Northeast Woodlands**, **Southeast Woodlands**, **Great Plains**, **Southwest Desert**, **Northwest**, **Arctic/Subarctic**.
2. Distribute the **U.S. Desk Map**, **Raised Relief Map**, and map markers to small groups. Review the placement of the Northeast and Southeast regions on the U.S. Desk Map.
3. Using a map marker, trace the borders of the Great Plains region onto a U.S. Desk Map. Have students do the same on their U.S. Desk Maps and Raised Relief Maps. Use the map on p. 129 of the Student Book for reference.

Literacy Links

- *Mount Rushmore, Badlands, Wind Cave: Going Underground*, by Mike Graf

4. Ask students to look over the Raised Relief Map and list in their **Think Books** features they notice about the region. Possible answers include many rivers and the land is generally flat. If students do not suggest that the land is flat, then ask students if the land is flat or bumpy.

5. Point to the regions on the board and ask students what they think the name of this region is. (Great Plains) If necessary, write **mountains** and **plains** on the board and ask students which word they associate with *flat*.

Teaching

1. Divide students into groups and turn to p. 146 of the Student Book.

2. Select a student to read the first paragraph.

3. Point out the image of a prairie on p. 147 in the Student Book and show students additional images before having them write down *prairie* in the Great Plains region on the **U.S. Desk Map**.

4. Read the next paragraph to students.

5. Have students trace the Missouri and Arkansas Rivers to locate the Ozark Plateau on the **Raised Relief Map**.

6. Define *plateau*:

   a. Write *plateau* on the board and show students images of plateaus. Ask students to describe the pictures in their own words. List their responses on the board.

   b. Have students run their fingers along the Rocky Mountains or Appalachian Mountains on the Raised Relief Map. Mention how these areas on the map feel bumpy and have ridges. Ask students to feel the Ozark Plateau or the Edwards Plateau on the desk map. Ask them if they think the area feels smooth compared to the mountains.

   c. Explain that a plateau is an elevated area, but that the top is generally flat. Explain that each color on the Raised Relief Map represents an elevation. The Ozark Plateau is all one color, which means that all of it is roughly the same elevation, or flat.

7. Have students locate Rapid City, South Dakota, on the U.S. Desk Map. Tell students that the badlands are located about 75 miles east of the city.

8. Ask students to draw a circle in the approximate location on the Raised Relief Map.

9. Shows students images of badlands and ask students to describe the differences between badlands and plateaus. (Plateaus have flat surfaces. Badlands have experienced severe erosion and have uneven surfaces.)

10. Select a student to read the two paragraphs on p. 147 of the Student Book.

11. Have students locate and trace the Missouri River on the Raised Relief Map.

12. Ask students what the word *fertile* means. (easy for plants to grow) Then ask them why fertile land would be important to the original people who lived in the region.

Summarizing and Assessing

In their **Think Books**, have students write the section question, "What are the natural features of the Great Plains?" Have them list as many answers as they can using their desk maps and information from the lesson. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students create a Venn diagram comparing the natural features of the Northeast, Southeast, and Great Plains.

Below Make sure students understand the difference between plateaus and badlands. Explain that badlands are like plateaus that have been carved into hills or cut apart many times.

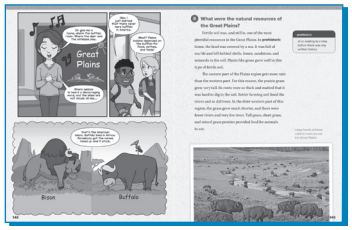
ELL In addition to the Below modification, write *plateau* on the board and point out the word plate in it. Ask students if a plate is flat or bumpy. (flat) Help any Spanish-speaking students make the connection between the Spanish word for *plate* (*plato*) and the word *plateau*.

Extending

Geography Have students find out more about badlands or the Ozark Plateau and create a "Did You Know?" list of facts.

B What were the natural resources of the Great Plains?

Geography | Critical Thinking



pp. 148–149

New Vocabulary

prehistoric

Materials

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

Objectives

Students will be able to:

- Name natural resources of the Great Plains region.
- Analyze the impact of the natural environment on the region.

Getting Started

1. Have students open the Student Book to the comic on p. 148.
2. Choose three students to play the different parts of the comic. Have them read their respective lines.
3. Read the narration in the bottom panel. Explain that the animals that lived in the Great Plains were bison, not buffalo.
4. If possible, play students a version of the song, "Home on the Range." Refer to the lyrics from the comic and have students sing along.

Teaching

1. Ask students to read the text on p. 149 of the Student Book individually.
2. Have students write the section question ("What were the natural resources of the Great Plains?") in their **Think Books**.
3. Discuss the natural resources that they read about. (fertile soil, animals)
4. Ask students what kinds of animals they read about in the comic on p. 148. (bison, antelope, deer)
5. Have students write answers to the section question in their Think Books. Remind them to write "bison" instead of "buffalo."
6. Distribute the **U.S. Desk Map** and map markers to students.

7. Have them draw the approximate borders of the Great Plains region. Refer to the map on p. 129 as necessary. In the eastern part of the region, have them draw tall vertical lines to represent tall grass. In the western part, have them draw short vertical lines to represent shorter grass. Optionally, have students draw a bison in the western Great Plains.

Summarizing and Assessing

Have students create a Venn diagram in their **Think Books** to compare the eastern and western parts of the Great Plains region. Have them include information about natural resources and climate. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above In their **Think Books**, have students create a chart to compare the natural resources of the Great Plains, Southeast, and Northeast.

Below Read the section to students. Review and discuss the main natural resources of the region with students, clarifying how grass can be a natural resource.

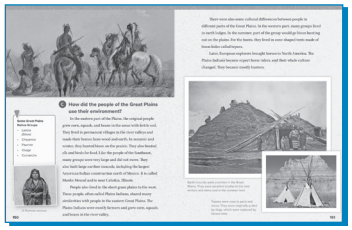
ELL In addition to the Below modification, remind students that another word for *soil* is "dirt." Then call on a student to read the last sentence of the first paragraph. Ask students to find clues about the meaning of *fertile* in this sentence.

Extending

History Have students use print or online resources to discover more about bison, such as how many there were when settlers first arrived and how many there are today.

C How did the people of the Great Plains use their environment?

Cultures Geography History



pp. 150–151

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 4f
- Images of Earth Mounds and Tepees
- Think Book
- map markers

Objectives

Students will be able to:

- Describe the lifestyles of the American Indians of the Great Plains.
- Analyze how geography and natural resources influenced American Indian groups in the Great Plains.

Getting Started

1. Display images of earth mounds and tepees. Explain that both were common in the Great Plains and discuss the differences between the homes.
2. Ask students to review the Venn diagram in their **Think Books** comparing the eastern and western parts of the Great Plains. Ask students which type of home was constructed in the eastern part.
3. Allow students to discuss, and then tell them that they will need to read to find out.

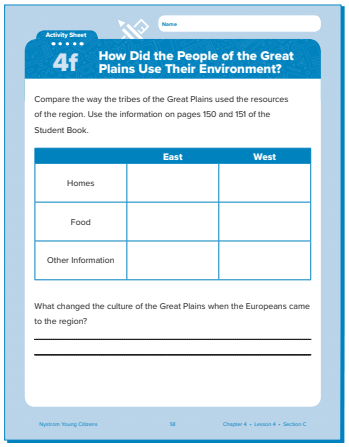
Teaching

1. Have students read the first paragraph on p. 150 of the Student Book. Clarify that earth mounds were built in the eastern part of the Great Plains. Ask students what other region built similar structures. (Southeast) Challenge students to come up with one reason why the structures in the two regions were similar.
2. Distribute the **U.S. Desk Map** and map markers and have students draw little bumps on the eastern part of the Great Plains.
3. Have students read the next two paragraphs. Clarify that people in the western part constructed earth lodges and tepees. Ask students why the people in this part built tepees. (They moved around to hunt.) Have students draw little bumps and triangles on the western part of the Great Plains.
4. Read the last paragraph to students.

5. Challenge students by asking what type of housing became more common once horses were introduced. (tepees)

6. Have students clean, collect, and put away materials.

7. Distribute **Activity Sheet 4f**, and instruct students to complete the activity sheet.


Activity Sheet
4f
How Did the People of the Great Plains Use Their Environment?
Name
Compare the way the tribes of the Great Plains used the resources of the region. Use the information on pages 150 and 151 of the Student Book.

	East	West
Homes		
Food		
Other Information		

What changed the culture of the Great Plains when the Europeans came to the region?

Activity Sheet 4f

Summarizing and Assessing

Go over **Activity Sheet 4f**. Have students write the section question and their responses to it in their **Think Books**.

Modifications for Differentiation

Above Have students research facts about the Cahokia Mounds.

Below Pair students with an independent-level reader. Allow students to use words and pictures for their answers to the section question.

ELL In addition to the Below modification, write the words **fish**, **farm**, **gather**, and **hunt** on the board. Help students review the meanings of these words and guide students to remember that people in the Northeast Woodlands and Southeast Woodlands also fished, farmed, gathered, and hunted. Explain that the Plains Indians used only two of these ways to get food. Read aloud p. 150 of the Student Book and have students listen for the two ways.

Extending

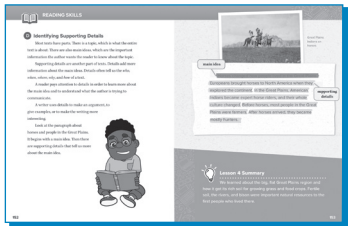
History Have students investigate the shelters used by the tribes of the Great Plains. Have them write a paragraph about one of the shelters.

History Have students research and write about one of the tribes located on the Great Plains, pinpointing its culture, customs, religious beliefs, and specific ways the tribe used the land's resources to survive.

D Identifying Supporting Details

Information Processing

Reading



pp. 152–153

Materials

- Student Book
- Activity Sheet 4g

Online Activities

- Identifying Supporting Details

Objectives

Students will be able to:

- Recount key details.
- Explain how details support the main idea.

Getting Started

1. Write a paragraph on the board describing the Great Plains. An example is provided below:

   The Great Plains is a flat region. The land is mainly prairie. Only a couple small mountain ranges are in the region.

2. Select a student to find the topic, and then select another to find the main idea. (topic = Great Plains; main idea = the Great Plains are flat) If students struggle, have them review lesson 2, section D, “Identifying the Main Idea.”

3. Explain that today they will learn about identifying another part of the text. Do not erase the paragraph until students identify the details at the end of the Teaching section.

Teaching

1. Ask students to turn to p. 152 of the Student Book and read the entire page. Direct them not to read the boxed text on p. 153. Ask students to identify the topic of the text on p. 152. (details)

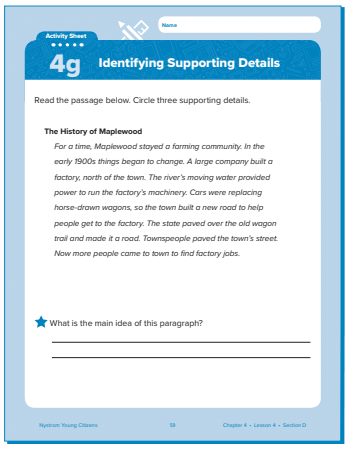
2. Rewrite the sample paragraph on p. 153 on the board without notations. Tell students to close their Student Books, and then begin working through the sample paragraph:

   a. Read the sample paragraph and ask students to identify the topic and main idea. (topic = horses; main idea = Horses changed how people lived in the Great Plains.)

   b. Reread the sample paragraph and ask students to identify the details. (Europeans introduced horses to the American Indians of the Great Plains; they became expert horse riders; they started using horses to hunt.)

3. Have students open to p. 153 and discuss with them the correct answers.

4. Have students look over the paragraph from the Getting Started activity and identify the details. (mainly prairies, a couple small mountain ranges) Then, ask them if the details are there to give reasons or to describe something. (describe something)


Activity Sheet
4g Identifying Supporting Details
Name
Read the passage below. Circle three supporting details.
The History of Maplewood
For a time, Maplewood stayed a farming community. In the early 1900s things began to change. A large company built a factory, north of the town. The river's moving water provided power to run the factory's machinery. Cars were replacing horse-drawn wagons, so the town built a new road to help people get to the factory. The state paved over the old wagon trail and made it a road. Townspeople paved the town's street. Now more people came to town to find factory jobs.
What is the main idea of this paragraph?

Activity Sheet 4g

Summarizing and Assessing

Distribute **Activity Sheet 4g** and have students finish it. As a class, go over the activity sheet. Then read the lesson 4 summary together.

Modifications for Differentiation

Above Have students research a topic of their choosing and write a paragraph about their findings. Students can exchange paragraphs with each other and identify the main idea and supporting details.

Below Allow students to work through the activity sheet together in small groups.

ELL In addition to the Below modification, have students work in a group to identify supporting ideas in the lesson 4 summary. Tell students that the main idea is the Great Plains. Slowly read aloud the summary as students follow along in their books. Pause frequently and ask students to identify supporting details.

Extending

Cultures and Geography Have students create a Venn diagram comparing the homes that were built in the Great Plains, Northeast, and Southeast.

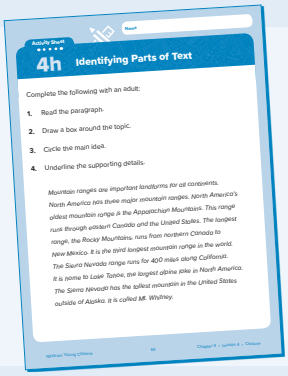
Lesson 4
Closure

Classroom Assessment Activity

Put students in small groups. Give each group a **U.S. Desk Map** and a map marker. Groups can use the Student Book and their **Think Books** to help them complete the assignment.

Ask students to do the following:

1. Draw the relative borders of the Great Plains.
2. Inside the borders, write two natural resources that can be found in the Great Plains. (water from rivers, fertile soil)
3. Inside the borders, write the name of one animal that could be found in the Great Plains. (bison, elk, birds)
4. Inside the borders, write the name of one type of home typical of the region. (earth lodge, tepee)


Activity Sheet
4h Identifying Parts of Text
Name
Complete the following with an adult:
1. Read the paragraph.
2. Draw a box around the topic.
3. Cycle the main idea.
4. Underline the supporting details.
Mountain ranges are important landforms for all continents. North America has three major mountain ranges. North America's oldest mountain range is the Appalachian Mountains. This range runs through eastern Canada and the United States. The longest range, the Rocky Mountains, runs from northern Canada to New Mexico. It is the third longest mountain range in the world. The Sierra Nevada range runs for 400 miles along California. It is home to Lake Tahoe, the largest alpine lake in North America. The Sierra Nevada has the tallest mountain in the United States outside of Alaska. It is called Mt. Whitney.
Nystrom Young Citizens
Chapter 4 • Lesson 4 • Closure

Review at Home

Ask students to complete **Activity Sheet 4h** with their families at home.

Lesson 5

The Southwest Desert

Online Activities

- Vocabulary Activities

Literacy Links

- *Golden Eagle: A Graphic Novel Adventure*, by Erica Farber
- *Slingshot and Burp*, by Richard Haynes
- *Texas History for Kids*, by Karen Bush Gibson

Main Goals

A **What are the natural features of the Southwest Desert?** Describe natural features and landforms of the Southwest Desert.

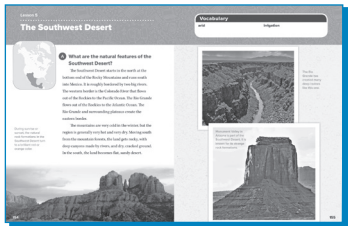
B **What were the natural resources of the Southwest Desert?** Name natural resources of the Southwest Desert.

C **How did the people of the Southwest Desert use their environment?** Describe the lives of American Indians in the Southwest Desert.

D **Reading Skills: Identifying Point of View.** Recognize a person's point of view and support that conclusion with evidence.

A What are the natural features of the Southwest Desert?

Geography · Information Processing



pp. 154–155

Review Vocabulary

plateau

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Images of Deserts
- Think Book
- map markers

Objectives

Students will be able to:

- List some natural features and landforms of the Southwest Desert.
- Describe the effects of natural environmental processes in the region.
- Use elements of different maps.

Getting Started

1. Show students images of deserts.
2. Have students create a list in their **Think Books** of words that come to mind when they see deserts.
3. Have students share and list appropriate responses on the board. Tell students to add the words on the board to their lists, if they are not there already.

Teaching

1. Distribute the **Raised Relief Map**, **U.S. Desk Map**, and map markers to small groups.

2. Have students turn to p. 154 of the Student Book. Read the first paragraph to students one sentence at a time, and guide students through drawing a line around the Southwest Desert region on their U.S. Desk Maps. Use the map on p. 129 of the Student Book as reference. Whenever a specific landmark is mentioned (Rocky Mountains, Rio Grande, etc.), pause and have students locate and mark the approximate area with a checkmark on the Raised Relief Map. Monitor progress as they mark the borders of the Southwest.

3. Review the meaning of the vocabulary word *plateau*. Explain that often a plateau has canyons or deep gorges carved into the rock. Over thousands of years, water and wind cause erosion of the soil and rock. Clarify that some erosion does not change a plateau into a badland. A badland is an area that has been severely eroded over time into strange shapes.

4. On the U.S. Desk Map, ask students to draw a series of triangles for the mountains in the northern part of the region and a sun for the desert in the southern part.

5. Have students finish reading the text on p. 154.

6. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students create a three-column chart in their **Think Books** and title it "The Southwest." Have them label the columns: **Natural Features**, **Natural Resources**, and **Living in the Southwest**. Tell students to fill out the "Natural Features" column using the information they just learned from the Student Book.

Modifications for Differentiation

Above Have students research the region further and learn more about landforms, climate, and common natural hazards.

Below Help students find and mark the landmarks on the **Raised Relief Map**.

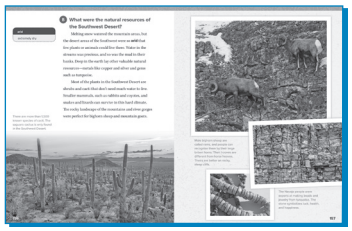
ELL In addition to the Below modification, review the definitions of *plateau* and *erosion*. Provide several pictures of each to help students' comprehension.

Extending

Geography Have students investigate, locate, and list famous plateaus of the world.

B What were the natural resources of the Southwest Desert?

Geography · Critical Thinking



pp. 156–157

New Vocabulary

arid

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- slips of paper

Online Activities

- What Were the Natural Resources of the Southwest Desert?

Objectives

Students will be able to:

- Name natural resources of the Southwest Desert region.
- Analyze the impact of the natural environment on the region.

Getting Started

1. Distribute the **U.S. Desk Map** and map markers and review the borders of the Southwest.
2. Review the natural features of the Southwest Desert using students' **Think Books**. T
3. Ask students to share again the words they attributed to *desert* (listed in their Think Books). Write their responses on the board. Tell students that there is another word that describes a desert: *arid*. V
4. Write the word down and explain to students that it means "extremely dry," and it is often used when describing a dry area of land where few plants grow.
5. Circle *arid* and draw lines to words that students mentioned that are synonymous with it, such as *dry*.
6. Look at the image on p. 156 of the Student Book and explain why this area is arid. Then look at the images found in previous lessons, such as p. 149 and p. 154, and ask students which picture shows land that is arid.
7. Ask students what types of natural resources might come from such an environment. Explain that they will find out if their guesses are right after reading the section.

Teaching

1. Read the first paragraph on p. 156 of the Student Book to students and list the natural resources mentioned. (water, mud, copper, silver, turquoise).

2. Pick a student to read the next paragraph.

3. Ask students which natural resources were mentioned in the text. (shrubs, cacti, rabbits, lizards, snakes, coyotes, sheep, goats)

4. Direct students to list the resources they learned about in the "Natural Resources" column of the chart in their **Think Books**.

5. Ask students if they think it would be easy to survive in this area. Have them write their thoughts in their Think Books. Ask a few students to share their answers.

Summarizing and Assessing

Ask students to answer the following questions by writing **Yes** on one side of a slip of paper and **No** on the other side. If the answer is "no," challenge them to change a word or phrase to make it a correct statement. Ask students to keep their answers private until you give the signal.

- An arid climate is hot and wet. (No, an arid climate is hot and dry.)
- Metals like copper and silver are valuable resources that lie deep in the earth of the Southwest Desert region. (Yes)
- Plants like cacti and animals like rabbits and coyotes survive in the harsh climate of the Southwest Desert. (Yes)

Have students clean, collect, and put away the materials.

Modifications for Differentiation

Above Using a blank map of the United States, have students identify the Southwest Desert region, its natural features, and natural resources.

Below Assist and support with the written portion of the lesson.

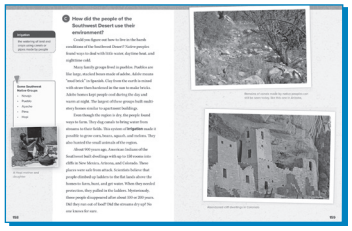
ELL Encourage students to write two sentences about the natural resources of the Southwest Desert. Have students express their thoughts on survival orally.

Extending

Geography Have students create a Venn diagram comparing the natural resources of the Southwest and the Northeast. Have with students discuss with a partner which region would be easier to live in.

C How did the people of the Southwest Desert use their environment?

Cultures Geography History



pp. 158–159

New Vocabulary

irrigation

Materials

- Student Book
- Images of Irrigation
- Think Book
- map markers
- coloring utensils
- glass of water
- tray of sand

Objectives

Students will be able to:

- Describe the lifestyles of the American Indians of the Southwest Desert.
- Analyze how geography and natural resources influenced American Indian groups in the Southwest Desert.

Getting Started

1. Ask students if they know what materials their houses are made of. Call on a few students to answer.
2. Have students look at the homes on p. 137 and p. 145 of the Student Book. Ask them what these houses were made of. (wood, mud)
3. Next, have students look at the pictures of the Southwest Desert region on pp. 154–157. Ask students if they see trees in any of the pictures. (no)
4. Ask the class what materials people in the desert might use to build their houses. Allow them to speculate and propose different theories.
5. Explain that they will learn more about how people lived in the Southwest Desert region.

Teaching

1. Ask students to read the first two paragraphs on p. 158 of the Student Book independently or with a partner. As they read, they should look for answers to the following questions: What was the type of housing used by some people of the region? (pueblos made of adobe) How is this housing similar and different from shelters we use today?
2. Have students write their responses in their **Think Books** and select a few to share their responses.
3. Read the last two paragraphs of the section to students, and then discuss with them what might have happened to the cliff dwellers.

4. Direct students to look at the image at the top of p. 159. Call on a student to read the caption underneath it.

5. Talk about the meaning of *irrigation* with students. Explain that people who live in dry regions have to find creative ways to get access to water.

6. Show students pictures of different irrigation systems. If any students have personal experience with irrigation or are familiar with how it works, allow them to explain to the rest of the class.

Summarizing and Assessing

Instruct students to record in their **Think Books** one method or invention the people in the region used to survive in the desert. Have them include an illustration with their explanations.

Modifications for Differentiation

Above Have students conduct research into modern methods of irrigation and record a short description in their **Think Books**.

Below Have students illustrate and then explain the irrigation method to you orally.

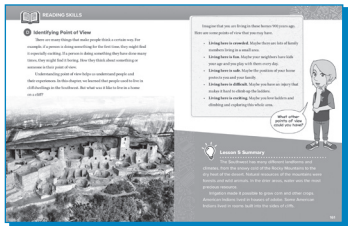
ELL Encourage students to write one sentence to accompany the illustration. Supply vocabulary support when necessary.

Extending

Cultures Invite students to choose one tribe from the Southwest region and create a short report about the customs, culture, clothing, and beliefs of that tribe.

D Identifying Point of View

Critical Thinking Reading



pp. 160–161

Materials

- Student Book
- Think Book

Online Activities

- Identifying Point of View

Objectives

Students will be able to:

- Discuss an author's point of view.
- Recognize and appreciate differences in people's points of view.

Getting Started

1. Choose one student. Ask if the student enjoys watching movies in a theater. Disagree with the student's response.
2. Explain to the class that you and the student see things differently, and you want to know why. Ask the student for at least two reasons why they like or dislike going to a movie theater. List the student's responses on the board.
3. For each reason the student lists, provide an opposing view. For example, if the student enjoys the sound effects, say that the loud noises in a movie theater give you a headache.
4. When the student has finished providing responses, tell the class that you and the student clearly have different points of view.
5. Now ask students to vote, with a show of hands, on who is right, you or the student. After the vote, poll a few students to determine why they voted the way they did: Did they vote based on their own point of view? Did they agree with the reasoning, agreeing with a point of view? Did they vote just to support a friend or to support you, the teacher?
6. Explain that there is no right answer. There are not right or wrong points of view. A point of view provides an understanding of the person who has it.

TEACHER'S NOTE

You may want to briefly review with students Student Book p. 44, "Researching Skills: Using Primary Sources," and p. 130, "Researching Skills: Comparing Primary and Secondary Sources," prior to beginning the Teaching section.

Teaching

1. Read p. 160 of the Student Book to students.
2. Discuss with students reasons why understanding point of view might help us understand another person's experiences.
3. Next, read the introductory sentence on p. 161, then call on different students to read each bullet point aloud. Pause after each to see if students can come up with a suggested opposite point of view and reasoning for it. Have them reference the photo as necessary.
4. Next, explain that, as social scientists, we look at primary and secondary sources to get information about people and events. Remind students that the first question we ask in analyzing primary or secondary sources is, "Who created the source?"
5. Further explain that beyond knowing the name of who created a source, it is important to know the creator's point of view. Knowing their point of view gives us a better understanding of how to analyze the source's information.

Summarizing and Assessing

Have students work with a partner. Instruct them to write answers to the following in their **Think Books**:

1. What is your favorite meal?
2. What is your partner's favorite meal?
3. Next, imagine that you could interview a child living in the Southwest Desert 500 years ago. What do you think the child's favorite meal might be? Remind students of the food and technology that was (and was not) available in the Southwest Desert 500 years ago (p. 158 of the Student Book). Have students write their ideas and explain why such a child might have a different point of view than themselves and their partners. Discuss students' responses as a class.

Read the lesson summary together.

Modifications for Differentiation

Above Have pairs of students think about other aspects of life for a child in the Southwest Desert 500 years ago, such as clothing and games. Have them think about different points of view to justify their ideas.

Below Place students with an independent-level reader. Scribe for students or allow them to tell you the answers orally.

ELL Students may be in a unique position to understand different points of view as non-native English speakers. Use differences in language and culture to explain why people do not always see things the same way and have different points of view.

Extending

Reading Provide students with a variety of primary sources (journals, newspapers, etc.). Challenge students to identify the point of view of the author of each.

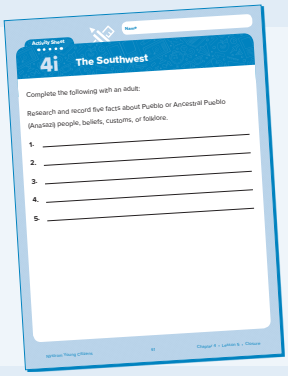
Lesson 5
Closure

Classroom Assessment Activity

Put students in small groups. Give each group a **U.S. Desk Map** and a map marker. Groups can use the Student Book and their **Think Books** to help them complete the assignment.

Ask students to do the following:

1. Draw the relative borders of the Southwest Desert.
2. Inside the borders, write two natural resources that can be found in the Southwest Desert. (water from rivers and streams, metal, gems)
3. Inside the borders, write the name of one animal that could be found in the Southwest Desert. (rabbits, coyotes, lizards, sheep, mountain goats, snakes)
4. Inside the borders, write the name of one type of home typical of the region. (pueblos, adobe, cliff dwellings)


Activity Sheet
4i
The Southwest
Complete the following with an adult:
Research and record five facts about Pueblo or Ancestral Pueblo (Anasazi) people, beliefs, customs, or folklore.
1.
2.
3.
4.
5.

Review at Home

Ask students to complete **Activity Sheet 4i** with their families at home.

Lesson 6

The Northwest

Online Activities

- Vocabulary Activities

Literacy Links

- *Little Red Riding Hood of the Pacific Northwest*, by Marcia Crews
- *The One and Only Ivan*, by Katherine Applegate

Main Goals

A **What are the natural features of the Northwest?** Describe natural features and landforms of the Northwest.

B **What were the natural resources of the Northwest?** Name natural resources of the Northwest.

C **How did the people of the Northwest use their environment?** Describe the lives of American Indians in the Northwest.

A What are the natural features of the Northwest?

Geography · Critical Thinking

pp. 162–163

New Vocabulary

basin

Review Vocabulary

arid
plateau

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Think Book
- map markers

Literacy Links

- *Great Basin Indians* (First Nations of North America), by Melissa McDaniels

Objectives

Students will be able to:

- List some natural features and landforms of the Northwest.
- Describe the effects of natural environmental processes in the region.
- Use elements of different maps.

Getting Started

1. Write the vocabulary word *basin* on the board. Tell students that a *basin*, in geographical terms, is an area in the earth that is high on the sides and low in the middle, just like a bathroom sink. V
2. Distribute the **U.S. Desk Map** and map markers.
3. Tell students that the Northwest region is west of the Great Plains and north of the Southwest Desert region. Have students find the approximate location of the area and draw a border around the region on the U.S. Desk Map. Allow them to use the map on p. 129 as a reference.

Teaching

1. Have students turn to pp. 162–163 of the Student Book. Ask students to look at the photographs in the Student Book and read the captions.

2. Distribute the **Raised Relief Map** to small groups and then read the first two paragraphs of the section to students. Ask students to study the Raised Relief Map, find the location of the Great Basin between the two mountain ranges, and draw a checkmark inside it. Using the Raised Relief Map as a reference, have students draw a circle where the Great Basin would be on the **U.S. Desk Map**.

3. Ask students to recall the definitions of *arid* and *plateau*.

4. Read aloud the last paragraph on p. 163 of the Student Book.

5. As you read, have students use the Raised Relief Map to locate some of the natural features mentioned in the text. Ask them to write a check mark on the Cascade Range, Sierra Nevada, and the Coast Ranges.

6. Using the Raised Relief Map as a reference, have students write **Cascade Range**, **Sierra Nevada**, and **Coast Ranges** in the approximate locations on the U.S. Desk Map.

7. Next, have them trace the Pacific coast along California, Oregon, and Washington.

Summarizing and Assessing

Have students create a Venn diagram in their **Think Books** comparing the two regions of the Northwest. Have students clean, collect, and put away the materials.

Modifications for Differentiation

Above Have students compare the Southwest to the Great Basin Plateau and California Northwest Coast regions. Ask students which of the two regions is more similar to the Southwest.

Below Help students revisit the text to find the answers to complete the **Think Book** assignment. Allow students to draw pictures that represent the differences between the two regions.

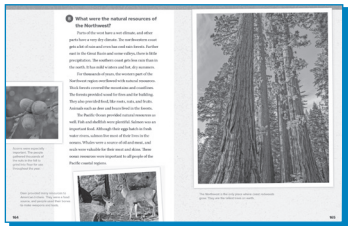
ELL In addition to the Below modification, tell students that a sink is sometimes called a basin because it is a low flat area surrounded by raised sides. Review the meaning of *evaporate*. Ask students questions with two choices. For example, you might ask, "Is a dry area arid or lush?" (arid) or "Does the Great Basin have more cacti or more trees?" (cacti)

Extending

Geography Have students investigate the Great Basin and create a list of five facts about the natural features.

B What were the natural resources of the Northwest?

Geography · Information Processing



pp. 164–165

Materials

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

Literacy Links

- *Do You Really Want to Visit a Desert?* by Bridget Heos
- *The Great Basin for Kids*, by Gretchen M. Baker

Objectives

Students will be able to:

- Name natural resources of the Northwest region.
- Analyze the impact of the natural environment on the region.

Getting Started

1. Distribute the **U.S. Desk Map** and map markers and review the borders of the Northwest region. Use the map on p. 129 as a reference.
2. Ask students what two subregions are included in the Northwest region. (Great Basin Plateau and California Northwest Coast)
3. Using their **Think Books**, have students review the natural features of the two subregions.
4. Have students discuss which region they think has more natural resources.

Teaching

1. Have students turn to p. 164 of the Student Book and read the first paragraph to find out about the climate of the region.
2. When students finish reading, ask them what resource should be drawn on the Northwest coast. (rain) Have them draw many raindrops along the coast on the **U.S. Desk Map**.

3. Ask students how much precipitation falls in the Great Basin. (little) Instruct them to place a few raindrops in that location.

4. Have students decide on an appropriate symbol for the southern coast, and then have them add it to their maps. Suggest to them that they may want to draw a sun symbol.

5. Have students read the second paragraph. Ask what natural feature covers most of the area. (forest) Ask them what this resource provided for the peoples of the region. (wood for fires and homes; food)

6. Have students locate the coastal areas of the region and then have them draw tree symbols in the appropriate locations on the **U.S. Desk Map**.

7. Have students read the third paragraph and then ask them what resources the ocean provided to the people of the region. (fish, shellfish, whales, seals)

8. Have students write labels or draw symbols to represent these resources in the Pacific Ocean on the U.S. Desk Map.

Summarizing and Assessing

Yes

No

Ask students whether each statement is true or false. Have students hold up their hands and use American Sign Language to answer "yes" (for true answers) and "no" (for false answers). If the statement is false, ask students to supply the correct answer.

- Trees were an important natural resource in the Northwest region. (true)
- Deer and bison roamed the forests. (false, deer and bears roamed the forest)
- Rain is an example of precipitation. (true)
- Salmon are born in the ocean and live in freshwater rivers. (false, salmon are born in freshwater rivers and live most of their lives in the ocean)
- Whales were a source of oil and meat for the people of the region. (true)

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students investigate and write a short report on natural disasters that occur or have occurred in this region.

Below Read with students as a group or pair them with an independent-level reading partner.

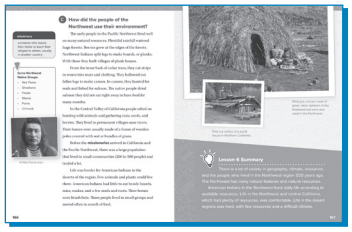
ELL Read with students as a group, matching the natural resource vocabulary with symbols and pictures to ensure understanding.

Extending

Geography Have students create a chart comparing the natural resources of the Great Basin Plateau and California Northwest Coast subregions.

C How did the people of the Northwest use their environment?

Cultures Geography History



pp. 166–167

New Vocabulary

missionary

Materials

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

Objectives

Students will be able to:

- Describe the lifestyles of the American Indians of the Northwest.
- Analyze how geography and natural resources influenced American Indian groups in the Northwest.

Getting Started

1. Remind students that they learned about the Northwest region, and that it has two distinct subregions: the Great Basin Plateau and the California Northwest Coast.
2. Ask them if they remember the difference between the two parts of the region. If they do not remember, give them a hint that one is arid and desert-like and one has a lot of precipitation and forests. (The Great Basin Plateau is dry; the California Northwest Coast is lush.)
3. Write the following page numbers from the Student Book on the board: 137, 145, 151, and 160. Have students turn to those pages and look at pictures of the houses from different American Indian cultural regions.

4. Ask students to guess which pictures are most likely to resemble the houses from the Great Basin Plateau and which ones will resemble those from the California Northwest Coast. Have students give reasons for their guesses. Encourage them to think about the relationship between climate, natural resources, and housing.

Teaching

1. Have students turn to p. 166 of the Student Book.
2. Draw a chart with three categories on the board:
    a. American Indians of the Pacific Northwest (first two paragraphs).
    b. American Indians of the Central Valley of California (third and fourth paragraphs).
    c. American Indians of the desert (fifth paragraph).
3. Divide students into groups. Assign each group one of the three categories. Explain that they are responsible for sharing information about that American Indian group with the rest of the class.
4. Allow students to read and discuss in their groups and then to share. Write the information on the board as students share.
5. Distribute the **Group Activity Cards** and have each group complete the activities.

Summarizing and Assessing

Students will present the information from their card to the class. Have students write the section question on a blank page in their **Think Books** and list at least three answers.

Modifications for Differentiation

Above Have students create a chart comparing the homes of each region covered.

Below Allow students to read in a small group or with a partner. Monitor student work within the group. Ask questions to ensure understanding.

ELL In addition to the Below modification, organize students into three groups and assign each group one of the three parts of the region: Pacific Northwest, Central Valley of California, and desert. Write **home** and **food** on the board and ask students to search the corresponding paragraphs on p. 166 of the Student Book to find out about the homes and food of their assigned group.

Extending

Art Have students construct replicas of plank houses using craft materials.

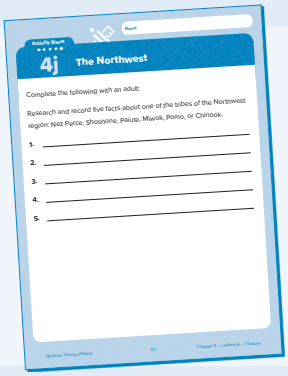
Lesson 6
Closure

Classroom Assessment Activity

Have students place their hands on their heads if the statement is true. If a statement is false, call on a student to correct it.

Decide if the following statements are true:

1. Trees were an important natural resource in the Northwest region. (true)
2. The climate of the region was the same all over. (false, the Great Basin is arid, the Coast Ranges are wet and have rain forests, and some mountain areas are cold and snowy)
3. Deer and bison roamed the forests. (false, deer and bears lived in the forests)
4. Rain is an example of precipitation. (true)
5. A plank house is a house made of animal hides. (false, it is made of wood)
6. There was an abundance of resources in California and the Pacific Northwest. (true)
7. Life was easy for the people who lived in the arid regions. (false, life was hard for people in the desert, because there was little to eat)


Activity Sheet
4j
The Northwest
Name
Complete the following with an adult:
Research and record five facts about one of the tribes of the Northwest region: Nez Perce, Shoshone, Paiute, Miwok, Pomo, or Chinook.
1.
2.
3.
4.
5.

Review at Home

Ask students to complete **Activity Sheet 4j** with their families at home.

Lesson 7

The Arctic/Subarctic

Online Activities

- Vocabulary Activities

Literacy Links

- *Curious Kids Nature Guide*, by Fiona Cohen

Main Goals

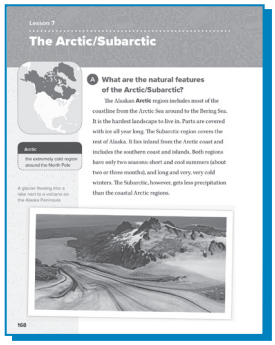
A **What are the natural features of the Arctic/Subarctic?** Describe natural features and landforms of the Arctic/Subarctic.

B **What were the natural resources of the Arctic/Subarctic?** Name natural resources of the Arctic/Subarctic.

C **How did the people of the Arctic/Subarctic use their environment?** Describe the lives of American Indians in the Arctic/Subarctic.

A What are the natural features of the Arctic/Subarctic?

Geography · Information Processing



p. 168

New Vocabulary

Arctic

Materials

- Student Book
- Activity Globes
- Raised Relief Map
- Think Book
- map markers

Objectives

Students will be able to:

- List some natural features and landforms of the Arctic/Subarctic.
- Describe the effects of natural environmental processes in the region.
- Use elements of different maps.

Getting Started

1. Distribute **Activity Globes** to small groups. Ask students what areas of the globe are usually hotter (near the equator) and which are usually colder. (near the North and South Poles)
2. Have students locate and point to North America on the globe.
3. In North America, have students find and point to the United States.
4. Explain that there are other parts of the United States, and today they will talk about the state of Alaska.

5. Have them find Canada, north of the United States. Tell them to look to the northwest of Canada and find Anchorage on the globe. Explain that Anchorage is in Alaska. Compare the size of Alaska to the size of the rest of the United States.

6. Ask students what kind of climate they think Alaska has, and why. (cold, near the North Pole)

Teaching

1. Keep students in their groups and have them look at the map on p. 129 of the Student Book. Ask which cultural region Alaska belongs to. (Arctic and Subarctic)

2. Next, distribute **Raised Relief Maps** to the groups.

   a. Instruct students to find Alaska on the map.

   b. Ask students why it is not shown in its real size and location. (The map does not have enough space to show Alaska's true size and location.)

   c. Ask students which oceans border Alaska. (Pacific and Arctic Oceans) Explain that the Arctic region shares a name with the ocean.

3. Read aloud p. 168 of the Student Book.

4. As you read, ask students to mark natural features in Alaska on their Raised Relief Maps.

5. When you have finished reading, write the section question on the board: "What are the natural features of the Arctic/ Subarctic?"

6. Ask students to list some natural features and write them on the board.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students create a Venn diagram to compare the climate of the Arctic Region to the climate of the Subarctic region in their **Think Books**. Underneath the diagram, have them copy the section question and natural resources of the region (from the information on the board).

Modifications for Differentiation

Above Have students research monthly temperatures and precipitation in a few Alaskan cities. Have them compare the average monthly temperatures of Anchorage to your town or city.

Below Use the **World Desk Map** to help direct students who are struggling with the spatial concept.

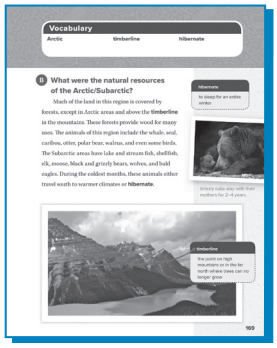
ELL Reinforce the natural features vocabulary to ensure understanding, using images when possible.

Extending

Geography Have students compare the natural features of the Arctic/Subarctic to the Southwest.

B What were the natural resources of the Arctic/Subarctic?

Geography | Information Processing



p. 169

New Vocabulary

hibernate
timberline

Materials

- Student Book
- "Animal Game Cards," Teacher Resource 4.1
- Think Book

Objectives

Students will be able to:

- Name natural resources of the Arctic/Subarctic region.
- Analyze the impact of the natural environment on the region.

Getting Started

1. Review the borders of the Arctic/Subarctic using p. 129 of the Student Book.
2. Have students use their **Think Books** to review the natural features of the region.
3. Tell students that although the region is cold, it provides many natural resources to its inhabitants.

Teaching

1. Ask students to write the section question in their **Think Books**.
2. Ask students to turn to p. 169 of the Student Book, look at the pictures, and read the caption.
3. Ask students what natural resources are shown in the pictures. (bears, trees, water)

4. Read p. 169 of the Student Book to students, pausing at each vocabulary word to read its definition. Then, have students name the natural resources described on the page and write them in their Think Books.

5. To help students recall the animals that inhabit the Arctic/Subarctic region, introduce **Teacher Resource 4.1** (Teacher's Guide pp. 280–281).

   a. Distribute Teacher Resource 4.1 cards to small groups.

   b. Have one student read one of the fact cards and then have the rest of the group find the picture of the animal it describes.

   c. Have students rotate reading fact cards.

Summarizing and Assessing

Ask students to put their hands on their heads if the statement is true.

- Trees were an important natural resource in the Arctic and Subarctic regions. (true)
- All animals stay alert throughout the long winter. (false)
- Trees grow everywhere in the Arctic and Subarctic regions. (false)
- Fertile soil for farming is a major natural resource of Alaska. (false)

Modifications for Differentiation

Above Have these students play a concentration game with the cards from **Teacher Resource 4.1**. Place the cards face down and have students turn the cards over two at a time. When they find a picture and fact that match, have them remove those cards from the game. Have them continue until all the cards are matched.

Below If students read and write more slowly than others, provide a pre-written list of resources that they can check off as they read. Have students glue this list in their **Think Books**.

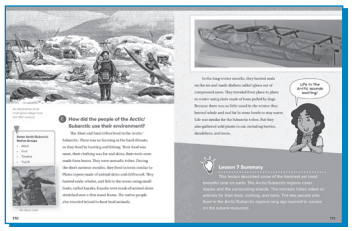
ELL In addition to the Below modification, provide students with a written list of the Summarizing and Assessing statements. Together, read aloud each statement and check for student understanding. For example, explain that alert animals are awake and know what is happening nearby. Ask individuals or pairs of students to to circle true statements.

Extending

Geography Have students select one of the animals that inhabit the region. Ask students to pinpoint its approximate location and list two ways the animal was used by the peoples of the region.

C How did the people of the Arctic/ Subarctic use their environment?

Cultures Geography History



pp. 170–171

Materials

- Student Book
- U.S./World Desk Map
- Images of American Indian Homes
- Think Book

Online Activities

- How Did People of the Arctic/Subarctic Use Their Environment?

Objectives

Students will be able to:

- Describe the lifestyles of the American Indians of the Arctic/Subarctic.
- Analyze how geography and natural resources influenced American Indian groups in the Arctic/Subarctic.
- Name American Indian groups in the Arctic/Subarctic.

Getting Started

1. Display images of American Indian homes one at a time. Have students determine which region constructed such a home. Have students use their **Think Books** to review the natural features and natural resources of each region as necessary.
2. Discuss with students how igloos kept people warm.

Teaching

1. Distribute the **World Desk Map** and map markers, and have students outline the Arctic/Subarctic region. Allow students to use p. 129 of the Student Book as a reference.
2. Make a chart with three columns on the board with the following headings: “Tribes,” “Food,” and “Homes.” Instruct students to copy the chart in their **Think Books**.
3. Have students work with a partner. Explain that pairs will look for information in the Student Book and fill in the chart.
4. Instruct students to read pp. 170–171 of the Student Book. Tell them to write any relevant details in their charts. Tell students that they do not have to write complete sentences in the chart; sometimes a word or two is enough when taking notes.

5. Visit student pairs as they work, providing guidance and assistance as necessary.

6. After allowing students time to fill in their charts, go through the information with the entire class. Fill in the chart on the board using information from students.

Summarizing and Assessing

Ask students to identify one fact they found interesting or one fact they did not know before. Have them write this in their **Think Books**. Read the lesson 7 summary together. Then, read the boxed item on Hawaii on pp. 172–173 for contrast. Have students locate Hawaii on the **World Desk Map**. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students research differences between two of the American Indian groups of the Arctic/Subarctic.

Below Monitor students' progress. Provide a copy of the chart to reduce the amount of written work for students who require a scribe. Ask questions to ensure understanding.

ELL Allow students to draw pictures instead of writing words on their charts.

Extending

Art Have students construct replicas of igloos and kayaks with craft materials.

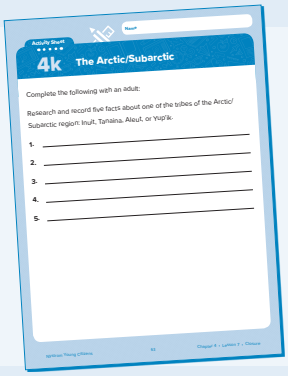
Lesson 7
Closure

Classroom Assessment Activity

Put students in small groups. Give each group two sheets of paper and a marker. Have the groups write "True" on one sheet and "False" on the other. As you read each statement, allow groups to confer briefly before showing the proper sign. If the statement is false, ask students to supply the correct answer.

Decide if the following statements are true:

1. The state of Alaska is in the Arctic/Subarctic region. (true)
2. The region has many rivers, mountains, and even volcanoes. (true)
3. Whale fat was used as a heat source. (true)
4. The tribes lived in permanent villages. (false, the tribes moved place to place in winter using sleds)


Activity Sheet
4k The Arctic/Subarctic
Name
Complete the following with an adult:
Research and record five facts about one of the tribes of the Arctic/Subarctic region: Inuit, Tanaina, Aleut, or Yup'ik.
1.
2.
3.
4.
5.

Review at Home

Ask students to complete **Activity Sheet 4k** with their families at home.

Chapter 4
Review

Review Vocabulary

alpine
Arctic
arid
badlands
basin
border
canyon
coastal plain
coral reef
glacier
hibernate
irrigation
missionary
plateau
prairie
prehistoric
rain forest
region
subtropical climate
temperate climate
timberline
tropical climate

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet Chapter 4 Review

Objectives

Students will be able to:

- Demonstrate an understanding of the natural features of the regions in the United States.
- List some of the natural resources in each region of the United States.
- Describe how American Indian groups in each region used the environment to meet their needs.

Getting Started

Distribute the **U.S. Desk Map**. Have students point to the six regions they studied as you name them: Northeast Woodlands, Southeast Woodlands, Great Plains, Southwest Desert, Northwest, and Arctic/Subarctic. Ask students, as a group or by calling on individuals, to identify one natural feature or natural resource of each region.

Teaching

Have students work through **Activity Sheet Chapter 4 Review**.

Summarizing and Assessing

Go over the activity sheet with the class. Direct students to relevant pages in the Student Book for support.

Modifications for Differentiation

Above Ask students to choose one topic from the chapter that they would like to learn more about, such as a place or an indigenous group. Allow them to work on this after they have finished the review activities.

Below Spread the review activities and the test over several days. Focus the review on the expectations listed in students' program plans. Support vocabulary with pictures whenever possible. Use a scribe to help the student complete the review and test questions. Allow partners to complete the review questions together. Allow students to complete the test orally.

ELL In addition to the Below modification, provide the numbers of the pages in the Student Book where answers to the review questions can be found. As needed, point out important terms in the questions, and have students use those terms as they search for the answers. As possible, allow students to act out or draw some answers to the test questions.

Chapter Test

Distribute and administer **Chapter 4 Test** (Teacher's Guide pp. 282–285). Assist students as needed.

Chapter 4 Project
Lifestyles by Region

Materials

Every Day
- Project Checklist
- Project Evaluation
- Map of North America

Days 1–3
- Student Book
- U.S./World Desk Map
- Leveled Student Readers
- Think Book
- coloring utensils
- craft materials
- lined paper

Day 4
- poster board or large sheet of paper

1	2	3	4
5	6	7	8
9	10	11	12

Cultures

Geography

History

Information Processing

Objectives

Students will be able to:

- Compare characteristics of various regions.
- Demonstrate an understanding of the how the American Indians in each region used the environment to meet their needs.

Project Description

Students will be using their knowledge, information from the Student Book, and other resources to create a pictorial display (a large map) of American Indian life in the regions of the United States.

TEACHER'S NOTE

Students researching the Arctic/Subarctic, Northwest, and Southeast regions will need to receive additional research materials to cover the cultural (arts and crafts or traditions and beliefs) portion of the project. Choose a tribe from each of the above regions and gather information about one or more of its cultural aspects.

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review their checklist before presenting their projects. For more on evaluating the chapter projects, see p. xxviii.

Instructions and Suggestions

Prior to the Project

You will need to prepare the map components for your students. Print the twelve sections of the map of North America (Digital Resources). Carefully cut off the edges of each sheet (along the thin dotted lines) and securely tape the full map together. Next, cut the regions apart as indicated. Each group will work on one region of the map.

The poster board, or large backdrop paper, will need to have minimum dimensions of 27 x 27 inches to fit the whole map.

Day 1

1. Write the names of the six regions on the board.
2. Tell students that you will be dividing the class into groups and assigning one region to each group.
3. List the main ideas that students will explore for their regions.
    a. Subregions in the main region
    b. Natural features and natural resources
    c. Settlements (permanent or nomadic)
    d. Location of specific tribes
    e. What their homes were like
    f. What food they ate
    g. Culture (arts and crafts or traditions and beliefs of specific tribes)
4. Distribute the cutouts and have each group write its region's name on it.
5. Explain the first four main ideas for students to research today: subregions in the main region, natural features and natural resources, settlements, and location of specific tribes.
6. Have groups divide the main ideas they need to cover among themselves. Each member should help find information for at least two main ideas.

7. Have students use the **Leveled Student Readers**, the Student Book, and their **Think Books** to research the main ideas. Have students use the **U.S. Desk Map** to assist with finding the location of specific tribes. Provide additional information as necessary. As they research, they should take notes on how they want to represent each idea on their map pieces.

Day 2

1. Have students begin working on the cutout of their region. Each student should work on at least one aspect of the poster, whether writing down the names of a tribe, drawing the outlines of subregions, or creating symbols.

    a. Students should lightly outline, with pencil, the borders of the subregions in the main region. Each subregion must have its name written in its borders.

    b. Students must create symbols for the natural features and natural resources of the region that they will be adding to their map piece. These symbols should be placed in appropriate areas. Groups can draw and/or create three-dimensional pieces for their region of the map. Remind them that everything must fit inside their region, and that it will be hanging on a wall.

    c. Major natural features, such as the Rio Grande and Appalachian Mountains, should have their names written down in the appropriate location.

    d. If the tribes of a certain region were nomadic, then students should show the routes these tribes followed with arrows. Students should draw large dots where permanent settlements resided.

    e. Students must write the names of specific tribes in appropriate locations.

Day 3

1. Have students research the remaining topics and finish designing their cutouts.

    a. Have students draw or craft symbols for their map pieces representing the American Indian housing present in the region, the food available, and whether the tribes hunted, farmed, gathered, or fished. Have groups divide the main ideas they need to cover among themselves.

    b. For the main idea of culture, students should draft a paragraph in their **Think Books**. Have students bring their paragraphs to you for review. Provide suggested edits and hand students a lined piece of paper to write the paragraph on neatly.

2. Direct students to prepare a small presentation. Each student will need to participate in the presentation and state two facts about the region. Each fact should correspond with one main idea. For example, if a student researched the subregions and settlements, then the student should prepare one fact for the subregions and one fact for the settlements.

Day 4

1. Have groups present their regions.

2. Starting with the Northeast, have groups glue their cutouts onto the poster board or backdrop paper. Assist as needed to ensure that the display will not be crooked.

Modifications for Differentiation

Above Encourage these students to take on a leadership and organizational role.

Below Assist these students with their reading.

ELL Assist these students with reading and vocabulary.

Rubric

See **Project Evaluation** (Teacher's Guide p. 286).

Animal Game Cards

Animal Game Cards

This is a very large mammal that lives in the water.	This animal spends much of its life in water, but they mate, give birth to babies, and take care of them on the shore.
This animal is also known as a reindeer.	This animal eats mostly plants, roots, and small animals. They hibernate in caves during the winter. They like to swim.
This animal is a meat eater. It hunts in packs led by an alpha.	This animal has a white head, which makes it look bald. Its picture is on the Great Seal of the United States.
This animal is born in fresh water. It travels and lives most of its life in salt water. It returns to the fresh water to spawn.	This shellfish lives in the cold waters near Alaska.

Name

Chapter 4 Test

Complete each sentence by using a word from the word bank.

arid	border	coastal plains	coral reef
irrigation	missionary	plateau	timberline

1. A _____ teaches religion to people in another country.

2. When a climate is dry and hot, it is known as an _____ climate.

3. The people of the Southwest Desert kept their farm fields from becoming dry by using an _____ system.

4. The _____ of the Southeast Woodlands are low, flat lands that start at the ocean.

5. A _____ is a high, flat area.

Name

Chapter 4 Test

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

6. T F The Northeast Woodlands tribes hunted and fished.

7. T F The Northeast Woodlands tribes were all nomadic tribes.

8. T F Plank houses, longhouses, tepees, igloos, and pueblos are different types of shelters built by the American Indians.

9. T F A temperate climate means the weather is warm all year.

10. T F Rain is an example of precipitation.

11. T F The state of Alaska is found in the Arctic/Subarctic region.

Name

Chapter 4 Test

Choose the correct answer.

12. The Mississippi River empties into which body of water?

a. Pacific Ocean

b. Indian Ocean

c. Gulf of Mexico

13. How did the Southeast American Indians use oil in their daily life?

a. They drank it.

b. They covered their bodies with it to keep the bugs away.

c. They burned it to keep warm.

14. The people of the Arctic/Subarctic region traveled by _____.

a. dogsled

b. horse

c. cedar canoe

15. What is the name of the mountain range found in the Northeast Woodlands region?

a. Rocky Mountains

b. Cascade Mountains

c. Appalachian Mountains

Name

Chapter 4 Test

16. A climate near the equator that is warm or hot all year is a _____.

a. subtropical climate

b. continental climate

c. tropical climate

17. What crops did the tribes of the Southeast and Northeast Woodlands grow?

a. corn, beans, squash

b. coconuts, rice, squash

c. corn, apples, oranges

18. What are the two subregions in the Northwest region?

a. Great Basin Plateau and California Northwest Coast

b. Great Buffalo and California

c. Great Plains and California

19. Which type of shelter was used by nomadic American Indian tribes?

a. plank houses

b. pueblos

c. tepees

Student Name:

Chapter 4 Project

Lifestyles by Region

	Project Evaluation
Group Work	
The student helped find information for two main ideas.	1 2 3 4
The student participated in the presentation.	1 2 3 4
The student drew or created at least one symbol.	1 2 3 4
Presentation	
The group's final presentation was neat and easy to understand.	1 2 3 4
The group presented information about its region clearly and explained all their symbols.	1 2 3 4
The group drew or created symbols for applicable main ideas.	1 2 3 4
Topic	
The group provided information that was accurate.	1 2 3 4
The group marked the correct location for physical features and other aspects of the region.	1 2 3 4

The highest rating is 4.

CHAPTER 5

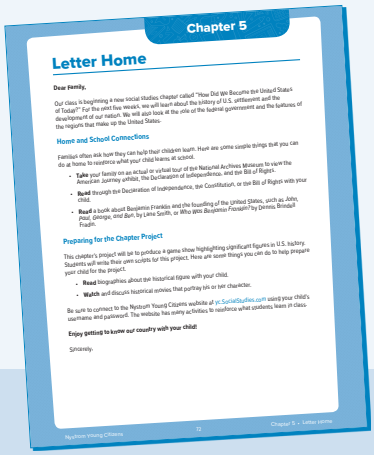
Compelling Question

How Did We Become the United States of Today?

In this chapter, students will learn about the formation and development of the United States.

Time Frame: 5 Weeks

1. Students will learn about early settlers and the creation of the 13 colonies.
2. Students will study how the colonies formed a nation and how that nation expanded westward.
3. Students will learn about the responsibilities of the federal government.
4. Students will learn about the distinct regions that make up the United States.
5. Students will complete the chapter review, project, and assessment.


Chapter 5

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called "How Did We Become the United States of Today?" For the next few weeks, we will learn about the history of U.S. settlement and the development of our nation. We will also look at the role of the federal government and the features of the regions that make up the United States.

Home and School Connections

Families often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Take** your family on an actual or virtual tour of the National Archives Museum to view the American Journey exhibit, the Declaration of Independence, and the Bill of Rights.
- **Read** through the Declaration of Independence, the Constitution, or the Bill of Rights with your child.
- **Read** a book about Benjamin Franklin and the founding of the United States, such as John, Paul, George, and Ben, by Lane Smith, or Who Was Benjamin Franklin? by Dennis Brindell Fradin.

Preparing for the Chapter Project

This chapter's project will be to produce a game show highlighting significant figures in U.S. history. Students will write their own scripts for this project. Here are some things you can do to help prepare your child for the project.

- **Read** biographies about the historical figure with your child.
- **Watch** and discuss historical movies that portray his or her character.

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

Enjoy getting to know our country with your child!

Sincerely,

Nystrom Young Citizens 72 Chapter 5 • Letter Home

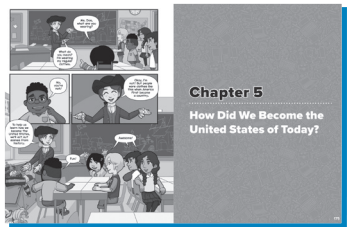
Letter Home

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

Chapter 5
Pre-assessment

1. Write these five events in scrambled order on the board. Use pictures if available.
   a. The Europeans land in the New World looking for gold.
   b. The British establish a colony at Jamestown.
   c. Many colonists are unhappy with the British laws and taxes.
   d. Paul Revere warns the colonists that the British are coming.
   e. John Hancock signs The Declaration of Independence.
2. Challenge students to place these events in chronological order.
3. Briefly explain the events.

Chapter 5
Introductory Activity



pp. 174–175

Materials

- Student Book
- Images of Colonial Clothing
- coloring utensils
- craft supplies
- scissors
- white paper

History | Speaking & Listening

Objectives

Students will be able to:

- Describe an episode in the American Revolution.

Getting Started

Ask students to turn to p. 174 of the Student Book. Read the comic together.

Teaching

1. Explain to students that they will learn about the origins of the United States during this chapter, and that the story begins in colonial America.

2. Ask students to describe the clothing that Ms. Dos is wearing in the comic on p. 174. Direct students' attention to the box of costumes in the last frame of the comic. Ask them to describe what they see.

3. Show students images of people wearing colonial-style outfits. Discuss some of the similarities and differences between this style of clothing and modern fashions.

4. Have students use craft materials to make replicas or cut-outs of different types of colonial clothing. Alternatively, students can make drawings of different types of colonial fashions.

Summarizing and Assessing

Have students present their costumes or drawings to the class.

Modifications for Differentiation

Above Have students research images of British and colonial soldiers' outfits in the era of the Revolutionary War.

Below Put these students in charge of organizing a presentation or "fashion show" of costumes or drawings during the Summarizing and Assessing activity.

ELL Ask students to make labels for their costumes to help them learn new words.

Lesson 1

Becoming a Nation

Online Activities

- Vocabulary Activities

Literacy Links

- *Explorers and American Indians*, by John Micklos, Jr.
- *Life in the Colonies: Early America*, by Teacher Created Materials
- *A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet*, by Kathryn Lasky

Main Goals

A **Where did Europeans first settle in North America?** Identify European explorers of the local region. Understand that early explorers had to learn to use natural resources to adapt to the new environment.

B **How did American Indians and the new settlers get along?** Identify and distinguish how conflict and cooperation among ethnic groups and organizations affected American history.

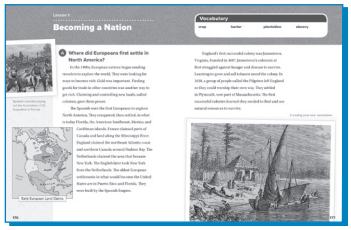
C **Why did the British settle in the 13 colonies?** Explain push-pull factors for immigration. Understand the reasons why certain communities were formed.

D **How did British colonists live?** Identify how daily life was influenced by agriculture, industry, and resources.

E **Why were Africans forced to go to the colonies?** Recognize that different groups have different perspectives in historical narratives.

A Where did Europeans first settle in North America?

Economics Geography History



pp. 176–177

Materials

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

Objectives

Students will be able to:

- Restate reasons for European exploration of North America.
- Locate areas of early European exploration and settlement.
- Recognize that early explorers had to learn to use natural resources to adapt to the new environment.

TEACHER'S NOTE

Be aware that the names of some European countries can be confusing.

England was its own country in the 1500s and 1600s but is now part of the United Kingdom. Be sure students are aware of this when they look for "England" on the **World Desk Map**.

It might also be confusing that the people of the Netherlands are called "Dutch" in English.

Getting Started

1. Distribute the **World Desk Map** and map markers to partners.
2. Ask students to locate and point to Europe, the Atlantic Ocean, then North America. (The World Desk Map does not label continents on the main map. If students need additional help finding continents, direct them to the atlas section of the Student Book, pp. 301–312.)
3. Ask students to draw an arrow from Europe to North America.
4. Explain to students that the United States was explored by people from different countries of Europe. Explorers looking for riches and land began the settlement process.

Teaching

1. Ask students to turn to p. 176 of the Student Book and read the first paragraph to students.
2. Have students write **1400s** under the arrow on their desk maps. Ask students what things explorers were looking for in North America. (gold, new lands)
3. Read the first two sentences of the second paragraph to students.
4. Have them outline the borders of Spain and then locate the areas the Spanish conquered on the desk map. Have them write the letter **S** on those areas to indicate Spanish settlement.
5. Read the next sentence and have students locate and outline France on their desk maps and then locate the areas of settlement. Have them place an **F** on the map to indicate the land the French claimed.

6. Read to the end of the paragraph and have students locate and outline the United Kingdom, which England is a part of, on their desk maps. Then, have students locate the areas of settlement in North America and mark **E** for England on land claimed by that country.

7. Have students read the third paragraph (on p. 177).

8. Have students flip their desk maps to the U.S. side and mark the coast of Virginia with a **J** for Jamestown and the coast of Massachusetts with a **P** for Plymouth.

9. Have students clean, collect, and put away materials.

Summarizing and Assessing

Write **European Countries in North America** on the board and draw a circle around it. Have students draw the same image in their **Think Books**. Call on a student to tell you one European country that claimed land in North America. Draw a line from the main circle and write that country on the board. Have students copy the country. Repeat until all four countries from the lesson have been added to the web. Then, call on a student to tell which European country founded Jamestown and Plymouth. (England) Draw lines extending from England for Jamestown and Plymouth, and have students do the same in their Think Books.

Modifications for Differentiation

Above Have students research American Indian tribes that would have met the early European explorers/settlers. Have students discuss whether the Northeast or Southeast was harder to settle.

Below Provide images of early European settlements/colonies and the dangers of the environment (blizzards, alligators, etc.) to help students understand what natural resources were being used and what challenges explorers and settlers faced.

ELL In addition to the Below modification, remind students that *survive* means "live." Then ask students to remember what American Indians used for food and shelter. List students' responses and then explain that everything on the list is a natural resource.

Extending

Geography Have students locate your state and find out which European country claimed it during the Age of Exploration.

B How did American Indians and the new settlers get along?

Cultures | History | Critical Thinking

pp. 178–179

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 5a
- Image of "Duck or Rabbit?"
- Think Book
- glue

Objectives

Students will be able to:

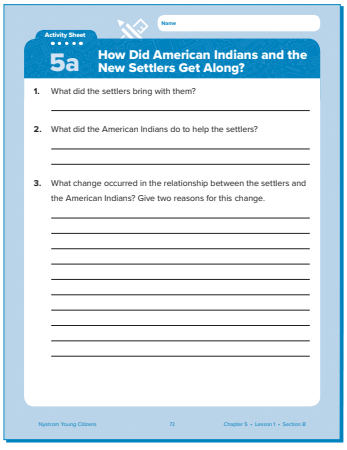
- Discuss the interaction of the settlers with American Indian groups.
- Analyze how conflict and cooperation among ethnic groups affected American history.

Getting Started

1. Provide students with, or display, an image that can be perceived in two different ways. The classic duck/rabbit image or one of your choosing can be used.
2. Have students write the animal they see over the image or in their **Think Books**. Tell students who saw a duck to go to one side of the room and students who saw a rabbit to go to the other. Collect their images.
3. Ask students to explain what they saw and to decide if they think the other side is right or wrong. Do not allow students to view the image again.
4. Tell students that you will give them the correct answer at the end of class.

Teaching

1. Read the sidebar text on p. 178 of the Student Book to students. Explain to students that most historians estimate that 90 percent of the American Indian population of the Atlantic coast died in a short period of time. Illustrate this point by asking 10 percent of the class to stand up (that would be three students in a class of thirty). Discuss with students as appropriate.
2. Distribute **Activity Sheet 5a** and have students turn to p. 178 of the Student Book.
3. Ask students to read the first two paragraphs and answer the first question on the activity sheet.


Activity Sheet
5a
How Did American Indians and the New Settlers Get Along?
Name
1. What did the settlers bring with them?
2. What did the American Indians do to help the settlers?
3. What change occurred in the relationship between the settlers and the American Indians? Give two reasons for this change.

Activity Sheet 5a

4. Next, ask students why steel knives and wool blankets would interest American Indians of the Northeast. (They did not have steel or wool available in that region.) If students struggle to answer the question, have them review the natural resources of the Northeast and explain that these European items were things the American Indians had never seen or felt.

5. Have students read the rest of the text and answer the remaining questions on their activity sheets.

6. Review the activity sheet to ensure understanding of how conflict and cooperation impacted American history. Have them glue the activity sheet in their **Think Books**.

Summarizing and Assessing

Show students the image used in the Getting Started activity and explain to students that both answers are correct. Clarify that each animal can be seen in the image. If necessary, point out the features of the rabbit and then point out the features of the duck. Explain to students that some of the issues between American Indians and new settlers stemmed from the fact that they lived in the exact same world but saw it entirely differently. Discuss with students how conflict can arise when people view things differently.

Modifications for Differentiation

Above Have students research the diseases that devastated American Indian communities. Have them write a paragraph about the disease and why it spread so quickly through American Indian tribes. Have students research which areas American Indians went to when pushed off their lands.

Below Partner students with an independent-level reader and writer or meet with a small group of students who need additional support, read together, and pause to allow time for verbal responses.

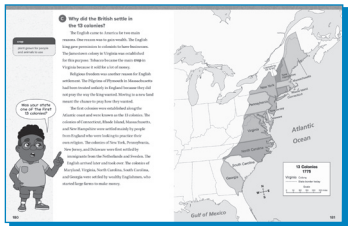
ELL In addition to the Below modification, review vocabulary in the reading that may be difficult: *disease*, *curious*, *prepare*, *by force*, and *attack*. Read aloud the sentences with these words, and where possible, encourage students to use context to figure out the meanings.

Extending

History Have students investigate and write a short report on one of the treaties signed between the American Indians and colonial government officials during the eighteenth and nineteenth centuries.

C Why did the British settle in the 13 colonies?

Economics Geography History



pp. 180–181

New Vocabulary

crop

Materials

- Student Book
- U.S./ World Desk Map
- "Push-Pull Factors," Teacher Resource 5.1
- Think Book
- map markers

Objectives

Students will be able to:

- Explain push-pull factors for immigration.
- Discuss the reasons why certain communities were formed.
- Explain that the colonies focused on cash crops because people came to American to gain wealth.

Getting Started

1. Gather students into a seated circle. Ask students to stand if they have lived in the same home all their lives. Compare this number to students who have remained seated. If no one stands up or all stand up, then you may want to discuss the reasons for this.
2. Explain to students that people move for different reasons. Some are pushed to go, others are pulled to come.
3. Ask students to tell you some reasons why a family may need to move and list the reasons on the board. List a few examples or provide an entire list if students struggle to suggest reasons.
4. Guide students to identify each reason as a push factor or pull factor.
5. Hand out cards from **Teacher Resource 5.1** (Teacher's Guide p. 342). Make sure each student gets a card.
6. Ask students to read their cards and determine if the circumstance pushes or pulls people.
7. Have students return the cards to you.

Teaching

1. Have students write the section question in their **Think Books** and create a T-chart with one side labeled **Push** and the other side labeled **Pull**.

2. Ask students to turn to p. 180 of the Student Book and to read the first two sentences. Write **gain wealth** on the board and ask students if this was a push factor or a pull factor. (pull factor) Have students write **gain wealth** under the "Pull" heading.

3. Have students finish the first paragraph. Ask students what crop was important to Jamestown. (tobacco)

4. Ask students how tobacco could help the settlers if it was not food. (They traded it for food and other goods. They sold it for money to buy food and other goods.)

5. Ask students to read the second paragraph and then write **religious freedom** and **lack of religious freedom** on the board. Ask students which one is a pull factor and which one is a push factor. (pull factor = religious freedom, push factor = lack of religious freedom) Have students write these phrases under the correct headings in their **Think Books**.

6. Explain to students that America was a land where people could practice any religion and that pulled people toward it. Explain that religious freedom did not exist in England. The king punished people who did not follow his religion. The king pushed people away.

7. Have students read the final paragraph.

8. Distribute the **U.S. Desk Map** and map markers.

9. Write the names of the 13 colonies on the board: Virginia, New York, Massachusetts, Maryland, Rhode Island, Connecticut, New Hampshire, Delaware, North Carolina, South Carolina, New Jersey, Pennsylvania, and Georgia.

10. Have students underline the names of colonies on the map.

Summarizing and Assessing

Ask students to list two push-pull factors that brought settlers to North America. Ask students to name the 13 colonies and locate them on the **U.S. Desk Map**. Ask students to name Virginia's cash crop. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above On a blank map of the United States, have students locate and label the original 13 British colonies. Optionally, have students add the year that each colony was officially founded.

Below Assist students with the card reading activity. Review the main push-pull factors to ensure understanding.

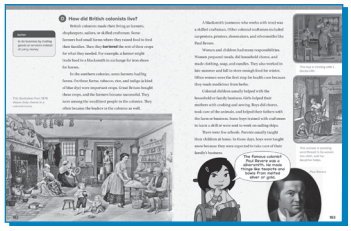
ELL In addition to the Below modification, check that students understand the words *push* and *pull*. Ask students to act out pushing a heavy box and pulling on a rope.

Extending

Writing Have students write a journal entry as a child whose family moved to one of the British colonies in the year 1700. Instruct them to include reasons (push-pull factors) why their family went to America.

D How did British colonists live?

Economics Geography History



pp. 182–183

New Vocabulary

barter

Materials

- Student Book
- Raised Relief Map
- "Colonial Life," Teacher Resource 5.2
- Think Book

Online Activities

- How Did British Colonists Live?

Literacy Links

- *Colonial Crafts*, by Bobbie Kalman

Objectives

Students will be able to:

- Explain how daily life was influenced by agriculture, industry, and resources.
- Analyze how the physical environment determined economic activities in the colonial regions.
- Recognize how natural, human, and capital resources were used to produce goods and services.

TEACHER'S NOTE

Prearrange the questions from **Teacher Resource 5.2** (Teacher's Guide pp. 343–344) on the board in categories and dollar amounts of your choosing. The visual display should be similar to that of the game show *Jeopardy!*

Getting Started

1. Distribute the **Raised Relief Map** to small groups and have them point to the location of the original 13 colonies.
2. Ask students to describe some of the natural features of the area. List their answers on the board.
3. Have students review natural features of the Northeast and Southeast in their **Think Books**. Have them suggest new additions to the list on the board.

4. Ask students why this area was a good place to settle. Steer answers toward the following: flat land, fertile land, forests, great for farming, lots of water, easy transportation of goods by water, closest to Europe across the Atlantic Ocean.

Teaching

1. Place students into four groups.

2. Tell students that they are going to be playing the "question game" and explain the rules.

   - Each group, on a rotational basis, takes a turn to select a dollar amount and a category. The answer card will be read to the group.
   - The group must come up with a question that fits the answer. If they are successful, their group gets that dollar amount for a score. If they are not successful, the card goes back on the board, and another group has the opportunity to select it.
   - Each group member must have a turn selecting and answering a question.
   - Hide a star question under any category and dollar amount you wish. The group has the option of betting their own amount on the question to give them an advantage over their opponents. If the star question is not answered correctly, it goes back onto the board as a regular dollar amount.
   - The group with the highest dollar total after all questions have been answered wins.

3. Ask students to turn to pp. 182–183 of the Student Book.
4. Instruct students to take turns reading the text carefully within their groups. All the information they need to play the game is found in the text.
5. If students have difficulty understanding the reading, encourage them to ask you questions before you begin the game.
6. Begin the game after students finish reading.

Summarizing and Assessing

Refer to the section question, "How did British colonists live?" Ask students to list at least three statements about the way that colonists lived in their **Think Books**.

Modifications for Differentiation

Above Select questions that are more challenging when these students take their turn.

Below Read the text with a small group. Without telling students what the questions will be, emphasize some of the answers that will appear in the game.

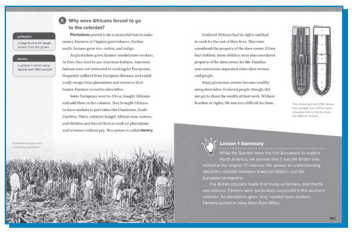
ELL In addition to the Below modification, have students write **men**, **women**, and **children** on a sheet of paper. As you read aloud the text, pause for students to write key words under each of the headings. During the question game, give students the time they need to use their notes to find answers.

Extending

History Have students research one of the colonial crafts. Have them explain the trade and list some of the items that were made and used in the colonies.

E Why were Africans forced to go to the colonies?

Economics Geography History



pp. 184–185

New Vocabulary

plantation
slavery

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- small prizes or gifts (one for each student)

Objectives

Students will be able to:

- Recognize that different groups have different perspectives in historical narratives.
- Explain the interdependence of natural, human, and capital resources to produce goods and services.

Getting Started

1. Before class, move desks to one side of the classroom and chairs to the other side.
2. When students enter, split them into two groups.
3. Instruct one group to move the desks to their proper places, and then have them stand to the side as the other group moves the chairs.

4. Have students sit and then tell them that you are grateful for the work and that you have rewards for them. Ask students who moved the chairs to come up and receive their gifts (small prizes).

5. After each student who moved a chair receives a gift, ask students to open to p. 184 of the Student Book. Read the section question and tell students that today they will learn about slavery.

6. Pause to ask students how they feel if they did not receive a reward. Let students share and then discuss why everyone deserved a reward for their work. Steer the conversation with the concepts of *fair* and *unfair*. Explain how, in the past, there were people who worked for years without being paid and this was wrong.

7. Ask students who moved the desks to come up and receive their gifts.

Teaching

1. Have students read the first two paragraphs on p. 184 of the Student Book.

2. Direct students to write the section question in their **Think Books** and list one reason from the text why Europeans would force Africans to go to the colonies. Have students share their responses and list appropriate ones on the board. Guide students' understanding of this sensitive topic carefully. Make sure everyone copies the answers on the board into their Think Books.

3. Have students read the next paragraph.

4. Distribute the **World Desk Map** and map markers. Instruct students to draw arrows from Europe to Africa and then from Africa to the East Coast of the United States. Explain to students that the voyage from Africa to the United States took about two months, sometimes longer, and it was a terrible experience.

5. Have students read the last two paragraphs of the section on p. 185, and then discuss with students the differences between the lives of colonists and enslaved Africans. Allow them to refer back to pp. 182–183 of the Student Book for information on how colonists lived.

Summarizing and Assessing

If the statement is true, ask students to stand. If it is false, have them supply the correct answers.

- A plantation is a small farm. (false, plantations were large farms)
- Plantations in the South grew rice and corn. (false, plantations grew tobacco, rice, cotton, and indigo)
- Slaves used to work the fields on the plantations. (true)
- Slaves had no rights and had to work on plantations all their lives. (true)

Read the lesson 1 summary on p. 185 together.

Modifications for Differentiation

Above Have students read age-appropriate primary sources that deal with slavery during this time.

Below Assist students with locating and marking areas on their desk maps.

ELL In addition to the Below modification, point out that plantation begins with plant, which can help students remember that a planation is a big farm where lots of plants grow.

Extending

Music Have students listen to some of the historical work songs and spiritual music that the enslaved people created. Select an appropriate song, write out the lyrics, and have students interpret its meaning.

Lesson 1
Closure

Classroom Assessment Activity

Have students raise their hands if a statement is true.

What were the first European countries to settle in North America?

1. France (true)
2. England (true)
3. Spain (true)
4. Germany (false)

Why did American Indians stop welcoming European settlers?

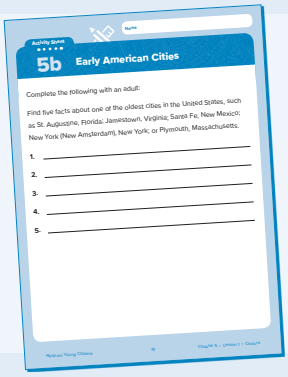
1. European settlers took American Indians' land. (true)
2. European settlers spread disease. (true)
3. European settlers took what they wanted by force. (true)
4. European settlers tried to change American Indians' beliefs. (true)

Why did the English come to America?

1. Wealth (true)
2. Land (true)
3. Religious freedom (true)
4. Water (false)

What is true about the lives of enslaved people in the colonies?

1. They worked without pay. (true)
2. They were given their freedom after seven years of working. (false)
3. Families were sometimes separated. (true)
4. They had the same rights and freedoms as other Americans. (false)


Activity Sheet
5b Early American Cities
Name
Complete the following with an adult:
Find five facts about one of the oldest cities in the United States, such as St. Augustine, Florida; Jamestown, Virginia; Santa Fe, New Mexico; New York (New Amsterdam), New York; or Plymouth, Massachusetts.
1.
2.
3.
4.
5.

Review at Home

Ask students to complete **Activity Sheet 5b** with their families at home.

Lesson 2

Growth of the United States

Online Activities

- Vocabulary Activities

Literacy Links

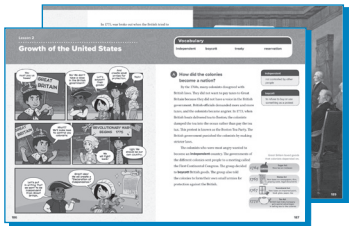
- *50 American Heroes Every Kid Should Meet*, by Dennis Denenberg and Lorraine Roscoe
- *A Kids' Guide to the American Revolution*, by Kathleen Krull
- *The Split History of Westward Expansion in the United States*, by Nell Musolf

Main Goals

- **A** **How did the colonies become a nation?** Understand the circumstances that led to the development and signing of the Declaration of Independence.
- **B** **Researching Skills: Reading the Preamble—Primary Source Analysis.** Determine the meaning of words and phrases in the Preamble of the United States Constitution.
- **C** **How did the nation expand?** Discuss how the United States was able to expand westward.
- **D** **How did the American economy develop?** Explain the process of industrialization and understand how technology changed the American economy.
- **E** **Who are important people in America's history?** Discuss the social, political, cultural, and economic contributions of individuals in U.S. history.

A How did the colonies become a nation?

Civics History



pp. 186-189

New Vocabulary

boycott
independent

Materials

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

Objectives

Students will be able to:

- Discuss the circumstances that led to the development and signing of the Declaration of Independence.
- Identify who was involved with the creation of the Declaration of Independence.

Getting Started

Choose five students to enact the comic on p. 186 of the Student Book for the class. Tell students that they are going to learn more about how the first 13 colonies became independent from Britain.

Literacy Links

- *Why Don't You Get a Horse, Sam Adams?* by Jean Fritz
- *Will You Sign Here, John Hancock?* by Jean Fritz

Teaching

1. Direct students to read the definitions of the vocabulary words on p. 187.

2. Challenge students' understanding by writing the vocabulary words on the board and then writing the following two sentences:

   a. She is a smart and *individual* thinker.

   b. Students decided to *reject* the store until they let more than two students in at once.

   Explain to students that the italicized words are synonyms for the vocabulary words. Ask students to replace the italicized words with the correct vocabulary words.

3. Have students read the text on p. 187 of the Student Book.

4. Check students' comprehension by asking the following questions:

   a. Why were the 13 colonies angry with the British? (They had to pay taxes. They did not have a voice in the British government.)

   b. Who attended the First Continental Congress? (people sent by the governments of the different colonies)

   c. What did they decide to do? (They boycotted British goods and formed their own armies.)

5. Distribute the **U.S. Desk Map** and map markers, and explain to students that the First Continental Congress was held in Philadelphia. Have students locate Philadelphia on their desk maps. Ask them what state that city is in. (Pennsylvania) Have them underline Philadelphia.

6. Have students look at their maps and locate Massachusetts, then Boston. Have them underline the city of Boston**.** Tell students that although many of the other ports along the coast were boycotting British tea imports, Boston was not. Then Samuel Adams and the Sons of Liberty boarded three ships in Boston's harbor and dumped 342 chests of tea into the water. This incident became known as the Boston Tea Party and pushed the 13 colonies and Britain closer to war.

7. Have students read the text on p. 188 of the Student Book.
8. Check students' comprehension by asking the following questions:
    a. What did the Second Continental Congress decide? (to declare independence)
    b. What was the result? (the Revolutionary War)
9. Have students look at the Declaration of Independence on p. 322 (Patriots' Handbook). Discuss its significance as one of the most important documents in American history.
10. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write the section question in their **Think Books**: "How did the colonies become a nation?" Have students write their answers down and then discuss their answers as a class.

Modifications for Differentiation

Above Have students select and research one person involved in the Second Continental Congress.

Below Pair students with a stronger reader or work with a small group of students who need more help with reading. Consider making a time line of important events so students can visualize the sequence more easily.

ELL In addition to the Below modification, reinforce the vocabulary, particularly the word *boycott*. Assist with locating places when necessary.

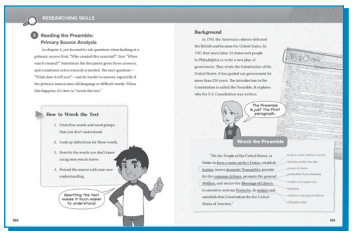
Extending

History Investigate the roles played by Samuel Adams or John Hancock in the independence of the United States.

Researching Skills

B Reading the Preamble: Primary Source Analysis

Civics History Reading



pp. 190–191

Materials

- Student Book
- Image of the Preamble
- Think Book

Online Activities

- Primary Source Analysis

Objectives

Students will be able to:

- Recognize the Constitution as a critical document and artifact in United States history.
- Determine the meaning of words and phrases in the Preamble of the United States Constitution.

Getting Started

1. Explain to students that today they will learn both a way to better understand some primary sources and about a very important primary source in the United States.
2. Ask students to name examples of primary sources. Reinforce for them why primary sources are important when studying people and places. You may want to revisit chapter 1, lesson 3, section D, to help students remember about primary sources.
3. Next, write the word *Preamble* on the board. Underline the prefix *pre-* and explain that it means "before." Have students guess that the Preamble is before.
4. Display, or project, an image of the Preamble. Explain that it comes before an important primary source, the U.S. Constitution.

Teaching

1. Have students read the first paragraph on p. 190 of the Student Book. Explain that *wreck* means "to destroy or damage." In this case, students learn to break down (some would say "destroy") a primary source to make it simpler and more understandable.
2. Read with students through the steps to "wreck the text" and answer any questions.
3. Have students read the "Background" paragraph on p. 191. Then, as a class, answer the first two questions of primary source analysis: "Who created this source?" (people from 12 states meeting in Philadelphia) and "When was it created?" (1787)

4. Ask students what the Preamble does. (explains why the Constitution was written)

5. Read the Preamble straight through to the class without explanation. When done, ask if anyone understood everything you read, then note that the document uses language that is not common today.

6. Explain that someone has already "wrecked" the Preamble in their Student Books. Have students read the Preamble with you, pausing at the underlined words and phrases to break them into easier to understand concepts. Clarify any other obstacles to understanding the Preamble that students may have.

7. Now that students have read the "wrecked text" of the Preamble, ask them the third question in primary source analysis: "What does it tell you?" Discuss as a class.

Summarizing and Assessing

Explain, or review, that the Preamble lists six reasons the Constitution is needed. Allow students to reread. Have students write the following question and then list the six reasons as answers in their **Think Books**: **What does the Preamble of the U.S. Constitution tell you?** (form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, secure Blessings of Liberty) Focus first on having students point out all six reasons before explaining or offering examples.

Modifications for Differentiation

Above Give students a text to "wreck" for themselves (such as the first paragraph of George Washington's commission as Commander in Chief or the first two or three articles of the Articles of Confederation).

Below Help students with the text by rereading it aloud and slowly. Encourage all students to focus on two big ideas: The Preamble reminds us that the people give the Constitution its power, and it gives multiple reasons why the Constitution was written.

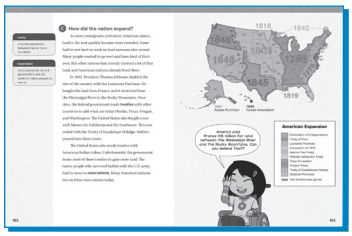
ELL In addition to the Below modification, after you read aloud the original Preamble, read it again substituting with the simplified vocabulary.

Extending

Art Have students add one or two illustrations to the six reasons for a Constitution in their **Think Books**.

C How did the nation expand?

Civics | History | Critical Thinking



pp. 192–193

New Vocabulary

reservation
treaty

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- rope or tape

Literacy Links

- *James Polk: Our Eleventh President (Our Presidents)*, by Ann Gaines
- *A Timeline History of the Mexican-American War*, by Alison Behnke

Objectives

Students will be able to:

- Recognize how the United States was able to expand westward.
- Explain the conflicts and challenges that occurred when people from the east began to move west.
- Understand what happened to the American Indians during the growth of the United States.

Getting Started

To demonstrate why the United States began expanding westward, set up the following scenario:

a. Use rope or tape to create borders around a small area in the classroom. Invite 2–3 students to stand in the area. Invite another three students to join them. Repeat the invitations until the area is quite crowded.

b. Tell students that the colonies along the East Coast of the United States were experiencing a similar problem and needed to find a solution.

Teaching

1. Distribute the **U.S. Desk Map** and map markers.
2. Ask students to turn to p. 192 of the Student Book and emphasize the section question: “How did the nation expand?”
3. Ask students to look for two reasons why people wanted to expand to other land while they read the page. Give students time to read the first paragraph, and then have them share their answers. (land in the east became crowded, people had to rent land or work on land someone else owned, people wanted to have land of their own)
4. Have students trace the 13 colonies with their map markers on their desk maps. They may use the map in the Student Book for reference.

5. Ask them to look west and explain that this area was not part of the United States.

6. Ask students to look for three ways that the United States expanded, or gained more land, while reading the second paragraph. After they read, ask students to list the three ways the U.S. expanded. (buying land, gaining land through peaceful treaties with other nations, fighting a war)

7. Write *treaty* on the board and read aloud the third paragraph on p. 192. Check students' understanding by writing the following sentences on the board and seeing if students can identify which sentence uses the word correctly.

   a. The treaty that decided the borders of each country helped solve a lot of problems.

   b. The way Britain treaty the colonies was not fair.

8. Direct students to read the comic bubble and look at the map on p. 193 to view the size of the land that was bought in the Louisiana Purchase. Have students trace the outline of the purchased territory on the **U.S. Desk Map** and then label it to match the map in the Student Book.

9. Have students reference the map to trace the outlines of each territory gained and to label them on their desk maps.

10. Ask students to look for three things that happened between the United States and the American Indian tribes while reading the third paragraph. After they read, ask students to share their thoughts. (Treaties were made and broken. Battles were fought. Many American Indians were forced onto reservations.)

11. Write *reservation* on the board and tell students that the word has many meanings. Test students' understanding by writing the following sentences on the board and asking them to decide which meaning fits the way that the word *reservation* is used in the Student Book.

   a. I made a reservation at the restaurant for dinner.

   b. I really have reservations about seeing the movie.

   c. The wildlife reservation has many endangered animals.

   d. The Navajo Nation reservation is one of the largest in the United States. (correct)

12. Have students clean, collect, and put away materials.

Summarizing and Assessing

Using the map on p. 193 of the Student Book, have students find your home state and write the year and method by which it became part of the United States in their **Think Books**. Many states were acquired through multiple treaties or means; have students write all that apply. Then, ask them to write at least one sentence that explains what happened to the American Indians when the United States expanded. Monitor students' responses.

Modifications for Differentiation

Above Challenge students to figure out how much $15 million in 1803 would be worth today.

Below Be ready to provide more experience with the vocabulary words, as well as the meaning of *expand*. Students will benefit from additional review and visuals for the vocabulary words.

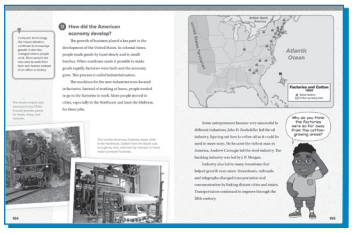
ELL In addition to the Below modification, provide students with additional support for the vocabulary. Provide visuals and encourage students to act out short scenarios and negotiations to replicate treaties.

Extending

History Have students investigate the causes and results of the Mexican-American War.

D How did the American economy develop?

Economics Geography



pp. 194–195

Review Vocabulary

economy
entrepreneur
industrialization

Objectives

Students will be able to:

- Understand how technology has changed American economy.
- Explain the role industrialization played in developing the economy.

Getting Started

1. Post images of inventions that changed the American economy during the eighteenth and nineteenth centuries, such as the steamboat, mower-reaper, cotton gin, sewing machine, telegraph, etc.

Materials

- Student Book
- U.S./World Desk Map
- Group Activity Cards
- Group Activity Role Cards
- Images of Inventions
- Think Book
- map markers

2. See if students can name the inventions and/or what the invention was used to do or make. Provide hints and answers as necessary.

3. Have students turn to the pull-out box on p. 194 of the Student Book. Call on a student to read the box aloud. Ask students if they know anyone who works at home. Discuss how changes in technology continuously change how we live.

Teaching

1. Have students turn to p. 194 of the Student Book and ask them to discover how people made goods in colonial times and how that changed over time while reading the first paragraph. Have students discuss their answers. (made goods slowly by hand and then machines made it possible to make goods rapidly)

2. Read the second paragraph to students, and then distribute the **U.S. Desk Map** and map markers.

3. Name major cities where factories appeared and have students find and underline these cities on their desk maps (e.g., New York City, Boston, Philadelphia, Chicago, Cleveland, Buffalo, Milwaukee, Detroit).

4. Read the third paragraph (on p. 195) to students. Pause with each person's name and name the state where that person started his business or career so that students can mark it with a star on their desk maps.

   a. John D. Rockefeller's business started in Ohio.

   b. Andrew Carnegie's business started in Pennsylvania.

   c. J. P. Morgan started his career in New York.

5. Select students to read the final paragraph and the picture captions.

6. Have students clean, collect, and put away materials.

7. Distribute **Group Activity Cards** and have students complete them.

Summarizing and Assessing

Have students choose one invention from the **Group Activity Cards** or the Getting Started activity and write a short paragraph about the inventor and the invention in their **Think Books**.

Modifications for Differentiation

Above Challenge students to speculate on other possible reasons for population density of a region. Ask students why most industries were located in the Northeast.

Below Assist students with reading and completing the **Group Activity Cards** as necessary.

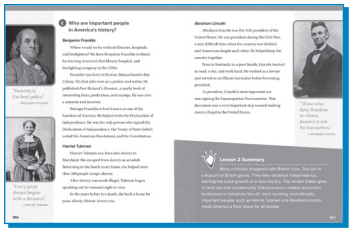
ELL In addition to the Below modification, illustrate the relationship between **machine, factory,** and **industrialization.** A factory has many machines, and many of the same kind of factories are an industry. Industrialization is a process where many industries are started.

Extending

History Have students research one invention from the 19th century that was not covered in the **Group Activity Cards** or the Getting Started activity. Have students write a short paragraph about the inventor and the invention in their **Think Books**.

E Who are important people in America's history?

History Reading



pp. 196–197

Materials

- Student Book
- Leveled Student Readers
- Images of Significant Americans
- Think Book

Objectives

Students will be able to:

- Discuss the social, political, cultural, and economic contributions of individuals in U.S. history.

Getting Started

1. Display images of significant Americans who have been covered in the Student Book (Madam C. J. Walker, Thomas Jefferson, Paul Revere, John D. Rockefeller, etc.).
2. Have students identify the people. Remind students of each person's importance.
3. Tell students that they are going to read about some other Americans who are important to U.S. history.

Teaching

1. Have pairs turn to p. 196 of the Student Book.
2. Tell students that each of the people they will read about have very strong personalities or qualities that make them unique or special individuals.

3. Read the biography of Benjamin Franklin to students.
4. Ask students to describe Benjamin Franklin and what made him a unique or special individual. Have students use examples from the passage to support their answers.
5. Read his inspirational quote, and have students explain what it means.
6. Instruct students to read the next two short biographies with their partners.
7. Ask students to describe them to each other and explain why each of these people is important to U.S. history.
8. Read the inspirational quotes to students and discuss their meanings as a class.
9. Distribute and complete the **Leveled Student Readers**.

Summarizing and Assessing

Read the lesson summary together. Have students choose one of the significant figures discussed and write three sentences on what that person did in their **Think Books**.

Modifications for Differentiation

Above Have students find five inspirational quotes from famous Americans who are important to U.S. history.

Below Have students work with an independent reader.

ELL Work with students in a small group to assist with reading and writing activity.

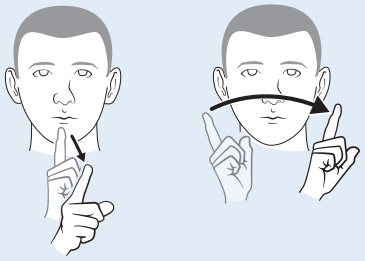
Extending

Writing Have students select one famous quote from the text. Ask them to write in their **Think Books** about how the quote impacts their lives today.

Lesson 2
Closure

Classroom Assessment Activity

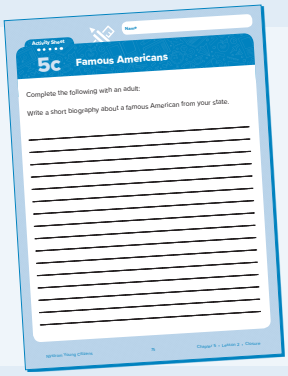
For each of the following questions, have students use American Sign Language to answer "True" or "False". If false, have them provide the correct answer.



True False

Are the following statements true or false?

1. The colonists were angry with the British because they had too many laws. (false, the colonists were angry because they did not have representation)
2. The Boston Tea Party was an annual, or once every year, event. (false, it happened only once)
3. The British wanted to capture Sam Adams and John Hancock because they were rebels. (true)
4. The Declaration of Independence was signed on July 4, 1876. (false, the Declaration of Independence was signed in 1776)
5. The Americans purchased a huge amount of land from France. It was called the Louisiana Purchase. (true)
6. The U.S. government honored all treaties that they had with the American Indians. (false, the government broke many treaties)
7. Entrepreneurs created successful businesses in industries such as oil, steel, banking, and railroads. (true)
8. Important people, such as Harriet Tubman and Abraham Lincoln, made America a freer place for all people. (true)



Review at Home

Have students complete **Activity Sheet 5c** with their families at home.

Lesson 3

The Federal Government

Online Activities

- Vocabulary Activities

Literacy Links

- *Celebrate America: A Guide to America's Greatest Symbols*, by Mary Firestone
- *Government for Kids*, by Baby Professor
- *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro

Main Goals

A **What powers does the federal government have?** Recognize services provided by the federal government and understand their significance to protecting our freedoms.

B **How is the federal government organized?** Understand the structure and responsibilities of the national government.

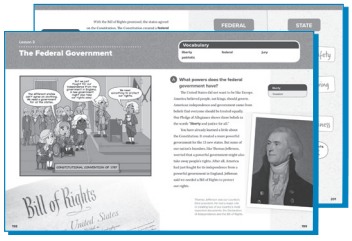
C **How do states and tribes work with the federal government?** Explain the economy and government of American Indians today and how they relate to the state and federal governments.

D **What rights and responsibilities do Americans have?** Name rights and responsibilities, and recognize how people can support change and social action against prejudice and discrimination.

E **What are the symbols and founding documents of our country?** Understand the significance and symbolism of U.S. documents and artifacts and their places in history.

A What powers does the federal government have?

Civics · Critical Thinking



pp. 198–201

New Vocabulary

federal
liberty

Objectives

Students will be able to:

- Recognize the purpose and need for government.
- Point out services provided by the federal government.

Getting Started

1. Review responsibilities of town and state governments. Mention the people who are at the head of each government (mayor, governor).

Materials

- Student Book
- Think Book
- coloring utensils

Online Activities

- What Powers Does the Federal Government Have?

Literacy Links

- *Who Was Thomas Jefferson?* by Dennis Brindell Fradin

2. Ask students, "If mayors run town governments and governors run state governments, then the president runs the _____." (federal government) Listen to responses. If students do not answer correctly, explain that there is a special name for the government that leads the entire country: *federal government*. V

3. Ask students why we need the president and federal government when we have leaders in our towns and states. Lead students' responses toward the conclusion that it would be hard for fifty states to agree on an idea or a solution. Help students understand this point by asking them a question that they will not be able to agree on. For example, ask, "What is the best animal?"

4. Have students open to p. 198 of the Student Book and read the comic. Explain that the founders of our country realized this issue and took steps to form a federal government that could make decisions. They also made sure that the federal government could not take away the rights of its people.

Teaching

1. Ask students to turn to p. 199 of the Student Book, and call on a student to read the first paragraph.

2. Ask students what "liberty and justice for all" means. (Everyone should be treated equally.)

3. Read the next two paragraphs to students, pausing to ensure comprehension of *federal*. Then, discuss with students the importance of the Bill of Rights. Write the First Amendment on the board and explain how this amendment has helped ensure liberty and justice for all.

4. Draw a T-chart on the board. Label one side **State Government** and the other side **Federal Government**. Direct students to read the remainder of the text on p. 200 independently to find out the responsibilities of the federal and state governments.

5. When students finish reading, ask students to list responsibilities of each government. Write appropriate answers and adjust incorrect ones. Have students copy the T-chart in their **Think Books**. T

6. Revisit the two vocabulary words. Ask students to provide definitions, synonyms, or examples for each word. V

Summarizing and Assessing

Tell students that they are going to choose one responsibility of the federal government and draw a picture of it in their **Think Books**. Have students share their illustrations and explain the responsibility to the class.

Modifications for Differentiation

Above Have students add and fill in a third column in their charts: **Town Government**.

Below Partner students with an independent reader.

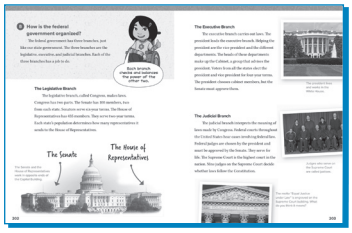
ELL Meet with students to review vocabulary and task expectations.

Extending

History Have students investigate Thomas Jefferson's role in the amending of the Constitution and creating the Bill of Rights.

B How is the federal government organized?

Civics | Information Processing



pp. 202–203

Materials

- Student Book
- "The Three Branches," Teacher Resource 5.3
- glue
- large sheet of paper
- scissors

Objectives

Students will be able to:

- Discuss the structure and responsibilities of the national government.
- Describe the importance of essential national documents like the Bill of Rights.

Getting Started

1. Have pairs play "rock-paper-scissors" for a short time.
2. Ask students which of the three is the strongest. Students may suggest that one is the best, so be prepared to explain that they are all equal.
3. Explain to students that the federal government is set up similarly to the game "rock-paper-scissors." It also has three parts. No single part outweighs the others.
4. Explain that this helps our government function in a just manner:
   a. Review with students the responsibilities of the federal government.

b. Explain that these are important responsibilities. To give one group all these responsibilities would give it too much power, and it would be hard for it to focus on all the tasks. Splitting the responsibilities between three groups helps keep the country running smoothly.

Teaching

1. Explain to students that the U.S. Constitution outlined how the government of the United States is set up.

2. Tell them that the jobs and responsibilities were outlined in the U.S. Constitution, and that the Bill of Rights was written and added to the Constitution to protect our rights.

3. Distribute large sheets of paper and **Teacher Resource 5.3** (Teacher's Guide pp. 345–346) to groups and have them cut out the cards from the teacher resource.

4. Explain to students that each card contains information from the text about the three branches of the federal government. Tell students that as the text is read, they must build a hierarchy chart with the cards. Remind them not to glue the cards on the paper until you give them the okay.

5. Have all students begin by placing "Federal Government" at top-center of their large sheets of paper. Then have them place "Legislative Branch," "Executive Branch," and "Judicial Branch" beneath "Federal Government." Make sure they space out the words appropriately.

6. Have students turn to p. 202 of the Student Book and follow along as you read pp. 202–203. Be sure to go over the images with students and read the accompanying text on each page.

7. Once you have finished reading, allow students to reread the text silently if they have cards that have not been placed.

8. Check students' charts. If it is complete and accurate, let students glue the cards in and draw lines to connect the cards.

9. Review the displays as a class.

10. Reread Leena's speech bubble on p. 202: "Each branch checks and balances the power of the other two." Discuss the meaning of this sentence. Help students' comprehension by reminding them of "rock-paper-scissors."

Summarizing and Assessing

Have students stand if the statement is true. If the statement is false, ask them to supply the correct answer.

- Our national government is located in Washington, D.C. (true)
- There are four branches of government. (false, there are three branches of government)
- The branches have equal power. (true)
- The Supreme Court decides if a law follows the Constitution. (true)

Modifications for Differentiation

Above Have students compare and contrast the three branches of government at the local, state, and federal level.

Below In a small group setting, review material for understanding. Ensure students' understanding of checks and balances.

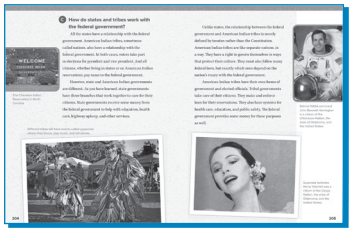
ELL In addition to the Below modification, call on students to take turns reading aloud the cards on **Teacher Resource 5.3** before beginning the activity.

Extending

Civics Have students look up the meanings of *capital* and *capitol*. Ask students to use each word in a sentence. Then, have students draw the U.S. Capitol.

C How do states and tribes work with the federal government?

Civics Cultures



pp. 204–205

Review Vocabulary

reservation
treaty

Objectives

Students will be able to:

- Analyze how states and American Indian tribes relate to the federal government.
- Explain the economy and government of American Indian groups today and how they relate to the state and federal governments.

Materials

- Student Book
- U.S./World Desk Map
- map markers
- pictures of cultural aspects from tribes in your state

Online Activities

- How Do States and Tribes Work with the Federal Government?

Literacy Links

- *Native American Rights: The Decades Old Fight*, by Baby Professor

TEACHER'S NOTE

Before class, mark a **U.S. Desk Map** with the location of American Indian lands or reserves in your state or adjacent states. Research the location of the reserves and the tribes located there. Prepare images to represent at least one tribe's culture. If possible, obtain information on a treaty that applies to these nations to share with students.

Getting Started

1. Ask students who were the first people to live on the land of North America. (American Indians)
2. Review with students the relationship between the United States and American Indian tribes:
   a. Discuss with students how early settlers and American Indians got along.
   b. Discuss with students where American Indians were forced to move when the United States expanded (reservations).
   c. Ask students why American Indians would live on a reservation today. Lead responses toward the conclusion that American Indians wanted to keep their culture.
   d. Explain to students that the relationship between the federal government and the American Indian tribes is unusual, because American Indian tribes were separate entities from the United States government when the U.S. formed. That is why there are special agreements between the government and those nations that alter some rules of the Constitution.

Teaching

1. Instruct students to turn to p. 204 of the Student Book.
2. Call on a student to read the first paragraph. Ask students what the word *taxes* means. (money people pay to support the government)
3. Read the next two paragraphs to the class. Remind students that treaties are agreements between the federal government and the American Indian tribal governments.
4. Hand out the **U.S. Desk Map** and map markers.
5. Have students circle your state on their desk maps.

6. Display the U.S. Desk Map that you prepared before class (Teacher's Note). Have students mark the location of the reservations or nations in your state or in an adjacent state on their desk maps.

7. Tell students about the reservations or nations while passing around images that showcase their cultures. If possible, review a treaty that applies to one of the nations in your area.

8. Read the last paragraph (on p. 205) to students.

9. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to stand if the following statements are true and provide the correct answer if it is false.

- Tribes are sometimes referred to as nations. (true)
- American Indians cannot vote or pay taxes. (false, they do vote and pay taxes to the federal government)
- American Indian nations have their own government and elected officials. (true)
- American Indian nations follow state laws. (false, they operate like a separate nation)
- Nations follow the federal system of healthcare, education, and public safety. (false, they have their own systems of healthcare, education, and public safety)

Modifications for Differentiation

Above Have students gather information about a local reservation and its culture, leaders, laws, and relationship with the U.S. government.

Below Monitor students and ask questions to ensure understanding.

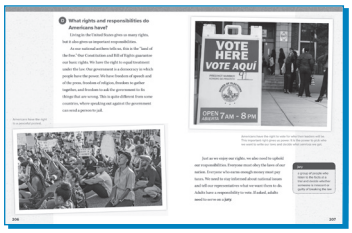
ELL In addition to the Below modification, explain that the words tribe and nation both mean "group of people." Write the following sentence from the Student Book on the board: "They have a right to govern themselves in ways that protect their culture." Check students' understanding of govern, protect, and culture.

Extending

Civics Have students investigate how a tribal council works and explain it in writing, verbally, or visually.

D What rights and responsibilities do Americans have?

Civics | Critical Thinking



pp. 206–207

New Vocabulary

jury

Materials

- Student Book
- "Rights and Responsibilities Questions," Teacher Resource 5.4
- Think Book

Objectives

Students will be able to:

- Define and list rights and responsibilities of Americans.
- Recognize how people can support change and social action against prejudice and discrimination.
- Demonstrate citizen action to protect the local natural environment.

TEACHER'S NOTE

Prepare question sheets from **Teacher Resource 5.4** (Teacher's Guide p. 347) prior to the Teaching section.

Getting Started

1. Tell students that today's lesson will start with a vote. Pick a quick and clear topic for the vote, such as deciding on a class mascot, on what to do during free time, or another aspect of school.
2. Present two options for the topic. One option should be something many students will want and the other should be something none of the students want. For example, have the class choose if the mascot will be a tiger or a sheet of paper. Tell students that you would choose the "bad" option, but that you will hold a vote to see what the majority wants.
3. Hold a vote.
4. Count the votes and explain to students that it was a good thing they were able to vote, because you really wanted to choose the "bad" option.

Teaching

1. Read the first paragraph on p. 206 of the Student Book, and then draw a T-chart, with the headings "Rights" and "Responsibilities" on the board. Have students copy the chart and headings into their **Think Books**.
2. Place students in pairs and have them read pp. 206–207 of the Student Book.

3. The partners should fill out the chart in their **Think Books** with at least two entries per heading.

4. After students finish reading, join partnerships to create groups of four.

5. Give each group one of the questions from **Teacher Resource 5.4**.

6. Ask students to discuss the question with their group.

7. Have the groups select a member to be the recorder.

8. Invite each group to share their questions and thoughts with the class.

Summarizing and Assessing

Have students select a question from **Teacher Resource 5.4** that their group did not answer and write their responses in their **Think Books**.

Modifications for Differentiation

Above Encourage students to take a leadership role within the group.

Below Encourage students to participate and present ideas. Reinforce the words *rights*, *freedoms*, and *responsibilities*.

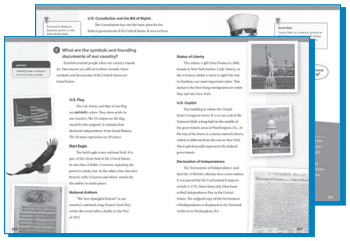
ELL In addition to the Below modification, consider asking students to work in a group for the Teaching section. Encourage some students to act out the group's scenario while other students use complete sentences to describe the action.

Extending

Civics Have students create a list of things they are responsible for at home and school. Then, have them compile a list of rights they have at home and school.

E What are the symbols and founding documents of our country?

Civics | Critical Thinking



pp. 208–211

New Vocabulary

patriotic

Materials

- Student Book
- Activity Sheet 5d
- Images of U.S. Symbols
- "The Star-Spangled Banner"
- Think Book
- coloring utensils
- construction paper (red)
- glue

Objectives

Students will be able to:

- Name some critical U.S. documents and artifacts.
- Appreciate the significance and symbolism of U.S. documents and artifacts and their place in history.

TEACHER'S NOTE

Students will be creating U.S. flags using red construction paper for the stripes and coloring the blue. To simplify the project, precut the red stripes to fit the template. Or, for more difficulty, have construction paper available for students to cut their own.

Getting Started

1. Draw a common symbol on the board, such as a heart. Ask students what it represents by using the following stem:

   a. The heart is a symbol for _____. (love)

2. Repeat with a few more examples, and then ask students what symbols represent the United States. Answers may include the Statue of Liberty and the bald eagle. List their responses on the board. If students do not respond, then display images of U.S. symbols and create your own list on the board.

3. Above the list write the title "Patriotic Symbols." V

4. Explain to students that *patriotic* means to show pride in our country. Explain that these symbols represent reasons why we are proud of our country.

Teaching

1. Organize students in pairs and ask students to turn to p. 208 of the Student Book. Have students read the first two paragraphs with their partners.

2. Ask students to explain what the stripes and stars on the U.S. flag stand for. Add **U.S. Flag** to the list on the board if it is not already there.

3. Have students read the next two paragraphs. When they have finished, add **bald eagle** and "**The Star-Spangled Banner**" if not already listed. Next, explain that the "The Star-Spangled Banner" was written while a battle raged between the British and the Americans at Fort McHenry, in Baltimore, Maryland.

4. Ask students to look at the lyrics on p. 317 of the Student Book (Patriots' Handbook) and play the anthem for students. Although they have heard and sung the anthem many times, have them follow the words and imagine Francis Scott Key writing as the battle raged.

5. Have students finish reading the section.

6. Ask students what other symbols and documents were mentioned in the Student Book. (Statue of Liberty, U.S. Capitol, Declaration of Independence, U.S. Constitution, and Bill of Rights) List these on the board if they are not already listed.

7. Direct students to more information about American symbols in the Patriots' Handbook section at the back of the Student Book, on pp. 319–321.

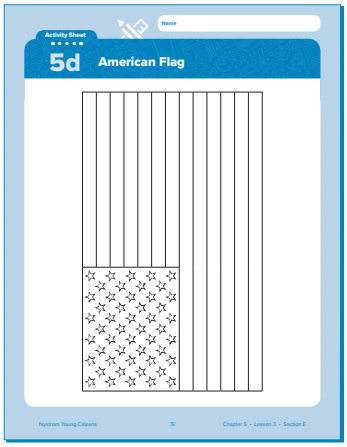
8. Tell students that they are going to create their own U.S. flag.

   a. Have students suggest patriotic words to you as you write them on the board. They may get ideas from Student Book pp. 208–211 (pride, peace, power, liberty, independence), and you may prompt others (such as, duty, equality, freedom, loyalty, opportunity, rights, service). Have students copy the list into their **Think Books** under the title "Patriotic Words."

   b. Distribute **Activity Sheet 5d** (American Flag template), red construction paper stripes, and coloring utensils.

   c. Have students use the picture of the flag on p. 318 of the Student Book (Patriots' Handbook) as a reference while pasting their red stripes. Have students color the field behind the stars blue. Then, have students select three patriotic words from their list to write on three of the white stripes on their flags.

9. Post students' flags in the classroom.


Activity Sheet
5d American Flag
Name

Activity Sheet 5d

Summarizing and Assessing

As students are working, ask them to name three significant U.S. symbols or artifacts. Ask students to describe and explain the significance of each symbol.

Read the lesson summary together.

Modifications for Differentiation

Above Provide students with U.S. currency (coins and bills). Ask them to identify other symbols visible on the currency and explain what these symbols mean.

Below Discuss with students how buildings and documents can act as symbols.

ELL Pull a small group of students to read with you instead of reading with a partner. Review symbol vocabulary as student text is read.

Extending

Civics Have students act as a "Special Symbol Committee" that is tasked with designing a new national symbol for the United States. Encourage them to be creative and think of an image that will represent the values of the country well. Committees can present their ideas and drawings to the entire class.

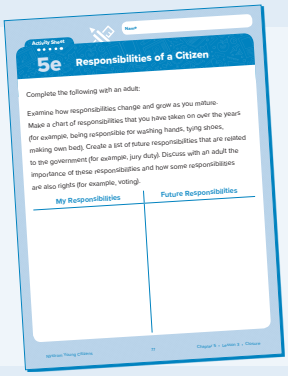
Lesson 3
Closure

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. 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.

Answer the following questions:

1. What are some things that the federal government is responsible for? (printing money, military, making treaties with other countries, etc.)
2. What are some things that the U.S. Constitution leaves to state governments? (rules for health and safety, rules for driving, voting systems, education, etc.)
3. What are the three branches of government? (legislative, executive, judicial)
4. What rights do Americans have? (free speech, freedom of religion, voting, freedom of the press, freedom to protest, etc.)
5. What responsibilities do Americans have? (paying taxes, voting, staying informed on issues, etc.)
6. What are some national symbols of the United States? (bald eagle, flag, Statue of Liberty, etc.)


Activity Sheet
5e
Responsibilities of a Citizen
Name
Complete the following with an adult:
Examine how responsibilities change and grow as you mature.
Make a chart of responsibilities that you have taken on over the years (for example, being responsible for washing hands, tying shoes, making own bed). Create a list of future responsibilities that are related to the government (for example, jury duty). Discuss with an adult the importance of these responsibilities and how some responsibilities are also rights (for example, voting).
My Responsibilities
Future Responsibilities

Review at Home

Ask students to complete **Activity Sheet 5e** with their families at home.

Lesson 4

The Land and Resources of the United States

Online Activities

- Vocabulary Activities

Literacy Links

- *In the New World*, by Christa Holtei
- *The Journey of Oliver K. Woodman*, by Darcy Pattison
- True Books: U.S. Regions series, by Dana Meachen Rau

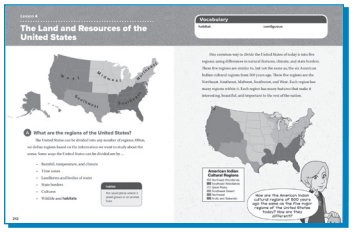
Main Goals

A **What are the regions of the United States?** Name the five regions and their states.

B **What are the features of the United States?** Describe the characteristics of the five major geographical regions in the United States.

A What are the regions of the United States?

Geography · Information Processing



pp. 212–213

New Vocabulary

habitat

Materials

- Student Book
- U.S./World Desk Map
- "Maps of the United States," Teacher Resource 5.5
- Images of Habitats
- map markers

Online Activities

- What Are the Regions of the United States?

Objectives

Students will be able to:

- List the five geographic regions and their states.
- Discuss other ways to divide up the United States.

Getting Started

1. Have students look at the map showing American Indian cultural regions on p. 129 of the Student Book.
2. Display **Teacher Resource 5.5** (Teacher's Guide pp. 348–351), and ask students which map divides the United States like the American Indian cultural regions divided it. (They should select the map of the five major regions.) Explain to students that this map is of the five major geographic areas of the United States.
3. Have students turn to pp. 212–213 of the Student Book to compare the maps.
4. Discuss with students why a map that shows regions from 500 years ago would look similar to a map of the United States today:

a. Remind students that American Indians lived using the natural resources of the land.

b. American Indians with different natural resources lived differently, which created one map's borders.

c. The map of today shows the United States divided by its natural features and political borders.

d. Where natural features changed, so did the natural resources and how American Indians lived. These same natural features and resources define the borders of today.

Teaching

1. Have students turn to p. 212 of the Student Book and follow along as you read the first half of the text to students. Display and discuss applicable maps from **Teacher Resource 5.5** as you read the bullet points. Ensure students understand the definition of *habitat* by reviewing the sidebar text and displaying multiple images of habitats.

2. Distribute the **U.S. Desk Map** and map markers and then read the next paragraph (on p. 213) to students.

3. Have students draw the borders of each region and write each region's name in its borders using the map on p. 212 as a reference.

4. Review the states that make up each region.

5. Ask students what region your state belongs to.

Summarizing and Assessing

Quiz students about the regions and states by naming a state and asking students to say the name of the region it belongs to. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students choose three regions. Direct them to write a paragraph for each region that describes a habitat specific to that region.

Below Assist with locating states and regions when necessary.

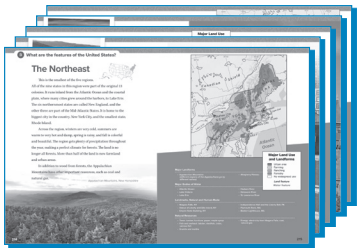
ELL In addition to the Below modification, have students work with a partner to answer the questions. You may also want to have some pairs become experts on two or three regions instead of all five.

Extending

Science Have students investigate the wildlife and habitats in their home state. Have them select one animal and record five interesting facts about it.

B What are the features of the United States?

Economics | Geography | Information Processing



pp. 214–235

New Vocabulary

contiguous

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Activity Sheet 5f
- Images of the Regions
- Think Book
- map markers
- coloring utensils

Objectives

Students will be able to:

- Label the biggest features of the U.S. regions on a map.
- List some characteristics of the regions.
- Use maps to analyze geographical data.
- Recognize some resources and industry found in the different U.S. regions.

TEACHER'S NOTE

This section will take two days to cover. For Day 1, read about your region's features and have students begin **Activity Sheet 5f**. For Day 2, you will assign the remaining regions to groups. Students will then complete Activity Sheet 5f and present their regions to the class.

Northeast: Maine, New York, New Jersey, Vermont, Massachusetts, Rhode Island, Connecticut, New Hampshire, and Pennsylvania

Southeast: Alabama, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Maryland, Virginia, West Virginia, Delaware, Washington, D.C., Florida, Louisiana, and Arkansas

Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, North and South Dakota, Nebraska, Ohio, and Wisconsin

Southwest: Arizona, New Mexico, Oklahoma, and Texas

West: Montana, Wyoming, Colorado, Idaho, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii

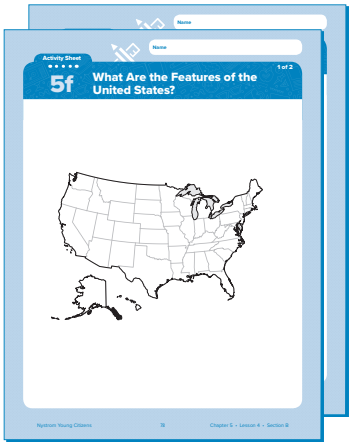
Day 1

Getting Started

1. Distribute the **U.S. Desk Map**, **Raised Relief Map**, and map markers to small groups. On your U.S. Desk Map, outline the borders of each region and label each region appropriately: **W**, **SW**, **MW**, **NE**, and **SE**. Have students do the same.
2. Ask students to find your state on both desk maps. Have them outline your state's borders on the U.S. Desk Map.
3. Using the Raised Relief Map, have student groups name features of your state. List their responses on the board. Encourage students to respond with general answers (e.g., There are many rivers, or the land is flat.)
4. Ask students if the other states in your region have similar features. Have them reference the U.S. Desk Map to remember all the states in your region.
5. Point out the West region, if it is not already your region, and take this time to explain the definition of *contiguous*:
   a. Write *contiguous* on the board. Tell students that *contiguous* means "touching" or "connected."
   b. Ask them to identify what two states are not connected, or contiguous, with the rest of the United States. (Hawaii, Alaska)

Teaching

1. Have students turn to the Student Book pages that cover your region.
2. Read the section to students, pausing to have students locate the features mentioned on the applicable desk map (**U.S. Desk Map** for cities, **Raised Relief Map** for natural features, both can be used for rivers).
3. Distribute **Activity Sheet 5f** and ask students to outline your region on the map page.
4. Direct students to view the map of your region in the Student Book. Have students create a symbol for the main way that the land is used and to draw it in the appropriate location on their activity sheet maps.
5. Next, have students pick one landform and write its name in the appropriate location on their maps.



Activity Sheet 5f

Summarizing and Assessing

Review with students the map in the Student Book. Ask students to explain in their **Think Books** what feature of your region allows the land to be used in a particular way. Show students images of your region. Ask students to name the feature and note if it is a feature they have seen in your area. Collect their activity sheets as they will be used for the next day. Have students clean, collect, and put away materials.

Day 2

Getting Started

1. Divide students into small group and distribute the **Raised Relief Map**.
2. Display images of distinctive features of each region (e.g., the Grand Canyon for the Southwest, Statue of Liberty for the Northeast).
3. Ask students if they know which region the image comes from. Have students explain their answers. They may use the Raised Relief Map to help explain their answers.
4. Do not tell students if they were right or wrong, except for the one that represents your region. Tell students that by the end of this section, they will know which region is represented by each image.

Teaching

1. Divide the class into four groups, assign each group one of the remaining regions, and distribute **Activity Sheet 5f** back to each student.
2. Have students do the following:
   a. Read the passage about their assigned regions.
   b. Outline their assigned regions on the activity sheet map.
   c. Write the name of one major landform.
   d. Create a symbol to represent the main land use and then appropriately mark their maps. Have groups create their symbols in their **Think Books,** and show you the symbols before marking and coloring their activity sheets.
   e. Review the pictures, captions, and maps that are included in the text.

3. When groups finish, ask them if they would rather live in their current region or their assigned region. Have groups discuss and write down their responses on the second page of the activity sheet. Each student should write down the response.

Summarizing and Assessing

Have groups present their regions by displaying their maps, describing how the land is mainly used, and reading their responses for the second page of the activity sheet. Collect their activity sheets for the chapter review.

Display the images from the Getting Started activity again and have students determine which region each image represents.

Modifications for Differentiation

Above Using the **Raised Relief Map** and the Student Book, have students create a chart of the major landforms in each state of your or their selected region.

Below Work with students in a small group to assist with location and labeling of the map.

ELL In addition to the Below modification, display images that depict the ways land is used for your region. For example, if forestry is a major industry in your region, then show students images that display that line of work. Exemplify *contiguous* by having students hold hands in a single line. Explain that right now they are contiguous because they are touching, they are connected. Have students let go of each other's hands and explain that they are no longer touching and so no longer contiguous.

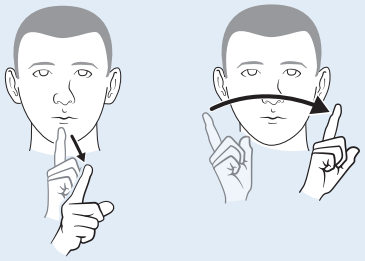
Extending

Geography Have students choose one of the landmarks mentioned in the text and ask them to list five facts about the landmark.

Lesson 4
Closure

Classroom Assessment Activity

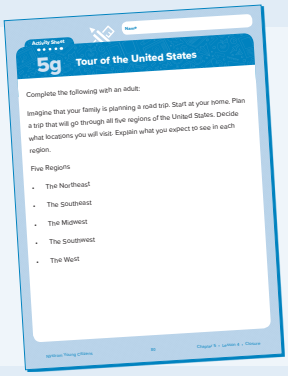
For each of the following questions, have students use American Sign Language to answer "True" or "False". If false, have them provide the correct answer.



True False

Are the following statements true or false?

1. The five regions of the United States are: Northeast, Southeast, Midwest, Southwest, and North. (false, the five regions are the Northeast, Southeast, Midwest, Southwest, and West)
2. The Northeast Region is found along the Atlantic Coast. (true)
3. Parts of the Southeast Region are called the Piedmont. (true)
4. One of the biggest features of the Midwest Region are the Great Lakes. (true)
5. Only four states make up the U.S. Southwest. (true)
6. California and Hawaii are part of the contiguous United States. (false, Hawaii is not part of the contiguous United States)


Activity Sheet
5g Tour of the United States
Name
Complete the following with an adult:
Imagine that your family is planning a road trip. Start at your home. Plan a trip that will go through all five regions of the United States. Decide what locations you will visit. Explain what you expect to see in each region.
Five Regions
- The Northeast
- The Southeast
- The Midwest
- The Southwest
- The West

Review at Home

Ask students to complete **Activity Sheet 5g** with their families at home.

Chapter 5
Review

Review Vocabulary

barter
boycott
contiguous
crop
federal
habitat
independent
jury
liberty
patriotic
plantation
reservation
slavery
treaty

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Activity Sheet Chapter 5 Review
- Activity Sheet 5f from lesson 4, section B

Objectives

Students will be able to:

- Explain how the United States became a nation.
- Discuss the responsibilities and functioning of the federal government.
- Identify the regions and resources of the United States.

Getting Started

Review the major topic areas covered in the text by going over the chapter question and each section's question.

Teaching

1. Distribute the **U.S./World Desk Map** to students.
2. Ask students to locate and name the major bodies of water that border the United States using the World Desk Map.
3. Have students locate the original 13 colonies using the U.S. Desk Map.
4. Hand out **Activity Sheet 5f** and have students review it.
5. Distribute **Activity Sheet Chapter 5 Review**, and have students work through the activity using the Student Book, U.S./World Desk Map, and Activity Sheet 5f.

Summarizing and Assessing

Go over **Activity Sheet Chapter 5 Review** with the class. Direct students to the original pages in the Student Book for support.

Modifications for Differentiation

Above Allow students to work independently. When they finish the review activity, challenge them to create a review game with the vocabulary words and definitions.

Below Spread the review activities and the test activities over several days. Focus the review on the expectations listed in students' program plan. Support vocabulary with pictures whenever possible. Use a scribe to help students complete the review and test questions. Allow partners to complete the review questions together. Allow students to complete the test orally.

ELL In addition to the Below modification, include the numbers of the pages in the Student Book with the answers to the review questions. As needed, point out important terms in the questions and have students use those terms as they search for answers. If possible, allow students to act out or draw some answers to the test questions.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Teacher's Guide pp. 352–355). Assist students as needed.

Chapter 5 Project
Telling the Truth Game

Materials

Every Day
- Leveled Student Readers
- Project Checklist
- Project Evaluation
- Project Plan

Days 1–2
- Think Book
- lined paper

Days 3–5
- materials for costumes and props

Civics

History

Speaking & Listening

Writing

Objectives

Students will be able to:

- Demonstrate an understanding of the key events and people involved in the development of the United States as a nation.
- Work cooperatively in a group to organize a dramatic presentation.
- Analyze information to reach a conclusion.
- Write fact-based questions and answers.

Project Description

Students will work in a group to play a game inspired by the *To Tell the Truth* game show. Each group will represent one of the people described in the **Leveled Student Readers** or other important Americans. Each group consists of a host, three guests (one of whom is "real," while the other two are imposters, pretending to be the "real" figure), and panelists.

- Host (1): Provides a short summary on the selected figure's life.
- "Real" Guest (1): Provides true answers to each question.
- "Fake" Guests (2): Provide wrong answers.
- Panelists (3–4): Ask one question to the guests.

The groups will write and perform the panelists' questions and the guests' answers (both the true and false answers). Then, the rest of the class votes on which of the three guests is playing the "real" historical figure.

The class is to be divided into groups. The ideal sized group is 7–8 students. If this means you will have more than three groups, then you will need to add another historical person, since every group should cover a different person. You may, alternatively, choose to adjust the size of groups by adding or subtracting the number of panelists. Keep in mind that every panelist should ask one question during the presentation.

TEACHER'S NOTE

You can select different historical figures than the ones in the **Leveled Student Readers**. However, you should provide all the information about the figures to the entire class. You may wish to add more intrigue to the game by having the fake guests give some correct answers. This will make it more challenging for students to pick out the real historical figure.

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before presenting their projects. For more on evaluating the chapter projects, see p. xxviii.

Instructions and Suggestions

Project Plan

Days 1–2

1. Hand out the **Leveled Student Readers** and the **Project Plan**.
2. Divide the class into three groups and assign each group one of the historical figures in the books.
3. Explain the nature of the "play" as outlined in the Project Description.
4. Explain that each group will write scripts to trick the rest of the class.
5. As a class, read through the instructions on the **Project Plan**.
6. Explain that questions can be serious or funny. However, the "real" guest must answer all the questions truthfully, and the answers must be in the book or research materials provided to the whole class.
7. Have each group reread its person's biography from the **Leveled Student Readers** (or from other sources you provide). While they are reading, students should write down 3–4 facts in their **Think Books**.
8. Remind groups to keep quiet while working so other students cannot hear what they are saying.
9. As a group, have students write the host's simple summary of the person's accomplishments on lined paper. Afterward, have each student write this summary on his or her **Project Plan**.

10. Then, have students think about the panelists' questions based on the facts they wrote in their **Think Books** while they were reading. After students have agreed on which questions to use, they should neatly write one question for each panelist role on their **Project Plans**.

11. Next, have students develop the guests' responses on their lined paper. Each question needs three answers. The answers can be serious or funny. The real guest will always answer truthfully.

    Sample question and answers:

    Panelist: Where were you, Abigail Adams, born?

    Guest 1 (fake): I was born in Pennsylvania.

    Guest 2 (fake): I was born in Australia.

    Guest 3 (true): I was born in Massachusetts.

12. Have students decide within their groups which guest—guest 1, 2, or 3—will be the "real" historical figure and give all true answers.

13. Have students write the appropriate responses for each guest on the **Project Plan**.

14. Circulate among the groups to assist with their writing as needed.

Day 3

1. Have students complete their scripts, if unfinished.

2. Have students review their scripts to make sure:

    a. Everyone has the same thing written on their sheets.

    b. All of the responses from the "real" guest are true.

    c. Each "fake" guest gives false answers.

    d. All of the writing is neat and uses good grammar and spelling.

    e. Everyone in the group likes what they have written.

3. As appropriate for your classroom, either assign the various roles in each group or let students decide among themselves.

4. Optionally, have groups discuss costumes to help with their presentations and assign who will work on them.
5. Have them quietly practice their scripts.
6. Monitor progress and evaluate time line completion and group cooperation.

Days 4–5

1. Provide class time to work on the scenes (panelists' questions and true and false answers) and finalize costumes.
2. Monitor progress and evaluate time line completion and group cooperation.
3. Have students review the other two biographies before beginning the presentations.
4. Have students present their projects.
5. Before revealing the real historical figure, the rest of the class will vote on which of the three guests is the correct one.
6. At the end of the presentation, the "real" guest will stand up.

Modification for Differentiation

Above Encourage these students to take a leadership role in the production.

Below Assist these students with memory work. Provide photocopies of the group's script in neat handwriting or typed rather than having students write out their own copy of the script.

ELL Modify the amount of speaking and reading required.

Rubric

See **Project Evaluation** (Teacher's Guide p. 356).

Teacher Resource 5.1

Push-Pull Factors

Lack of food	Lack of jobs
War	Forced labor
Pollution	No religious freedom
Natural disaster	Lack of opportunity
More opportunities	Lots of open land
Religious freedom	Better education
Lower cost of living	Fair or just government
Jobs	Safety/protection

Colonial Life

Possible Dollar Values: $100–$500

Generic Categories: A, B, C, D

ANSWERS	QUESTIONS
A famous silversmith.	Who was Paul Revere?
Craftsman who made things like teapots and bowls from melted silver or gold	Who is a silversmith?
A way British colonist made their living (Can be asked more than once)	What is a farmer, merchant sailor, or skilled craftsman?
bartering	What is trading instead of using money?
Trading a chicken for a pound of butter and a loaf of bread	What is bartering?
Craftsman who works with iron	Who is a blacksmith?
Craftsman who builds or repairs wooden objects or structures	Who is a carpenter?
Craftsman who creates newspapers, flyers, or posters	Who is a printer?
A craftsman who makes footwear	Who is a shoemaker?

Colonial Life

Crops grown in the southern colonies (Can be asked more than once)	What is indigo? What is rice? What is tobacco? What is cotton?
Wealthiest people in the southern colonies	Who were planters? Or Who were large land owners?
Prepared meals, did household chores	Who were women?
Made clothing, soap, candles	Who were women?
Took care of health needs	Who were women?
Were used to make medicines	What are herbs?
Helped with cooking and sewing	Who were colonial girls?
Did farm chores, took care of animals	Who were colonial boys?
Sometimes sent to work on sailing ships	Who were colonial boys?
Were taught to take care of the family business	Who were colonial boys?

The Three Branches

Federal Government	House of Representatives
Legislative Branch	Six-year term
Executive Branch	Two-year term
Judicial Branch	Senate
435 members	President
100 members	Vice President

The Three Branches

Cabinet	Nine
Four-year term	Appointed to serve for life
Two per state	Justice
White House	Carries out Laws
Federal court	Makes Laws
Supreme Court	Interprets Laws

Teacher Resource 5.4

Rights and Responsibilities Questions

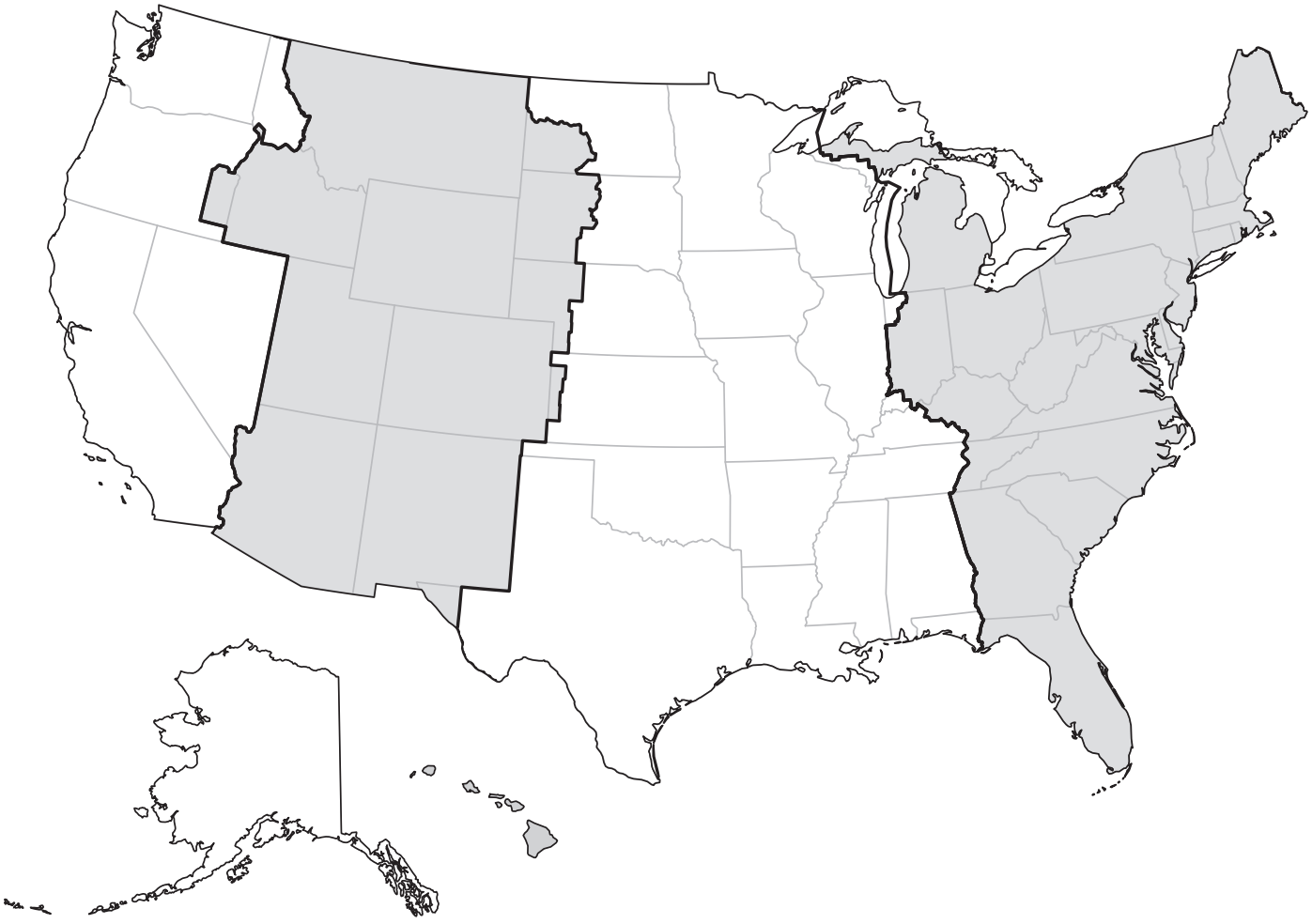
Can you think of some examples of people who are disrespectful of other people's human rights? Why do some people behave that way?

How can we avoid behaving in unfair and disrespectful ways that ignore the rights of others? Support your answer.

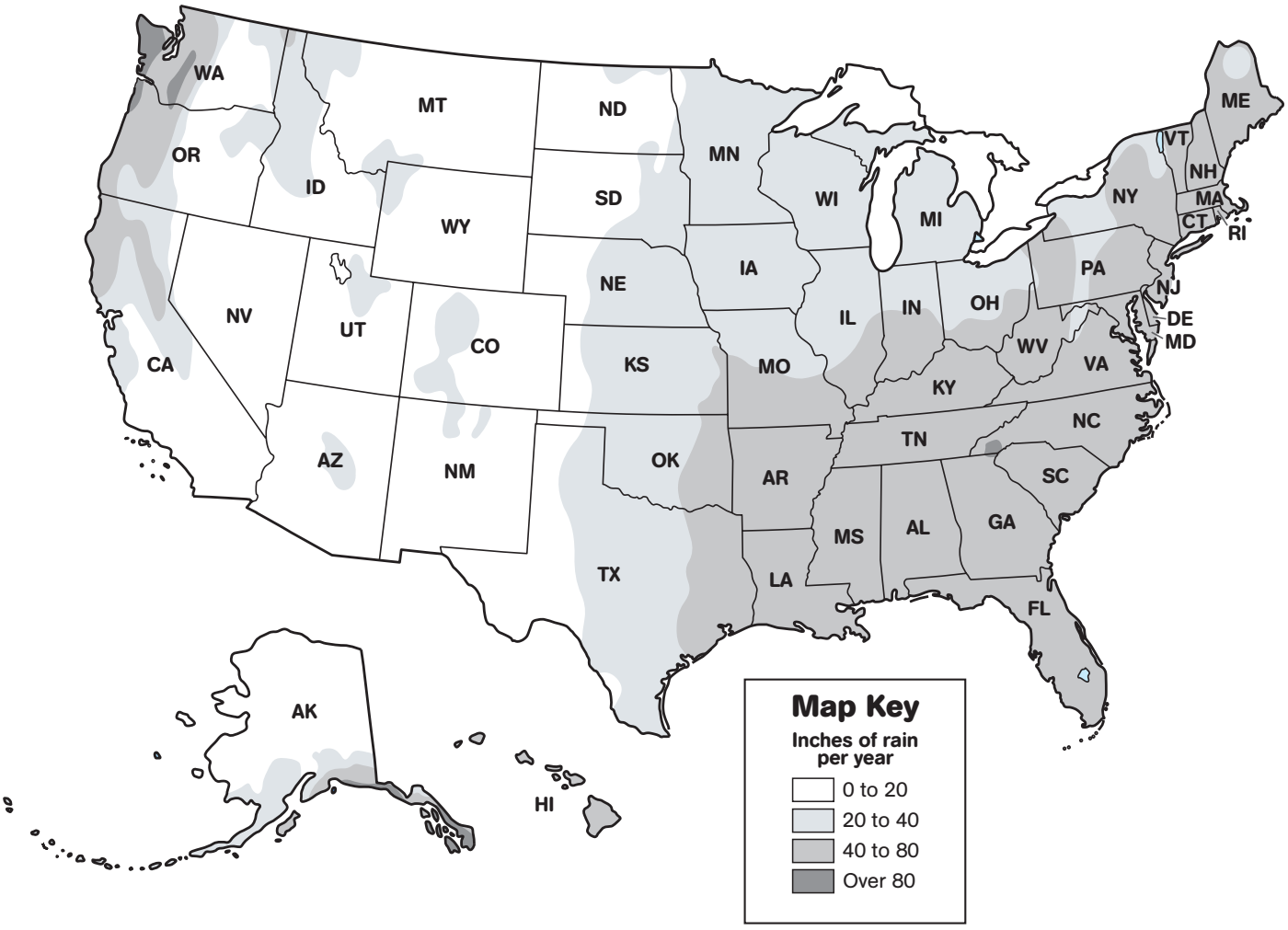
How does it feel when your rights are ignored by others? Give an example to support your answer.

An important responsibility is care of the environment. What actions can you take to protect the natural environment and its resources?

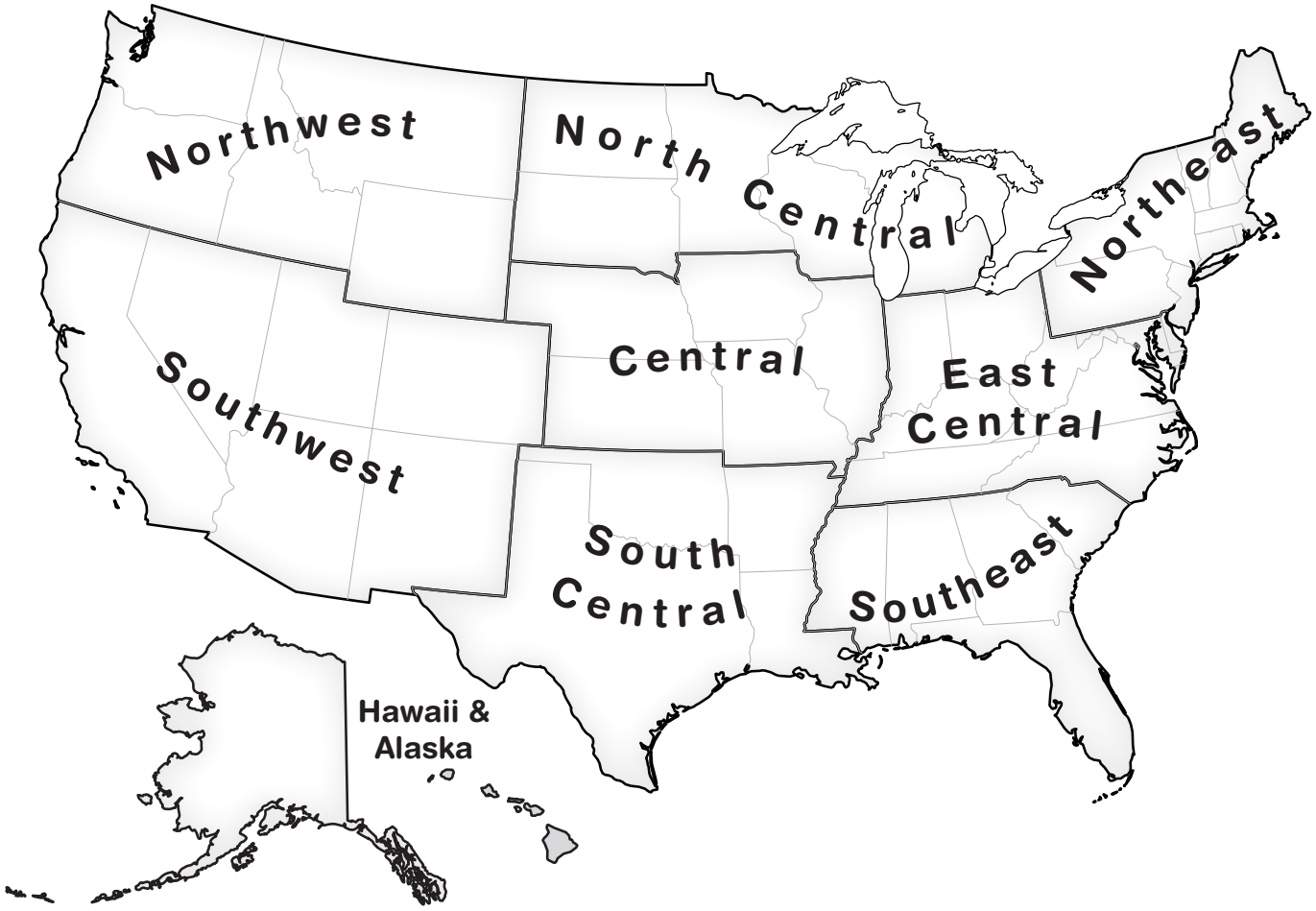
Maps of the United States
Time Zones



Maps of the United States
Rainfall



Maps of the United States



Maps of the United States

Name

Chapter 5 Test

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

1. American Indians helped the early settlers survive by sharing food and showing them how to plant crops. _____

2. One reason the English came to America was to gain wealth. _____

3. Enslaved Africans had no rights and had to work on plantations all their lives. _____

4. The Boston Tea Party was a special celebration between the colonists and the British. _____

5. All 50 states of the United States are contiguous. _____

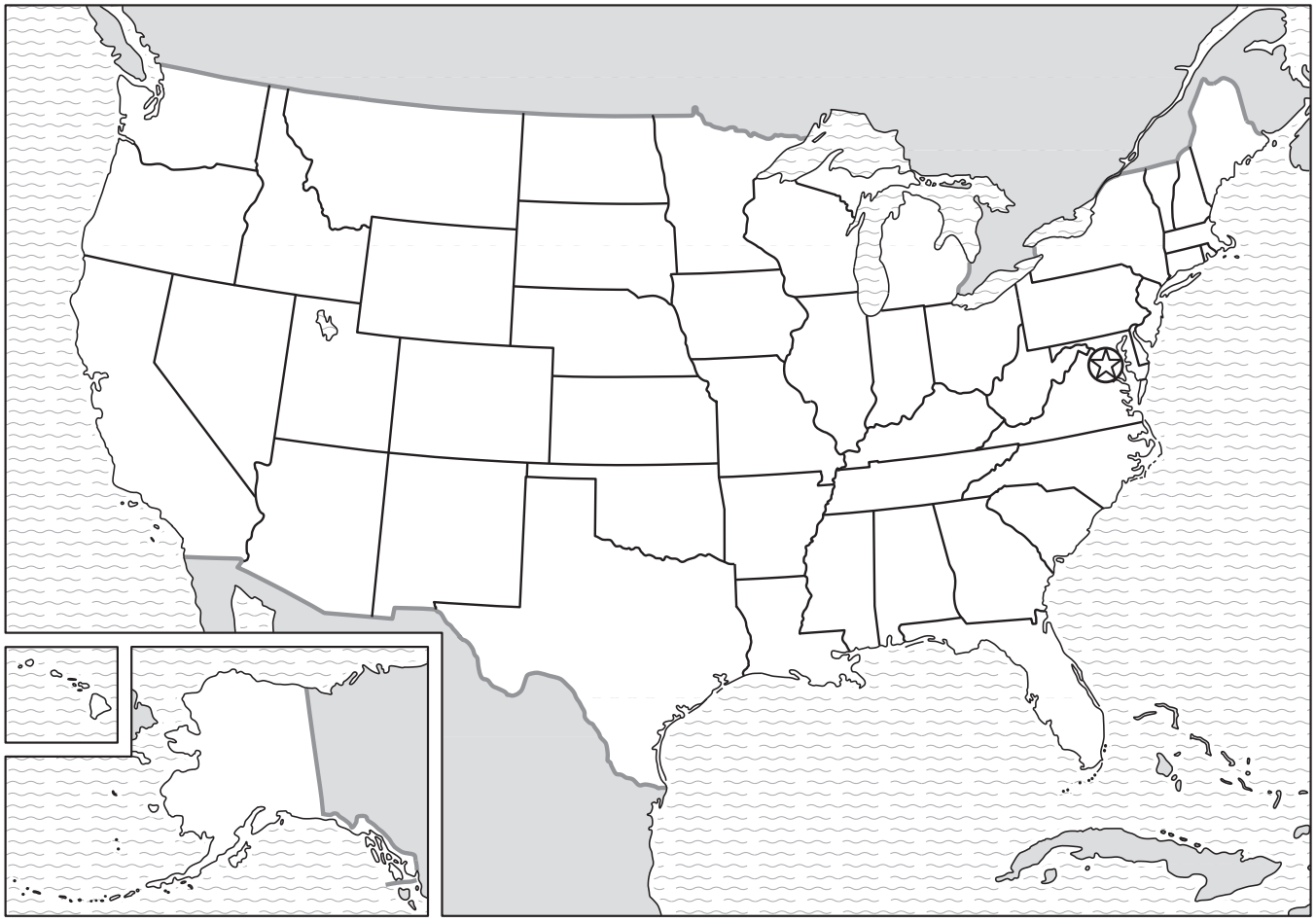
6. There are four branches of government. _____

7. American Indian nations have their own governments and elected officials. _____

Name

Chapter 5 Test

On the map, locate and label the following:



8. Atlantic Ocean

9. Mississippi River

10. Alaska

11. Great Lakes

12. Midwest region

13. Our state

Name

Chapter 5 Test

Substitute a word from the word bank for the italicized words. Write the word on the blank line following the sentence.

federal	**plantation**	**reservation**
liberty	**patriotic**	

14. The *large farm* grew cotton, rice, and tobacco. _____

15. The Navajo Nation has the largest American Indian *land* in the United States. _____

16. Our right to *freedom* is written into the U.S. Constitution. _____

17. The *national* government makes treaties with other countries. _____

Name

Chapter 5 Test

Circle the correct answers. More than one answer may be correct for each question.

18. Why did the English come to America?

- **a.** for wealth
- **b.** for land
- **c.** for religious freedom
- **d.** for water

19. Americans purchased land from the French so that U.S. colonists could move west. What was this big purchase called?

- **a.** Boston Purchase
- **b.** Oregon Purchase
- **c.** Louisiana Purchase
- **d.** Texas Purchase

20. What is an example of a U.S. national symbol?

- **a.** bald eagle
- **b.** Statue of Liberty
- **c.** deer
- **d.** Rocky Mountains

Student Name:

Chapter 5 Project

Telling the Truth Game

	Project Evaluation
Project Plan	
The student wrote a short summary of the historical figure's life.	1 2 3 4
The student wrote a question for each panelist.	1 2 3 4
The student wrote answers for the guests to all questions.	1 2 3 4
Group Work	
The student listened attentively to others.	1 2 3 4
The student spoke appropriately when sharing.	1 2 3 4
Presentation	
The student spoke with expression and was loud enough for everyone to hear.	1 2 3 4
The student listened to others as they were speaking their parts.	1 2 3 4
The student participated in guessing who the real guest was.	1 2 3 4

The highest rating is 4.

CHAPTER 6

Compelling Question

Why Are Towns Different around the World?

In this chapter, students will learn how social, economic, political, and natural factors influence the culture of a town.

Time Frame: 5 Weeks

1. Students will strengthen their map-reading skills to enhance their understanding of global communities.
2. Students will learn about the social, economic, political, and natural features of Soweto, South Africa.
3. They will learn about the social, economic, political, and natural features of Dong Ngac, Vietnam.
4. They will learn about the social, economic, political, and natural features of Tiwanaku, Bolivia.
5. Students will complete the chapter review, project, and assessment.

Chapter 6

Letter Home

Dear Family,

Our new social studies chapter is called "Why Are Towns Different around the World?"

The goal of the chapter is to have students investigate and compare the environment, culture, economy, history, and governments of an urban, suburban, and rural world community to our own community. Students will learn how the relationship between geography, economics, and history impacts the growth of a community.

Home and School Connections

Here are some ideas to help reinforce what your child is learning at school.

- **Take** a trip to a city or town close to you. Discuss the geography and economics of the area with your child and help her or him compare the area to your city.
- **Take** your child to a traditional cultural celebration. Research the history of the event before going to help your child understand the significance and importance to the people or culture involved.
- **Discuss** the importance of inclusion and acceptance of all differences with your child. Focus on ability rather than color, culture, or physical challenge.

Preparing for the Chapter Project

The final project will be to compare one of the communities in the chapter to their school community in three of the following topics: culture, environment, history, economy, and government. Students will work in a group as they create a visual display and write a short text comparing the two communities, identifying a cause-and-effect relationship, and discussing a historical or current issue.

- **Discuss** the characteristics of your neighborhood with your child. Is it urban, suburban, or rural? What businesses are found? Are there any community traditions?
- **Check out and read** with your child a book from the library about one of the countries we will cover this chapter: South Africa, Vietnam, or Bolivia.

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

Have fun discovering world cultures with your child!

Sincerely,

Nystrom Young Citizens 91 Chapter 6 • Letter Home

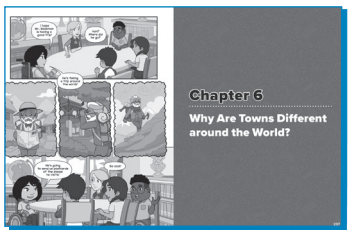
Letter Home

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

Chapter 6
Pre-assessment

1. Distribute the **World Desk Map** and map markers.
2. Have students locate and circle the United States and Vietnam on the desk maps. Allow students time to find Vietnam; if they are unable to locate it, give them hints (e.g., it is south of China).
3. Ask students which country, the United States or Vietnam, is likely to have a warmer climate, and why.
4. Have students locate and circle South Africa and Bolivia. Give hints as necessary concerning the locations.
5. Ask students which country, South Africa or Bolivia, is likely to have a warmer climate, and why.
6. Discuss students' answers and reasoning.
7. Have students clean, collect, and put away materials.

Chapter 6
Introductory Activity



pp. 236–237

Geography **Information Processing**

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 6a
- map markers
- rulers

Objectives

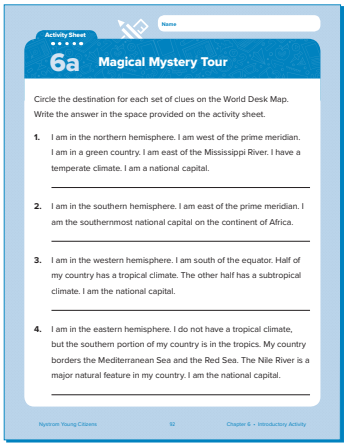
Students will be able to:

- Recognize different types of maps.
- Use cardinal and intermediate directions to locate places in a community.
- Utilize a map scale to measure the distance between cities.

Getting Started

Distribute the **World Desk Map** and review with students the hemispheres and climates of the world.

1. Remind students that the climate between the Tropic of Capricorn and Tropic of Cancer is tropical.
2. Review how the farther a location is from the equator, the colder it is.


Activity Sheet
6a Magical Mystery Tour
Name
Circle the destination for each set of clues on the World Desk Map. Write the answer in the space provided on the activity sheet.
1. I am in the northern hemisphere. I am west of the prime meridian. I am in a green country. I am east of the Mississippi River. I have a temperate climate. I am a national capital.
2. I am in the southern hemisphere. I am east of the prime meridian. I am the southernmost national capital on the continent of Africa.
3. I am in the western hemisphere. I am south of the equator. Half of my country has a tropical climate. The other half has a subtropical climate. I am the national capital.
4. I am in the eastern hemisphere. I do not have a tropical climate, but the southern portion of my country is in the tropics. My country borders the Mediterranean Sea and the Red Sea. The Nile River is a major natural feature in my country. I am the national capital.
Nystrom Young Citizens 32 Chapter 6 • Introductory Activity

Activity Sheet 6a

Teaching

1. Have students open to p. 236 of the Student Book. Read the comic to students.
2. Distribute **Activity Sheet 6a** and map markers to students and tell them that they are going on a Magical Mystery Tour of the world.
3. Have students complete the activity sheet and mark the corresponding locations on their desk maps. Review students' answers.

Summarizing and Assessing

Have students create three riddles for the **U.S. Desk Map**. One of the riddles must lead to a city in your state. One of the riddles must require students to use the scale. Make sure students have rulers for this activity. Divide the class into groups and allow each student to test their group.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to create Magical Mystery Tour questions for a state road map.

Below Pair students with a more proficient reader.

ELL In addition to the Below modification, have students work in two groups and give each **Community Desk Map 4A**. Use this desk map to create riddles. If necessary, review the terms *left* and *right* and the cardinal directions. Each group should write directions for the other group to follow. Have groups exchange directions and follow them.

Lesson 1

Finding Our Way in the World

Online Activities

- Vocabulary Activities

Literacy Links

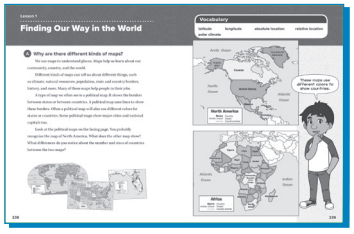
- *Climate*, by Teacher Created Materials
- *The Complete Book of Maps and Geography*, by Thinking Kids and Carson-Dellosa Publishing
- *Latitude and Longitude*, by Kristen Rajczak

Main Goals

- **A** **Why are there different kinds of maps?** Compare elements of different kinds of maps.
- **B** **Researching Skills: Latitude and Longitude.** Identify lines of longitude and latitude on a globe and map. Recognize the difference between absolute and relative location.
- **C** **What are the different climate regions of the world?** Use a globe to recognize that there are different climate regions in the world.
- **D** **Where are the world communities we are studying?** Locate the example world communities on a world map.

A Why are there different kinds of maps?

Geography | Information Processing



pp. 238–239

Materials

- Student Book
- U.S./World Desk Map
- Raised Relief Map
- Think Book

Objectives

Students will be able to:

- Differentiate between different kinds of maps.
- Locate different elements on political and relief maps.

Getting Started

1. Distribute the **U.S. Desk Map** and the **Raised Relief Map** to small groups and create a Venn diagram on the board to compare the two maps. Label the sections of the diagram **Political**, **Both**, and **Raised Relief**
2. Ask students to share similarities they notice about the maps. Answers may include that they show the United States, the states are labeled, and they show rivers. List appropriate answers on the board.
3. Ask students to raise their hands if they notice two or more differences between the maps.

4. Ask students to share differences they notice. Answers may include that one displays each state with a color that is unique from its bordering states, and one is 3-D. List appropriate responses in the Venn diagram.

5. Discuss with students why these maps have such differences. Explain that they serve different purposes to help people learn specific information.

6. Have students open to p. 238 of the Student Book. Have them look at the different types of maps and clarify that different maps help us understand different aspects of our country.

Teaching

1. Have students get in pairs and read p. 238 of the Student Book.

2. Test students' comprehension by asking them what type of map the **World Desk Map** is. (political)

3. Have pairs study the **World Desk Map** and locate the following:

   a. the legend and scale

   b. the compass rose

   c. the continents

   d. the largest country in each continent (North America = Canada; South America = Brazil; Europe = Ukraine (or Russia); Asia = Russia; Africa = Algeria; Australia = Australia)

   e. some island countries

4. Refer students back to the Venn diagram on the board and ask them questions regarding what map they should use in different situations:

   a. Which map would you use to find the capital of Texas? (U.S. Desk Map or political map)

   b. Which map would you use to determine if the Rocky Mountains or Appalachian Mountains reached a higher elevation? (Raised Relief Map or elevation map)

Summarizing and Assessing

Have students copy the Venn diagram on the board in their **Think Books**. Ask students if they think it would be useful to have all the information from the Raised Relief Map and the U.S. Desk Map on a single map. Have students write their responses in their Think Books.

Modifications for Differentiation

Above Have students create questions about which map is the best to use in a certain situation. Have students create charts to compare different maps.

Below Students may read with a partner or read with the teacher while others read independently. Reinforce the cardinal direction vocabulary. Assist with locating and identifying place names.

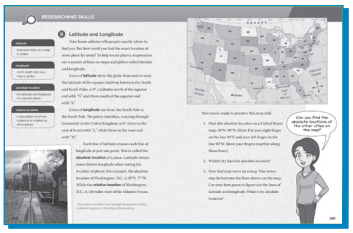
ELL In addition to the Below modification, ask students to turn to the Atlas in the back of the Student Book as you briefly identify one or two different types of maps, including a political map. Students may work in pairs or a small group to identify the features described in the Teaching section.

Extending

Geography Copy maps of your school or have students draw maps of the school. Allow them to reference a fire escape plan or another map to make sure they include all aspects of the school. Challenge students to draw different maps by setting up parameters for students to use. For example, ask students what the population map would look like during lunch or recess.

B Latitude and Longitude

Geography · Information Processing



pp. 240–241

New Vocabulary

absolute location
latitude
longitude
relative location

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- Activity Sheet 6b
- Think Book
- map markers

Online Activities

- Latitude and Longitude

Objectives

Students will be able to:

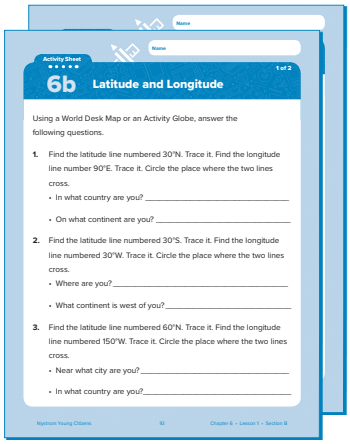
- Locate lines of longitude and latitude on a globe and map.
- Differentiate between absolute and relative location.
- Use cardinal and intermediate directions to locate places in a community.
- Locate the national capital and state capitals on a United States map.

Getting Started

1. Distribute **Activity Globes** to small groups. Direct students to observe the lines that crisscross the globe.
2. Ask students to list aloud what they notice about the lines. Emphasize that they should list anything, such as the lines have numbers. List their responses on the board. If students do not mention that some lines run vertically and some run horizontally, then point this out.
3. Draw a vertical line on the board and write *longitude* next to it and then draw a horizontal line and write *latitude* next to it. Explain to students that one of the best ways to differentiate between these names is to associate the word *flat* with *lat* (of *latitude*). Tell students that the horizontal lines of latitude lie flat on a map or globe, and that *flat* rhymes with *lat*. Have them repeat, "LATitude lines are FLAT."

Teaching

1. Ask students to read in their small groups the first three paragraphs on p. 240 of the Student Book and then have students look at the latitude and longitude lines on their globes. Ensure students' understanding of latitude and longitude:
   a. Ask students to create a chart in their **Think Books** to compare the features of latitude and longitude lines.
   b. Have groups observe their globes to identify differences, such as latitude lines are marked with north and south.



Activity Sheet 6b

2. Distribute the **U.S. Desk Map** and a map marker to each student. Have students locate the lines of latitude and longitude on the map.

3. Have students read the rest of the text and then practice the map skill on p. 241. Work through the questions as a class using the map in the book and the U.S. Desk Map.

4. Distribute **Activity Sheet 6b** and have students complete it. They should mark each location discovered on their desk maps.

Summarizing and Assessing

Have students find features on the **U.S. Desk Map** by providing cardinal and intermediate directions and distance from another location. For example, I am a capital city that is approximately 450 miles east of Santa Fe, New Mexico. (Oklahoma City)

Discuss with students the differences between the lines of latitude and longitude shown on the globe and the desk map. For example, the U.S. Desk Map does not show the equator or prime meridian.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to create map questions for their classmates.

Below Reinforce the cardinal direction vocabulary. Work with a small group that needs extra help completing the activity sheet.

ELL In addition to the Below modification, explain that, like the equator and borders between states or countries, lines of latitude and longitude are imaginary lines. Consider having students practice with cardinal directions using the **World Desk Map** and their families' countries of origin.

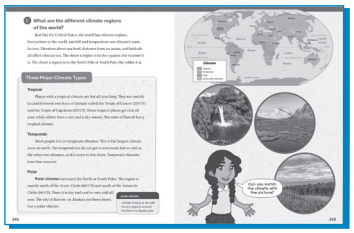
Extending

Geography Place these clues on the board, and have students locate the place or coordinates on the **U.S. Desk Map**. Have students make up five more clues and challenge a partner.

- 35°N, 90°W
- Salem, Oregon
- Las Vegas, Nevada
- 35°N, 107°W

C What are the different climate regions of the world?

Geography | Critical Thinking



pp. 242–243

New Vocabulary

polar climate

Review Vocabulary

temperate climate
tropical climate

Materials

- Student Book
- Activity Globes
- map markers

Objectives

Students will be able to:

- Recognize that the world has different climate zones.
- Use maps and globes to differentiate between climate regions.

Getting Started

1. Ask students how they dressed for today's weather. Ask how their choice of clothes differs because of the weather (e.g., if it is colder or warmer, wetter or drier).
2. Have students give some examples of clothing for weather extremes. Tell students that they are going to be learning about climates in different parts of the world.

Teaching

1. Read the opening paragraph on p. 242 of the Student Book to students.
2. Question students on the weather in the regions of the United States.
3. Place students in three groups and distribute the **Activity Globes** and map markers.
4. Assign each group a different climate. Ask them to read about that region. After reading, they should be able to do the following for the class:
   a. Explain what the climate is like in that region.
   b. Describe where the region is. Give the location of the region using latitude and longitude lines, if provided in the Student Book. Name one country that can be found in that region.
5. Have each group present. As groups present, have the other students trace the latitude lines that act as borders to the regions and write the name of the region between its borders.

6. Ask students what they notice about the temperature of places as you get farther away from the equator. (It gets colder.)

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Discuss with students what benefits and difficulties occur in our community because of our climate zone. Have students match the pictures on p. 243 of the Student Book with the climate zone and explain their answers.

Modifications for Differentiation

Above Have students research the natural disasters that occur in the polar and tropical climate zones. Have students write a paragraph about whether they would live in a polar or tropical climate zone.

Below Assist students with locating climate zones on the **Activity Globes.**

ELL Review the vocabulary. Include pictures to help reference new words.

Extending

Geography Have students choose one climate zone and find two countries that fall within that zone. Compare the average temperatures, annual precipitation, and natural disasters of the two countries.

D Where are the world communities we are studying?

Cultures Geography

pp. 244–245

Materials

- Student Book
- U.S./World Desk Map
- Think Book

Objectives

Students will be able to:

- Locate the world communities on a world map.

Getting Started

1. Distribute the **World Desk Map** and write on the board **South Africa**, **Vietnam**, and **Bolivia**.

2. Have students locate each country on their desk maps and tell you what the climate is for each country. Write the climate students suggest under the appropriate country's name. Ask students to explain their answers.

3. Tell students that they will discover if their answers are right during today's reading.

Teaching

1. Have students open to p. 244 of the Student Book.
2. Read the first line to them and have them create a chart with three columns in their **Think Books**. Have them write the headings "Soweto," "Dong Ngac," and "Tiwanaku."
3. Read aloud the paragraph about Soweto. Confirm whether students were right about the climate and then have students write what type of community it is (urban, suburban, rural) and one other fact.
4. Repeat for the next two paragraphs, about Dong Ngac and Tiwanaku. Discuss with students how Tiwanaku's elevation creates a temperate climate, even though it is located in the tropics.
5. Explain to students that they are going to be comparing the cultures, economies, and governments of these communities.

Summarizing and Assessing

Remind students that areas in the temperate climate region have many different subclimates. For example, the Southwest in the United States is different than the Northeast in the United States, even though both are in the temperate climate zone. Ask students if they think South Africa's climate is dry or wet. Ask them to explain their answers. Let them discuss how the climate in Bolivia might differ from the climate in Vietnam.

Read the lesson 1 summary on p. 245 of the Student Book.

Modifications for Differentiation

Above Have students find the bordering countries of South Africa, Vietnam, and Bolivia using the **World Desk Map**.

Below Help students with vocabulary by reviewing terms like *colony* and *independence*. Allow students to work with a partner during the Teaching activities.

ELL In addition to the Below modification, use **Community Desk Map 4B** to reinforce the concepts of urban, suburban, and rural. Show how different colors on the map (green, red, and orange) relate to different areas of a town.

Extending

Geography Provide photos of Paris, France, and Port-au-Prince, Haiti. Discuss with students whether each city is rural, suburban, or urban. Have students find the countries of France and Haiti on the **World Desk Map**. Have students guess what the climate is like in each country. Have them create a Venn diagram comparing Paris to Port-au-Prince in their **Think Books**.

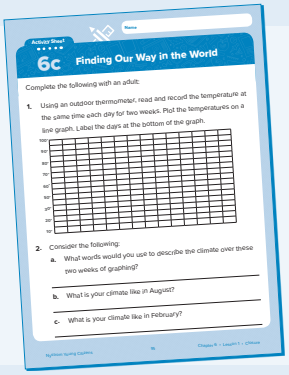
Lesson 1
Closure

Classroom Assessment Activity

Distribute **World Desk Maps** and map markers to student pairs.

Ask students to do the following:

1. Identify what kind of map this is (political, raised relief, population, etc.). Circle the type of map in the upper right-hand corner. (political)
2. Trace the following lines of latitude and longitude on the map:
   a. Equator
   b. Prime meridian
   c. Tropic of Cancer
   d. Tropic of Capricorn
   e. Arctic Circle
   f. Antarctic Circle
3. Write **T** on an area that is noted for a tropical climate.
4. Circle the city closest to the coordinates 30˚N, 30˚E. (Cairo, Egypt)
5. Circle the city closest to the coordinates 30˚S, 120˚E. (Perth, Australia)


Activity Sheet 6c Finding Our Way in the World

Complete the following with an adult:

1. Using an outdoor thermometer, read and record the temperature at the same time each day for two weeks. Plot the temperatures on a line graph. Label the days at the bottom of the graph.

2. Consider the following:
   a. What words would you use to describe the climate over these two weeks of graphing?
   b. What is your climate like in August?
   c. What is your climate like in February?

Review at Home

Ask students to complete **Activity Sheet 6c** with their families at home.

Lesson 2

An Urban Community: Soweto, South Africa

Online Activities

- Vocabulary Activities

Literacy Links

- *Amazing Pictures and Facts about Johannesburg*, by Mina Kelly
- *Desmond and the Very Mean Word*, by Desmond Tutu
- *Natasha in Soweto Kingdom*, by Dun Hills

Main Goals

- **A** **What is it like to live in Soweto?** Describe some human and natural characteristics of Soweto.
- **B** **What is the history of Soweto?** Retell significant events in the history of Soweto.
- **C** **How do people make a living in Soweto?** Understand how the economy of Soweto works: jobs, products, and services.
- **D** **What is the government of Soweto?** Compare and contrast the U.S. system of government (local and federal) with the system of government in South Africa.

A What is it like to live in Soweto?

Cultures Geography

pp. 246–249

New Vocabulary

commuter

Review Vocabulary

prairie

Materials

- Student Book
- Activity Globes
- Activity Sheet 6d
- Think Book
- map markers
- glue

Objectives

Students will be able to:

- List some human and natural characteristics of Soweto.
- Recognize how people have affected the local environment.
- Compare and contrast the culture of Soweto to their community.

Getting Started

1. Say “hello” to the class. Ask students which language this word belongs to. (English) Write **English** on the board. Ask the class if everyone around the world uses the same language. (no)
2. Ask students if they know how to say “hello” in a different language. For each example, have the class repeat the word and write the name of the language on the board. List as many languages as students know. Add others that you know.

Online Activities

- What Is It like to Live in Soweto?

3. Ask if anyone in the class can speak eleven different languages. Explain that in South Africa, there are eleven official languages, including English. Tell them that you can say "hello" in South Africa, but there are many other ways to greet people. Introduce a few examples:

   a. Hallo (Afrikaans)

   b. Sawubona (Zulu)

   c. Mholo (Xhosa)

   d. Dumela (Tswana)

4. Ask students what the advantages and disadvantages are of having so many languages in one country. Challenge students to think of ways people can communicate even if they do not speak the same language.

5. Explain that students will learn more about South Africa in today's lesson.

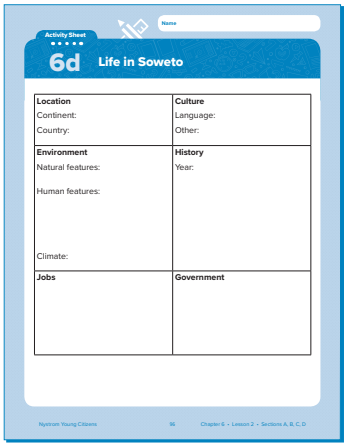
Teaching

1. Distribute the **Activity Globes** and map markers to small groups.

2. Have students locate where the Tropic of Capricorn crosses longitude 30˚E. Ask them what country they are in (South Africa), and have them trace its borders. Explain to students that they will be learning about the community of Soweto, which is located in South Africa. Have them write an **S** (for Soweto) in South Africa.

3. Distribute **Activity Sheet 6d** and explain to students that they will use the activity sheet to help guide them to take notes today. Ask students to fill in the first box ("Location"). Walk around the room pointing to South Africa on an Activity Globe if students struggle with the "continent" part (continent = Africa, country = South Africa).

4. Have students turn to p. 247 of the Student Book. Use this page to model how to take notes using the text. Tell them that they do not need to write down everything in the section, but they should look for key points.


Activity Sheet
Name
6d Life in Soweto

Location	Culture
Continent: Country:	Language: Other:
Environment Natural features: Human features: Climate:	**History** Year:
Jobs	**Government**

Activity Sheet 6d

5. Read the text aloud to students. Refer to the section called "Culture" on the activity sheet. Ask students if the text gives any information that they can add to that section of the activity sheet. Next to "Language," have students write **11 official languages** on the activity sheet.

6. Ask students to suggest other cultural information from the text. Encourage them to simplify their answers and have them write **music**, **dance**, and **sports** on the activity sheet.

7. Have students read p. 248.

8. When students finish, ask them which category the text dealt with. (Environment) Go over each topic listed on the activity sheet (Natural features, Human features, and Climate). Have students share what they learned about each topic and help them fill in notes for the activity sheet.

9. Explain that the text does not give information about the climate. Display an **Activity Globe** and review the location of South Africa and the different climate zones. Explain that Soweto has a temperate, dry climate.

10. Explain that students will fill out the rest of **Activity Sheet 6d** during future lessons about Soweto.

11. Review the vocabulary word *commuter* by asking how students come to school (bicycle, bus, car, other) on most days. Explain that this is an example of commuting.

Summarizing and Assessing

Ask students to think about what features they see when they commute from home to school. What types of buildings do they see (apartments, markets, fire stations, etc.)? Have students share their responses. Ask students to identify one difference and one similarity between Soweto and their community. Have students glue the activity sheet in their **Think Books**.

Modifications for Differentiation

Above Have students write about why keeping so many languages is important to a community.

Below Read the text with students. Provide them with notes that have already been written or write out some sentence frames and allow them to look for the information to complete the frames. For example, one sentence frame might be, "The people of Soweto may speak _____ different _____."

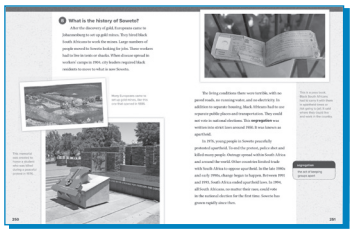
ELL In addition to the Below modification, help students simplify the information from the text into one-word or shortened phrases on the activity sheet, as ELL students might have a harder time isolating the key word for note-taking purposes.

Extending

Cultures South Africa has eleven official languages. In their **Think Books**, have students list five difficulties that this might create in the community.

B What is the history of Soweto?

Geography History



pp. 250–251

New Vocabulary

segregation

Materials

- Student Book
- U.S./World Desk Map
- Images of Segregation
- Think Book
- map markers
- coloring utensils
- white paper

Objectives

Students will be able to:

- Discuss significant events in the history of Soweto.
- Compare historical events in the history of Soweto to events in the United States.
- Recognize the different points of view when discussing the history of Soweto.

Getting Started

1. Write on the board **Group 1** and **Group 2**. Randomly list students' names under each group. Make sure the groups have close to the same number of students.
2. Explain that it is too hard to distinguish the groups you created and that you want to make it easier to tell who is in each group.
3. Provide Group 1 with pencils or black markers. Have each student in this group write **Group 1** on a white sheet of paper and to leave that sheet of paper on their desk. Provide Group 2 with a bright colored pencil or marker and ask each student to write **Group 2** on a sheet of paper.
4. Ask students to describe what you are doing. Steer answers toward separating us. Explain that separation usually leads to the unfair treatment of one group.

Teaching

1. Distribute the **World Desk Map** and map markers and have students open to p. 250 of the Student Book.

2. Read the first sentence aloud and have students draw an arrow from Europe to South Africa. Ask students why Europeans came to South Africa. (to set up gold mines) Have students draw gold bars or money signs in South Africa.

3. Have students read the rest of the paragraph. Ask them to describe what happened in 1904. (Because of disease, black workers had to move to Soweto.)

4. Instruct students to read the text on p. 251 independently.

5. Discuss *segregation* in South Africa with students. Refer to the Getting Started activity. Ask students how they would feel if Group 1 was treated worse than Group 2 (ask students from both groups). Ask them if they think this kind of system is fair.

6. Ask students how black Africans were treated worse in South Africa. (bad living conditions, no paved roads, no running water, no electricity, etc.) Ask students how black Africans probably felt, and have them explain their answers.

7. Explain that segregation also existed in the United States around the same time period. Tell them that leaders like Martin Luther King Jr. and Rosa Parks helped end segregation, and they are now considered American heroes. Explain that Martin Luther King Jr. even has his own federal holiday.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write down two important years and what happened during those years in the "History" section of the "Life in Soweto" activity sheet in their **Think Books**. Have students share their responses.

Modifications for Differentiation

Above Have students find information and images of apartheid-era South Africa and the historic election of 1994. Encourage students to present their findings to the class.

Below Assist students with vocabulary and scribing of notes into their **Think Books**.

ELL In addition to the Below modification, you may need to provide prompts or other support for filling in the activity sheets.

Extending

History Have students write a short report about the Soweto uprising and why it is now a national holiday called Youth Day.

C How do people make a living in Soweto?

Economics History

pp. 252–253

Review Vocabulary

segregation

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Analyze how the economy of Soweto works.
- Describe how the basic needs of the community are met in Soweto.
- Compare how people make a living in Soweto to how people make a living in their community.

Getting Started

1. Explain that Soweto is becoming a popular destination. People like to see the city, especially the Orlando towers. Direct students to p. 253 of the Student Book to look at the towers.
2. Ask students to imagine going on a vacation and then ask the following questions:
   a. Where will you stay?
   b. Where will you eat?
   c. How will you get around?
3. Discuss with students how places like hotels and restaurants provide services to tourists and that such places require a lot of workers to operate smoothly. Explain that providing services for tourists is a big industry. It is known as tourism.

Teaching

1. Have students turn to p. 252 of the Student Book and read the first three paragraphs. Ask students whether Soweto is a rural, urban, or suburban community. (urban) Have students explain their reasoning.
2. Discuss with students which jobs and industries mentioned in the text are in your community.

3. Direct students to open their **Think Books** to **Activity Sheet 6d**. Have them list at least two jobs in the "Jobs" section. One of the jobs listed should relate to tourism.

4. Read the fourth paragraph to students. Remind students that it was not until 1994 that all South Africans could vote in the national election. Discuss with students how segregation and other factors can linger in a community.

Summarizing and Assessing

Ask students to name two jobs in your community that are similar to the jobs that people do in Soweto. Ask students how apartheid is still having an impact on the people of Soweto. Discuss.

Modifications for Differentiation

Above Have students research what activities tourists can do in Soweto.

Below Place students with a partner for reading the first three paragraphs.

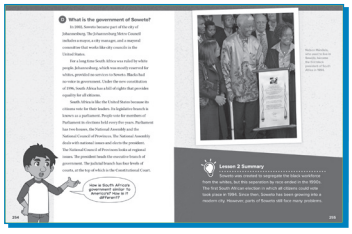
ELL In addition to the Below modification, review the meanings of *tourist*, *construction*, and *manufacturing*.

Extending

Economics Have students imagine what would be a good business to open in Soweto. What resources are available for businesses in the city?

D What is the government of Soweto?

Civics History



pp. 254–255

Review Vocabulary

executive
judicial
legislative

Objectives

Students will be able to:

- Compare and contrast the U.S. system of government to the system of government in South Africa.
- Discuss the history and changes that have occurred in the system of government in South Africa.

Getting Started

1. Write **Legislative Branch**, **Executive Branch**, and **Judicial Branch** on the board.

Materials

- Student Book
- Think Book
- slips of paper
- tape
- umbrellas (two)

2. Ask students what the head of each branch is in the United States. (Legislative Branch = Congress, Executive Branch = president, Judicial Branch = Supreme Court)

3. Review with students checks and balances in government.

Teaching

1. Have students open to p. 254 of the Student Book and read the first paragraph. Ask students what branch of government a mayor belongs to in the United States. (executive)

2. Have students read the rest of the section.

3. Create a list on the board of the parts of South Africa's government: Parliament, president, and Constitutional Court. Ask students what the corresponding names are for the U.S. government. (Congress, president, Supreme Court)

4. List correct responses on the board and then discuss with students the differences and similarities between each branch by performing the following activity:

    a. Set up a student with an umbrella with a slip of paper labeled **Congress** taped to it. Have two students kneel in front to represent the U.S. Senate and the House of Representatives.

    b. Repeat the process for South Africa's legislative branch by handing another student an umbrella that is labeled **Parliament**. Have two students kneel in front to represent the National Assembly and National Council of Provinces.

    c. Explain that both federal legislative branches are split into two houses. However, neither of the houses in the U.S. Congress can elect the president.

    d. Repeat for the executive and judicial branches. Note that each country's president has a similar role.

5. Have students write down the names of the two houses in South Africa's Parliament in the "Government" section of **Activity Sheet 6d** in their **Think Books**. Direct them to write down one responsibility for each house.

Summarizing and Assessing

If the statement is true, ask students to stand. If the statement is false, have students supply the correct information.

- South Africa was ruled by its white citizens for a long time. (true)
- A new constitution brought equality to South Africa in 1776. (false, a new constitution brought equality to South Africa in 1996)
- The legislative branch of the South African government is called Provinces. (false, it is called Parliament)
- South Africa has a president. (true)
- The top court in South Africa is the Constitutional Court. (true)
- Soweto is part of the city of Johannesburg. (true)

Read the lesson summary on p. 255 together.

Modifications for Differentiation

Above Have students create a diagram to illustrate the system of government in South Africa.

Below Pair students with a stronger reader. Call on these students to participate in step 4 of the Teaching activity.

ELL Review pronunciation of vocabulary such as *legislative*, *executive*, and *judicial*.

Extending

Civics Introduce students to literature about apartheid and the political changes that took place in South Africa in the twentieth century, such as biographies about Nelson Mandela or *Desmond and the Very Mean Word*, by Desmond Tutu.

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. Why was Soweto created? (to separate black workers from white workers)
2. What is apartheid? (racial segregation that was written into strict laws)
3. What is one way that people make a living in Soweto? (tourism jobs, construction, health care, manufacturing, etc.)
4. What is one similarity between the governments of South Africa and the United States? (citizens vote, mayors, city councils, constitution, three branches, etc.)
5. What is one similarity and one difference between Soweto and our community?

Activity Sheet
6e Soweto
Complete the following with an adult:
Investigate and list two tourist attractions found in and around the township of Soweto-Johannesburg. Write a short explanation about each attraction.

Review at Home

Ask students to complete **Activity Sheet 6e** with their families at home.

Lesson 3

A Suburban Community: Dong Ngac, Vietnam

Online Activities

- Vocabulary Activities

Literacy Links

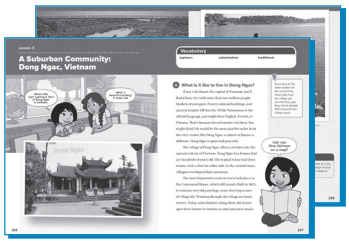
- *Celebrate Tet*, by Laura S. Jeffrey
- *Song of the Mekong River*, by Na-Mi Choi
- *Vietnam*, by Charlotte Guillain

Main Goals

- **A** **What is it like to live in Dong Ngac?** Describe some human and natural characteristics of Dong Ngac.
- **B** **What is the history of Dong Ngac?** Describe significant events in the history of Vietnam.
- **C** **How do people make a living in Dong Ngac?** Understand how the economy of Dong Ngac works: jobs, products, and services.
- **D** **What is the government of Dong Ngac?** Compare and contrast the U.S. system of government (local and federal) with the system of government in Vietnam.

A What is it like to live in Dong Ngac?

Cultures Geography



pp. 256–259

New Vocabulary

typhoon
urbanization

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 6f
- Images of Rural, Suburban, and Urban Communities
- Think Book
- glue

Objectives

Students will be able to:

- List some human and natural characteristics of Dong Ngac.
- Recognize how people have affected the local environment.
- Compare and contrast the culture of Dong Ngac to their community.

Getting Started

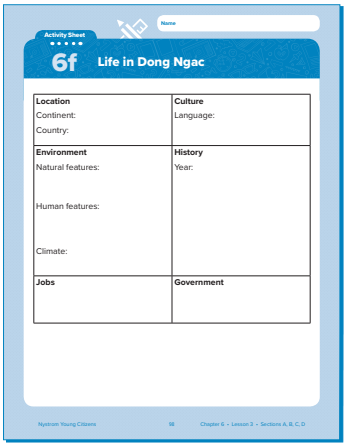
1. Display images of rural, suburban, and urban communities. Ask students to identify what type of community each is.
2. Focus on an image of an urban area (or use images of Soweto from the Student Book). Ask students to list some positives and negatives of living in an urban area. If students do not mention pollution, add it to the discussion.
3. Ask students how problems in an urban area—like pollution—might affect nearby suburban areas. Explain that sometimes urban problems negatively affect suburbs.

Online Activities

- What Is It like to Live in Dong Ngac?

Literacy Links

- *Clean Water for Elirose,* by Ariah Fine
- *The Water Princess,* by Susan Verde
- *We Need Water,* by Charles Ghigna


Activity Sheet
6f Life in Dong Ngac
Name
Location
Continent:
Country:
Culture
Language:
Environment
Natural features:
Human features:
Climate:
History
Year:
Jobs
Government

Activity Sheet 6f

Teaching

1. Distribute the **World Desk Map** to students and have them locate Vietnam on the map. Tell students that it is south of China and borders the South China Sea.

2. Distribute **Activity Sheet 6f** and have students fill in the "Location" section.

3. Have students read p. 257 of the Student Book. Ask students if Dong Ngac is an urban, suburban, or rural community. (suburban) Ask which urban area is close to Dong Ngac. (Hanoi)

4. Instruct students to fill in applicable parts of the activity sheet based on what they read. They should be able to add information about Dong Ngac's culture and human features. Assist students as necessary.

5. Have students read p. 258 and complete the "Environment" section of the activity sheet. Then have them glue the activity sheet in their **Think Books**.

6. Call on a student to read the paragraph on p. 259. Review the vocabulary word *urbanization* together. Discuss with students how urbanization can lead to environmental problems. Explain that more people can lead to more trash, air, and water pollution. Talk about how these problems in Hanoi have an effect on Dong Ngac. Compare this to similar problems in your state, if applicable.

7. Have students collect and put away materials.

Summarizing and Assessing

Discuss with students aspects of life in Dong Ngac that are similar to and different from your community. Ask students to tell you if the following statements are true or false.

- Vietnamese is the official language of Vietnam. (true)
- Dong Ngac is a noisy, busy city. (false)
- All the homes in Dong Ngac are large and modern. (false)

Modifications for Differentiation

Above Have these students speculate about the reasons behind having brides donate 300 bricks for the village road. Have them write their ideas in their **Think Books**. Ask students to learn more about the differences between a typhoon and a hurricane, including location, the weather patterns, and the seasons for these storms.

Below Provide images of construction to help students comprehend *urbanization*.

ELL In addition to the Below modification, write **ancient** and **ancestor** on the board and review their meanings with students. Help students understand the difference between ancestor (someone in your family) and elder (someone you are not necessarily related to).

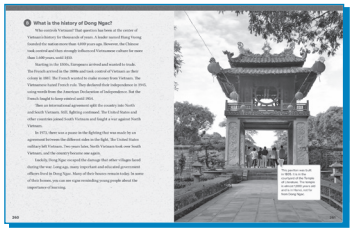
Extending

Cultures Have students investigate the culture of Vietnam by reading *Celebrate Tet*, by Laura S. Jeffrey, or another source, and then have them write a short report about it.

Science Read a book with the class about water quality, such as one of the books listed in the Literacy Links, and discuss why some places do not have clean water.

B What is the history of Dong Ngac?

Geography · History · Critical Thinking



pp. 260–261

Materials

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

Objectives

Students will be able to:

- Describe significant events in the history of Vietnam.
- Compare historical events in the history of Vietnam to events in the United States.
- Recognize the different points of view when discussing the history of Vietnam.

Getting Started

1. Distribute the **World Desk Map** and map markers to students. Ask them to locate Vietnam on the desk map. Ask students to think about which country in the world might have had the most impact on Vietnam. Have students share their responses and reasons.

2. Ask students to locate China, Europe, and the United States on the map. Have them draw an arrow from each of these areas to Vietnam.

3. Tell students that these areas have played significant roles in shaping Vietnam.

Teaching

1. Have students turn to p. 260 of the Student Book and read the first paragraph. Discuss with students why China was able to take control of Vietnam and influence its culture for so many years. Steer answers toward location and size.

2. Have students read through the rest of the text.

3. Ask students to reread the first paragraph. Ask students to consider how the Vietnamese felt about Chinese rule.

4. Ask students how the Vietnamese people probably felt about the French and Americans who came to their country. Ask them to explain their ideas.

5. Direct students to write down one year mentioned in the text in the "History" section of **Activity Sheet 6f** in their **Think Books**. Have students write a sentence or two about which groups were interacting with Vietnam during this time and how the Vietnamese people felt.

6. Have students clean, collect, and put away materials.

Summarizing and Assessing

Discuss with students the similarities between Vietnam's history and U.S. history:

- Discuss how both countries were colonies of European powers.

- Explain that when Vietnam declared its independence, it referenced the U.S. Declaration of Independence. Have students turn to p. 322 of the Student Book (Patriots' Handbook) and read about the Declaration of Independence. Ask students why Vietnam might have used words from the U.S. Declaration of Independence.

Modifications for Differentiation

Above Challenge students to add more years and details to the "History" section of their activity sheets.

Below Monitor students' work within the group. Ask questions to ensure understanding. Allow students to read in pairs.

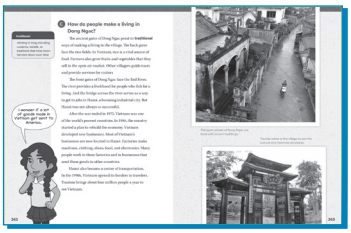
ELL In addition to the Below modification, help students with difficult words and phrases such as *founded*, *international agreement*, *pause in the fighting*, and *escaped the damage*.

Extending

History Using print and online sources, such as *The Vietnam War*, by KidCaps, ask students to learn more about the United States' involvement in the Vietnam War. Students can be assigned different subtopics such as Time Line of the War, the Vietnam Veteran's Memorial, Animals in the Vietnam War, the War's Influence on Vietnamese People and Culture, and more.

C How do people make a living in Dong Ngac?

Economics Geography Reading



pp. 262–263

New Vocabulary

traditional

Materials

- Student Book
- Community Desk Map 4A/B
- Leveled Student Readers
- Think Book
- map markers

Literacy Links

- *Explore Vietnam, Cambodia, and Laos*, by Brian Bibi

Objectives

Students will be able to:

- Analyze how the economy of Dong Ngac works.
- Describe how the basic needs of the community are met in Dong Ngac.
- Compare how people make a living in Dong Ngac to how people make a living in their community.

Getting Started

1. Read this list or a similar list to students: Christmas, Hanukkah, birthday parties, anniversary parties, New Year's Eve parties.
2. Tell students that these are all traditional celebrations. Ask them to guess what *traditional* means and then check their ideas with the definition in the Student Book. V
3. Ask students to add other traditional celebrations to the list you started.

Teaching

1. Distribute **Community Desk Map 4B** and map markers to pairs.

2. Ask students to turn to p. 262 of the Student Book, and call on a student to read the first paragraph.

3. Ask students to look at **Community Desk Map 4B** and decide what colored area would support farms. (green) Have them draw long, vertical lines to represent crops on the green area.

4. Select a student to read the next paragraph.

5. Have students draw a boat on the desk map where a fishing community would be able to survive. (near river, lake)

6. Read the third paragraph to students, and then ask them where on the desk map would people be able to build a city. (red area) Have students draw buildings over that area.

7. Explain that Dong Ngac is a suburban community near the city of Hanoi. Ask students which color on the map shows a suburban area. (orange)

8. Have students turn their desk maps over to side **4A**. Ask students to look at the community of Maplewood and discuss whether or not it depends on traditional ways of life like fishing or farming. (no) Have students explain their answers.

9. Read the final paragraph. Have students write down two ways of making a living in Dong Ngac in the "Jobs" section of **Activity Sheet 6f** in their **Think Books**.

10. Hand out the **Leveled Student Readers**. Have students read the book and complete the activity.

11. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students discuss one aspect of Dong Ngac's economy that is similar to your local economy. Have them discuss one aspect that is different.

Ask students to supply the correct answers to the following questions:

- Is Dong Ngac a traditional or modern village? (traditional)
- Is Hanoi a traditional or modern city? (modern)
- Which is an important crop for the suburb of Dong Ngac: rice or wheat? (rice)

- What is one industry that is important to the economy of Vietnam? (clothing, farming, tourism, fishing, trade, electronics)

Modifications for Differentiation

Above Have students create a three-circle Venn diagram comparing the economies of your community, Soweto, and Dong Ngac.

Below Preview specific vocabulary, such as *traditional*, *agriculture*, and *services*, to help students understand the questions that are asked during the Teaching portion of this lesson. Provide images when possible.

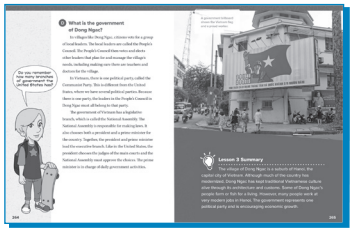
ELL In addition to the Below modification, have students work in a group. Provide the group with a list of the statements from Summarizing and Assessing and assign each student or pair of students one statement. As needed, point students to the paragraph or paragraphs with the information they need. Help students understand *traditional* by discussing national holidays in their original cultures that have long-standing traditions.

Extending

Geography Have students investigate popular tourist destinations in Vietnam using online or print resources, such as *Explore Vietnam, Cambodia, and Laos*, by Brian Bibi.

D What is the government of Dong Ngac?

Civics History



pp. 264–265

Materials

- Student Book
- Think Book
- slips of paper

Objectives

Students will be able to:

- Compare and contrast the U.S. system of government with the system of government in Vietnam.

Getting Started

1. Set up a scenario that will split the class into two groups. For example, ask students if they would rather have a cat or a dog as the classroom's mascot.

2. Have students in one group move to one side of the room and students in the other group move to the other side. Tell students that they will hold a debate to try and convince members of the other side to switch sides. The side that convinces more people to switch over wins.

3. Allow students to come up with arguments within their groups, and then have the groups choose three representatives to conduct the debate.

4. Hold the debate.

5. When students finish, tell them how long it took for them to come to a conclusion, or how long the process took without even coming to a conclusion.

6. Ask students how long it would take if only one group could decide.

7. Explain that this is an advantage of a system with only one political party.

TEACHER'S NOTE

Label slips of paper **Judicial Branch**, **Executive Branch**, and **Legislative Branch**. Make sure each student has all three.

Teaching

1. Have students open to p. 264 of the Student Book and read the first paragraph. Ask students if the People's Council represents the local, state, or federal government of Vietnam. (local)

2. Discuss with students the similarities between the People's Council and a city council.

3. Have students read the second paragraph. Explain to students that there are both pros and cons to such a system. Remind students of the Getting Started activity. Explain that the government may be able to make quick decisions, but that groups of people might not feel represented.

4. Distribute labeled slips of paper to students. Ask students to raise the appropriate card when you mention one of the branches of government or something related to a branch.

5. Read the next paragraph to students. Monitor students' responses. Repeat words or sentences if students do not raise a card when a key word is mentioned (e.g., National Assembly and prime minister).

6. Have students write down one thing the National Assembly can do that the U.S. Congress cannot in the "Government" section of **Activity Sheet 6f** in their **Think Books**.

Summarizing and Assessing

Create a list on the board: **National Assembly**, **president and prime minister**, and **People's Council**. Challenge students to list the U.S. equivalent for each. Review **Activity Sheet 6f**. Read the lesson summary on p. 265.

Modifications for Differentiation

Above Have students find out who the current president and prime minister of Vietnam are, as well as any additional information available about these leaders. Have students research the responsibilities of the prime minister and the president.

Below Have these students partner with an independent-level reader. Ensure students understand that prime ministers are equal to presidents.

ELL In addition to the Below modification, further explain Vietnam's one-party system. Discuss how multiple parties in the United States will have candidates for the presidential election. Remind students that each party has one candidate. Explain to students that the presidential election in Vietnam is like the U.S. primary election.

Extending

History Have students research the life and contributions of Ho Chi Minh in Vietnam. Have them present their findings to the class.

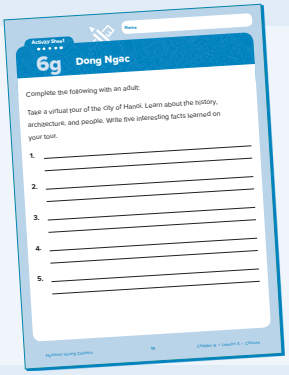
Lesson 3
Closure

Classroom Assessment Activity

Put students in small groups. Give each group two sheets of paper and a marker. Have the groups write "True" on one sheet and "False" on the other. As you read each statement, allow the groups to confer briefly before showing the proper sign.

Decide if the statements are true:

1. The village of Dong Ngac is a modern community. (false)
2. Dong Ngac is a suburb of Hanoi. (true)
3. Some people in Dong Ngac fish and grow rice for a living. (true)
4. Vietnam is located on the continent of Asia. (true)
5. You must be a member of the Communist Party to become part of the government. (true)


Activity Sheet
6g Dong Ngac
Name
Complete the following with an adult:
Take a virtual tour of the city of Hanoi. Learn about the history, architecture, and people. Write five interesting facts learned on your tour.
1.
2.
3.
4.
5.

Review at Home

Ask students to complete **Activity Sheet 6g** with their families at home.

Lesson 4

A Rural Community: Tiwanaku, Bolivia

Online Activities

- Vocabulary Activities

Literacy Links

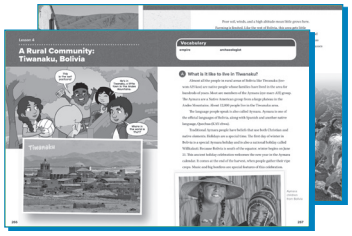
- *Archeology*, by Jane McIntosh
- *A Kid's Guide to South America*, by Michael Owens
- *The Longest Day: Celebrating the Summer Solstice*, by Wendy Pfeffer

Main Goals

- **A** **What is it like to live in Tiwanaku?** Describe some human and natural characteristics of Tiwanaku, Bolivia.
- **B** **What is the history of Tiwanaku?** Understand the history of the ancient city and empire of Tiwanaku.
- **C** **How do people make a living in Tiwanaku?** Understand how the economy of Tiwanaku works: jobs, products, and services.
- **D** **What is the government of Tiwanaku?** Compare and contrast the U.S. system of government with the system of government in Bolivia.

A What is it like to live in Tiwanaku?

Cultures Geography



pp. 266–269

Review Vocabulary

drought

Materials

- Student Book
- U.S./World Desk Map
- Group Activity Cards
- Activity Sheet 6h
- Group Activity Role Cards
- Think Book
- map markers
- glue

Objectives

Students will be able to:

- List some human and natural characteristics of Tiwanaku, Bolivia.
- Compare and contrast the culture of Tiwanaku to their community.
- Recognize how people have affected the local environment.

Getting Started

1. Have students open to p. 266 of the Student Book and read the comic.
2. Distribute the **World Desk Map** and map markers and challenge students to find Bolivia by presenting students with clues:
   a. I am west of the Atlantic Ocean.
   b. I am south of the equator.

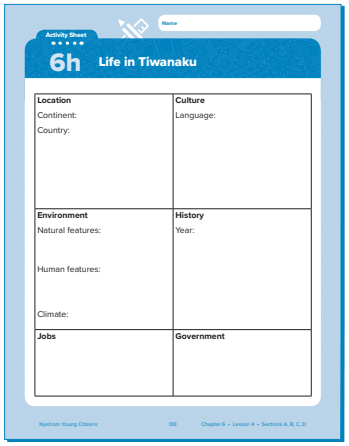
c. I am in the tropical climate zone.

d. I am west of Brazil.

e. My name starts with a *B*.

3. Have students draw mountain range symbols (^) in Bolivia to represent the Andes Mountains.

4. Challenge students to think of how Bolivia's climate is different from Vietnam's climate. Have them consider location in respect to coordinates, the ocean, mountains, etc.


Activity Sheet
6h Life in Tiwanaku
Name
Location
Continent:
Country:
Culture
Language:
Environment
Natural features:
Human features:
Climate:
History
Year:
Jobs
Government
Nystrom Young Citizens 100 Chapter 6 • Lesson 4 • Sections A, B, C, D

Activity Sheet 6h

5. Distribute **Activity Sheet 6h** and have students complete the "Location" section.

6. Have students clean, collect, and put away maps and markers.

Teaching

1. Before reading p. 267, tell students to listen for the official languages as well as a national holiday. Read the page to students. Ask students to complete the "Culture" section of their activity sheets by listing the official languages and describing Willkakuti.

2. Discuss with students when we celebrate the new year and the traditions that accompany it. Discuss other traditions/ holidays that include music and bonfires.

3. Read pp. 268–269 to students. Talk with students about similarities between the American Indian cultural regions studied in chapter 4 and this region. For example, discuss which region received little rain (the Southwest Desert). Discuss with students how several areas had limited farming (the Southwest Desert, parts of the Great Plains, and the Northeast).

4. Have students write **temperate** in the "Climate" section of their activity sheets. Remind students that even though Tiwanaku is the tropics, it has a temperate climate because of its elevation. Then have them write two reasons why it is difficult to farm in the area in the "Natural features" section of their activity sheets. Finally, have students describe the houses in Tiwanaku in the "Human features" section.

5. Hand out the **Group Activity Cards**, and have students complete the activity.

Summarizing and Assessing

Review the activity sheet. Ask students how the community of Tiwanaku has provided for itself with limited farming. (raising llamas and alpacas) Discuss with students similar practices in the United States. Have students glue their activity sheets in their **Think Books**.

Modifications for Differentiation

Above Have students research the significance of June 21, the summer solstice, in western culture. Have students create a comparison checklist for the alpaca and llama.

Below Some students may have difficulty with the names on pp. 267–268. Before reading to students, preview the words *Bolivia*, *Tiwanaku*, *Aymara*, and *Quechua*. Write each word on the board and divide it into syllables. Pronounce it and have students repeat after you until they can say the words fluently. Additionally, modify the writing needed for the activity sheet by providing prewritten notes on the Student Book or by providing sentence frames that students will complete and glue into their **Think Books**.

ELL In addition to the Below modification, review difficult vocabulary, including the word *indigenous*. Guide students toward main ideas with guiding questions. For example, ask students questions such as, "Is the soil in Tiwanaku fertile or poor? Is the climate there tropical or cold? Is Tiwanaku near the ocean or far from the ocean?"

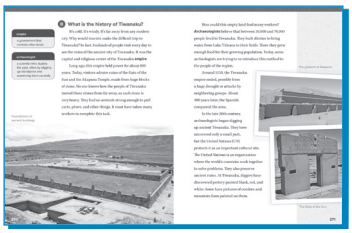
Extending

Cultures Ask students to compare their way of life with the Aymara culture. Topics could include clothing, jobs, and climate. Have them record at least three ideas in their **Think Books**.

Geography Have students research the Andes mountains and list the countries the range runs through.

B What is the history of Tiwanaku?

Geography History



pp. 270–271

New Vocabulary

archaeologist
empire

Review Vocabulary

irrigation

Materials

- Student Book
- Activity Sheet 6i
- Think Book
- archaeological tools (tiny shovels, brushes, etc.)
- artifacts (arrowheads, little pots, toy animals)
- craft sticks
- sand tables
- string
- tape

Online Activities

- What Is the History of Tiwanaku?

Objectives

Students will be able to:

- Describe the history of the ancient city and empire of Tiwanaku.
- Discuss significant events in the history of Tiwanaku.
- Recognize that groups and organizations cooperate to study and preserve historical sites.
- Experience an archaeological dig simulation.

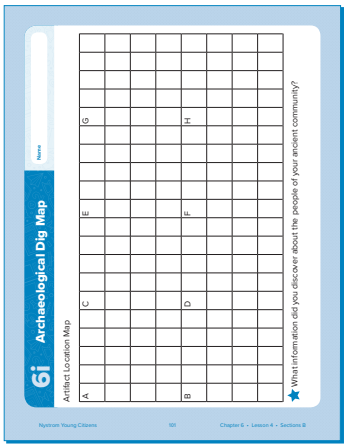
TEACHER'S NOTE

Students will be involved in an archaeological dig. To create the simulation, use sand tables or rectangular trays filled with sand. You can create one large site or a number of small sites for group work. Bury a number of "artifacts" in the sand. Choose artifacts that link, have a theme, or tell a story about a society or group of people. Vary the depth of the artifacts.

Using the string and craft sticks, set up a grid over a pan of sand. Place a letter in each square for reference. Create a master map of the dig site for your records (use **Activity Sheet 6i**). Digging at an archaeological site requires patience and finesse. Show students how to slowly uncover an artifact without disturbing its location. Students will be required to record their discoveries on the activity sheet map.

Getting Started

1. Explain to students that parts of Tiwanaku's history were uncovered by archaeologists. Write *archaeologist* on the board. Explain to students that an archaeologist is a type of scientist. They study the past, often by digging into the earth.
2. Tell students that they are going to be involved in a simulated archaeological dig.
3. Explain that you have created a dig site that has artifacts buried beneath the sand.



Activity Sheet 6i

4. Tell students that archaeologists create grids to help keep the site organized.

5. They record their findings on a map, similar to but much larger than the sample map on **Activity Sheet 6i**.

6. Demonstrate the use of the tools, the slow uncovering of the sand, and the marking of the find on the map. The "artifacts" should be uncovered enough to determine what they are but not be disturbed from their location.

7. Organize students into groups. Hand out the tools and the activity sheet.

8. Monitor students' participation, digging techniques, and recording of information.

9. Have students share their archaeological findings with the class and their conclusions about their ancient society.

10. Have students clean, collect, and put away materials.

Teaching

1. Have students turn to p. 270 of the Student Book and select a student to read the first two paragraphs.

2. Discuss with students the definition of *empire*. An empire is a government that controls other lands. There have been many empires in history, including the Roman Empire and the Mongol Empire. Students may have heard of Julius Caesar, who was a leader of the Roman Empire, or Genghis Khan, who was the first leader of the Mongol Empire.

3. Have students read the next two paragraphs (on p. 271). Ask students to explain how people in Tiwanaku got water. (ditches brought water from Lake Titicaca) Ask students where in North America American Indians developed such a system. (Southwest Desert)

4. Have students fill in the "History" section of **Activity Sheet 6h** in their **Think Books** with information about the Tiwanaku empire.

5. Read the last paragraph to students.

6. Ask students what evidence archaeologists have discovered at the ancient site. Have students record this information on their activity sheets.

Summarizing and Assessing

Discuss with students how archaeologists are uncovering primary sources. Review the definition of *primary source* as necessary. Discuss the significance of the pottery with condors and mountain lions painted on them. Mention how such images help people understand the environment that existed in the region. (You might remind students of the discovery by Roger and Carlos on p. 26 of the Student Book.)

Modifications for Differentiation

Above Ask these students to learn about famous archaeological finds, including King Tut's mummy. Students may also learn more about how new technology is helping archaeologists find out even more about what is underground, inside tombs, and more.

Below Help students understand the idea of *empire* by explaining that Britain was an empire when it had colonies in North America and other locations.

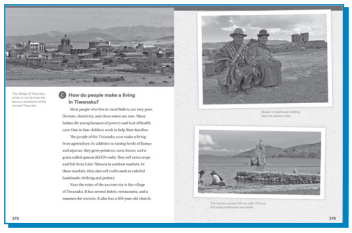
ELL In addition to the Below modification, explain that a mystery is a kind of puzzle or question. Help students write notes in their **Think Books**, using phrases such as *ancient empire*, *temple made of huge stones*, *large population*, and *protected by the United Nations*.

Extending

History Challenge students to create their own archaeological dig. Have students select "artifacts" that have a common theme and create a story for a fictional civilization.

C How do people make a living in Tiwanaku?

Economics Geography



pp. 272–273

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Analyze how the economy of Tiwanaku works.
- Describe how the basic needs of the community are met in Tiwanaku.
- Compare how people make a living in Tiwanaku to how people make a living in their community.

Getting Started

1. Ask students what type of work is associated with rural areas.
2. Review the rural landscape of Tiwanaku.

3. Remind students that Tiwanaku has limited farming due to the soil and little amount of rain. Discuss with students how American Indians of North America survived in locations that did not have land suited for farming.

4. Ask students what crops the people of Tiwanaku might grow in such a location and what people might do for a living if they do not farm. List their responses on the board.

Teaching

1. Distribute **Community Desk Map 4A** and map markers to small groups and then read to students the first paragraph on p. 272 of the Student Book.

2. Ask students to find and circle the locations on their desk maps that deal with health care (Hospital, Doctors, Dentist, Pharmacy). Have groups share the buildings they circled. List appropriate answers on the board and mention buildings that students might have missed.

3. Ask groups one-by-one if Maplewood is a rural community like Tiwanaku. (no) Have groups explain their answers.

4. Select a student to read the rest of the text on the page.

5. Direct students to list two agricultural practices that people do to making a living in Tiwanaku in the "Jobs" section of **Activity Sheet 6h** in their **Think Books**.

6. Select another student to read the captions on p. 273. Ask students to use their desk maps to locate and circle economic activities in the community of Maplewood that are the same as the community of Tiwanaku. Have students add the Tiwanaku occupations to their activity sheets.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

As a class, compare the economy of Tiwanaku to the economy of your community.

Modifications for Differentiation

Above Have students create a chart in their **Think Books** that compares the economies of Tiwanaku, your community, and one other community discussed in this chapter.

Below Modify the writing needed in the **Think Books** by providing prewritten notes on the Student Book or by providing sentence frames that students will complete and glue into their Think Books.

ELL In addition to the Below modification, review the meaning of the words *rural* and *poverty*.

Extending

Science Provide students with trays of sand that have objects representing crops and objects that are obstacles placed in the sand. Direct student groups to create systems of irrigation that will bring water to the crops while avoiding all other obstacles.

D What is the government of Tiwanaku?

Civics History

pp. 274–275

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Compare and contrast the U.S. system of government with the system of government in Bolivia.
- Discuss the history and changes that have occurred in the system of government in Bolivia.

Getting Started

1. Have students vote on disagreeable activities or unwanted objects. For example, ask students if they would rather sit all day on the floor or stand all day. Tell students that they can choose to vote or not to vote. Hold the vote and count the results. If no one votes, then choose one for them.
2. Ask students to raise their hands if they are happy with the decision made.
3. Hold the same vote, but this time tell students that they must vote.
4. Count the results and see if students are more satisfied with the outcome.
5. Remind students that voting is both a right and responsibility of an adult. However, an adult does not need to vote in the United States. Explain that adults must vote in some countries, like Bolivia.

Teaching

1. Have students get in pairs and open to p. 274 of the Student Book.
2. Select a student to read the opening paragraph.
3. Write **emperor** on the board. Explain to students that emperors are like kings; they are not elected.
4. Ask students to read the rest of the page with their partners to find out about the modern government of Bolivia.
5. Ask students to describe the system to their partners.
6. Ask students to find at least two ways that Bolivia's government is different from the U.S. government. Tell them the difference cannot be the name of a department/position. (The National Congress appoints the Supreme Court's judges. People elect leaders every five years. Citizens must vote.) Have students share their responses and list appropriate ones on the board.
7. Ask students to write the answers listed on the board in the "Government" section of **Activity Sheet 6h** in their **Think Books**.

Summarizing and Assessing

Have students create a chart comparing the governments of Tiwanaku, Soweto, and Dong Ngac. Read the lesson 4 summary on p. 275 together.

Modifications for Differentiation

Above Have students find out more about Evo Morales.

Below Help students understand the similarities between the governments covered in this chapter during the Summarizing and Assessing activity.

ELL In addition to the Below modification, ask students if Bolivia is a democracy like the United States or a communist country like Vietnam. Then have a volunteer read aloud the last sentence. Guide students to understand that voting in Bolivia is different from voting in the United States because people are required to vote, unlike in the United States.

Extending

Civics Have students make a list of countries in which voting is mandatory. Instruct them to describe what each country on the list does to ensure that people vote.

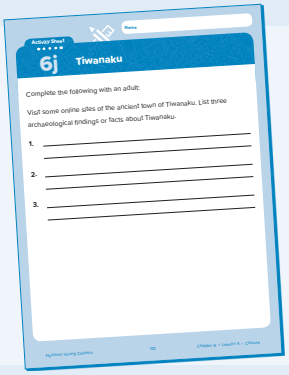
Lesson 4
Closure

Classroom Assessment Activity

Have students place their hands on their heads if the statements are true.

Decide if the following statements are true:

1. Tiwanaku is located in Bolivia, South America. (true)
2. Tiwanaku is a rural area which sits on a plateau high in the Rocky Mountains. (false)
3. The climate of Tiwanaku is dry, windy, and cold. (true)
4. The native people of Tiwanaku are very rich. (false)
5. The people of Tiwanaku make a living by herding animals and limited farming. (true)
6. Long ago, Tiwanaku was a powerful empire. (true)
7. Evo Morales was Bolivia's first indigenous president. (true)


Activity Sheet
6j
Tiwanaku
Name
Complete the following with an adult:
Visit some online sites of the ancient town of Tiwanaku. List three archaeological findings or facts about Tiwanaku.
1.
2.
3.

Review at Home

Ask students to complete **Activity Sheet 6j** with their families at home.

Chapter 6
Review

Review Vocabulary

absolute location
archaeologist
commuter
empire
latitude
longitude
polar climate
relative location
segregation
traditional
typhoon
urbanization

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- Activity Sheet Chapter 6 Review
- Think Book
- map markers

Objectives

Students will be able to:

- Demonstrate an understanding of the environment, culture, history, economy, and government of an urban, suburban, and rural community.

Getting Started

1. Distribute the **World Desk Map** to students.
2. Review the location of the continents and oceans.
3. Review the major lines of latitude and longitude.
4. Review the activity sheets completed over the chapter.

Teaching

1. Distribute the **Activity Globes** and map markers to six groups.
2. Assign each of the communities in the chapter to two groups.
3. Have students prepare a short presentation:
   a. Draw a star in the approximate location of the community on the globe.
   b. Write which climate region the community belongs to.
   c. Have one group for each community list two facts about the culture and environment of the community. Have the other group write two facts about the history and economy.
4. After the presentations, have each group create a three-circle Venn diagram comparing the three communities.
5. Have students clean, collect, and put away materials.
6. Distribute **Activity Sheet Chapter 6 Review** to students and have them complete it.

Summarizing and Assessing

Review **Activity Sheet Chapter 6 Review** with the class. Direct students to the Student Book and their **Think Books** for support.

Modifications for Differentiation

Above Allow students to work independently. When they finish the review activity, challenge them to create a review game with the vocabulary words and definitions.

Below Spread out the review activities and the test activities over several days. Support vocabulary with pictures whenever possible. Use a scribe to help students complete the review and test questions. Allow partners to complete the Review questions together. Allow students to complete the test orally.

ELL In addition to the Below modification, have students collaborate on the review activities. Give each pair or student part of the assignment to complete. Then have students share their findings with the group.

Chapter Test

Distribute and administer **Chapter 6 Test** (Teacher's Guide pp. 406–409). Assist students as needed.

Chapter 6 Project
Comparing Communities

Materials

Every Day
- Project Checklist
- Project Evaluation

Day 1
- Student Book
- Think Book
- large sheet of paper

Days 2–3
- coloring utensils
- craft materials
- lined paper
- poster board, or second large sheet of paper

Objectives

Students will be able to:

- Compare the environment, culture, history, economy, and government of an urban, suburban, and rural community to the United States and their home community.

Project Description

Students will create a visual display and write an informational text that will compare one of the communities in the chapter to their school community in three of the following topics: culture, environment, history, economy, and government. The two components (visual and written) will showcase students' understanding of key concepts in chapter 6, as they make comparisons, identify a cause-and-effect relationship, and discuss a historical or current issue.

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. For more on evaluating the chapter projects, see p. xxviii.

Instructions and Suggestions

Day 1

1. Divide students into six groups. Assign each group one of the regions. Each region should be assigned to two of the groups.

2. Explain to the groups that they will be responsible for creating a presentation that compares their assigned community to their school community. Tell students their presentations will have to cover at least three of the categories about the community:

a. Culture

b. Environment

c. History

d. Economy

e. Government

3. Review the **Project Checklist** with students. Remind students to review the information in the Student Book and their notes in their **Think Books** about the assigned community.

4. Instruct students to create a rough draft of the visual display on a large sheet of paper:

   a. Students should show a clear idea of what illustrations and diagrams will be used to compare the two communities. Each student should contribute one similarity and one difference between the two communities. Actual images or drawings are not necessary for this portion. Students may write a label to represent what they are planning.

   b. Students should have a clear cause-and-effect relationship between two topics. For example, they can describe how the environment of Tiwanaku has affected the economy. Students should plan to display the relationship with a diagram.

   c. One aspect of the display should represent a current or historical issue of the assigned community. If applicable, students should discuss if the United States has faced a similar issue.

5. Have students share the rough draft and plan with you before you hand out the poster board and coloring utensils/ craft materials for the final product.

Days 2–3

1. Have groups work on drafting their visual displays or creating the final versions. Circulate and assist the groups with their planning and organization. Monitor progress and group cooperation.

2. When students finish their visual displays, have them write a rough draft of the informational text on the back side of the rough draft for their visual display:

    a. The informational text should be three paragraphs long. Each paragraph should relate to one aspect of the poster (comparisons, issue, cause-and-effect relationship). One to two students should work on each paragraph. No student should work on more than one paragraph.

    b. Have students share the rough draft with you before you hand out lined paper.

    c. Have students complete the final draft of the texts and affix to the poster board.

Day 4

Have students present their projects. Each student will need to speak during the presentation. Direct students to first point to and briefly describe one aspect of the visual display (comparisons, cause-and-effect relationship, historical/current issue) and then read the corresponding paragraph in the informational text that helps clarify and expand the information being presented on the visual display.

Modifications for Differentiation

Above Encourage these students to take a leadership role in the planning and organizing of the project.

Below Assist these students with organization and writing.

ELL Modify the amount of speaking, reading, and writing required.

Rubric

See **Project Evaluation** (Teacher's Guide p. 410).

Name

Chapter 6 Test

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

1. Tropical climate zones are found near the North and South Poles. _____

2. Soccer is a very popular sport in South Africa. _____

3. Chinese is the official language of Vietnam. _____

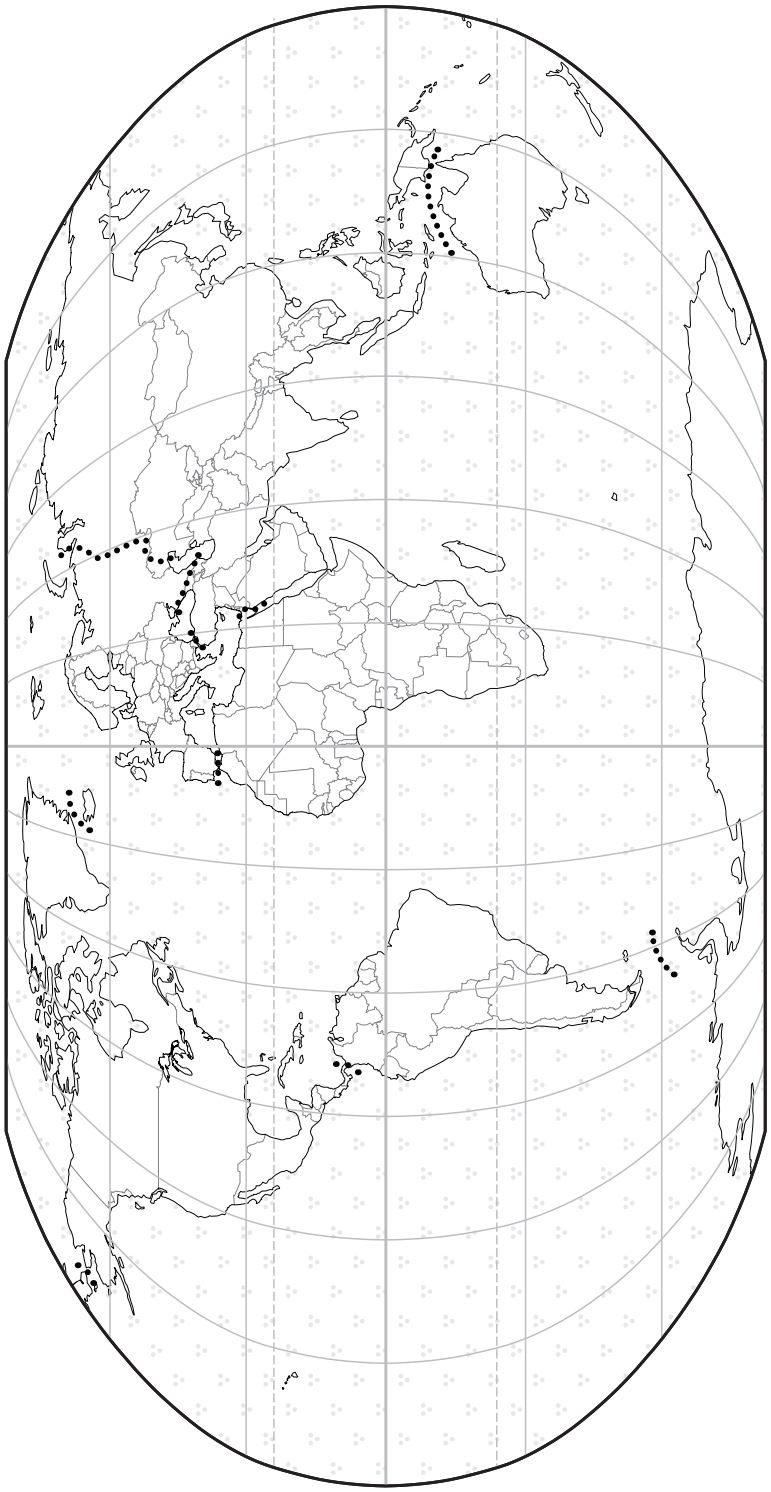
4. Dong Ngac is a modern city in Vietnam. _____

5. The climate of Tiwanaku is dry, windy, and cold. _____

6. Tiwanaku was once a powerful empire. _____

Name

Chapter 6 Test



Name

Chapter 6 Test

On the world map, locate and label the following:

7. South America

8. Africa

9. Asia

10. South China Sea

11. Tropic of Cancer

12. Tropic of Capricorn

Place a star on the following:

13. South Africa

14. Vietnam

15. Bolivia

Name

Chapter 6 Test

Use the correct word from the word bank to complete the sentence.

commuter	typhoon	traditional

16. The _____ caught her train to work at the station.

17. A _____ is like a hurricane.

18. The villagers enjoyed a _____ way of life.

Circle the correct answer.

19. What is an arid climate?

- **a.** cold and snowy
- **b.** mild
- **c.** dry
- **d.** hot all year long

20. What are leaders in the community of Dong Ngac called?

- **a.** indigenous
- **b.** elders
- **c.** commuters
- **d.** archaeologists

Student Name:

Chapter 6 Project

Comparing Communities

	Project Evaluation
Topic	
The student addressed a similarity between the two communities.	1 2 3 4
The student addressed a difference between the two communities.	1 2 3 4
The group explained a historical/current issue in the assigned community.	1 2 3 4
The group explained a cause-and-effect relationship between two topics.	1 2 3 4
The student contributed to one paragraph on the informational text.	1 2 3 4
Presentation	
The student spoke clearly during the presentation.	1 2 3 4
The visual display was neat.	1 2 3 4
The visual display incorporated a diagram to help explain at least one aspect.	1 2 3 4
Group Work	
The student listened respectfully to their group members.	1 2 3 4
The student shared their ideas respectfully.	1 2 3 4

The highest rating is 4.

CHAPTER 7

Compelling Question

What Challenges Does Our Planet Face?

In this chapter, students will learn about pollution on a local and global scale.

Time Frame: 3 Weeks

1. Students will be able to name the pollutants that threaten our fresh water supply and describe how people are facing the problem.
2. Students will understand the impact that trash and air pollution have on the environment and recognize how people are facing the problem.
3. Students will complete the chapter review, project, and assessment.

Chapter 7

Letter Home

Dear Family,

Our new social studies chapter is called "What Challenges Does Our Planet Face?" The goal of this chapter is to raise awareness about pollution and how it affects the environment.

Students will learn about the issues surrounding clean water, trash, and air pollution. They will be introduced to government and nonprofit organizations that are working toward reducing emissions. They will learn how they can make a difference in the environment by following the 3 Rs: reduce, recycle, and reuse.

Home and School Connections

Here are some ideas to help reinforce what your child is learning at school.

- **Ask** your child to pay attention to what goes into your garbage can. To reduce your family's trash, have your child remind the family to recycle paper, cardboard, plastic, jars, and more, instead of throwing these into the garbage.
- Trash or Treasure? **Have** your child sort through their toys, games, and clothes. Donate gently used items to a charity so others can benefit, or hold a garage sale so your items can find a new home.
- **Set up**, if possible, a compost caddy at home. Have your child remind the family to place their organics in a separate container that they will transfer to the compost every day.

Preparing for the Chapter Project

The final project will be to develop a presentation on an environmental issue and participate in an Environmental Fair. Here are some things you can do to help prepare your child for the project:

- **Talk** about how much water you use at home and discuss ways to reduce consumption.
- **Use** public transportation and bicycles as alternatives to cars. Discuss how this leads to lower emissions.

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

Have fun preserving the planet with your child!

Sincerely,

Nystrom Young Citizens 169 Chapter 7 • Letter Home

Letter Home

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

Chapter 7
Pre-assessment

1. Ask students to think of a problem that exists everywhere around the planet.

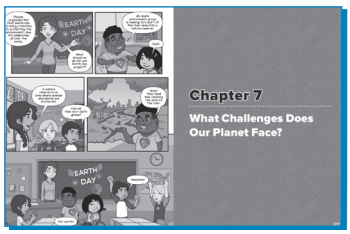
   a. Have students brainstorm ideas. Write students' suggestions on the board.

   b. If students do not mention "pollution" or "environmental problems," add it to the list.

2. Ask students to identify types of pollution or explain what they think pollution is.

3. Write the phrase **Going Green** on the board. Ask students if they have heard the phrase or can explain what they think this phrase means. Explain that "going green" means doing things to help protect the environment, and in this chapter, they will learn many ways to go green.

Chapter 7
Introductory Activity



pp. 276–277

Materials

- Student Book
- Think Book
- clipboards, or other sturdy writing surfaces
- white paper

Geography | Information Processing

Objectives

Students will be able to:

- Recognize the sights, sounds, and smells of pollution in their neighborhood.

Getting Started

1. Have students list and talk about the things they love about their local community. Accept all answers.
2. Next, ask students if there are things that they do not like about the community. If they do not mention pollution, add it to their list. Talk about a few different kinds of pollution (water, air, noise, etc.).
3. Explain that today they will explore the neighborhood and try to find evidence of pollution.

TEACHER'S NOTE

If weather or safety prevent you from walking around the neighborhood, take a virtual walk using an online mapping website or take and display pictures of your neighborhood, some with pollution in them and some without.

Teaching

1. Tell students that they are going to take a guided walk around the neighborhood. They will have an opportunity to look at its beauty, but also to identify things that are harmful to the environment.
2. Give students clipboards and a piece of paper.
3. Stop frequently on the walk to allow students to examine their surroundings, and ask students if they hear, see, or smell any signs of pollution. Instruct students to pay attention to things like litter, fumes from vehicles or buildings, strange smells, and very loud noises.

4. Have students take notes on what kinds of pollution they notice.

5. Ask students if they can explain the source or cause of the pollution they have identified.

6. When the class has returned to the classroom, have students record their findings in their **Think Books**.

7. For each piece of evidence of pollution, ask students to think of a cause of the pollution and an effect that pollution may have on the environment.

8. Ask students to share their findings and ideas with the class.

9. Have students read the comic on p. 276. Ask students to point out any examples of pollution in the comic. (trash near the river) Ask students what Roger's father does to help the environment. (They are turning the area near the river into a nature reserve.)

10. Tell students that they are going to learn more about the environment and things they can do to help protect it and make the environment cleaner and safer for everyone.

Summarizing and Assessing

Have students record a journal entry about their walking experience in their **Think Books**. Encourage them to think of ways they can help eliminate or reduce pollution in their neighborhood.

Modifications for Differentiation

Above Have students create a cause-and-effect diagram for the pollution witnessed by class members on the walk around the neighborhood. Remind them that things can have many unintended effects.

Below Have students work with a partner. Allow students to draw instead of writing for the Summarizing activity. Have them add labels to their drawings.

ELL Encourage students to make sketches of pollution in the neighborhood during your walk. When you return to the classroom, help them add captions.

Lesson 1

Fresh Water

Online Activities

- Vocabulary Activities

Literacy Links

- *Water Sources!* by Baby IQ Builder Books
- *Why Should I Save Water?* by Jen Green
- *You Wouldn't Want to Live without Clean Water!* by Roger Canavan

Main Goals

A **What water issues do we face?** Identify the pollutants that threaten our fresh water supply.

B **How are people facing the challenge?** Describe the role of the United Nations in its commitment to provide access to clean water for all nations.

C **Communicating Skills: Writing an Informative Piece.** Create an organized piece of writing that includes a topic sentence, beginning, middle, ending, and facts and details.

A What water issues do we face?

Geography · Critical Thinking

pp. 278–280

New Vocabulary

aquifer
pollution

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers
- large, clear bottle of water
- small bag of dirt

Online Activities

- What Water Issues Do We Face?

Objectives

Students will be able to:

- Name the pollutants that threaten our fresh water supply.
- Analyze how the pollutants we introduce into our fresh water affect us.

Getting Started

1. Place a clear bottle of water in front of students. Tell them that it is fresh water. Slowly pour the dirt into the bottle. Have students describe how adding the dirt has changed the water.
2. Write *pollution* and its definition on the board. Remind students of the Introductory activity and the examples of pollution they found in their neighborhood. V
3. Tell students that they are going to be learning about how pollutants affect fresh water.

Teaching

1. Ask students to turn to p. 278 of the Student Book. Read the comic together.

2. Distribute **Community Desk Map 4A/B** and map markers.

3. Help students locate the sign for the Nature Preserve on Community Desk Map 4A. Then have students flip the map over and use the grid to find the same area in section 1A on Community Desk Map 4B. Have students draw a box around section 1A and label it **NP**.

4. Tell students that the water in the river starts in the mountains, then flows to Maplewood, and then to the Nature Preserve. Have students draw arrows on the river from near the mountains, along the north side of Maplewood, toward the Nature Preserve.

5. Ask students to read p. 279 of the Student Book. Ask what would happen in Maplewood if someone in the mountains poured brown dye into the river. (the water would turn brown) Have students draw arrows pointing from the river into the red (urban) area of Maplewood.

6. Ask students to read p. 280 of the Student Book. Ask what would happen to the Nature Preserve if people in Maplewood threw their trash into the river. (the preserve would be polluted)

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Review what students have learned about fresh water and pollution. Write the following questions on the board:

1. Why is it important to keep water clean? (we need clean water to grow crops, people need clean water to live)

2. Is there enough fresh water for everyone in the world? (yes)

3. What is an effect of not having access to clean water? (sickness and death)

Have students copy the questions and write their answers in their **Think Books**.

Modifications for Differentiation

Above Have these students brainstorm ideas of what the citizens of Maplewood could do to help keep their water sources safe from pollutants. Remind them of examples of ways citizens take action from previous chapters.

Below Allow students to read in partners or with a small group. Be ready to provide additional explanations of the vocabulary and concepts of *pollution*. Make sure students understand what lead is and why it is dangerous to have in water. Supplement new vocabulary with images when possible.

ELL Be sure that students understand the section heading, specifically the meaning of *issues*. Explain that *issues* can mean different things, but that it means "problems" in this context. Discuss the sources of local drinking water, as students may be unfamiliar with how the community gets its supply. Some students may be able to make a connection between the vocabulary word *aquifer* and their native word for water, especially Spanish speakers.

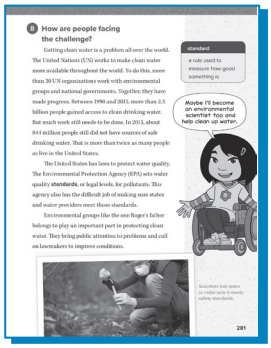
Extending

Geography Have students explore how their community gets fresh water. Use a local, state, or regional map to help students locate sources of fresh water.

Science Have students explore some simple water filtration experiments. Using the soiled water from the Getting Started activity, encourage students to think about ways to clean and purify the water. Ask them to suggest ways to filter the water to remove impurities. Research different water filtration systems together.

B How are people facing the challenge?

Civics | History | Critical Thinking



p. 281

New Vocabulary

standard

Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 7a
- map markers

Literacy Links

- *The Lorax*, by Dr. Seuss
- *A River Ran Wild,* by Lynne Cherry

Objectives

Students will be able to:

- Recognize the role of the United Nations in its commitment to provide access to fresh water for all nations.
- Describe how the Environmental Protection Agency works within the United States to make sure environmental rules are followed.
- Appreciate that environmental groups also play an important role in protecting fresh water.

Getting Started

1. Have students look at the image on p. 281 of the Student Book. Tell them that they will act as detectives to figure out what the photograph tells us.
2. Ask students the following questions:
   a. Who is the person? (answers will vary) If students do not suggest that she might be a scientist or volunteer, suggest these possibilities.
   b. What is she doing? (testing the water)
   c. Why is she doing this? (to make sure the water is clean)
   d. Who is she working for? (answers will vary) If students do not guess that she works for the government or that she is perhaps a student, suggest these possibilities.
3. Explain that they will learn about some organizations that work to make sure people have safe drinking water.

Teaching

1. Place students in pairs.
2. Before students read, write these guiding questions on the board:
   a. What does UN stand for? (United Nations)
   b. What is one responsibility of the UN? (make clean water available throughout the world)

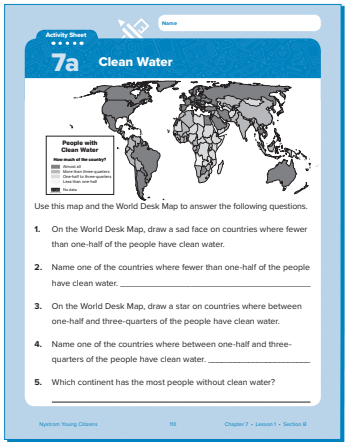
3. Ask the pairs to read the first paragraph on p. 281. Call on student pairs to answer the questions above.

4. Write the following questions on the board:

   a. What does EPA stand for? (Environmental Protection Agency)

   b. What does the EPA do? (set standards for clean water)

5. Have students read the remainder of the text on p. 281. Call on pairs to answer the guiding questions.


Activity Sheet
7a Clean Water
Name
People with Clean Water
How much of the country?
Almost all
More than three-quarters
Between one-half and three-quarters
Less than one-half
No data
Use this map and the World Desk Map to answer the following questions.
1. On the World Desk Map, draw a sad face on countries where fewer than one-half of the people have clean water.
2. Name one of the countries where fewer than one-half of the people have clean water. _____
3. On the World Desk Map, draw a star on countries where between one-half and three-quarters of the people have clean water.
4. Name one of the countries where between one-half and three-quarters of the people have clean water. _____
5. Which continent has the most people without clean water?
_____
Nystrom Young Citizens 110 Chapter 7 • Lesson 1 • Section B

Activity Sheet 7a

6. Talk about the vocabulary word *standard* with students and give examples. For example, the EPA says that if the amount of lead is more than 15 parts per billion, the water is unsafe to drink.

7. Distribute the **World Desk Map**, **Activity Sheet 7a**, and map markers to students.

8. Have students complete Activity Sheet 7a.

Summarizing and Assessing

Have students give a thumbs-up (if true) or thumbs-down (if false) to the following statements:

1. Everyone in the world has access to clean water. (false)

2. The UN and EPA work to help people get access to clean water. (true)

3. The world is making progress toward getting everyone access to clean water. (true)

4. Environmental groups try to protect clean water. (true)

Modifications for Differentiation

Above Have students think about the three communities they looked at last chapter (Soweto, South Africa; Dong Ngac, Vietnam; and Tiwanaku, Bolivia). Ask them which one of these communities most likely has clean water. Ask them to support their answer.

Below Support and assist students by allowing their partner to read to them or reading the text aloud as a small group. Discuss how countries work together to solve big international problems with organizations like the United Nations.

ELL In addition to the Below modification, briefly discuss the meaning of quality. Explain that it means "how good or bad something is." Tell students that people often use words like *high* and *low* to describe the quality of something.

Extending

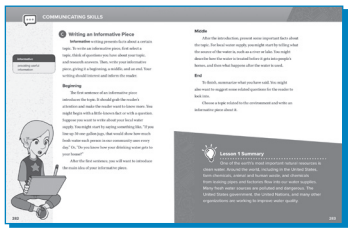
Science Download a copy of the EPA Environmental Activity book, available on the EPA.gov website. Have students work through the activities to gain a clearer understanding of the work that the EPA does.

Taking Action Have students research and make a list of environmental groups, such as the Sierra Club. Have them brainstorm ideas about what an environmental club at the school might do to help the local community reduce its pollution.

Communicating Skills

C Writing an Informative Piece

Critical Thinking · Reading · Writing



pp. 282–283

New Vocabulary

informative

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 7b

Objectives

Students will be able to:

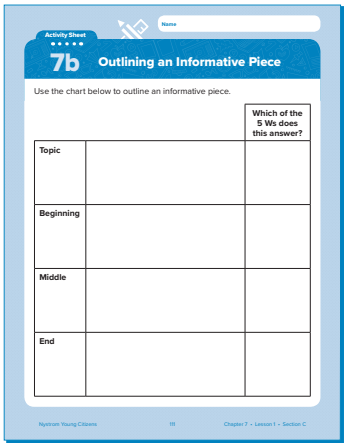
- Create an organized piece of writing that includes a topic sentence, beginning, middle, ending, and facts and details.

Getting Started

1. Remind students that they learned how to read an informational text in the Introductory chapter of the Student Book, pp. 12–13. Review the questions that we ask when we read informational texts (the 5 Ws: who, what, when, where, and why).
2. Explain that when we write an informative piece, we should try to answer the 5 Ws. Show students how the word *informative* is similar to *information*.
3. Tell students that they are going to learn how to write an informative piece.

Teaching

1. Have students read pp. 282–283 of the Student Book.


Activity Sheet

Name

7b Outlining an Informative Piece

Use the chart below to outline an informative piece.

		Which of the 5 Ws does this answer?
Topic		
Beginning		
Middle		
End		

Nystrom Young Citizens 111 Chapter 7 • Lesson 1 • Section C

Activity Sheet 7b

2. Tell students that the section they just read is an informative piece. The beginning explains what an informative piece is. The middle explains how to write an informative piece. The end suggests that the reader practice what they just learned (although it does not summarize first).

3. Distribute the **Leveled Student Readers**. Have students read the book and complete the activity.

4. Distribute **Activity Sheet 7b**. Tell students that they will use it to create an outline for an informative piece.

5. Give students a list of topics covered in the **Leveled Student Reader**. Have them choose one topic, then use **Activity Sheet 7b** to write an outline for an informative piece about that topic. Remind them to identify which of the 5 Ws each piece of information addresses.

Summarizing and Assessing

Have students use their outlines to write an informative piece. Have students share their work with a partner and encourage them to work together to edit and improve the writing. Select a few students to share their writings with the class.

Modifications for Differentiation

Above Have students use the outline on **Activity Sheet 7b** to write an informative piece about a different topic of their choosing.

Below Have students work with a partner to develop their outlines and writing. Use sentence starters to help students frame their ideas.

ELL Provide individual sentences for students to categorize into beginning, middle, and end. Talk about what clues they can use to correctly sequence the sentences. Work with students to write a few simple sentences about a topic, then discuss how to put it in a logical order.

Extending

Writing Have students create a class publication of informative pieces about the environment. Add the work to the school website or blog if possible.

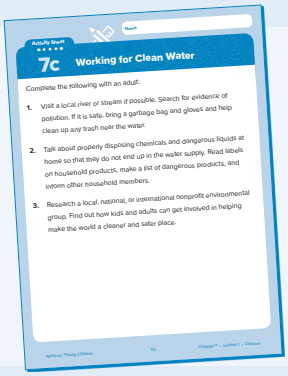
Lesson 1
Closure

Classroom Assessment Activity

Have students stand if the statement is true. If the statement is false, call on a student to supply the correct answer.

Decide if the following statements are true:

1. An aquifer is an underground fresh water source. (true)
2. Pollutants such as chemicals, fertilizers, and lead from pipes can find their way into our water supply. (true)
3. Without clean water, people can become sick. (true)
4. Polluted water is safe to drink. (false, it is not safe to drink)
5. There are still many communities around the world that do not have access to clean water. (true)
6. EPA stands for Event Planning Agency. (false, it stands for Environmental Protection Agency)
7. The United Nations works to make clean water available throughout the world. (true)


Activity Sheet 7c

Working for Clean Water

Complete the following with an adult:

1. Visit a local river or stream if possible. Search for evidence of pollution. If it is safe, bring a garbage bag and gloves and help clean up any trash near the water.
2. Talk about properly disposing chemicals and dangerous liquids at home so that they do not end up in the water supply. Read labels on household products, make a list of dangerous products, and inform other household members.
3. Research a local, national, or international nonprofit environmental group. Find out how kids and adults can get involved in helping make the world a cleaner and safer place.

Review at Home

Ask students to complete **Activity Sheet 7c** with their families at home.

Lesson 2
Trash

Online Activities

- Vocabulary Activities

Literacy Links

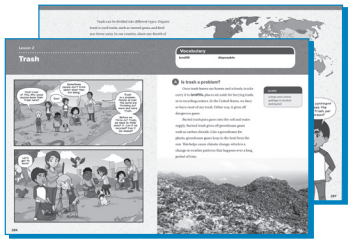
- *How to Help the Earth*, by Tish Rabe
- *Michael Recycle*, by Ellie Bethel

Main Goals

- **A** **Is trash a problem?** Understand the impact our garbage has on the environment.
- **B** **How are people facing the challenge?** Understand that everyone can help protect the environment by reducing, reusing, and recycling trash.
- **C** **Researching Skills: Understanding Numbers in Text.** Organize and analyze data.

A Is trash a problem?

Geography | Critical Thinking



pp. 284–287

New Vocabulary

disposable
landfill

Materials

- Student Book
- Community Desk Map 4A/B
- Think Book
- map markers
- calculators
- items equivalent to four pounds (pumpkin, juice containers, etc.)

Online Activities

- Is Trash a Problem?

Objectives

Students will be able to:

- Recognize that humans produce a lot of garbage.
- Analyze the impact our garbage has on the environment.

TEACHER'S NOTE

If possible, coordinate with the school janitorial staff to help demonstrate the amount of trash that is produced daily. Invite a custodian to the classroom with a garbage can or bag collected from the school. If appropriate, have the custodian talk about ways to reduce the amount of trash teachers and students produce.

Getting Started

1. Show students a piece of garbage that you will throw away or recycle (e.g., egg carton, banana peel, packaging).
2. Ask students to identify the item. Ask them what they think you should do with it.

3. Ask students if they ever think about how much they throw away or recycle every day. Explain that the average American produces about four pounds of trash per day.

4. To help students understand what four pounds feels like, show them some everyday items that are roughly four pounds. Examples include a medium-sized pumpkin, 64-ounce (or two-quart) bottles or containers (such as ketchup, milk, or orange juice), and three basketballs. Allow students to feel the weight.

5. Ask students if they think they produce more or less than four pounds of trash per day.

Teaching

1. Explain that today students will examine how much trash we produce and decide if it is a problem.

2. Have students work in small groups of 3–4 and give each group a calculator, **Community Desk Map 4A**, and map markers.

3. Write the following on the board: **The average person in the United States produces 4 pounds of trash per day**. Underneath that sentence, write: **The average number of people per household is 2**. (Note: Numbers have been simplified for the sake of this exercise; they are 4.5 pounds and 2.5 people, respectively.)

4. Ask students how much trash the average household produces per day. (4 x 2 = 8 lbs./day) Write on the board: **The average household produces 8 pounds of trash per day**.

5. Have students locate the Day Care building in Maplewood (Third and Elm Streets). Tell them to draw a box around the block to the right of the Day Care (between Fig and Ginger Streets and between Third and Fourth Streets).

6. Ask how many households are located on the block. (four) Allow students to use their calculators, and ask them how many pounds of trash the block produces each day. (32) Have them write **32** on that block on the map.

7. Explain that this is only one block on one day, and that most blocks have more than just four households. Also explain that some businesses produce much more waste than households.

8. Ask students if the amount of trash we produce is a problem. Ask students what they think happens to all that trash.

9. Ask students to turn to p. 284 of the Student Book. Read the comic together. Explain that we produce a lot of trash, but there are things we can do to reduce it.

10. Have students read the text on pp. 285–287 in their groups.

11. Ask students if they know where their trash goes and where the nearest landfill is. V

12. Talk about why disposable plastic items are a problem. Ask students for ideas about how to reduce the amount of disposable plastic in the trash.

13. Have student clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write the section question and their answers in their **Think Books**. Ask them to provide evidence from the Student Book to support their answers. T

Modifications for Differentiation

Above Challenge students to find out how much trash the block in Maplewood produces per week (224 lbs.) and year. (11,680 lbs.) Have them count the number of households on **Community Desk Map 4A** and determine how many pounds of trash the city produces daily, weekly, monthly, and yearly.

Below Students may need support with the text. Consider grouping Below students together and reading to them, pausing frequently to check for comprehension. Support students in finding evidence from the Student Book that will help them answer the section question.

ELL In addition to the Below modification, show students images or physical examples of organic and inorganic waste. Provide assistance with larger numbers (like three billion) by writing out the numbers on the board.

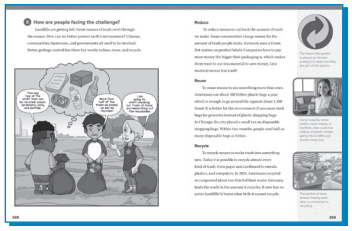
Extending

Science Perform a simple experiment to observe how organic and inorganic materials decompose at different rates. As a class, choose a few different kinds of organic and inorganic materials to observe. Place the material in a clear container partially filled with soil or water. Have students predict how long it will take for each item to decompose. Set up a daily log or chart on a large sheet of paper to record observations and detailed descriptions.

Information Processing Have students begin keeping a daily journal of how much trash they produce by type and weight. Have students determine how much of that trash they recycle or compost. Have students report on their journals at the end of the week and month.

B How are people facing the challenge?

Civics · Critical Thinking



pp. 288–289

Review Vocabulary

disposable
landfill

Materials

- Student Book
- Images of Uses for Egg Cartons
- Think Book
- large sheets of paper
- markers
- paper egg carton (used)

Objectives

Students will be able to:

- Relate how everyone can help protect the environment by reducing, reusing, and recycling trash.
- Give examples of cities and countries that have taken action to reduce waste.

Getting Started

1. Show students a used egg carton. Explain that people usually throw away or recycle these cartons. Ask which option is better and why. (recycling; its materials can be used to make something else)
2. Explain to students that there is another option: reuse. Ask students if they can think of ways to reuse the egg carton. Some suggestions include a coin sorter, a school supply organizer, pods for soil and seeds, and a bird feeder. Support with images.

Teaching

1. Have students turn to p. 288 of the Student Book.
2. Read the comic and first paragraph with students.
3. Divide the class into three groups. Each group will be assigned one paragraph (reduce, reuse, or recycle) to read on p. 289.
4. Hand out a large sheet of paper and a marker to each group. Choose one student to be the writer for the group.
5. At the top of their papers, have groups write the topic of the paragraph that they have been assigned.

6. Instruct groups to read their paragraph and write down the information they learned on the paper.

7. Then, allow groups time to discuss what they learned. Have them think about additional ways to encourage people to reduce, reuse, or recycle. Have them add at least one idea to their paper.

8. Post the pieces of paper around the room. Go through each group's findings, one at a time. Ask students for creative ideas to add to the papers.

Summarizing and Assessing

Ask students to write **Reduce**, **Reuse**, and **Recycle** in their **Think Books**. Next to each word, ask them to write an explanation in their own words and give one example of each method.

Modifications for Differentiation

Above Encourage students to take leadership roles in the group. Additionally, have them locate Chicago (IL) and Germany on the **U.S./World Desk Map**. As the class reviews examples from the text, have students point out the places on their maps.

Below Have all members of each group read their passage together and have other group members help students who are having difficulty. Provide students with support when encountering words and phrases such as *cut back*.

ELL Focus on the main title words *reduce*, *reuse*, and *recycle*. Ensure that students understand these terms before they begin working in groups.

Extending

Dramatic Play Have students write and perform a play about the travels of a piece of garbage. The story can follow the item from home to street to garbage can to facility, eventually becoming useful again as a recycled product.

Science Work with students to make a small planter out of the paper egg carton. Fill each pod with potting soil and add a seed. Spray with water and put in a sunny location in the room. Keep the soil moist by watering daily. Once the seeds have sprouted, cut the pods apart and replant outdoors or in larger pots, paper pods and all.

C Understanding Numbers in Text

Information Processing

Reading

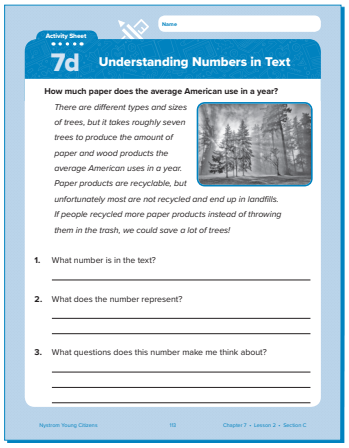
pp. 290–291

Materials

- Student Book
- Activity Sheet 7d
- calculators
- plastic grocery bags (16)

Online Activities

- Understanding Numbers in Text



Activity Sheet 7d

Objectives

Students will be able to:

- Analyze how numbers are used in informative texts.
- Recognize strategies for dealing with large numbers in texts.

Getting Started

1. Read the word problem below to students. Give students calculators to help them do the calculations. As you read, translate the word problems into equations on the board. Hold up plastic bags to help students visualize.

   Martha likes to shop every Monday and fill four plastic bags with groceries. She pays 5 cents for each bag. She throws the bags into the garbage after every shopping day.

   - How many bags does Martha throw in the garbage each month? (16)
   - How much money does Martha spend on bags each month? (80 cents)

2. Ask students what Martha could do to save money and throw away fewer plastic bags. (reuse bags, use a cloth bag or backpack instead of plastic, etc.)

Teaching

1. Read the first paragraph and the steps on p. 290 of the Student Book to students.
2. Call on a student to read the “Large numbers” section aloud. Go through the steps together.
3. Distribute and have students complete **Activity Sheet 7d**.

Summarizing and Assessing

Put students in groups of three. Have groups compare their responses and questions from **Activity Sheet 7d**. Review the answers to the first two questions as a class. Then, have each group choose one question they discussed from the third part of the activity sheet and report to the class.

Read the lesson summary on p. 291 of the Student Book together.

Modifications for Differentiation

Above Have students make a list of questions and answers from the third part of **Activity Sheet 7d**. Students can survey other groups for different responses to the questions their group generated.

Below Provide vocabulary support by reviewing terms like *represent*. You may consider forming groups of Below students to work on **Activity Sheet 7d** in order to give them more localized attention.

ELL Note that students learning English often understand age-appropriate numerical concepts well. If possible, give these students an opportunity to share their understanding with others.

Extending

Math Give students more word problems and statistics related to trash and recycling in your state. Have them use the statistics to create graphs and charts when applicable.

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 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. What happens to trash that is not recycled? (It ends up in landfills; it causes pollution.)
2. What are gases called that trap the sun's heat on earth? (greenhouse gases)
3. What word is used to describe things that are made to be thrown away after they are used? (disposable)
4. What are the 3 Rs that help make the earth cleaner? (reduce, reuse, recycle)

Activity Sheet
7e Trash
Name
Complete the following with an adult:
1. Read the list of household environmental goals. Check the ones that you already do. Put a circle next to three goals you would like to do.
- Turn off lights when no one is in the room.
- Turn off the TV or computer when it is not being used.
- Sort trash and recycling.
- Use reusable shopping bags.
- Turn off water while brushing teeth.
- Use natural products for cleaning and washing.
- Walk, bike, or take public transit at least once a week.
2. Other things we do in our household to help the environment:

Review at Home

Ask students to complete **Activity Sheet 7e** with their families at home.

Lesson 3
Air Pollution

Online Activities

- Vocabulary Activities

Literacy Links

- *Air Pollution!* by Baby IQ Builder Books
- *Godzilla vs. Gigan and the Smog Monster*, by Alice Alfonsi
- *Iqbal and His Ingenious Idea*, by Elizabeth Suneby

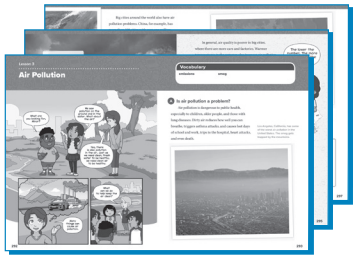
Main Goals

A **Is air pollution a problem?** Identify types and causes of air pollution in our environment.

B **How are people facing the challenge?** Identify how citizens, businesses, governments, and organizations are developing ways to protect the natural environment.

A Is air pollution a problem?

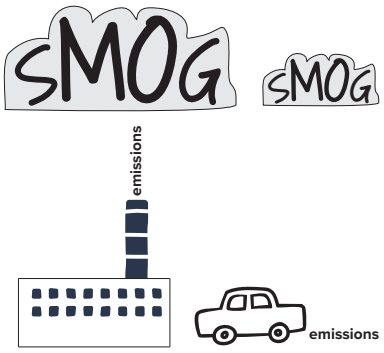
Geography · Critical Thinking



pp. 292–297

New Vocabulary

emissions
smog



Objectives

Students will be able to:

- Point out types and causes of air pollution in our environment.
- Locate areas of poor air quality on a world map.

Getting Started

1. Draw a power plant on the board. From its smoke stack, print the word **emissions**. Draw a car. Out of the tail pipe, print the word **emissions**. At the top of the scene, make clouds from the letters in **smog**. Ask students to describe the scene. V
2. Print the word *industrialization* on the board. Underline the root word *industri-*. Ask students to think about what industrialization means. Write down some of their ideas. Confirm or revise as you read the Student Book. V

Teaching

1. Read the comic on p. 292 of the Student Book.
2. Distribute **U.S./World Desk Map** and map markers to students.

Materials

- Student Book
- U.S./World Desk Map
- Group Activity Cards
- Group Activity Role Cards
- map markers

Online Activities

- Is Air Pollution a Problem?

3. Ask students to share how they would answer the section question: "Is air pollution a problem?" Write down their ideas. If the class already believes air pollution is a problem, pose a second question, "Where do you think most of the air pollution comes from?"

4. Ask students to read pp. 293–294 of the Student Book to find out more about the two questions they just answered. Revise their earlier answers as necessary.

5. Read p. 295 to students.

6. Using the **U.S. Desk Map**, have them draw an **X** on New York, Houston, Los Angeles, and the Central Valley of California to indicate areas of increased air pollution. (The Central Valley runs roughly from Redding to Bakersfield.)

7. Select a student to read p. 296. Select other students to read the captions on the page.

8. Have students locate China on the **World Desk Map** and draw an **X** on Beijing and Shanghai.

9. Read the first paragraph on p. 297 to students. Ask them to locate India on the **World Desk Map** and draw an **X** on Delhi.

10. Read the last paragraph to students. Help them locate and circle the Sahara in Africa on the map and draw arrows radiating from the circle to indicate the dust storms. (The Sahara desert covers large sections of Algeria, Chad, Egypt, Eritrea, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan, and Tunisia.)

11. Distribute the **Group Activity Cards**, and have students complete the activity.

12. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to identify some causes of air pollution in the world. Then ask students to identify two areas with extremely poor air quality.

Modifications for Differentiation

Above Have these students categorize the causes and effects of air pollution. Ask them to brainstorm some ideas about how to reduce smog and other kinds of harmful air pollution.

Below Students may need help with more abstract concepts like *industrialization*. Supplement their learning with images of factories, and compare those images to rural scenes.

ELL Provide students with support for words like *trigger*, *asthma*, and *smokestacks*, which might be unfamiliar to them.

Extending

Writing and Art In their **Think Books**, have students record words or phrases that describe the following:

- the beauty found in nature,
- the effects of water pollution on nature, and
- the effects of air pollution on the environment.

Have students draw a picture to illustrate one phrase.

B How are people facing the challenge?

Civics | Critical Thinking

pp. 298–299

Materials

- Student Book
- Think Book
- coloring utensils

Online Activities

- How Are People Facing the Challenge?

Objectives

Students will be able to:

- Describe how citizens, businesses, governments, and organizations are developing ways to protect the natural environment.
- Discuss how the development of technology is being used to face the challenges of pollution.

Getting Started

1. Have students read the comic on p. 300 of the Student Book.
2. Ask students what ideas the kids came up with to help preserve the environment. List the answers on the board. (writing an article in the newspaper, asking neighbors for ideas, going to city council meetings, making signs)

Teaching

1. Have students turn to pp. 298–299 of the Student Book.

2. Ask students to write the section question in their **Think Books**. Underneath the question, have them divide their paper into four boxes. In each box, ask them to write one of the categories in which people are facing the challenge of air pollution: personal choices, government laws and rules, technology, and international cooperation.

3. As they read each paragraph, ask students to write at least one way that people are facing the challenge of air pollution for each category.

4. Have students reread the "Personal Choices" paragraph on p. 298. On another page in their Think Books, have them draw a picture of themselves doing something to help limit air pollution. Have them label their drawings.

5. Read the lesson summary on p. 299 together.

Summarizing and Assessing

Check students' **Think Books** for appropriate responses.

Modifications for Differentiation

Above Have students use ideas from the Student Book to draft a letter to a local government official or state representative.

Below Read the text to students, if necessary, or allow them to read while you scribe their responses. Challenge students to use drawings to express the ways people fight air pollution.

ELL In addition to the Below modification, create four groups of students and assign each group one of the boxes. Encourage the groups to find two ways of fighting air pollution. Then, have each group share its findings with the rest of the students.

Extending

Civics Have students use the comic on p. 300 of the Student Book as inspiration for their own social action to help protect the environment. Provide assistance and guidance as they decide on an action (or actions) to get socially involved.

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 sentence, let 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. What is the biggest source of air pollution in the United States? (vehicle emissions)
2. Where does the name "smog" come from? (smoke and fog)
3. What are three causes of air pollution? (vehicle emissions, fire, smokestacks, construction sites, dirt roads, farms)
4. What is one big city that has very poor air quality? (New York City, Houston, Los Angeles, Beijing, Shanghai, New Delhi)
5. What choices can people make every day to reduce the amount of pollution in the environment? (driving less, using less electricity)
6. What part does the United Nations play in limiting climate change? (It helps build international cooperation.)

Activity Sheet

7f Air Pollution Interview

Complete the following with an adult:

Interview older household members, and write about their experiences with air pollution. A lot of things can change over the span of just a generation or two.

Here are some sample questions to consider:

- Were they taught about air pollution in school?
- Were they taught about the causes of air pollution?
- What differences have they noticed in how people talk about air pollution between now and when they were younger?
- Have they noticed changes in air quality over time? How?

Review at Home

Ask students to complete **Activity Sheet 7f** with their families at home.

Chapter 7
Review

Review Vocabulary

aquifer
disposable
emissions
informative
landfill
pollution
smog
standard

Materials

- Student Book
- Activity Sheet Chapter 7 Review

Objectives

Students will be able to:

- Demonstrate an understanding of the issues surrounding fresh water, trash, and air pollution.
- Analyze how communities, organizations, and governments work together to create change in environmental policy.

Getting Started

Review the vocabulary associated with the unit as well as the key topics of each lesson: fresh water, trash, and air pollution.

Teaching

1. Distribute **Activity Sheet Chapter 7 Review**.
2. Have students complete the activity sheets in pairs or alone.

Summarizing and Assessing

Go over **Activity Sheet Chapter 7 Review** as a class.

Modifications for Differentiation

Above Challenge students to create their own questions that they think will be on the test. Use these to play a review game with the class.

Below Spread out the review activities and the test over several days. Support vocabulary with pictures whenever possible. Use a scribe to help students complete the review and test questions. Allow partners to complete the review questions together. Allow students to complete the test orally.

ELL In addition to the Below modifications, have students divide the activities and share their answers with the group.

Chapter Test

Distribute and administer the **Chapter 7 Test** (Teacher's Guide pp. 439–442). Assist students as needed.

Chapter 7 Project
Environmental Fair

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Activity Sheet 7b
- Think Book
- coloring utensils
- poster board
- research materials (articles, images, etc.)

Civics

Critical Thinking

Speaking & Listening

Writing

Objectives

Students will be able to:

- Discuss how people affect local environment.
- Recognize the effect of human processes on the environment, such as conservation and pollution.
- Demonstrate how citizens can act to protect the local natural environment.

Project Description

Students will participate in an Environmental Fair. If possible, invite local businesses, community leaders, other classes, and parents to see students' presentations.

Students will create presentations on the areas of environmental concern that they have learned about: clean water, trash production, and air pollution. The focus of the presentations will be three-paragraph informative pieces. The presentations should describe ways that people can and do work together to improve the environment on a large scale in addition to ways that students themselves can take action. Students will work together to create a slogan for their cause and make a poster or other visual display to present what they have learned.

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. For more on evaluating the chapter projects, see p. xxviii.

Some topics require students to record their water usage or trash consumption for a full day. If possible, this should be done prior to Day 2. This information can be recorded in students' **Think Books**.

Instructions and Suggestions

Prior to the Project

Gather articles, images, a list of useful websites, and other information related to the main topics to have available for students.

Day 1

1. Tell students they are going to begin preparing for the Environmental Fair today.

2. Divide students into three groups and assign or have them choose one of the three areas of environmental concern: clean water, trash production, and air pollution. Each group will focus on a single topic in one of the three categories. Possible topics include, but are not limited to:

Clean Water

- **How can our neighborhood use less water?** Students will keep track of how much water they see being used in their neighborhood (fountains, sprinklers, car washes etc.) and propose ways that the neighborhood can use less water.

- **How can we use less water?** Students will keep track of every time that they use clean water over the course of a day (showering or bathing, brushing teeth, drinking water from a fountain, washing hands, etc.) and propose ways that they can use less water.

Trash Production

- **How can we make less trash?** Students will keep track of all the items they throw away over the course of a day and use that information to propose ways that they can make less trash. Optional: collect one day's worth of students' trash in a large bin and help them estimate either the volume or weight of the trash.

- **What are other uses for our trash?** Students will find a way to use at least one item that they would have thrown away to help make their poster, and they will propose ways that they can reuse commonly thrown away items on a regular basis.

Air Pollution

- **What is the impact of driving cars?** Students will use a map to determine how many miles from school they each live, determine the amount of carbon dioxide produced in that distance, and propose ways to minimize their impact (carpooling, bicycling, using public transportation, etc.). Assume that the average car emits one pound of carbon dioxide per mile driven.
- **How much energy do we use?** Students will count the number of items in the classroom that use electricity (lights, computers, etc.) and estimate how long they are turned on for during one week, then propose ways to use less energy.

3. Provide groups with the materials and information needed for their topics.
4. Distribute one copy of **Activity Sheet 7b** to each group. Explain that the ideas they write down for the beginning, middle, and end will be used to form the three paragraphs of their informative pieces.
5. Help students understand the articles, photos, and other information provided, and help them with planning and organizing as needed.
6. Collect and review each group's outline.

Day 2

1. Have groups meet, and redistribute their outlines.
2. Explain that today they will use their outlines to write their informative pieces. Students in each group should share the responsibility of writing and take turns appropriately.
3. Remind students to include their own experiences in their writing and to describe how they plan to take action.
4. As groups work, check in on what they have written and provide feedback.
5. Collect and review each group's informative piece.

Day 3

1. Explain that today, groups will make posters for their presentations. The posters should feature their informative pieces and include a catchy slogan that promotes environmentally friendly behavior.
2. Provide students with poster board, images, coloring utensils, and other craft supplies for their posters.
3. Encourage students to practice their presentation, ensuring that every group member has something to present.
4. Collect and review each group's poster.

Day 4

1. Display each group's poster.
2. Allow students time to view all the projects before beginning the fair.
3. Have each group present their project. Encourage students to ask questions.

Modifications for Differentiation

Above Encourage these students to take a leadership role in the planning and organizing of the fair.

Below Assist these students with organizing, writing, and displaying ideas.

ELL Modify the amount of speaking, reading, and writing required.

Rubric

See **Project Evaluation** (Teacher's Guide p. 443).

Name

Chapter 7 Test

Read each sentence. If the statement is true, print the letter **T** on the line. If it is false, print the letter **F**.

1. Pollutants such as chemicals, fertilizers, and lead from pipes can find their way into our water supply. _____

2. Without fresh water, people can become sick. _____

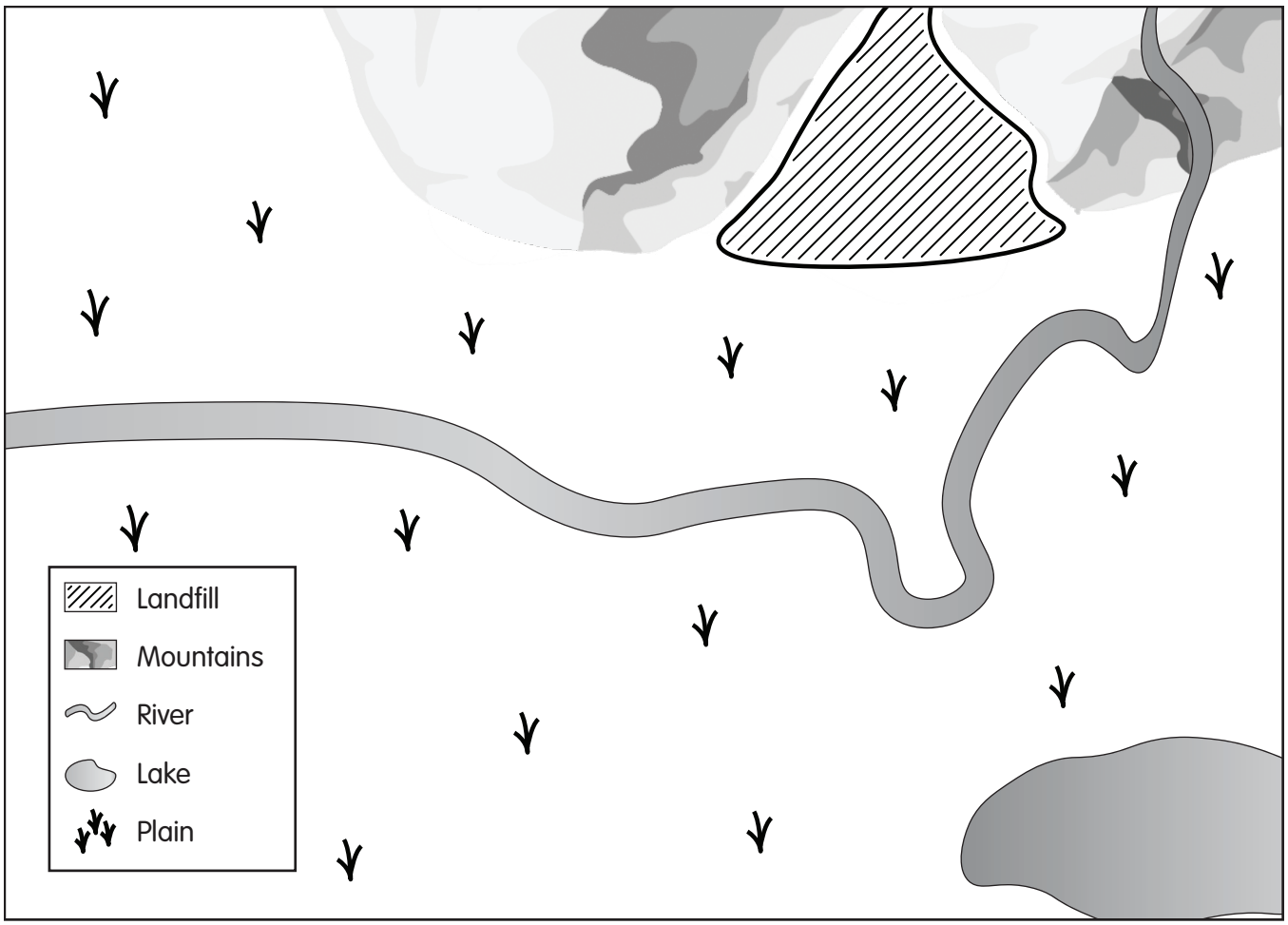
3. EPA stands for Emotional Planning Agency. _____

4. The sand that blows from the Sahara is full of air pollutants and dust. _____

5. Smog is a result of too much fog. _____

6. Better garbage control has three key words: reduce, reuse, and recycle. _____

Name



7. On the map, draw arrows to show how pollutants would get from the landfill to the lake. Write a short description to explain.

Name

8. emissions

9. power plant

10. industrialization

11. greenhouse gas

- growth of factories and technology
- a gas that keeps in the heat of the sun, like carbon dioxide
- a station or facility that creates electricity
- substances released into the air

Name

Chapter 7 Test

Answer the question in paragraph form. Use details and examples to support your answer.

12. Explain the 3 Rs and give an example of each method.

Student Name:

Chapter 7 Project

Environmental Fair

	Project Evaluation
Topic	
The student participated in the gathering of information.	1 2 3 4
The student provided information that was accurate.	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
The student contributed to the poster.	1 2 3 4
The student contributed to the informative piece.	1 2 3 4
The informative piece included all the necessary information.	1 2 3 4
Presentation	
The student presented information clearly.	1 2 3 4
The group's final poster was neat and easy to understand.	1 2 3 4
The group's proposed solutions were appropriate.	1 2 3 4

The highest rating is 4.

Answer Keys

Answer Keys

Introduction

Name

Activity Sheet

Ia

2 of 2

Reading Informational Texts

Answer the following questions:

1. **Who** built the city of Petra?
   Nabataeans

2. **What** did the city have?
   theater, temples, courtyards, homes, gardens

3. **Why** did the people of Petra need an advanced irrigation system?
   It was very dry. It was in the desert.

Now, try to write and answer your own questions about the text!

4. **When** was Petra built ?
   about 2,000 years ago

5. **Where** is Petra located ?
   Jordan, in the desert

Chapter 1 *Review*

Name

Chapter 1 Review • Part 1

Read the paragraph. Then follow the instructions.

The Growth of Cities in the United States

Long ago, more people lived on farms than in cities. Over time, people who lived in the countryside and worked on farms began to move to the cities to find work in factories. Cities started to become very large.

Complete the chart below using the information from the paragraph above.

What happened? (Effect)	Why did this happen? (Or, what caused this to happen?)
Cities became large.	People moved from farms to cities looking for work.

Name

2 of 2

Chapter 1 Review • Part 2

1. When was this primary source created?
   early 1900s

2. What natural resource is this house made of?
   Answers vary but may include sticks, wood, or grasses.

3. What natural resource is the basket made from?
   Answers vary but may include sticks, wood, or reeds.

4. What was the area around this home like?
   Answers vary but may include something about the forest.

5. What could you say about the Pomo people and their lives based on this photo?
   Answers vary but may include they were nomadic.

Name

Chapter 1 Review • Part 3

Complete the sentences below with words from the word bank.

natural features	natural resource	opportunity
primary sources	tradition	

1. In America, many immigrants saw an opportunity for a better life.

2. Mountains, hills, and valleys are all natural features that help make each place in the United States unique.

3. Most settlers looked for water, an important natural resource, to help them decide where to build their homes.

4. We can learn about our community by analyzing primary sources, such as photographs and journals from long ago.

5. My family gathers for a large meal every New Year's Day, and we've been following this tradition since before my grandmother was born.

Name

Chapter 1 Review • Part 4

Compare the two pictures and answer the questions.

1. What is one way the two classrooms are similar?
   Answers vary but may include there are students and a teacher.

2. What is one difference between the two classrooms?
   Answers vary but may include students share a table in the picture on the left.

Name

Chapter 1 Review • Part 5

1. Circle the images that show natural resources.
2. Write **R** on the natural resources that are renewable.

▼ *Chapter 1 Test*

Name

Chapter 1 Test

Circle the letter for the correct answers to the questions below. There can be more than one right answer.

1. Which is true about climate?
   - a. Plants that need a lot of water live in very dry climates.
   - **b.** Climate is what the weather is like over a long period of time.
   - **c.** Temperature, precipitation, and wind are some of the things that make up climate.

2. Which of the following is a natural resource?
   - a. Toys
   - **b.** Water
   - **c.** Land

3. Renewable resources _____
   - a. are always very expensive to use.
   - **b.** can be replaced or are always present.
   - c. are found only underground.

Name

Chapter 1 Test

4. Which is true about American Indians?
   - **a.** Some American Indians traded fur to European traders.
   - b. American Indians first came to America in the 1800s.
   - **c.** Some American Indians lived in houses made from poles and grasses.

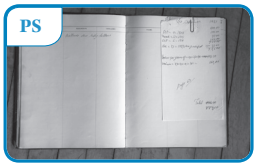
5. What did immigrants give to the United States?
   - **a.** New kinds of food
   - **b.** New traditions and celebrations
   - c. Climate

Name

Chapter 1 Test 3 of 5

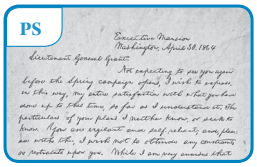
Look at each item below. Write **PS** on the primary sources.

6. A journal



7. A photograph of a schoolhouse in Alaska

8. A letter



9. An apple

Name

Chapter 1 Test 5 of 5

Decide if each statement is true or false. Then circle the correct answer.

10. (T) F Before 1852, most children did not attend school.

11. T (F) You must pay a fee to attend a public school.

12. (T) F Massachusetts was the first state to make a law saying all students had to attend school.

13. T (F) One cause of the law in Massachusetts was that all children in the United States attended school.

14. (T) F One effect of the law in Massachusetts was that all other states passed laws making education free.

Chapter 2

Name

Activity Sheet

2a Using Graphs

Use the graph on p. 50 of the Student Book to complete the chart.

Maplewood's Population

Year	Estimated Population
1900	6,000
1920	8,000
1940	14,000
1960	17,000
1980	31,000
2000	28,000
2020	35,000

1. What should the title of this graph be?
Maplewood's Population

2. What do you think the arrow over the year 2020 means?
The population is going up.

3. What happened to the population between the years 1900 and 1980?
It increased.

4. What happened to the population between the years 1980 and 2000?
It decreased.

★ What factors do you think caused the population of Maplewood to increase and decrease?
Answers vary but may include new jobs, new roads, etc.

Name

Activity Sheet

2c Roles of Government

Write the roles of government from the phrase box under the branch of government that does it. Each role goes in only one box.

Roles of Government

make sure people are treated fairly and equally at trial	hold public meetings and debate issues	make sure laws are carried out
make laws	hold trials for people accused of breaking a law	ensure public health and safety

Legislative	Executive	Judicial
hold public meetings and debate issues	make sure laws are carried out	make sure people are treated fairly and equally at trial
make laws	ensure public health and safety	hold trials for people accused of breaking a law

Name

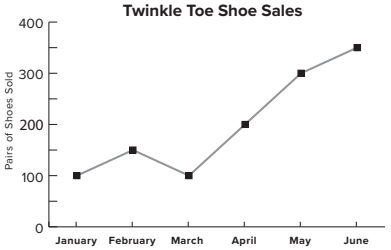
Chapter 2 Review • Part 1

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

1. (T) F When there are more jobs in a community, the population increases.
2. T (F) Natural features always change quickly.
3. T (F) Citizens choose leaders by voting in an eruption.
4. (T) F Rules help keep people safe and healthy.
5. T (F) Being dishonest and disrespectful are good democratic values.
6. T (F) Businesses always make a profit.
7. T (F) When a lot of people want to purchase an item, businesses often lower the price.

Name

Chapter 2 Review • Part 2



Instructions: Use the graph to answer the questions.

1. Which month had the highest shoe sales? June
2. Which months had the lowest shoe sales? January and March
3. How many more shoes were sold in May than in January? 200
4. Is this a successful business? How do you know? Yes, and I know this because sales are improving.
5. According to the graph, how many pairs of shoes in total has the business sold? 1200

Name

Chapter 2 Review • Part 3

Complete each sentence by using a word from the word bank.

legislative	volunteers	estimate
Suburbs	judicial	budget

1. Suburbs are close to cities but have more open spaces.
2. The branch of the government responsible for making laws is the legislative branch.
3. Many community groups use volunteers to help run projects and activities.
4. A budget is used to keep track of how much money you earn and how much you spend.
5. When you do not know the exact answer and you make an educated guess, it is called an estimate.
6. A court is a part of the judicial branch of the government.

Name

Chapter 2 Review • Part 4

Read the story. Use the information to complete the budget plan and answer the questions.

Tasha is making a monthly budget. She gets $20 a month in allowance and earns an extra $30 for helping her father paint the garage.

Allowance:		$20
Painting:	+	$30
Earnings	=	$50

Every month, Tasha has to buy food for her hamsters. The food costs $10 a month.

Earnings:		$50
Hamster food:	–	$10
Leftover Money	=	$40

Tasha has a goal of buying a bicycle. Her parents told her that if she saved $100, they would pay for the rest.

1. How much leftover money will Tasha have at the end of the month? $40
2. If Tasha puts all her money in savings, how much more money will she have to save before she can get the bicycle? $60

Name

Chapter 2 Test

1 of 5

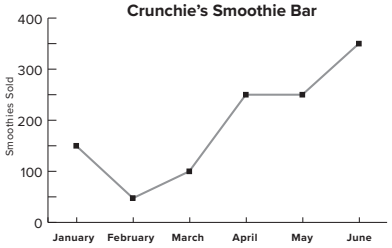
Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

1. (T) F Populations decrease when there are not enough jobs.
2. (T) F Water is an example of a natural resource.
3. (T) F The branch of government that is responsible for health and safety is the executive branch.
4. T (F) To improve the community, the government must work by itself and citizens should do nothing.
5. (T) F Schools and communities have rules that must be followed.
6. T (F) You should buy things you want before things you need.

Name

Chapter 2 Test

2 of 5



Use the graph to answer the questions.

7. Which month had the highest cookie sales? June
8. Which month had the lowest cookie sales? February
9. How many more smoothies were sold in June than in April? 100
10. Have sales for the business increased or decreased between January and June? Increased
11. According to the graph, how many smoothies has the business sold? 1,150

Name

Chapter 2 Test

3 of 5

Answer each clue by using the vocabulary in the word bank.

democracy	population	collaborate
telegraph	supply	budget

Which word means . . .

Clue	Word
the number of people or citizens in a city or town	12. population
a way people communicated before the telephone was invented	13. telegraph
a government system that gives power to the people	14. democracy

Name

Chapter 2 Test

4 of 5

Read the story and answer the questions.

Sahar works part-time in a restaurant. This week she earned $100.

Sahar takes the bus to work. She must pay $5 a week to get to work.

Sahar borrowed $45 from her mom last week and must pay her back. She also needs to buy some school supplies. They will cost her $40.

Earnings	=	$100

Transportation:		$5
Pay back mother:	+	$45
School supplies:	+	$40
Costs	=	$90

Earnings:		$100
Costs:	–	$90
Leftover money	=	$10

Name

Chapter 2 Test

5 of 5

1. How much did Sahar earn altogether?
   $100

2. How much money does Sahar need to pay for transportation, to pay her mother back, and to buy school supplies?
   $90

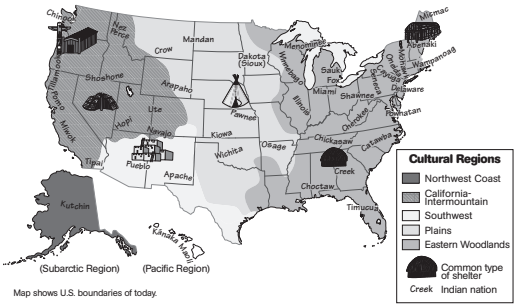
3. How much money does Sahar have left after she pays for everything she needs?
   $10

4. Sahar wants to donate $5 to an organization that helps protect the environment. Does she have enough money to do that?
   yes

Name

Activity Sheet

3b American Indian Cultural Regions



1. Outline the borders of our state on the map.

2. Which American Indian nations lived in or near our state?

3. In what cultural region (or regions) is our state located?

4. Why do the regions have different shelters?
   Different regions had different resources and climates.

Name

Activity Sheet

3e Natural Resources in the United States

2 of 2

1. Outline your state on the map.

2. What resources are shown in or close to your state?

3. Which of the natural resources shown on the map are minerals?
   gold, iron, silver

4. Which of the natural resources shown on the map are fossil fuels?
   coal, natural gas

5. Name at least two states that are likely to have a fishing industry.
   Answers will vary but should include coastal states.

Name

Activity Sheet

3g Three Branches of Government

Three Branches Tic-Tac-Toe

	Who is in this branch?	What does this branch do?	How are they chosen?
Legislative	This branch has representatives who work in the state legislature.	This branch makes laws and the state budget.	State legislators are elected by the people.
Executive	The governor leads this branch.	This branch makes sure the laws are carried out in the state.	The governor is elected by the people.
Judicial	Judges make up this branch.	This branch decides if people have followed state laws.	Some judges are elected. Others are chosen by the governor and the legislature.

Name

Chapter 3 Review • Part 1

Complete each sentence by using a word from the word bank.

nomadic	population	executive
Entrepreneurs	natural resources	

1. A population map shows where people live and about how many people live there.
2. People who travel from place to place have a nomadic lifestyle.
3. Entrepreneurs start businesses that bring people to the state to live and work.
4. Fossil fuels, minerals, and good soil are examples of natural resources.
5. The governor is the head of the executive branch of the state government.

Name

Chapter 3 Review • Part 2

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

1. T (F) Most people live in the mountains.
2. (T) F Forests, fish, and water are examples of natural resources.
3. T (F) There are six branches of government.
4. T (F) The state government helps you decide where to go on vacation.
5. (T) F The legislative branch makes laws and budgets for the state.
6. (T) F American Indians lived in the area before European explorers and settlers came.
7. (T) F Transportation, climate, and natural resources have an influence on where people live.
8. (T) F Every state has a state flag, seal, and motto.

Name

Chapter 3 Review • Part 3

Underline the correct answer to complete the sentence.

1. People first made a living through _____
   - **a.** agriculture.
   - **b.** manufacturing.
   - **c.** using computers.
2. A relief map shows _____
   - **a.** political features like borders and capital cities.
   - **b.** natural features like mountains and bodies of water.
   - **c.** population in an area.
3. A state's history starts with _____
   - **a.** American Indians.
   - **b.** European settlers.
   - **c.** government.
4. People from different _____ live and work together in communities across each state today.
   - **a.** cultures
   - **b.** costumes
   - **c.** calendars
5. It is the job of the judicial branch of the government to _____
   - **a.** make laws.
   - **b.** carry out laws.
   - **c.** decide if a law has been broken.

Name

Chapter 3 Review • Part 4

Use the U.S. Desk Map to answer the questions.

1. Name three cities that have a population over 500,000 people.

   _____

   _____

   _____

2. List two factors that affect where people choose to live.

   Climate, transportation, access to natural resources, jobs, etc.

   _____

Name

Chapter 3 Test

1 of 4

Complete each sentence by using a word from the word bank.

agriculture	judicial	natural disasters
American Indians	constitution	

Which word means . . .

1. Before a territory becomes a state, it must write a constitution and present it to Congress.
2. Hurricanes and tornadoes are called natural disasters.
3. In the past, most people made a living working in agriculture.
4. European explorers traded with American Indians for animal skins.
5. The three branches of government are legislative, executive, and judicial.

Name

Chapter 3 Test

2 of 4

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

6. (T) F Many cities are built near bodies of water.
7. T (F) The governor heads the judicial branch of government.
8. T (F) The global economy only affects your local community.
9. (T) F Some American Indian groups were nomadic.
10. (T) F Every state has symbols such as a state flag, seal, and motto.

Name

Chapter 3 Test

3 of 4

Underline the correct answer to complete the sentence.

11. A political map shows bodies of water, borders, and _____.
    a. elevation
    b. capital cities
    c. mountains
12. Both American Indians and early European settlers relied on _____ for clothing, shelter, food, and water.
    a. natural resources
    b. imported goods
    c. government resources
13. Which of the following is **not** a natural resource?
    a. good soil
    b. minerals
    c. trains
14. Where does the state government get the money it needs to provide services?
    a. It does not need money.
    b. It gets money from taxes.
    c. It steals money.

Name

Chapter 3 Test

4 of 4

15. How can citizens get involved in state government?
    a. voting
    b. going for a run
    c. shopping

Use the **U.S. Desk Map** to answer the questions.

16. Name three cities with a population over 500,000 people.

    _____

    _____

    _____

17. List two things that affect where people choose to live.
    climate, transportation, access to natural resources, jobs, etc.

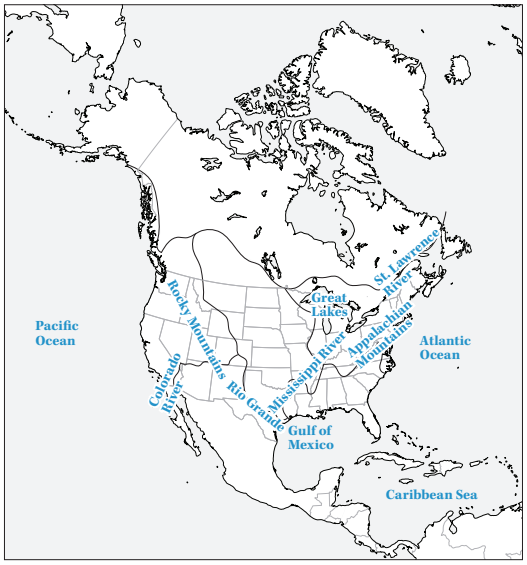
Chapter 4

Name

Activity Sheet

1 of 3

4b Natural Features in North America



Name

Activity Sheet

3 of 3

4b Natural Features in North America

Match the words in the word bank to their definitions.

alpine	canyon	rain forest	coral reef

12. Can be called a deep valley
canyon

13. An area covered by trees with high rainfall
rain forest

14. Related to a high mountain
alpine

15. Found underwater
coral reef

Name

Activity Sheet

4f How Did the People of the Great Plains Use Their Environment?

Compare the way the tribes of the Great Plains used the resources of the region. Use the information on pages 150 and 151 of the Student Book.

	East	West
Homes	made from wood and earth	tepees; earth lodges
Food	corn, squash, beans; hunted bison, elk, and birds	corn, squash, beans; hunted bison
Other Information	permanent villages; built large earthen mounds	would move villages for hunting

What changed the culture of the Great Plains when the Europeans came to the region?
Europeans brought horses. The Plains Indians became mostly hunters.

Name

Activity Sheet

4g Identifying Supporting Details

Read the passage below. Circle three supporting details.

The History of Maplewood

For a time, Maplewood stayed a farming community. In the early 1900s things began to change. A large company built a factory north of the town. The river's moving water provided power to run the factory's machinery. Cars were replacing horse-drawn wagons, so the town built a new road to help people get to the factory. The state paved over the old wagon trail and made it a road. Townspeople paved the town's street. Now more people came to town to find factory jobs.

★ What is the main idea of this paragraph?
Maplewood changed from a farming community.

Name

Activity Sheet

4h Identifying Parts of Text

Complete the following with an adult:

1. Read the paragraph.
2. Draw a box around the topic.
3. Circle the main idea.
4. Underline the supporting details.

Mountain ranges are important landforms for all continents. North America has three major mountain ranges. North America's oldest mountain range is the Appalachian Mountains. This range runs through eastern Canada and the United States. The longest range, the Rocky Mountains, runs from northern Canada to New Mexico. It is the third longest mountain range in the world. The Sierra Nevada range runs for 400 miles along California. It is home to Lake Tahoe, the largest alpine lake in North America. The Sierra Nevada has the tallest mountain in the United States outside of Alaska. It is called Mt. Whitney.

Name

Chapter 4 Review • Part 1

Complete each sentence by using a word from the word bank.

badlands	canyon	coastal plains	prehistoric	regions

1. The coastal plains reduced the damage caused by the flood.
2. Not many trees or vegetation grew on the badlands.
3. In prehistoric times, the Great Plains was covered by a sea.
4. The deep gorge or canyon had one river flowing swiftly through it.
5. In this chapter, we studied six regions of North America.

Name

Chapter 4 Review • Part 2

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

1. (T) F Mountains are a physical feature of the Northeast Woodlands region.
2. T (F) The tribes from the Northeast Woodlands hunted deer, whales, and seals.
3. (T) F Trees were an important resource to the Northeast Woodlands tribes.
4. (T) F The people of the Southwest built homes using adobe.
5. T (F) Deer and bison roamed the deserts of the Northwest region.
6. (T) F Whale fat was used as a heat source in the Arctic/Subarctic region.
7. T (F) The tribes lived in permanent villages in the Arctic/Subarctic region.
8. (T) F The Arctic/Subarctic region has many rivers, mountains, and even volcanoes.

Name

Chapter 4 Review • Part 3

Choose the correct answer to answer each queston or to complete each sentence.

1. Name one body of water that borders the Southeast Woodlands region.
   (a.) Atlantic Ocean
   b. Pacific Ocean
   c. Arctic Ocean
2. If you live where leaves change color in the fall, you live in a _____.
   (a.) temperate climate
   b. rain forest
   c. tropical climate
3. What river forms the western boundary of the Southeast Woodlands region?
   a. Arkansas River
   (b.) Mississippi River
   c. Rio Grande

Name

Chapter 4 Review • Part 3

2 of 3

4. Which animals were food for the early tribes of the Northwest region?
   - a. polar bear and whale
   - (b.) salmon and deer
   - c. bighorn sheep and alligator

5. Name one natural resource that is found in the Southeast but not the Northeast.
   - a. trees
   - b. water
   - (c.) oil

6. Another name for grasslands is _____.
   - a. desert
   - (b.) prairie
   - c. basin

7. Peoples of the Arctic/Subarctic regions survived by _____.
   - (a.) hunting and fishing
   - b. farming and fishing
   - c. hunting and farming

Name

Chapter 4 Review • Part 3

3 of 3

8. Some tribes of the Great Plains were nomadic and followed the _____ migration.
   - a. salmon
   - b. fox
   - (c.) bison

9. Tribes of the Southeast Woodlands and Great Plains built _____ along the banks of the Mississippi River.
   - a. tepees
   - (b.) mounds
   - c. igloos

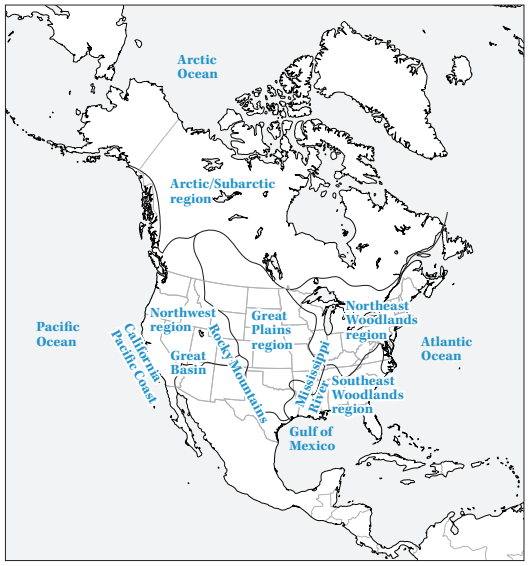
10. The original people of the arid Southwest farmed by using _____ systems.
    - a. tracking
    - b. windmill
    - (c.) irrigation

▼ Chapter 4 Test

Name

Chapter 4 Review • Part 4

1 of 2



Name

Chapter 4 Test

1 of 4

Complete each sentence by using a word from the word bank.

arid	border	coastal plains	coral reef
irrigation	missionary	plateau	timberline

1. A missionary teaches religion to people in another country.
2. When a climate is dry and hot, it is known as an arid climate.
3. The people of the Southwest Desert kept their farm fields from becoming dry by using an irrigation system.
4. The coastal plains of the Southeast Woodlands are low, flat lands that start at the ocean.
5. A plateau is a high, flat area.

Name

Chapter 4 Test

2 of 4

Read each sentence. Circle **T** if the sentence is true. Circle **F** if the sentence is false.

6. (T) F The Northeast Woodlands tribes hunted and fished.

7. T (F) The Northeast Woodlands tribes were all nomadic tribes.

8. (T) F Plank houses, longhouses, tepees, igloos, and pueblos are different types of shelters built by the American Indians.

9. T (F) A temperate climate means the weather is warm all year.

10. (T) F Rain is an example of precipitation.

11. (T) F The state of Alaska is found in the Arctic/Subarctic region.

Name

Chapter 4 Test

3 of 4

Choose the correct answer.

12. The Mississippi River empties into which body of water?

a. Pacific Ocean
b. Indian Ocean
(c.) Gulf of Mexico

13. How did the Southeast American Indians use oil in their daily life?

a. They drank it.
(b.) They covered their bodies with it to keep the bugs away.
c. They burned it to keep warm.

14. The people of the Arctic/Subarctic region traveled by _____.

(a.) dogsled
b. horse
c. cedar canoe

15. What is the name of the mountain range found in the Northeast Woodlands region?

a. Rocky Mountains
b. Cascade Mountains
(c.) Appalachian Mountains

Chapter 5

Name

Chapter 4 Test

4 of 4

16. A climate near the equator that is warm or hot all year round is a _____.

a. subtropical climate
b. continental climate
(c.) tropical climate

17. What crops did the tribes of the Southeast and Northeast Woodlands grow?

(a.) corn, beans, squash
b. coconuts, rice, squash
c. corn, apples, oranges

18. What are the two subregions in the Northwest region?

(a.) Great Basin Plateau and California Northwest Coast
b. Great Buffalo and California
c. Great Plains and California

19. Which type of shelter was used by nomadic American Indian tribes?

a. plank houses
b. pueblos
(c.) tepees

Name

Activity Sheet

5a How Did American Indians and the New Settlers Get Along?

1. What did the settlers bring with them?

diseases and new technologies

2. What did the American Indians do to help the settlers?

teach them how to grow crops, trade, provide tools, share food

3. What change occurred in the relationship between the settlers and the American Indians? Give two reasons for this change.

The American Indians and settlers started seeing each other as enemies because more colonists arrived and so more land and resources were being taken away from the native people. More diseases were brought, too. Some colonists took land and resources by force. Some colonists tried to convert American Indians to their religious beliefs.

Name

Activity Sheet

5h Our State: Symbols and Leadership

- The Great Seal of the State of Florida represents the state and its government.
- It can be found on Florida's state flag and on government buildings and vehicles.

Pick one symbol used on the seal. Why do you think this symbol was chosen?

Answers will vary.

- The American alligator is the Florida state reptile.
- It is a symbol of our state.
- Alligators live in Florida's rivers, lakes, marshes, and swamps.

Name another reptile from Florida.

Answers will vary, but may include lizards, turtles, snakes, and geckos.

Name

Chapter 5 Review • Part 1

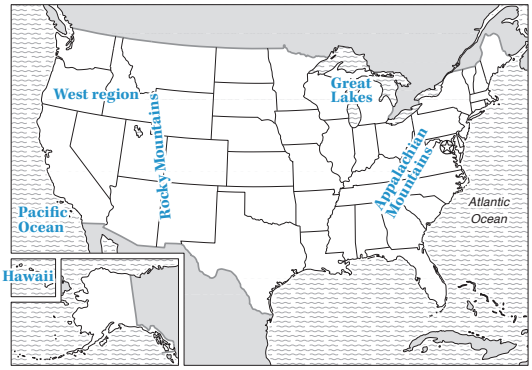
Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

1. European diseases killed many American Indians. T
2. The five regions of the United States are Northeast, Southeast, Midwest, Southwest, and North. F
3. Parts of the Southeast region have a subtropical climate. T
4. Some settlers were pushed to the United States because of religious persecution. T
5. Plantations in the South grew rice and wheat. F
6. Europeans went to Africa to buy enslaved people to take to America. T
7. On July 4, 1776, the United States declared its independence from Britain. T
8. The Congress heads the executive branch of the federal government. F
9. American Indian tribes are sometimes referred to as *nations*. T

Name

Chapter 5 Review • Part 2

On the map, locate and label the following:



1. Pacific Ocean
2. Great Lakes
3. Hawaii
4. Rocky Mountains
5. West region
6. Appalachian Mountains

Name

Chapter 5 Review • Part 3

Substitute a word from the word bank for the *italicized* words. Write the word on the blank line following the sentence.

barter	contiguous	habitat	independent
jury	reservation	treaty	

1. The farmer decided to *trade* for two chickens instead of paying with gold. barter
2. The 13 colonies wanted to be *free* of British rule. independent
3. The American Indian nations signed an *agreement* with the U.S. Government. treaty
4. The bison's *home* was the Great Plains. habitat
5. Arizona and New Mexico are *connecting* states. contiguous

Name

Chapter 5 Review • Part 4

2 of 2

4. Which government handles matters for the whole country?
   a. local
   b. state
   (c.) federal
   d. town

5. What is the federal legislative branch also called?
   a. The president
   (b.) Congress
   c. Cabinet
   d. Supreme Court

6. In which region is maple syrup a natural resource?
   a. Southeast
   b. West
   (c.) Northeast
   d. Midwest

Name

Chapter 5 Review • Part 4

1 of 2

Circle the correct answer.

1. What was the first European country to settle in North America?
   a. France
   b. England
   (c.) Spain
   d. Germany

2. What did the American Indians teach the settlers to do?
   (a.) grow crops
   b. make a teepee
   c. hunt
   d. ride a horse

3. Which is an example of a craftsman?
   (a.) blacksmith
   b. farmer
   c. plantation owner
   d. explorer

▼ *Chapter 5 Test*

Name

Chapter 5 Test

1 of 4

Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

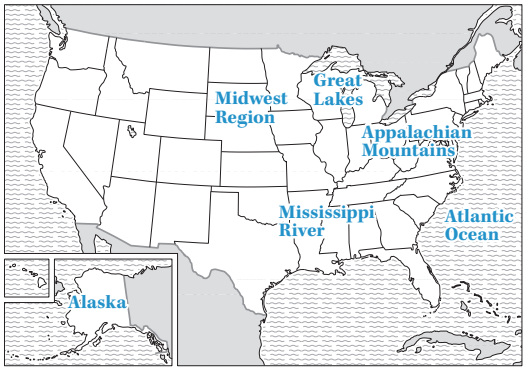
1. American Indians helped the early settlers survive by sharing food and showing them how to plant crops. T
2. One reason the English came to America was to gain wealth. T
3. Enslaved Africans had no rights and had to work on plantations all their lives. T
4. The Boston Tea Party was a special celebration between the colonists and the British. F
5. All 50 states of the United States are contiguous. F
6. There are four branches of government. F
7. American Indian nations have their own governments and elected officials. T

Name

Chapter 5 Test

2 of 4

On the map, locate and label the following:



8. Atlantic Ocean
9. Mississippi River
10. Alaska
11. Great Lakes
12. Midwest region
13. Our state

Name

Chapter 5 Test

3 of 4

Substitute a word from the word bank for the italicized words. Write the word on the blank line following the sentence.

federal	plantation	reservation
liberty	patriotic	

14. The *large farm* grew cotton, rice, and tobacco. plantation

15. The Navajo Nation has the largest American Indian *land* in the United States. reservation

16. Our right to *freedom* is written into the U.S. Constitution. liberty

17. The *national* government makes treaties with other countries. federal

Name

Chapter 5 Test

4 of 4

Circle the correct answers. More than one answer may be correct for each question.

18. Why did the English come to America?

- (a.) for wealth
- (b.) for land
- (c.) for religious freedom
- d. for water

19. Americans purchased land from the French so that U.S. colonists could move west. What was this big purchase called?

- a. Boston Purchase
- b. Oregon Purchase
- (c.) Louisiana Purchase
- d. Texas Purchase

20. What is an example of a U.S. national symbol?

- (a.) bald eagle
- (b.) Statue of Liberty
- c. deer
- d. Rocky Mountains

Chapter 6

Name

Activity Sheet

6a Magical Mystery Tour

Circle the destination for each set of clues on the World Desk Map. Write the answer in the space provided on the activity sheet.

1. I am in the northern hemisphere. I am west of the prime meridian. I am in a green country. I am east of the Mississippi River. I have a temperate climate. I am a national capital.
Washington, D.C.

2. I am in the southern hemisphere. I am east of the prime meridian. I am the southernmost national capital on the continent of Africa.
Cape Town

3. I am in the western hemisphere. I am south of the equator. Half of my country has a tropical climate. The other half has a subtropical climate. I am the national capital.
Asuncion

4. I am in the eastern hemisphere. I do not have a tropical climate, but the southern portion of my country is in the tropics. My country borders the Mediterranean Sea and the Red Sea. The Nile River is a major natural feature in my country. I am the national capital.
Cairo

Name

Activity Sheet

6b Latitude and Longitude

1 of 2

Using a World Desk Map or an Activity Globe, answer the following questions.

1. Find the latitude line numbered 30°N. Trace it. Find the longitude line number 90°E. Trace it. Circle the place where the two lines cross.

- In what country are you? China
- On what continent are you? Asia

2. Find the latitude line numbered 30°S. Trace it. Find the longitude line numbered 30°W. Trace it. Circle the place where the two lines cross.

- Where are you? Atlantic Ocean
- What continent is west of you? South America

3. Find the latitude line numbered 60°N. Trace it. Find the longitude line numbered 150°W. Trace it. Circle the place where the two lines cross.

- Near what city are you? Anchorage
- In what country are you? United States

Name

Activity Sheet

6d Life in Soweto

Location Continent: Africa Country: South Africa	**Culture** Language: 11 official languages Other: music, dance, sports (football)
Environment Natural features: Highveld (high prairie); grasslands Human features: 1+ million people; urban area; factories, stores, shopping malls, tourism, sports stadiums, theaters, hotels, parks, museums, and hospitals Climate: temperate	**History** Year: 1976: peaceful protest 1994: everyone can vote
Jobs tour guides, hotel workers, restaurant workers, transportation workers, construction workers, factory workers, communication jobs, bankers, etc.	**Government** National Assembly: elects president; deals with national issues National Council of Provinces: deals with regional issues (in the provinces)

Name

Activity Sheet

6f Life in Dong Ngac

Location Continent: Asia Country: Vietnam	**Culture** Language: Vietnamese (one official language)
Environment Natural features: Red River, mountains, Gulf of Tonkin, South China Sea, Pacific Ocean, typhoons Human features: suburban area; houses that are hundreds of years old, Communal House, brick streets Climate: tropical	**History** Year: more than 4,000 years ago; approximately 150 BC–1450 AD; 1500; 1887; 1945; 1954; 1973; 1955–1975; 1975 Hung Vuong founded the nation; Chinese rule; European traders arrived; Vietnam becomes a French colony; Vietnam declares independence; French rule ends; Vietnam War; Vietnam became one again.
Jobs farming, fishing, tourism	**Government** The National Assembly chooses the president and prime minister for the country.

Name

Activity Sheet

6h Life in Tiwanaku

Location Continent: South America Country: Bolivia	**Culture** Language: Aymara, Spanish, and Quechua (three official languages) Willkakuti is a national holiday that the people of Bolivia celebrate on the first day of winter, which is June 21.
Environment Natural features: high altitude (Andes Mountains), cold winds, poor soil Human features: small houses made from earth, poles, and grass Climate: temperate	**History** Year: approximately 350–1150 created the Gate of the Sun and the Akapana Temple, used a system of irrigation, ended around 1150, possibly from drought or attacks
Jobs raise herds of llamas and alpacas; grow potatoes, corn, beans, and quinoa	**Government** The National Congress appoints the Supreme Court's judges. People elect leaders every five years. Citizens must vote.

Name

Activity Sheet

6b Latitude and Longitude

4. Find the latitude line numbered 0°. Trace it. Find the longitude line numbered 60°W. Trace it. Circle the place where the two lines cross.
   - In what country are you? Brazil
   - On what continent are you? South America

5. Find the latitude line numbered 60°N. Trace it. Find the longitude line numbered 30°E. Trace it. Circle the place where the two lines cross.
   - What city are you at? St. Petersburg
   - What country are you in? Russia

Name

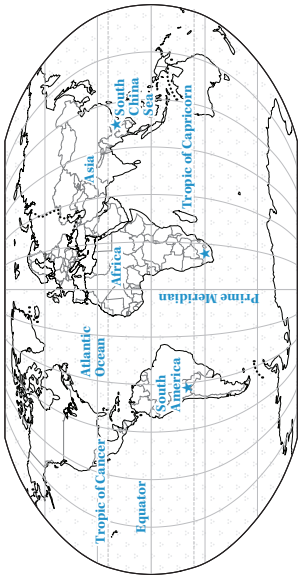
Chapter 6 Review • Part 1

Read each sentence. If the statement is true, print the letter **T** at the end of the sentence. If it is false, print the letter **F**.

1. The nearer to the equator, the colder it is. F
2. Soweto is an acronym for South-Western Townships. T
3. South Africa has 11 official languages. T
4. Dong Ngac is a noisy, busy city. F
5. Elders are young leaders of the community in Dong Ngac. F
6. The Andes Mountain range runs through South Africa. F

Name

Chapter 6 Review • Part 2



Name

Chapter 6 Review • Part 3

Use the correct word from the word bank below to complete the sentences.

polar climate	segregation	archaeologist
typhoon	empire	urbanization

1. The Tiwanaku empire controlled many other lands.
2. When a city's population begins to grow as people move there from rural areas, this is called urbanization.
3. A region that is very cold is said to have a polar climate.
4. Apartheid was a South African government policy that supported racial segregation.
5. A typhoon is a violent tropical storm that is like a hurricane.
6. The archaeologist uncovered valuable artifacts at the ancient site of Tiwanaku.

Name

Chapter 6 Review • Part 4

Circle the correct answer.

1. A tropical climate is ____.
   - **a.** hot all year long
   - **b.** cold and snowy
   - **c.** mild
   - **d.** arid
2. The South African policy that kept the black population separated from the white minority was called _____.
   - **a.** parliament
   - **b.** apartheid
   - **c.** minority
   - **d.** acronym
3. One of the major environmental problems in Dong Ngac is _____.
   - **a.** typhoons
   - **b.** water pollution
   - **c.** urbanization
   - **d.** communism
4. Indigenous means _____.
   - **a.** elder
   - **b.** native
   - **c.** empire
   - **d.** minority

Name

1 of 4

Chapter 6 Test

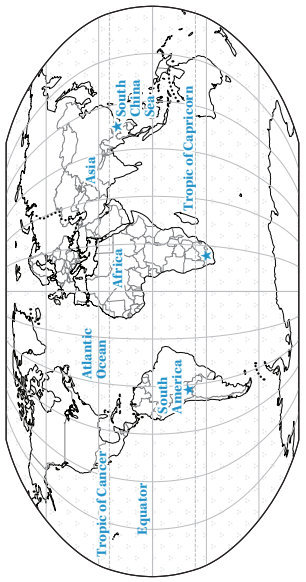
Read each sentence. If the statement is true, print the letter **T** beside the sentence. If it is false, print the letter **F**.

1. Tropical climate zones are found near the North and South Poles. F
2. Soccer is a very popular sport in South Africa. T
3. Chinese is the official language of Vietnam. F
4. Dong Ngac is a modern city in Vietnam. F
5. The climate of Tiwanaku is dry, windy, and cold. T
6. Tiwanaku was once a powerful empire. T

Name

2 of 4

Chapter 6 Test



▼ Chapter 7

Name

4 of 4

Chapter 6 Test

Use the correct word from the word bank to complete the sentence.

commuter	typhoon	traditional

16. The commuter caught her train to work at the station.
17. A typhoon is like a hurricane.
18. The villagers enjoyed a traditional way of life.

Circle the correct answer.

19. What is an arid climate?
    - a. cold and snowy
    - b. mild
    - (c.) dry
    - d. hot all year long
20. What are leaders in the community of Dong Ngac called?
    - a. indigenous
    - (b.) elders
    - c. commuters
    - d. archaeologists

Name

Activity Sheet

7a Clean Water

Use this map and the World Desk Map to answer the following questions.

1. On the World Desk Map, draw a sad face on countries where fewer than one-half of the people have clean water.
2. Name one of the countries where fewer than one-half of the people have clean water. _____
3. On the World Desk Map, draw a star on countries where between one-half and three-quarters of the people have clean water.
4. Name one of the countries where between one-half and three-quarters of the people have clean water. _____
5. Which continent has the most problems with clean water?
   Africa

Name

Activity Sheet

7d Understanding Numbers in Text

How much paper does the average American use in a year?

There are different types and sizes of trees, but it takes roughly seven trees to produce the amount of paper and wood products the average American uses in a year. Paper products are recyclable, but unfortunately most are not recycled and end up in landfills. If people recycled more paper products instead of throwing them in the trash, we could save a lot of trees!

1. What number is in the text?
   seven
2. What does the number represent?
   the number of trees needed to produce paper products for the average American
3. What questions does this number make me think about?

Nystrom Young Citizens 113 Chapter 7 • Lesson 2 • Section C

Name

Chapter 7 Review • Part 1

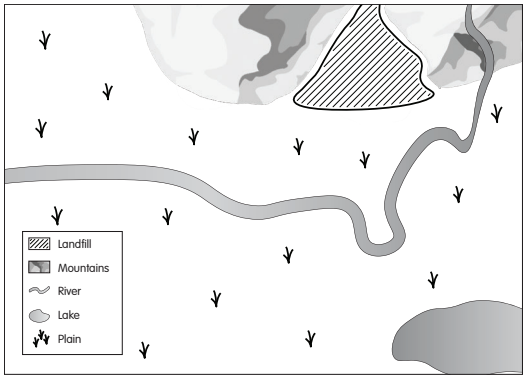
Read each sentence. If the statement is true, print the letter T at the end of the sentence. If it is false, print the letter F.

1. Contaminated water is safe to drink. F
2. There are still many communities that do not have access to fresh water. T
3. The United Nations works to make fresh water available throughout the world. T
4. Emissions from factories and cars cause air pollution. T
5. People can help minimize pollution by riding a bike instead of driving a car. T
6. A windmill produces pollutants. F

Nystrom Young Citizens 116 Chapter 7 Review

Name

Chapter 7 Review • Part 2



1. Using the map, show how pollutants end up in a fresh water supply. Label your diagram.
2. Name two organizations that work to make sure that clean water is available to everyone.
   The Environmental Protection Agency, environmental groups, and the United Nations

Nystrom Young Citizens 117 Chapter 7 Review

Name

Chapter 7 Review • Part 3

Match each word with its definition.

1. aquifer	g. a place for our trash
2. pollution	a. smoke and fog that contain many pollutants
3. landfill	d. underground space that contains water
4. smog	c. yard waste and food that you throw away
5. disposable	b. made to be thrown away after use
6. organic trash	f. anything that makes the environment dirty or unsafe
7. hybrid car	e. a car that runs on both electricity and gasoline

Nystrom Young Citizens 118 Chapter 7 Review

Name

Chapter 7 Review • Part 4

Answer the question in paragraph form. Use details and examples to support your answer.

1. Why is trash an environmental concern?

Responses vary but should include that it gives off dangerous gas, heats up our planet, contributes to climate change, pollutes the soil, attracts animals that spread diseases.

Name

Chapter 7 Test

Read each sentence. If the statement is true, print the letter **T** on the line. If it is false, print the letter **F**.

1. Pollutants such as chemicals, fertilizers, and lead from pipes can find their way into our water supply. T
2. Without fresh water, people can become sick. T
3. EPA stands for Emotional Planning Agency. F
4. The sand that blows from the Sahara is full of air pollutants and dust. T
5. Smog is a result of too much fog. F
6. Better garbage control has three key words: reduce, reuse, and recycle. T

Name

Chapter 7 Test

8. emissions
9. power plant
10. industrialization
11. greenhouse gas

- growth of factories and technology
- a gas that keeps in the heat of the sun, like carbon dioxide
- a station or facility that creates electricity
- substances released into the air

Name

Chapter 7 Test

Answer the question in paragraph form. Use details and examples to support your answer.

12. Explain the 3 Rs and give an example of each method.

Reduce—use less electricity, use fewer things in packages; Reuse—use grocery bags that can be used again, use a sports bottle and refill it with something to drink; Recycle—recycle paper, glass, metal, recycle by finding a new purpose for things you no longer want or donating them to other organizations

Photo Credits

Abbreviations: iStock.com (iS), Library of Congress (LOC), National Archives and Records Administration (NARA)

Photo locators: Top (T), Middle (M), Bottom (B), Left (L), Right (R)

Cover: iS/gpointstudio

Chapter 1: 75 iS/lushik; **78** TL: iS/Skeezer, TR: Courtesy of LOC/LC-DIG-ppmsc-01924, BL: iS/benoitb, BR: iS/xxmmxx

Chapter 2: 136 Public domain via Wikimedia Commons

Chapter 3: 202 T: iS/AntonioGuillem, M: iS/PeopleImages, B: iS/lechatnoir

Chapter 4: 280 FirstL: iS/ansonmiao, First R: iS/3drenderings, Second L: iS/Andrei Berezovskii, SecondR: iS/Saddako, Third L: iS/bigtunaonline; ThirdR: iS/Andyworks, FourthL and FourthR: iS/GlobalP

NYSTROM

Young Citizens

3

v1.0

NYS6032FL 978-0-7825-3178-7

9 780782 531787

Social Studies
SCHOOL SERVICE